

Subject: GCSE PE

GCSE PE Lead: Tim Wing

Exam Board: OCR

Qualification type: GCSE

Intent

Principles of the GCSE PE Curriculum

The United Curriculum for GCSE PE is built upon the core United Curriculum principles available **here**.

The intent of the OCR GCSE Physical Education curriculum at Montsaye is to combine practical performance with theoretical understanding, enabling students to explore the physical, psychological and socio-cultural factors that influence participation and performance in sport. Throughout the course students will apply learning and analysis to real sporting examples and contexts, which supports their learning and develops a range of transferable skills. This curriculum will also support with building positive attitudes towards physical activity, health and wellbeing, supporting student progression to further education and future pathways.

The rationale behind the sequencing of lessons:

The topics taught are sequenced to build on previous learning in Key Stage 3. Theoretical content is delivered alongside practical performance at the start of Year 10. Students develop the foundation knowledge of the fundamental body systems, before then learning how to improve specific components of fitness safely, through effective training methods to maximize performance in sport. Once this knowledge is secured students are then able to complete their NEA coursework title "Analyzing and Evaluating performance". Following this, students focus on the socio-cultural and psychological aspects of sport. First, understanding the benefits of leading a healthy and active lifestyle, then allowing students to learn about the factors that limit or increase engagement in healthy and physically active lifestyles.

Implementation

In Key Stage 4 the GCSE PE curriculum is implemented as follows:

- **Year 10**

Students study OCR GCSE PE. The course consists of units of different weightings which create an overall grade at the end of Year 11. 60% of the course is examined through two exam papers at the end of Year 11, 10% NEA coursework written in Year 10, 10% an

individual sporting performance assessment, 10% team sporting performance assessment and 10% either a team or individual performance assessment.

Practical assessments are ongoing across Year 10 and 11 and students are expected to keep a log of competitive performances in sport across the two year period. Students are also expected to collect external video footage of offsite activities they can be assessed in such as horse riding, golf, boxing and swimming. Practical skills are developed over the two

year course across a range of sporting activities and grades are finalised in February of Year 11. All of the theory content for the paper 1 exam and coursework is covered in Year 10.

- **Year 11**

GCSE PE students in Year 11 continue to take part in practical lessons until January, by which point all external video evidence for offsite activities should have been submitted to the class teacher. Students are offered a broad co-curricular programme to support their practical performance from entry in Year 7 through until they leave Montsyaie at the end of Year 11. OCR GCSE PE Paper 2 content is covered between July of Year 10 and February of Year 11. During this time students will be given homework to consolidate their learning for both paper 1 and paper 2 outside of the classroom. Structuring the course in this way allows students to revisit and reinforce learning across the whole course from March until the summer exams. During this time students will recover the content and improve their ability to apply to practical examples and secure their exam techniques.

Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.

- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.