

Topic Sequencing and Rationale-

Key Stage 3

	Year	What is taught? Overview of Topics	Why this? Why then?
KS3	7	Invasion games - football/netball/basketball Aesthetic activities - Dance/ gymnastics Net/Wall - badminton/table tennis Striking/Fielding - cricket/rounders Athletics – LJ/HJ/100M/800M/javelin/discus OAA - Problem solving HRF	<p>A range of traditional sports and core skills taught for KS3 to build on prior experience and knowledge from KS2. Technique and skills focused to develop motor competency during the cognitive stage/grassroots level of experience e.g. in depth focus on the correct overhead clear technique in badminton. Fluency of each skill is developed through focused conditioned games.</p> <ul style="list-style-type: none"> - Building core skill motor competence is paramount. - Use a range of tactics and strategies to overcome opponents in direct competition through games (football, netball, basketball etc.) - Develop their technique and improve their performance in individual activities (athletics, dance and gymnastics) - Take part in team building and problem solving activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group - Take part and develop knowledge in health related fitness building foundations necessary to lead a healthy, active lifestyle
	8	Invasion games - football/netball/basketball Aesthetic activities - Dance/ gymnastics Net/Wall - badminton/table tennis Striking/Fielding - cricket/rounders Athletics - LJ/HJ/100M/800M/javelin/discus	<p>A range of traditional sports core and some advanced skills taught in Year 8 to build on prior experience and knowledge from Year 7. Fluency of each skill is developed through focused conditioned games.</p> <ul style="list-style-type: none"> - Developing core skills and beginning to touch upon advanced skills. Focusing on refinement and control of motor skills. - Use a range of tactics and strategies to overcome opponents in direct competition through games (football, netball, basketball etc.) <ul style="list-style-type: none"> - Develop their technique and improve their performance in individual activities (athletics, dance and gymnastics)

Resilience

Responsibility

Reflectiveness



		Orienteering HRF	<ul style="list-style-type: none"> - Take part in Orienteering to develop sense of direction and improve on components of fitness. - Take part and develop knowledge in health related fitness building foundations necessary to lead a healthy, active lifestyle
	9	Invasion games - football/netball/basketball Aesthetic activities- trampolining Net/Wall- badminton/ table tennis/ volleyball Striking/Fielding- cricket/rounders Athletics - LJ/HJ/100M/800M/javelin/discus HRF	<p>A range of traditional sports with a large emphasis on more advanced skills and development of tactical awareness and decision making. Advanced skills taught in Year 9 building on prior experience and knowledge from Year 7 and 8. In yr9 we also combine traditional activities with non-traditional sports such as dodgeball to provide insight to the KS4 core PE curriculum and to promote participation and enjoyment.</p> <ul style="list-style-type: none"> - Core skills are now refined and performed consistently, advanced skills are still being developed and may need adaptations. Both core and advanced skills learnt look fluent when performed in game situations. - Use a range of tactics and strategies to overcome opponents in direct competition through games (football, netball, basketball etc.) <ul style="list-style-type: none"> - Develop their technique and improve their performance in individual activities (athletics and trampolining) - Take part and develop knowledge in health-related fitness building foundations necessary to lead a healthy, active lifestyle



Year 7

Subject and Year Group	Invasion games		Net/wall games		Striking and fielding games		Athletics		Creative movement		Other	
Sports/activities we currently cover	Football Netball Basketball		Badminton Table Tennis		Cricket Rounders		X2 Jumps – LJ/HJ X2 Throws – Discus/Javelin X2 Runs – 100m/800m		Dance/ Gymnastics		HRF Problem solving	
Core practical knowledge and skills	4 Core skills and techniques from the sports and practical activities listed above will be taught over 8 lessons (apart from dance and gymnastics which is split into 4 lessons each) – most core skills focus on the introduction to the skill. This introduction refers to the cognitive stage of learning. Declarative knowledge is based around the basics required to perform the basic version of the game, with lesson 1 focusing repetition and rehearsal of the skill being taught and the next lesson focusing on developing fluidity through competitive conditioned games. By introducing the fluid conditioned game base approach, we are hoping to see students applying basic rules, strategies and tactics to outwit the opposition. Examples are but not limited to; shot selection/composition of sequences/decision making/rules & regulations etc. All lessons have a particular focus on collaborative learning. Learning to work respectfully with others. Knowing how to win and how to lose the correct way.											
Powerful Knowledge	Football - Ball mastery and control - Introduction to dribbling - Introduction to tackling techniques (defending) - Introduction to short passing	Netball - Introduction to passing. - Implementing the footwork rule - Introduction to defending - Introduction to shooting	Basketball - Ball familiarisation and dribbling - Introduction to defending - Introduction to passing - Introduction to shooting	Badminton - Introducing the game of badminton and racket familiarisation - Introduction to back hand serve - Introduction to underarm clear/lift - Introduction to smash shot	Table Tennis -Bat familiarisation and backhand push - Introduction to serving - Introduction to forehand - Introducing to the backhand slice slice	HRF -Warm up/ cool down - Circuit training - Technique correction Press up/sit up - Technique correction Air squat/ Burpee	Problem Solving - Communication - Listening - Teamwork - Trust	Dance - Culture and basic action movements - Developing choreography to consider Relationships - Developing chorography to consider space and dynamics - Rehearsal and performance	Gymnastics - Individual balances - Rotations - Linking rotations and Partner balances - Rehearsal and performance of Routines	Cricket -Ball familiarisation and catching - Introduction to fielding - Introduction to bowling - Introduction to batting	Rounders - Ball familiarisation and catching - Introduction to fielding - Introduction to bowling - Introduction to batting	Athletics - Introduction to 800m - Introduction to 100m - Introduction to Javelin - Introduction to discus - Introduction to long jump - Introduction to 800m
Assessment	- Assessment of each sport/activity takes place over the course of the 8 lessons, with a final grade (F,D,S,E) being awarded on the 8 th lesson.											
Assessment for and of Learning	- Practical assessment of all core skills will be assessed holistically throughout the SOL implementation. Staff to compare student’s practical ability based on tailored core skills guidance from OCR GCSE PE success criteria. - Word Web’s associated to each block of sport/physical activity											



Year 8

Subject and Year Group	Invasion games		Net/wall games		Striking and fielding games		Athletics		Creative movement		Other	
Sports/activities we currently cover	Football Netball Basketball		Badminton Table Tennis		Cricket Rounders		X2 Jumps – LJ/HJ X2 Throws – Discus/Javelin X2 Runs – 100m/800m		Dance Gymnastics		HRF Orienteering	
Core practical knowledge and skills	<p>In yr8 students continue to develop core skills and techniques from the sports and practical activities listed above but some sports and practical activities will now start to incorporate advanced skills as students make their way through our progressive curriculum. In yr8 each sport/practical activity will be taught over 8 lessons (apart from dance and gymnastics which is split into 4 lessons each). Students in yr8 are now moving their motor competency from coordination and control i.e. introduction to refinement and adaptation. Declarative knowledge is based around what is required to perform a version of the game. In KS3 core PE we focus on a two-lesson format per skill/technique taught. Lesson 1 focusing on repetition and rehearsal of the skill being taught and the next lesson focusing on developing fluidity through competitive conditioned games. By introducing the fluid conditioned game-based approach, we are hoping to see students applying basic rules, strategies and tactics to outwit the opposition. Examples are but not limited to; shot selection/composition of sequences/decision making/rules & regulations etc.</p> <p>All lessons have a particular focus on collaborative learning. Learning to work respectfully with others. Knowing how to win and how to lose the correct way.</p>											
Powerful Knowledge	Football - Developing first touch - Shooting inside the 18yrd box - Dribbling to outwit opponents - Penetrative short passing	Netball - Passing development - Using dodging skills effectively - Introduction to positions and roles - Stages of defending in netball	Basketball - Dribbling development - Creating space using 'cut' actions - Set shot development - Introduction to lay up	Badminton - High serve - Introduction to overhead clear - Introduction to drop shot - Introduction to net play	Table Tennis - Backhand drive - Chop stroke - Forehand development - Offensive smash stroke	HRF - Circuit training - Introduction to rowing machines - Introduction to treadmills - Introduction to stationary bikes	Orienteering - Introduction to map reading and legends - Introduction to a line event - Introduction to a star event - Time, line and star events	Dance - Culture and action movements - Developing choreography to consider Relationships - Developing chorography to consider space and dynamics - Rehearsal and performance	Gymnastics - Individual balances - Rotations - Linking rotations and balances - Rehearsal and performance	Cricket - Fielding and catching skills - Bowling developme nt - Batting developme nt - Field set ups and tactics	Rounders -Fielding development - Positional roles - Bowling development - Batting development	Athletics -Javelin - Discus - 100m - 800m - High jump - long jump
Assessment	- Assessment of each sport/activity takes place over the course of the 8 lessons, with a final grade (F,D,S,E) being awarded on the 8 th lesson.											
Assessment for and of Learning	- Practical assessment of all core and some advanced skills will be assessed holistically throughout the SOL implementation. Staff to compare student's practical ability based on tailored core and advanced skills guidance from OCR GCSE PE success criteria. - Word Web's associated to each block of sport/physical activity											



