

| Subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Term                                                                                                                                                 |
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| A Level Physical Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 2                                                                                                                                             |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| OCR A Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| Content (Intent)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| Prior Learning (Topic) OCR Exam Board Syllabus content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| <b>Paper 1</b> <ul style="list-style-type: none"><li>Anatomy and Physiology: The vascular system, venous return, vascular shunt mechanism, vasomotor control</li><li>Exercise Physiology: Strength, Flexibility.</li><li>Biomechanics: Components of a lever, Mechanical advantage. Planes and Axis.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| <b>Paper 2</b> <ul style="list-style-type: none"><li>Skill Acquisition: Types guidance + types of feedback</li><li>Sports Psychology: Social facilitation</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| <b>Paper 3</b> <ul style="list-style-type: none"><li>Socio Cultural Issues: 21st Century</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| <b>Practical EAPI</b> <ul style="list-style-type: none"><li>Rehearse EAPI</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| Future Learning (Topic) OCR Exam Board Syllabus content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| How will knowledge and skills be taught? (Implementation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How will your understanding be assessed & recorded (Impact)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                      |
| Pupils study the OCR A level syllabus with 9 hours of teaching over a two-week timetable.<br>Teachers to set high expectations which inspire and motivate students. Variety of teaching tasks and styles to be adopted depending on the lesson principles, aims and content. Teachers will adapt teaching to the strengths and needs of the students. Stretch and challenge integral to learning for all pupils in all lessons through differentiated tasks and outcomes. Knowledge imparted through effective three-part lesson structure of starter, main activity and plenary. Pupils to work individually, paired and in groups with accurate and productive use of assessment alongside ALPS targets used to monitor progress. Pupils given regular feedback in lessons both orally and through accurate marking with pupils encouraged to respond to the feedback. Students set homework every lesson and given time to evaluate and correct homework in lessons. Pupils given revision booklets and resources pre-exam in individual topic areas. Students work independently through guided study to complete practical and EAPI coursework assessments. | Students to be assessed in line with individual ALPS predicted targets. Effort and attainment recorded in regular progress checks and interims with more detailed progress and targets set in parent’s evenings.<br>Individual topic results recorded by teacher.<br>Pupils self-assessment sheet in folders used to monitor progress and understanding.<br>Assessments made through exam questions within lessons and homework’s. Multi choice recap quizzes in lessons. End of unit assessments.<br>Practical/EAPI assessment done through self/peer and teacher assessment and video recording. |                                                                                                                                                      |
| How can parents help at home?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| Parents can support students in video evidence collection. Review pupils self-assessment sheets to inform on child’s understanding and progress in time for parents evening.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| Helpful further reading/discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                      |
| <b>Reading</b><br>OCR PE for A level Book 1<br>Bounce by Matthew Syed<br>The Chimp Paradox by Prof. Steve Peters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Vocabulary Lists</b><br>Individual key words and definitions given by topic. Topic area glossaries given to students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Careers Links</b><br>Professional sport. Physiotherapy.<br>Sports Management, Nursing, Armed Forces, Sports Analysis, Teaching, Sports Nutrition. |