



PE - Year 10 – Developing knowledge of OAA

RO56

Big Picture

AIM: Organisations increasingly use outdoor and adventurous activities as the basis for team away-days and team-building exercises, requiring individuals to work collaboratively and develop their problem solving and communication skills as a group. Students will develop their knowledge about different outdoor activities, how to plan an outdoor activity and be able to participate in one. They will develop their communication, decision-making and leadership skills in challenging scenarios and environments. This unit is assessed through OCR-set tasks where students demonstrate their planning skills and participate in an outdoor activity.

Centre-assessed tasks OCR-moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks.

30 GLH.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Pupils to attend a residential to Rock and River.
- Join clubs in the community and/or use local facilities that cater for OAA.
- Pupils to develop their knowledge of the OAA provision locally and nationally.
- Encouraged to read magazines/ social media/ sports apps on OAA

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to research and deepen knowledge.
- Walking, talking papers.
- Pupils to use mark schemes to ensure correct terminology is used.

Progression Model:

Outdoor activities are group or individual activities that take place in a natural, outdoor environment. These activities usually involve meticulous planning and preparation and enable participants to develop skills that are useful and transferable in everyday life. For this reason, organisations increasingly use outdoor and adventurous activities as the basis for team away-days and team building exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group.

Sequence 1: Learning Objective: LO1: Know about different types of outdoor activities and their provision

Lesson 1: The definition of an outdoor activity (e.g. a leisure, recreation or sport activity undertaken in a natural, rural or urban space, can be done as an individual or part of a group).

Lesson 2: Able to list and describe outdoor activities from the approved list.

Lesson 3: Explain the provision of outdoor activities in the UK, outdoor activity providers, national sports centres, voluntary and organisations.

Lesson 4: Able to give examples of local and national providers of the different outdoor activities identified.

Formative Assessment and Homework: Pupils to complete own research to enhance depth of knowledge. Coursework to be completed in recommended guided learning hours.

Sequence 2: Learning Objective: LO2: Understand the value of participating in outdoor activities

Lesson 5: Understand the general benefits of participating in outdoor activities, increased confidence, enjoyment and challenge, improved health and fitness, greater environmental awareness, increased motivation, opportunity to socialize.

Lesson 6: Understand how participating in outdoor activities can help skills development, i.e. social skills, team-building skills, decision-making skills, planning and organisation skills, problem-solving skills, communication skills.

Formative Assessment and Homework: Pupils to complete own research to enhance depth of knowledge. Coursework to be completed in recommended guided learning hours.

Sequence 3: Learning Objective: LO3: Be able to plan an outdoor activity

Lesson 7: To understand the key considerations to make when planning an outdoor activity- health and safety, personnel, Adventure Activities Licensing Authority, clothing and equipment, location, supplies, emergency procedures, contingency plans, shelter, weather forecast, timing.

Lesson 8: To understand the hazards to be aware of when planning outdoor activities- inappropriate supervision/tuition, poor/incorrect equipment, unforeseen weather conditions, illness/injury, poor organization, getting lost, unstable terrain, animals and insects.

Formative Assessment and Homework: Pupils to complete own research to enhance depth of knowledge. Coursework to be completed in recommended guided learning hours.

Sequence 4: Learning Objective: LO4: Be able to demonstrate knowledge and skills during outdoor activities

Residential- Rock and River, completed over a weekend. Activities; Rock climbing, abseiling, orienteering.

Pupils to be taught and assessed in the following areas; care and use of equipment, safe practice, communication skills, decision-making skills, team-working skills, problem-solving skills.

Formative Assessment and Homework: Pupils to complete own research to enhance depth of knowledge. Coursework to be completed in recommended guided learning hours.



PE - Year 11 – LO4 Applying practice methods RO52

Big Picture

AIM: By completing this unit, learners will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance.

Written coursework OCR set 60 marks (60 UMS) alongside practical performance in a team and individual sport.

Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Trips
- Encouraged to read magazines/ social media/ sports apps
- Encouraged to volunteer as club officials and coaches

Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to research and deepen knowledge.
- Practical lessons to allow time for completion of work booklets to support coursework.

Progression Model:

- Transferrable knowledge of key terminology, *e.g. practice methods, open/ closed skills, types of practice, monitoring progress, drills, teaching points.*
- collaborate with others to share information and ideas, and solve problems
- Speaking and listening skills to collaborate with others to share ideas, problem solve and analyze data.
- Cross-curricular links, extended writing when describing strengths and weakness and applying practice methods to improve areas for development.

Sequence 1: Learning Objective: LO4 Be able to apply practice methods to support improvement in a sporting activity

Lesson 1: Pupils to introduce themselves and their selected sport. Level they play at. Experience?

Lesson 2: Identifying the core and advanced skills for their sport. Pupils to assess each skill and identify if a strength or a weakness.

Lesson 3: Identifying the tactics for their sport. Pupils to assess each tactic and identify if a strength or a weakness.

Lesson 4: For each strength and weakness, can they describe the impact the skill has on their/ team performance.

Formative Assessment: Pupils to type up their coursework in a controlled environment.

Sequence 2: Learning Objective: LO4 Be able to apply practice methods to support improvement in a sporting activity

Lesson 5: The difference between an open and closed skill. Pupils to give practical examples for their sport.

Lesson 6: The difference between a simple and complex. Pupils to give practical examples for their sport.

Lesson 7: Formative Assessment: Pupils to type up their coursework in a controlled environment.

Lesson 8: From their identified skills and tactics (strengths). *What is the skill? Type of skill? Why is this a strength? What evidence do you have? How long did it take to master this skill? What impact does it have on your/ team performance?*

Lesson 10: From their identified skills and tactics (weaknesses). *What is the skill? Type of skill? Why is this a weakness? What evidence do you have? What impact does it have on your/ team performance?*

Lesson 11: Formative Assessment: Pupils to type up their coursework in a controlled environment.

Sequence 3: Learning Objective: LO4 Be able to apply practice methods to support improvement in a sporting activity

Lesson 12: To understand the different approaches to skill improvement. Different types of practices (whole/ part/ variable/ fixed). Pupils able to give examples from their selected sport.

Lesson 13: Formative Assessment: Pupils to type up their coursework in a controlled environment.

Lesson 14: For 2 weaknesses, pupils to plan progression drills for over a 6-week period. To include diagrams, teaching points. To identify the impact on their performance when weaknesses improve over time.

Lesson 15: Formative Assessment: Pupils to type up their coursework in a controlled environment.

Lesson 16: How to measure improvement in skills, strategies and techniques developed. Understand how to use video diaries, logs, completing awards peer observation, and competitive logs to monitor progress.

Lesson 17: Formative Assessment: Pupils to type up their coursework in a controlled environment.

Lesson 18: Formative Assessment: Pupils to type up their coursework in a controlled environment.

Lesson 19: Formative Assessment: Pupils to type up their coursework in a controlled environment.