Year 9

Subject and Year Group	Invasion games		Net/wall games		Striking and fielding games		Athletics		Creative movement		Other
Sports/activities we currently cover	Football Netball Basketball		Badminton Table Tennis Volleyball		Cricket Rounders		X2 Jumps – LJ/HJ X2 Throws – Discus/Javelin X2 Runs – 100m/800m		Trampolining		HRF
Core practical knowledge and skills	In yr9 students advance from core skills and techniques from the sports and practical activities listed above to advanced skills as students make their way through our progressive curriculum. In yr9 each sport/practical activity will be taught over 8 lessons. Students in yr9 are now moving their motor competency from refinement and adaptation in yr8 to consistency and extension of skill. Declarative knowledge is based around what is required to perform a version of the game. In KS3 core PE we focus on a two-lesson format per skill/technique taught. Lesson 1 focusing on repetition and rehearsal of the skill being taught and the next lesson focusing on developing fluidity through competitive conditioned games. By introducing the fluid conditioned game-based approach, we are hoping to see students applying rules, strategies and tactics to outwit the opposition. Examples are but not limited to; shot selection/composition of sequences/decision making/rules & regulations etc. All lessons have a particular focus on collaborative learning. Learning to work respectfully with others. Knowing how to win and how to lose the correct way.										
Powerful Knowledge (Theory content to be implemented)	Football - Ball mastery - Shooting in combination play - Overloads and counter attacks - Out of possession	Netball - Positions recap - Attacking principles - Advance shooting techniques - Centre and backline set plays	Basketball - Set shot shooting with defensive and offensive rebounds - Basketball positions - Denying attackers space on the court - Attacking plays/strategies	Badminton - Flick serve - Backhand overhead clear - Backhand underarm clear - Doubles play	Table Tennis - Backhand 'flick' - Serving variations; including Pendulum serve - Forehand development - Introduction to doubles	HRF - Measuring fitness levels - Planning a fitness session - Delivering and performing a fitness session - Measuring fitness levels	Volleyball - Introduction to serving - Introduction to dig shot - Introduction to set shot - Introduction to smash shot	Trampolining -Introduction to trampolining; basic jumps, shapes and turns - Seat drop and landing - Swivel hips - Front landing	Cricket - Bowling variation - Attacking batting shots; pull and hook - Wicket keeping - Field set ups and tactics	Rounders - Low catch and double cover - The role of a back stop - Bowling development - Batting development	Athletics -Javelin - Discus - 100m - 800m - High jump - long jump
Assessment	- Assessment of each sport/activity takes place over the course of the 8 lessons, with a final grade (F,D,S,E) being awarded on the 8 th lesson.										
Assessment for and of Learning	- Practical assessment of advanced skills will be assessed holistically throughout the SOL implementation. Staff to compare student's practical ability based on tailored core and advanced skills guidance from OCR GCSE PE success criteria. - Word Web's associated to each block of sport/physical activity										

Topic Sequencing and Rationale

Key Stage 4 Core PE

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10/11	<p>A range of practical (traditional/non-traditional) activities to sustain healthy participation by all. Students taught the relationship between physical activity and it's effect on the mind and body.</p> <p>Sports Leadership qualification for Year 10 students</p>	<p>Why this?</p> <ul style="list-style-type: none"> It is a requirement that all students take part in physical activity throughout Years 10/11. Students in Year 10 have access to three hours of PE over the fortnight and Year 11 have two hours of PE over the fortnight. Typically, and historically a time that students can become disengaged in PE and Sport due to the exam pressures from other subjects and more recently social and performance anxiety. We don't wish to create a negative association with physical activity as it directly opposes our curriculum intent of lifelong participation so students will have the some involvement in the creation of the curriculum via student voice to support some autonomy within their curriculum. Year 10 classes are scheduled to a specific area based on scheduling of KS3. Upon discussion with the class and teacher input students are then allowed to pick some of the proposed activities they would like to take part in to ensure enjoyment for all but at the same time to develop advanced skills and tactics in a range of different activities. In year 11 we provide student options. The options most of the time provide one indoor and one outdoor activity. The other oprions offered at the same time will be facilities driven. All staff in the department read the Sport England – Under the skin document which informs us that most PE curriculums are designed for 10% of our students i.e. the sports enthusiasts. The options provided each half term are varied and aim to fulfil a specific criterion i.e. address female participation or lifelong participation in sport through badminton etc. We are very fluent and adaptable in our offer to suit the needs of all learners, regardless of ability or gender which in turn increases participation and enjoyment. We also offer the Level 2 Sports Leadership qualification that is open to all students going from year 9 to 10. <p>Why then?</p> <ul style="list-style-type: none"> We allow the students to take responsibility and ownership of their lessons to promote the importance of the physical, emotional and social aspects of physical activity. The students have gained the knowledge and understanding at KS3 to play competitive versions of the game at KS4.



Key Stage 4 GCSE

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10	1.1a The Skeletal System 1.1b The Muscular System 1.1c Movement Analysis 1.2 Physical Training 2.2 Sports Psychology	<p>Why this?</p> <ul style="list-style-type: none"> Component 01- Physical factors affecting performance, introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports. Students will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Students will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results. Students will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured. Learners will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury Students will develop their knowledge and understanding of sports psychology theories related to acquiring movement skills and optimising performance. Students will be able to reflect on their own learning and performance of physical activities and sports skills to recognise the key psychological concepts affecting performance. <p>Why then?</p> <ul style="list-style-type: none"> Students begin with the major systems within the body (skeletal/muscular) to gain a basic understanding of the body and how they work to bring about movement during sports performance. It is essential they begin with this unit to apply to practical performance from the outset and throughout to build up their knowledge and to become accustomed to using the new terminology early on. Physical training/Sports Psychology components are then applied once topics 1.1 have been covered. The Physical Training unit requires students to apply key principles such as Components of Fitness and Principles of Training to practical sport. It is essential the students build up their knowledge to apply to the non-examined coursework component as both 1.1, 1.2 and 2.2 are required to complete it.



	11	<p>2.3 Health, fitness and Well-being</p> <p>2.1 Socio-cultural Issues in Sport</p> <p>1.1 The Body Systems</p>	<p>Why this?</p> <ul style="list-style-type: none">• Component 02, Socio-cultural issues, students will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. Learners will also develop their knowledge and understanding of how sport impacts on society. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation with practical examples. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media. Learners will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports.• Students will develop their knowledge of the importance of leading a healthy, active lifestyle and most importantly the consequences of leading a sedentary lifestyle and the effects this has not only physically but also socially and emotionally. The importance of this is paramount for students to begin to reflect on their own and others lifestyles to assess how healthy this is and what improvements can be made.• Students will also begin to look at participation rates in sport and begin to investigate the potential barriers to engagement for a range of different social groups. Students will explore a range of initiatives developed and introduced to increase participation. Knowing the importance of potential barriers will enable students to understand why sometimes sport and physical activities are not as accessible to all and to hopefully allow them to begin to think of strategies to remove these barriers for themselves, others and potentially in a career in sport. <p>Why then?</p> <ul style="list-style-type: none">• It is essential for the students to begin with knowing the different components of health and the consequences of leading a sedentary lifestyle to begin with in order to understand why it is essential to increase participation and engagement in a range of different activities and why a range of initiatives are introduced from different agencies to avoid the effects of living a sedentary lifestyle.• Students study the Cardiovascular and Respiratory system at the end of the specification due to the high nature of new key terminology and to help with the retrieval of key knowledge in the run up to the exam as it is the last topic studied. Historically, this topic has been the most challenging for PE students nationally.
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Year 10

Subject and Year Group	Autumn Year 10	Autumn 2 Year 10	Spring 1 Year 10	Spring 2 Year 10	Summer 1 Year 10	Summer 2 Year 10
Topic/Unit to be studied	1.1 The Body Systems Students will be able to name and locate the major bones/muscles of the body and be able to apply examples of how the skeletal/muscular system allows the functions such as posture and movement. Students will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Students will know the three planes of movement and be able to give examples of these levers from different physical activities and sports.	1.2 Physical Training Students will develop their knowledge and understanding of the components of fitness and methods of training. Students will be apply using a range of practical examples from physical activities and sports. component.	1.2 Physical Training Students will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes. Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Learners will develop their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports.	2.2 Sports Psychology Students will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports.	2.2 Sports Psychology Students will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Students will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.	AEP- non-examined coursework Students are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer in order to: <ul style="list-style-type: none"> • analyse aspects of personal performance in a practical activity • evaluate the strengths and weaknesses of the performance • produce an action plan which aims to improve the quality and effectiveness of the performance.
Core Knowledge and skills	1.1a Skeletal System 1.1b Muscular System 1.1c Movement Analysis	1.2 Components of Fitness, fitness testing and Methods of Training	1.2 Principles of Training Prevention of Injury	2.2 Classification of Skills/Skills Continuum 2.2 Goal setting	2.2 Guidance & Feedback	<ul style="list-style-type: none"> • Analysis and evaluation of Performance • coursework



				2.2 Mental preparation		
Assessment	End of Topic test 1.1a/b/c October half term 8 mark assessed question	6 mark assessed question	End of Topic test 1.2a/b/c February half term	End of topic test 2.2 May half term		Mock exam July
Assessment for and of Learning	<ul style="list-style-type: none">- Low stakes testing through Quizlets/Kahoots throughout lessons- End of Unit tests at the end of each phase- 6 mark written assessment for each topic covered				<ul style="list-style-type: none">- Medium level control written document- 14 hours allocated to complete- Mock exam in June	
Practical Activities covered (cohort dependent)						
Netball	Trampolining					
Football	Tennis					
Hockey	Athletics					
Badminton	Basketball					
Handball	Table Tennis					
Rugby						



Year 11

Subject and Year Group	Autumn Year 11	Autumn 2 Year 11	Spring 1 Year 11	Spring 2 Year 11	Summer 1 Year 11	Summer 2 Year 11
Topic/Unit to be studied	2.3 Health, fitness and Well-being Students will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.	2.1 Socio-cultural Issues Physical activities and sports play an integral part of society in the UK. Students will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Students will be introduced to engagement patterns of different social groups in physical activities and sports.	2.1 Socio-cultural issues Students will develop their understanding of the influences of commercialism and the media on physical activities and sports. The ethical and socio-cultural issues in physical activities and sports will enable learners to develop their understanding of sportsmanship, gamesmanship and deviance in sport along with being able to apply theories to practical examples from physical activities and sports.	1.1The Body Systems Students will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions.	Students sit the exam early May	



Core Knowledge and skills	2.3 Health, fitness and Well-being	2.1a Engagement Patterns of different social groups in physical activities and sport	2.1c Ethical and Socio-cultural Issues in Sport and Physical Activity	1.1d The cardio-vascular and Respiratory Systems	
	Diet & Nutrition	2.1b Commercialisation of Physical Activity and Sport		1.1e Effects of exercise on the body systems	
Assessment	Nov mock exam	End of topic test 2.1 a/b/c February half term		End of topic test 1.1d/e Easter	Exam in May
Assessment for and of Learning	<div><div></div><div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div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KS4- NEW 2022 BTEC Tech Award

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10	<p>Component 1</p> <p>Component 1 – Preparing participants to take part in sport and physical activity</p> <p>Component 2 – Taking part and improving other participants sporting performance – Learning aim A, B & C</p>	<p>Why this?</p> <p>Component 1 A – this component focuses on preparing students to take part in sport. Students will fully experience the different types of sports, physical activities and outdoor activities to see how they provide different types of enjoyment and challenge. Through participation it is possible for learners to understand the benefits of participation why some sports, physical activities or outdoor activities are better suited to different types of participant. Learners need to identify the barriers to participation and their possible solutions for different target groups. Learners should be encouraged to evaluate the barriers to participation for individuals providing effective and realistic solutions.</p> <p>Component 1 B – this focuses on examining equipment and facilities for sports performance. Learners will develop an understanding of the different technologies, clothing, equipment and facilities used in various sports and physical activities. Learners will evaluate and analyse the various aspects and will draw appropriate conclusions regarding participation.</p> <p>Component 1 C – preparing students to take part in physical activity. For this learning aim, learners need to be able to develop their ability to plan and deliver a warm-up. They also need to know what sorts of activities can be used in each part of the warm-up including stretches for all of the major muscle groups. This will be taught through practical participation, collection of physiological data during the warm-up, followed by theory to explain the physiological response of the body systems to each part of the warm up. This allows learners to analyse their own data to see how their body has responded to the warm-up which helps to engage and focus the learner on topics that can be challenging given their scientific nature and technical terminology. Where possible, learners should have as much experience in a leadership role, starting with group leadership, paired leadership and then leading parts of a warm-up on their own to help to prepare for the practical aspects of the assignment. Learners are then introduced to different categories of participant to explore why the warm-up would need to differ to take into account the different participant needs.</p>



			<p>Component 2 A - Taking Part and Improving Other Participants Sporting Performance. Understand how different components of fitness are used in different physical activities. Learners will take part in different sport and physical activities from different providers of sport. This will help them fully experience the different types of sports, physical activities and outdoor activities. Through practical participation it is then possible for learners to understand the benefits of participation why some sports, physical activities or outdoor activities are better suited to different types of participant.</p> <p>Why then?</p> <p>Component 2 – this is a natural progression of component 1. Component 2 is based around practical skills, here students can implement the powerful knowledge they have to developing and leading various warm ups and drills.</p>
11	<p>Component 2 – Taking part and improving other participants sporting performance – Learning aim A, B & C</p> <p>Component 3 – Developing fitness to improve other participants performance – Learning aim A, B, C & D</p>	<p>Why this?</p> <p>Component 2 B Be able to participate in sport and understand the roles and responsibilities of officials For learning aim B, learners will be given the opportunity to participate in different sports and learn the skills, techniques and tactics associated with them. These sports do not have to be the same as those that the learners have been assessed in for learning aim A. Learners could be introduced to each skill, technique and tactic, and allowed to demonstrate each of them in different situations (isolated, conditioned and competitive situations). The theory for learning aim A could be delivered through practical participation when possible. Allowing learners to observe and experience the application of rules within different situations should help them gain an understanding of the rules, regulations and scoring systems that apply to selected sports. Observation should ideally be in competitive situations and at the highest level of both sports. This would allow learners to observe a range of officials in action and give them the opportunity to see what the roles and responsibilities are of different officials, techniques, selecting an appropriate file format and export settings. Note, there is not a list of prescribed sport learners has the ability to select the most suitable for their learners and context. The sport must have an NGB, rules and officials.</p> <p>Component 2 C - Demonstrate ways to improve participants sporting techniques For this learning aim, learner need to know how to plan progressive drills to teach participants how to perform and improve specific sporting techniques.</p>	



		<p>It's important that learners have experienced how to build progressive drills from:</p> <ul style="list-style-type: none">• unopposed stationary drills• drills with the introduction of travel• drills with passive opposition• drills with active opposition <p>This will allow an increase in challenge as well as learning how they are organised together with the use of demonstrations and teaching points to ensure smooth running of the drills and participants knowing how to correctly perform the technique.</p> <p>Learners should be given opportunities to set up conditioned games to target specific techniques so examples from different sports can be given. Learners can then work in small groups to plan and lead their own progressive drills and conditioned games to build confidence and leadership skills to prepare them for their Pearson set assignment.</p> <p>Component 3 Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity. Where possible, learners should have as much practical experience as possible taking part in practical activities to support their understanding of theoretical concepts. This unit gives the learner 'hands-on' practical experience of administering fitness tests, fitness training methods and developing fitness programmes that are specific to the needs of performers from different sports. Learners will study the theory behind each fitness testing, training and programme. The fitness training methods and programmes can be applied using learners within the class as well as learners from outside of the class such as school/college sports teams.</p> <p>Why then?</p> <p>Students will understand the benefits of physical activity and relate this to the exam at the end of the course.</p>
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Subject and Year Group	Autumn Year 10	Autumn 2 Year 10	Spring 1 Year 10	Spring 2 Year 10	Summer 1 Year 10	Summer 2 Year 10
Topic/Unit to be studied	<p>Component 1 learning aim A.</p> <p>Types and providers of sport and physical activity.</p> <p>Types and needs of sports and physical activity participants</p> <p>Barriers to participation in sport and physical activity for different types of participant</p> <p>Methods to address barriers to participation in sport and physical activity for different types of participant</p>	<p>Component 1 learning aim B</p> <p>Different types of sports clothing and equipment required for participation in sport and physical activity</p> <p>Different types of technology and their benefits to improve sport and physical activity participation and performance</p> <p>The limitations of using technology in sport and physical activity.</p>	<p>Component 1 learning aim C</p> <p>Planning a warm-up</p> <p>Adapting a warm-up for different categories of participants and different types of physical activities</p> <p>Delivering a warm-up to prepare participants for physical activity - Learners work in small groups to plan a warm up using a session plan template to include equipment, organisation of participants, timing, types of activities and teaching points</p>	<p>PSA Component 1 – Blind scenario released Feb 6th</p> <p>15 GLH – comprising of PSA set scenario for Component A LAA, LAB and LAC.</p> <p>Tasks should be completed independently and under supervision.</p>	<p>Component 2 learning aim A.</p> <p>Components of physical fitness</p> <p>Components of skill-related fitness</p>	<p>Component 2 learning aim B</p> <p>Techniques, strategies and fitness required for different sports</p> <p>Officials in sport</p> <p>Rules and regulations in sport.</p>
Core Knowledge and skills	<p>Different types of performers</p> <p>Healthy active lifestyles</p> <p>Government guidelines</p>	<p>Performance analysis</p> <p>Advantages / disadvantages of equipment and technology.</p>	<p>Practical assessment, Students must lead and develop their own warm up.</p>	<p>Performance analysis,</p> <p>Technology analysis,</p> <p>Healthy active lifestyles.</p>	<p>Components of fitness</p>	<p>Different roles available within sport.</p> <p>How can we access these roles.</p>



Assessment	End of topic assessment LAA	End of topic PSA mock LAB	PSA assignment mock LAC	PSA scenario – submission date May 2022	Component 2 half term mock. Mini tournament organisation.
Assessment for and of Learning	<ul style="list-style-type: none">- Low stakes testing through Quizlets/Kahoots throughout lessons- End of Unit tests at the end of each phase-			<ul style="list-style-type: none">- Medium level control written document- 5 GLH assessment practice	
Practical Activities covered (cohort dependent)					
Netball	Trampolining				
Football	Tennis				
Badminton	Basketball				
Handball	Table Tennis				
Athletics	GoalBall				



Subject and Year Group	Autumn Year 11	Autumn 2 Year 11	Spring 1 Year 11	Spring 2 Year 11	Summer 1 Year 11	Summer 2 Year 11
Topic/Unit to be studied	<p>Component 2 Learning aim C</p> <p>Planning drills and conditioned practices to develop participants' sporting skills</p> <p>Drills to improve sporting performance</p>	<p>PSA Component 2 released.</p> <p>The assignment for this component consists of four tasks:</p> <ul style="list-style-type: none"> Task 1: learners will demonstrate their knowledge and understanding of the components of fitness. Task 2: learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations. Task 3: learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport. Task 4: learners will demonstrate their knowledge and 	<p>Component 3</p> <p>Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity LAA & LAB</p> <p>The importance of fitness for successful participation in sport</p> <p>Fitness Training principles</p> <p>Exercise intensity and how it can be determined</p> <p>Importance of fitness testing and requirements for administration of each fitness test</p> <p>Fitness test methods for components of physical fitness & Interpretation of fitness test result</p> <p>Fitness test methods for components of skill-related fitness & Interpretation of fitness test results</p>	<p>Component 3</p> <p>Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity LAC & LAD</p> <p>Requirements for each of the following fitness training methods</p> <p>Fitness training methods for physical components of fitness & Additional Requirements for each fitness training method</p> <p>Fitness training methods for skill related components of fitness</p> <p>Provision for taking part in fitness training methods</p> <p>The effects of long-term fitness training on the body systems</p>	<p>Students will sit the exam early June</p> <p>Revision of Component 3.</p>	



		understanding of a sport and provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.		Personal Information to aid training fitness programme design D2 Personal programme design Motivational Techniques for Fitness programming	
Core Knowledge and skills	Specific, in-depth knowledge of at least 1 sport that participants can confidently analyse	Performance analysis. HRF	Principles of fitness.	Fitness testing methods	
Assessment	Practical video assessment	Component 2 PSA – approx 10 GLH to complete		Mid term mock.	External exam
Assessment for and of Learning	<ul style="list-style-type: none">- Low stakes testing through Quizlets/Kahoots throughout lessons- End of Unit tests at the end of each phase- Mock tests			<ul style="list-style-type: none">- Medium level control written document- PSA component 2 completion Dec- PSA component 3 completion June	
Practical Activities covered (cohort dependent)					
Netball Football Goalball Badminton Handball	Trampolining Tennis Athletics Basketball Table Tennis				



KS4- BTEC Tech Award

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10	<p>Component 1 (Assignment A)</p> <p>A Investigate the impact of sport and activity on the body systems</p> <p>Component 2</p> <p>The Principles of Training, Nutrition and Psychology for Sport and Activity</p>	<p>Why this?</p> <ul style="list-style-type: none"> Component 01/A- It is important to have a healthy body to be successful in sport and activities. This component focuses on the impact of sport and activity on the body systems, giving students the fundamental underpinning knowledge for study in this sector. Component 2- In this component, students will develop knowledge and understanding of the factors that contribute to improved fitness for sport and activity, the importance of a healthy diet and the psychological factors, so that they are able to apply knowledge. They will develop knowledge and understanding of fitness testing and learn how to improve fitness using knowledge of methods of training, FITT principles and principles of training. <p>Why then?</p> <ul style="list-style-type: none"> Students begin with the major systems within the body to gain a basic understanding of the body and how they work to bring about movement during sports performance. It is essential they begin with this unit to apply to practical performance from the outset and throughout to build up their knowledge and to become accustomed to using the new terminology early on. The knowledge and topics covered in Component 1.A will provide the students with the powerful knowledge to apply to Component 2. Component 2 is a natural progression from Component 1.A as they link naturally.
	11	<p>Component 1 (Assignment B & C)</p> <p>B Explore common injuries in sport and activity and methods of rehabilitation</p>	<p>Why this?</p> <p>Component 1 B- In this component, students will explore how technology and injury prevention can promote and support engagement in sport and activity. Students will study the ways in which the body systems are working constantly, and that it is through engagement in sport and activity that we can enhance our health.</p>



	<p>C Understand the use of technology for sport and activity.</p> <p>Component 3 (Assignment A,B,C)</p> <p>A Understand the fundamentals of sport and activity leadership</p> <p>B Planning sessions for target groups</p> <p>C Delivering and reviewing sessions for target groups.</p>	<p>Component 1 C- Technological advances have influenced sport and activity. Technology can be used as a tool to enhance participation in sport and activity as well as aid rehabilitation. This component investigates the benefits that technological advances have created in the sector and the potential limitations that it may still have.</p> <p>Component 3- Leading an effective and engaging activity session can promote lifelong activity. Understanding the theory behind how to be a successful sports leader will give students a solid base to lead sessions that meet a variety of needs of others. In this component, students will develop knowledge of the attributes of successful sports leaders. Students will then explore the physical and psychological benefits that they could experience when taking part in leadership sessions.</p> <p>Why then?</p> <ul style="list-style-type: none">To understand the benefits that participants could experience from the sessions, they will draw on the information they have learnt on training principles, body systems and psychological influences therefore the content they have previously learnt in Component 1 and 2. The knowledge from Component 1 A/B will ensure that students can plan and structure an effective activity session to improve the body systems and fitness. The content from Component 2 (Components of Fitness/Principles of Training and Sports Psychology) will also enable students to apply these successfully to their individual session plans, having the basic knowledge will allow the students to plan accordingly to ensure these are not only appropriate but also safe and effective.
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Subject and Year Group	Autumn Year 10	Autumn 2 Year 10	Spring 1 Year 10	Spring 2 Year 10	Summer 1 Year 10	Summer 2 Year 10
Topic/Unit to be studied	Component 1 Learning aim A: Investigate the impact of sport and activity on the body systems		Component 2 The Principles of Training, Nutrition and Psychology for Sport and Activity			Component 1 Learning aim B: Explore common injuries in sport and activity and methods of rehabilitation
Core Knowledge and skills	A1 The body systems Learners will investigate the body systems and how their structures provide functionality for sport and activity. <ul style="list-style-type: none"> • Cardiorespiratory system • Musculoskeletal system A2 Physiological impact of engagement in sport and activity on the body systems Learners will explore how the body systems work together and the benefits of regular participation in sport and activity on each system. <ul style="list-style-type: none"> • Effect of regular participation on a participant's components of fitness • Long-term effects of exercise on the cardiorespiratory system • Long-term effects of exercise on the musculoskeletal system 		Learners will explore how training, nutrition and psychological factors contribute to engagement in sport and activity. A Training to improve fitness for sport and activity A1 Interpreting fitness data in relation to sport and activity A2 Methods of training for sport and activity A3 The FITT principles and principles of training A4 Understanding fitness programmes B Nutrition for sport and activity B1 Macronutrients B2 Micronutrients B3 Hydration B4 Improving nutrition for sport and activity C The psychological influence that motivation, self-confidence and anxiety have on participation in sport and activity C1 The impact of motivation on participation in sport and activity C2 The impact self-confidence can have on participation in sport and activity C3 The impact of anxiety on participation in sport and activity			B1 Common sporting injuries Learners will explore the most common injuries that occur during sport and activity. They will consider the symptoms of these and how they may present for participants. <ul style="list-style-type: none"> • The importance of a warm-up and cool down, and how it could reduce the risk of injury. • Common injuries – basic/complex B2 Causes of common sporting injuries Learners will understand some of the causes of injury in sport and activity and how they could be prevented. <ul style="list-style-type: none"> • Physiological • Psychological • Environmental • Equipment • People related risks • Coaching B3 Management and rehabilitation of common sporting injuries Learners must understand how to manage common sporting injuries and their basic treatments, through the rehabilitation process to recovery. They will explore how



			<p>technology can support the rehabilitation process.</p> <ul style="list-style-type: none"> • Management of common sporting injuries • Basic rehabilitation • Use of technology in rehabilitation
Assessment	Assignment A completed in the last two weeks of term- marked and IV'd according to the internal Assessment Plan	Externally set exam by Pearson sat at the beginning of May.	Assignment B completed in the last two weeks of term- marked and IV'd according to the internal Assessment Plan
Assessment for and of Learning	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work 	<ul style="list-style-type: none"> - Low stakes testing through Quizlets/Kahoots throughout lessons - End of Unit tests at the end of each phase - 8 mark written assessment for each topic covered 	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work

Year 11

Subject and Year Group	Autumn Year 11	Autumn 2 Year 11	Spring 1 Year 11	Spring 2 Year 11	Summer 1 Year 11	Summer 2 Year 10
Topic/Unit to be studied	Component 1: Learning aim C: Understand the use of technology for sport and activity		Component 3: Learning aim A: Understand the fundamentals of sport and activity leadership	Component 3: Learning aim B: Planning sessions for target groups	Component 3: Learning aim C: Delivering and reviewing sessions for target groups	Conclusion of specification



Core Knowledge and skills	<p>C1 Different types of technology in sport and activity Learners will understand the advances in equipment, the physical benefits of sportswear and the technology used to improve fitness for sport and activity. They will investigate the impact of technology on participation.</p> <ul style="list-style-type: none"> • Different types of technology <p>C2 The benefits of technology on improving body systems for sport and activity Learners will develop an understanding of the benefits that technology can have on specific body systems.</p> <ul style="list-style-type: none"> • The performer • The coach/manager • The officials <p>C3 Limitations of technology to sport and activity Learners will develop an understanding of the limitations of technology.</p> <ul style="list-style-type: none"> • The performer • The coach/manager • The officials 	<p>A1 Attributes of a leader Learners will explore the attributes of successful leadership by exploring different leadership skills and qualities.</p> <ul style="list-style-type: none"> • Skills • Qualities <p>A2 The benefits of participation in sport and activity sessions Learners will explore why it is important to provide sport and activity sessions. They will develop an understanding of the benefits that participants from different target groups can gain from taking part in sport and activity sessions.</p> <ul style="list-style-type: none"> • Physical benefits • Psychological benefits 	<p>B1 Target groups Learners need to examine the different groups of people that take part in sport and physical activities.</p> <p>B2 Types of sessions Learners should explore why the target groups require different types of sessions to engage them in repeat activity.</p> <ul style="list-style-type: none"> • Fitness • Sport • Multi-activity <p>B3 Session plan Learners should plan a session that meets the needs of a chosen target group and which gives them physiological and psychological benefits.</p> <ul style="list-style-type: none"> • Plan • Components of Session planning 	<p>C1 Delivering and Reviewing sessions for target groups Learners will explore and develop their skills for safely delivering the main components of sport and activity sessions with consideration to health and safety.</p> <ul style="list-style-type: none"> • Key considerations for delivery and success <p>C2 Methods of reviewing Learners will gain an understanding of the review methods to include, when and where it would be appropriate to use each method, and the appropriateness of each method to allow reflection on their session and future practice.</p> <ul style="list-style-type: none"> • Methods of reviewing • Considerations for review 	
Assessment	Assignments completed in the last two weeks of the half term/term- marked and IV'd according to the internal Assessment Plan				
Assessment for and of Learning	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work 				

Topic Sequencing and Rationale

Key Stage 5- A-Level

	Year	What is taught? Overview of Topics	Why this? Why then?
KS5	12	<p>Component 01: Physiological factors affecting performance</p> <p>1.1 Applied anatomy and physiology</p> <p>Component 02: Psychological factors affecting performance</p> <p>2.1 Skill acquisition 2.2 Sports Psychology</p> <p>Component 03: Socio-cultural issues in physical activity and sport</p> <p>3.1 Sport and Society 3.2 Contemporary issues in physical activity and sport.</p> <p>Component 04: Performance in physical education (NEA)</p> <p>4.1 Performance or coaching of an activity taken from the approved lists*.</p>	<p>Component 01- Physiological factors affecting performance, focuses on developing the learner's knowledge of the science behind physical activity. This includes the structure and function of key systems in the human body, the forces that act upon us and the adaptations we make to our bodies through diet and training regimes. Through the study of this component, learners will gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They will also study the effects of force and motion on the body and how these effects can be used in physical activities to our advantage.</p> <p>Component 02- This topic will develop learners' knowledge and understanding of the role of skill acquisition in performance of physical activities and sports. It aims to develop knowledge and understanding of the principles required in order to optimise the learning of new, and the development of existing, skills.</p> <p>Component 03- In this topic, learners will develop their knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport. For the 'Emergence and evolution of modern sport' topic area, it will be beneficial to include the use of case studies in particular sports (for example football, tennis, athletics or cricket) which can be charted through the different time periods covered. Learners will also understand the nature of global sporting events and how they reflect and are impacted upon by social issues.</p>
	13	<p>Component 01: Physiological factors affecting performance</p> <p>1.2 Exercise physiology 1.3 Biomechanics.</p> <p>Component 02: Psychological factors affecting performance</p>	<p>Component 01- The goal of biomechanics is to improve performance and the prevention and treatment injury by optimising technique, training and equipment in physical activity and sport. The study of biomechanical movement will allow learners to develop their knowledge and understanding of the more technical aspects of performance and participation in physical activity and sport and evaluate their own and others' effectiveness and efficiency</p> <p>Component 02- Students will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Learners knowledge and understanding will be developed on the individual differences affecting performers in physical</p>

Resilience

Responsibility

Reflectiveness



	<p>2.2 Sports psychology</p> <p>Component 03: Socio-cultural issues in physical activity and sport</p> <p>3.2 Contemporary issues in physical activity and sport.</p> <p>Component 04: Performance in physical education (NEA)</p> <p>4.1 Performance or coaching of an activity taken from the approved lists*.</p>	<p>activity and sport; group and team dynamics in sport; the importance of goal setting in sports performance; the role of attribution in motivating performers; confidence and self-efficacy in sport; leadership in sport and stress management in physical activities and sports to optimise performance.</p> <p>Component 03- The ethics involved in sport and deviance that affects sport and sporting behaviour will be understood and applied using practical examples. Learners will develop their knowledge and understanding of the positive and negative impacts of commercialisation and the media on physical activity and sport. The routes to sporting excellence in the UK will be known and the roles of key organisations to develop excellence will also be understood. The important and developing influences of modern technology in physical activities and sport will be understood as well as its impact on participation, fair outcomes and entertainment.</p>
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Year 12

Subject and Year Group	Autumn Year 12	Autumn 2 Year 12	Spring 1 Year 12	Spring 2 Year 12	Summer 1 Year 12	Summer 2 Year 12
Topic/Unit to be studied	1.1a Skeleto-muscular system 2.1 Skill Acquisition 3.1 Sport and Society	1.1b Cardiovascular System 2.1 Skill Acquisition 3.1 Sport and Society	1.1b Respiratory System 2.1 Skill Acquisition 3.1 Sport and Society	1.2a Diet 2.2 Sports Psychology 3.1 Sport and Society	1.2b Types of Training 2.2 Sports Psychology 3.1 Sport and Society	1.3a Biomechanics 2.2 Sports Psychology 3.2 Contemporary issues in physical activity and sport
Core Knowledge and skills	1.1a Skeletal-muscular system <ul style="list-style-type: none"> Joints movement and muscles Functional roles of muscles and contractions Analysis of movement 	1.1b Cardiovascular System <ul style="list-style-type: none"> Cardiovascular system at rest Cardiovascular system during exercise of differing intensities and during recovery 2.1 Skill Acquisition	1.1b Respiratory System <ul style="list-style-type: none"> Respiratory system at rest Respiratory system during exercise of differing intensities 	1.2a Diet <ul style="list-style-type: none"> Diet and nutrition Ergogenic aids 2.2 Sports Psychology <ul style="list-style-type: none"> Personality Motivation Goal setting 	1.2b Types of Training <ul style="list-style-type: none"> Aerobic training Strength training Flexibility training Periodisation of training Impact of training on 	1.3a Biomechanics <ul style="list-style-type: none"> Biomechanical principles Levers Analysing movement through the use of technology 2.2 Sports Psychology <ul style="list-style-type: none"> Stress management



	<ul style="list-style-type: none"> Skeletal muscle contraction Muscle contraction during exercise of differing intensities and during recovery <p>2.1 Skill Acquisition</p> <ul style="list-style-type: none"> Classification of skills Types and methods of practice Transfer of skills <p>3.1 Sport and Society</p> <ul style="list-style-type: none"> Pre-industrial Britain Influence of Public Schools 	<ul style="list-style-type: none"> Principles and theories of learning movement skills Stages of learning <p>3.1 Sport and Society</p> <ul style="list-style-type: none"> Social and cultural factors 	<p>and during recovery</p> <p>2.1 Skill Acquisition</p> <ul style="list-style-type: none"> Guidance Feedback Memory Models <p>3.1 Sport and Society</p> <ul style="list-style-type: none"> Sports Festivals Development of Athletics 	<p>3.1 Sport and Society</p> <ul style="list-style-type: none"> Sport in the 20th Century 	<p>lifestyles diseases</p> <p>2.2 Sports Psychology</p> <ul style="list-style-type: none"> Arousal Anxiety Aggression <p>3.1 Sport and Society</p> <ul style="list-style-type: none"> Global sporting events 	<p>to optimise performance</p> <ul style="list-style-type: none"> Social facilitation <p>3.2 Contemporary issues in Physical activity and Sport</p> <ul style="list-style-type: none"> Drugs in Sport Violence in Sport
Assessment for and of Learning	<ul style="list-style-type: none"> Low stakes testing through Quizlets/Kahoots throughout lessons End of Unit tests at the end of each phase Jan/June mock exam 					



Year 13

Subject and Year Group	Autumn Year 13	Autumn 2 Year 13	Spring 1 Year 13	Spring 2 Year 13	Summer 1 Year 13	Summer 2 Year 13
Topic/Unit to be studied	1.1c Energy for Exercise 2.2 Sports Psychology 3.2 Contemporary issues in Physical activity and Sport	1.1d Environmental effects on body systems 2.2 Sports Psychology 3.2 Contemporary issues in Physical activity and Sport	1.2c Injury prevention and the rehabilitation 2.2 Sports Psychology 3.2 Contemporary issues in Physical activity and Sport	1.3b Linear motion, angular, fluid mechanics and projectile motion		
Core Knowledge and skills	1.1c Energy for exercise <ul style="list-style-type: none"> Adenosine Triphosphate (ATP) and energy transfer Energy systems and ATP resynthesis ATP resynthesis during exercise of differing intensities and durations The recovery process 2.2 Sports Psychology <ul style="list-style-type: none"> Group and team dynamics 	1.1d Environmental effects on body systems <ul style="list-style-type: none"> Exercise at altitude Exercise in the heat 2.2 Sports Psychology <ul style="list-style-type: none"> Confidence and self-efficacy in sport Leadership in sport 3.2 Contemporary issues in Physical activity and Sport <ul style="list-style-type: none"> Commercialisation and Media 	1.2c Injury prevention and the rehabilitation <ul style="list-style-type: none"> Acute and chronic injuries Injury prevention Responding to injuries and medical conditions in a sporting context Rehabilitation of injury 2.2 Sports Psychology <ul style="list-style-type: none"> Attribution 3.2 Contemporary issues in Physical activity and Sport <ul style="list-style-type: none"> Routes to sporting excellence Modern technology in Sport 	1.3b Linear motion, angular, fluid mechanics and projectile motion 2.1 Skill Acquisition and 2.2 Sports Psychology revision in preparation for the exam <ul style="list-style-type: none"> Practice papers Low stakes testing Quizlets 3.2 Contemporary issues in Physical activity and Sport revision in preparation for the exam <ul style="list-style-type: none"> Practice papers Low stakes testing Quizlets 		



	3.2 Contemporary issues in Physical activity and Sport <ul style="list-style-type: none"> Gambling 					
Assessment for and of Learning	<ul style="list-style-type: none"> Low stakes testing through Quizlets/Kahoots throughout lessons End of Unit tests at the end of each phase Jan mock exam 					

KS5 BTEC Sport Single/Double

	Year	What is taught? Overview of Topics	Why this? Why then?
KS5	12	BTEC Sport Extended Certificate (Single) Unit 1- Anatomy and Physiology (external assessment) Unit 7- Practical Sports Performance BTEC Sport Diploma (Double) Unit 1- Anatomy and Physiology (external assessment) Unit 4 Sports Leadership Unit 7- Practical Sports Performance Unit 22- Investigating Business in Sport and the Active Leisure Industry	<p>Unit 1: This unit is externally assessed. Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. Students will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems. This unit will give you the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study.</p> <p>Unit 7: In this internally assessed unit, this unit gives students the opportunity to improve their knowledge and practical ability in a selection of individual and team sports. Learners will develop their own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This unit develops skills which helps learners improve practical performance no matter what level of ability and can lead to a number of career pathways. Gaining all-round knowledge of practical sports performance will also help progression to roles as a sports leader, coach, sports instructor or physical education teacher through further study. This unit provides students with the grounding for further study throughout the course.</p>



		Unit 23- Skill Acquisition in Sport	<p>BTEC Sport Diploma- 5 units studied, including four mandatory (Unit 1, 4, 22 & 23)</p> <p>Unit 4- This internally assessed unit aims to develop learner's confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. Students will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. Learners will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event. Students will develop knowledge and understanding of sports leadership, which will guide them towards gaining a good level of confidence that would assist them in pursuing a career in a leadership role. This Unit also provides a solid grounding for the learning of Unit 6 in Year 13.</p> <p>Unit 22- This unit is externally assessed and a mandatory unit. Students will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses. Learners will use given data and other information to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at how to reduce the potential effects of threats and risks. To complete the assessment task within this unit, students will need to draw on their learning from across the programme. This unit will help learners to make an informed choice as to whether they want to develop their career in the commercial side of the industry.</p> <p>Unit 23- In this internally assessed unit, learners will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. This unit provides a sound foundation of knowledge on the acquisition of skill to aid their development and understanding of Unit 4, 5 and 7. In particular, the skills and knowledge gained from this unit will help learners appreciate different types of skills, and how teaching and learning strategies can be used to develop skills in sports performers.</p>
	13	<p>BTEC Sport Extended Certificate (Single)</p> <p>Unit 2- Fitness Training and Programming for Health, Sport and Well-being</p> <p>Unit 3- Professional Development in the Sports Industry</p> <p>BTEC Sport Diploma (Double)</p>	<p>Unit 2- In this unit, students will build on their knowledge they acquired in Unit 1, 4, 7 and 22. Students will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information learners will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. This unit has been selected as an externally-assessed unit as it replicates the processes that are carried out in the industry, and to complete the assessment students will need to draw on learning and application of content from across a number of units in the programme of study.</p> <p>Unit 3- One of the most important Units that the learners will study as this links directly to progression beyond the curriculum. In this unit, students will research the different possible careers and the associated job roles in</p>



	Unit 2- Fitness Training and Programming for Health, Sport and Well-being	<p>the sports industry, then action plan their development towards achieving a selected career aim. This unit will prepare learners for progression to a career in the sports industry either directly or through higher education, by developing their understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.</p> <p>Unit 5- In this unit, students will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of tests. Learners will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test. This unit will form a good basis for aspects of higher education study in sport and sport and exercise science-related qualifications. It also builds on the knowledge gained from Unit 1 and Unit 7.</p> <p>Unit 6- In this unit, students will look at individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. This combination of knowledge, understanding and skills will help to prepare you for a range of careers or higher education courses in the sport and active leisure sector supporting individual athletes or teams. The study of Unit 4 Sports Leadership in Year 12 also provides a solid basis for the study of this unit.</p>
	Unit 3- Professional Development in the Sports Industry	
	Unit 5- Application of Fitness Testing	
	Unit 6- Sports Psychology	



Year 12- BTEC Sport Extended Certificate (Single)

Subject and Year Group	Autumn Year 12	Autumn 2 Year 12	Spring 1 Year 12	Spring 2 Year 12	Summer 1 Year 12	Summer 2 Year 12
Topic/Unit to be studied	Teacher 1- Unit 1 Anatomy and Physiology (exam) Teacher 2 – Unit 7 Practical Sports Performance		Teacher 1- Unit 1 Anatomy and Physiology (exam) Teacher 2 – Unit 7 Practical Sports Performance		Teacher 1- Unit 1 Anatomy and Physiology (exam) Teacher 2 – Unit 7 Practical Sports Performance	
Core Knowledge and skills	A The effects of exercise and sports performance on the skeletal system A1 Structure of skeletal system A2 Function of skeletal system A3 Joints A4 Responses of the skeletal system to a single sport or exercise session A5 Adaptations of the skeletal system to exercise A6 Additional factors affecting the skeletal system B The effects of exercise and sports performance on the muscular system B1 Characteristics and functions of different types of muscles B2 Major skeletal muscles of the muscular system B3 Antagonistic muscle pairs B4 Types of skeletal muscle contraction B5 Fibre types B6 Responses of the muscular system to a single sport or exercise session B7 Adaptations of the muscular system to exercise stores B8 Additional factors affecting the muscular system		C The effects of exercise and sports performance on the respiratory system C1 Structure of the respiratory system C2 Function C3 Lung volumes C4 Control of breathing C5 Responses of the respiratory system to a single sport or exercise session C6 Adaptations of the respiratory system to exercise C7 Additional factors affecting the respiratory system D The effects of sport and exercise performance on the cardiovascular system D1 Structure of the cardiovascular system D2 Function of the cardiovascular system D3 Nervous control of the cardiac cycle D4 Responses of the cardiovascular system to a single sport or exercise session D5 Adaptations of the cardiovascular system to exercise D6 Additional factors affecting the cardiovascular system		E The effects of exercise and sports performance on the energy systems E1 The role of ATP in exercise E2 The ATP-PC (alactic) system in exercise and sports performance E3 The lactate system in exercise and sports performance E4 The aerobic system in exercise and sports performance E5 Adaptations of the energy system to exercise E6 Additional factors affecting the energy systems	
Assessment	Externally set exam by Pearson sat at the beginning of May.					



Assessment for Learning	<ul style="list-style-type: none"> - Low stakes testing through Quizlets/Kahoots throughout lessons - End of Unit tests at the end of each phase - 8 mark written assessment for each topic covered 		
Core Knowledge and skills	Unit 7 Practical Sports Performance Learning aim A: Examine National Governing Body rules/laws and regulations for selected sports competitions A1 NGB rules/laws in selected sports A2 Roles and responsibilities of officials	Unit 7 Practical Sports Performance Learning aim B: Examine the skills, techniques and tactics required to perform in selected sports B1 Technical demands required to perform in a sport B2 Tactical demands applied in sports performance	Unit 7 Practical Sports Performance Learning aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims C1 Safe and appropriate practical performance demonstration and participation Learning aim D: Reflect on own practical performance using selected assessment methods D1 Assessment methods to review the performance of the skills, techniques and tactics in the selected sports D2 Review performance in the selected sports D3 Developments to improve performance
Assessment	Assignments completed in the last two weeks of the half term/term- marked and IV'd according to the internal Assessment Plan		
Assessment for Learning	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work 		

**BTEC Sport Diploma (Double)**

Subject and Year Group	Autumn Year 12	Autumn 2 Year 12	Spring 1 Year 12	Spring 2 Year 12	Summer 1 Year 12	Summer 2 Year 12
Topic/Unit to be studied	Teacher 3- Unit 4 Sports Leadership Teacher 4- Unit 22- Investigating Business in Sport and the Active Leisure Industry Teacher 5- Unit 23- Skill Acquisition in Sport		Teacher 3- Unit 4 Sports Leadership Teacher 4- Unit 22- Investigating Business in Sport and the Active Leisure Industry Teacher 5- Unit 23- Skill Acquisition in Sport		Teacher 3- Unit 4 Sports Leadership Teacher 4- Unit 22- Investigating Business in Sport and the Active Leisure Industry Teacher 5- Unit 23- Skill Acquisition in Sport	
Core Knowledge and skills	Unit 4 Sports Leadership Learning aim A: Understand the roles, qualities and characteristics of an effective sports leader A1 Different leadership roles A2 Skills, qualities, characteristics and application A3 Importance and effective use of skills, qualities and characteristics when leading Importance of different leadership roles in sport		Unit 4 Sports Leadership Learning aim B: Examine the importance of psychological factors and their link with effective leadership B1 Psychological factors that could impact on leadership B2 Leadership and psychological factors		Unit 4 Sports Leadership Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities C1 Expectations of leadership C2 Practical skills required for different leadership styles C3 Leading a sport and exercise activity C4 Effectiveness and impact of leadership on a sport and exercise activity	
Assessment	Assignments completed in the last two weeks of the half term/term- marked and IV'd according to the internal Assessment Plan					
Assessment for Learning	<div><div></div><div>Regular low stakes testing through Quizlets/Kahoots throughout lessons</div></div> <div><div></div><div>Routine marking and feedback of key work</div></div>					
Core Knowledge and skills	Unit 22 Investigating Business in Sport and Active Leisure Industry A Features of sports and active leisure businesses (business operations) A1 Features and organisation of sport and active leisure businesses A2 Aims and objectives of sport and active leisure businesses		Unit 22 Investigating Business in Sport and Active Leisure Industry C Human resources C1 Job roles and person specifications C2 Types of employment C3 Human resource management C4 Physical resource management of sports and active leisure facility or sports environment		Unit 22 Investigating Business in Sport and Active Leisure Industry E Finance in sport and active leisure industry E1 Financing a business E2 Financial records F Trends in the sport and active leisure industry F1 Trends	



	<p>A3 Provision of sports facilities, programmes and services</p> <p>A4 Customer groups in a sport and active leisure business</p> <p>A5 Stakeholders and their influence on sports and active leisure businesses</p> <p>B Business models in sport and active leisure</p> <p>B1 Business models</p>	<p>D Marketing</p> <p>D1 Marketing</p> <p>D2 Meeting the needs of the customer in a sport and active leisure business</p>	<p>F2 Developing products/services to take advantage of trends in the sports and active leisure industry</p>
Assessment	Externally set exam by Pearson sat at the beginning of May.		
Assessment for Learning	<ul style="list-style-type: none"> - Low stakes testing through Quizlets/Kahoots throughout lessons - End of Unit tests at the end of each phase - 8 mark written assessment for each topic covered 		
Core Knowledge and skills	<p>Unit 23 Skill Acquisition</p> <p>Learning aim A: Investigate the nature of skilled performance</p> <p>A1 Learning and performance</p> <p>A2 Characteristics and classification of skills</p> <p>A3 Characteristics and classification of abilities</p>	<p>Unit 23 Skill Acquisition</p> <p>Learning aim B: Examine ways that sport performers process information for skilled performance</p> <p>B1 Information processing models</p> <p>B2 Perception</p> <p>B3 Decision making and reaction time</p> <p>B4 Types of feedback</p> <p>Learning aim C: Explore theories of teaching and learning in sport</p> <p>C1 Behaviourist theories</p> <p>C2 Cognitive theories</p> <p>C3 Phases of skill learning</p> <p>C4 Transfer of learning</p>	<p>Unit 23 Skill Acquisition</p> <p>Learning aim D: Carry out teaching and learning strategies for sports skills D1</p> <p>D1 Presentation of skills</p> <p>D2 Types of practice</p> <p>D3 Styles of teaching</p> <p>D4 Styles of learning</p> <p>D5 Methods of guidance</p>
Assessment	Assignments completed in the last two weeks of the half term/term- marked and IV'd according to the internal Assessment Plan		
Assessment for Learning	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work 		

Year 13- BTEC Sport Extended Certificate

Subject and Year Group	Autumn Year 13	Autumn 2 Year 13	Spring 1 Year 13	Spring 2 Year 13	Summer 1 Year 13	Summer 2 Year 13
Topic/Unit to be studied	Teacher 1- Unit 2- Fitness Training and Programming for Health, Sport and Well-being Teacher 2- Unit 3- Professional Development in the Sports Industry		Teacher 1- Unit 2- Fitness Training and Programming for Health, Sport and Well-being Teacher 2- Unit 3- Professional Development in the Sports Industry			
Core Knowledge and skills	Unit 2- Fitness Training and Programming for Health, Sport and Well-being A Examine lifestyle factors and their effect on health and well-being A1 Positive lifestyle factors and their effects on health and well-being A2 Negative lifestyle factors and their effects on health and well-being A3 Lifestyle modification techniques B Understand the screening processes for training programming B1 Screening Processes B2 Health monitoring tests B3 Interpreting the results of health monitoring tests C Understand programme-related nutritional needs C1 Common terminology C2 Components of a balanced diet C3 Nutritional strategies for individuals taking part in training programmes		Unit 2- Fitness Training and Programming for Health, Sport and Well-being D Examine training methods for different components of fitness D1 Components of fitness to be trained D1.1 Skill-related fitness D2 Training methods for physical fitness-related components D2.1 Aerobic endurance training methods D2.2 Muscular strength training methods D2.3 Muscular endurance training methods D2.4 Core stability training methods D2.5 Flexibility training methods D2.6 Speed training methods D3 Training methods for skill-related fitness components D3.1 Agility training methods D3.2 Balance training methods D3.3 Coordination training methods D3.4 Reaction time training methods D3.5 Power training methods E Understand training programme design E1 Principles of fitness training programme design			



Assessment	Externally set exam by Pearson sat at the beginning of May.		
Assessment for Learning	<ul style="list-style-type: none"> - Low stakes testing through Quizlets/Kahoots throughout lessons - End of Unit tests at the end of each phase - 8 mark written assessment for each topic covered 		
Core Knowledge and skills	Unit 3 Professional Development Learning aim A: Understand the career and job opportunities in the sports industry A1 Scope and provision of the sports industry A2 Careers and jobs in the sports industry A3 Professional training routes, legislation, skills in the sports industry Learning aim B: Explore own skills using a skills audit to inform a career development action plan B1 Personal skills audit for potential careers B2 Planning personal development towards a career in the sports industry B3 Maintaining a personal portfolio/record of achievement and experience	Unit 3 Professional Development Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway C1 Job applications C2 Interviews and selected career pathway-specific skills Learning aim D: Reflect on the recruitment and selection process and your individual performance D1 Review and evaluation D2 Updated SWOT and action plan	
Assessment	Assignments completed in the last two weeks of the half term/term- marked and IV'd according to the internal Assessment Plan		
Assessment for Learning	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work 		



Year 13 BTEC Sport Diploma

Subject and Year Group	Autumn Year 13	Autumn 2 Year 13	Spring 1 Year 13	Spring 2 Year 13	Summer 1 Year 13	Summer 2 Year 13
Topic/Unit to be studied	Teacher 3- Unit 5- Application of Fitness Testing Teacher 4- Unit 6- Sports Psychology		Teacher 3- Unit 5- Application of Fitness Testing Teacher 4- Unit 6- Sports Psychology			
Core Knowledge and skills	Unit 5- Application of Fitness Testing Learning aim A: Understand the principles of fitness testing A1 Validity of fitness tests A2 Reliability of fitness tests A3 Practicality and suitability of fitness tests A4 Ethical issues associated with fitness screening Learning aim B: Explore fitness tests for different components of fitness B1 Fitness tests to assess components of physical fitness B2 Fitness tests to assess components of skill-related fitness B3 Planning of tests B4 Administration of tests		Unit 5- Application of Fitness Testing Learning aim C: Undertake evaluation and feedback of fitness test results C1 Produce a fitness profile for a selected sports performer C2 Providing feedback to a selected sports performer			
Assessment	Assignments completed in the last two weeks of the half term/term- marked and IV'd according to the internal Assessment Plan					



Assessment for Learning	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work 		
Core Knowledge and skills	Unit 6 Sports Psychology Learning aim A: Understand how personality, motivation and competitive pressure can affect sport performance A1 Personality factors and assessment of personality A2 Motivational factors A3 Arousal – performance relationship theories under competitive pressure A4 Stress, anxiety and sports performance under competitive pressure A5 Self-confidence and sports performance under competitive pressure	Unit 6 Sports Psychology Learning aim B: Examine the impact of group dynamics in team sports and its effect on performance B1 Group processes B2 Cohesion in effective group performance B3 Leadership in creating effective groups B4 Impact of processes, cohesion and leadership on a team and performance B5 Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms Learning aim C: Explore psychological skills training programmes designed to improve performance C1 Psychological skills C2 Designing a psychological skills training programme	
Assessment	Assignments completed in the last two weeks of the half term/term- marked and IV'd according to the internal Assessment Plan		
Assessment for Learning	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work 		