OCL PE Curriculum: Long Term Plan

Brief overview

Y7

Knowing myself:

Students will learn about their physical, intellectual, emotional, and social strengths and weaknesses. They will develop teamwork and understand responsibilities required to be successful in sport and health lessons.

Activities in Year 7 start with baseline testing lessons of locomotion, object control, stability skills and fitness. Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:

- Invasion games
- Net/Wall games
- Striking and fielding
 - Dance

• Individual sports (e.g., Athletics and Gymnastics)

- Outdoor Adventurous Activities
- Health Related Fitness Activities

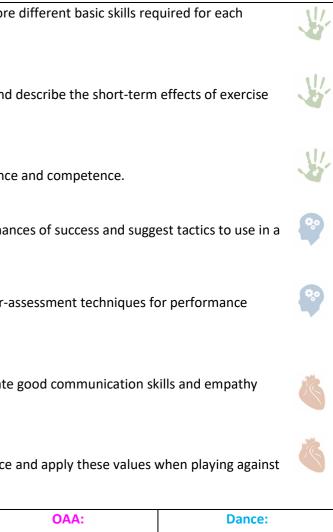
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Unit title	Invasion games	Outdoor Adventure Activities	Dance	Invasion games	Individual sports	St
Classes and activities	Netball	OAA	Dance	Badminton	Athletics	Rounders
Relevant core concepts	Image: Second state of the second s	vidual's lifespan. : students will develop the known udents' health and wellbeing e incepts and healthy eating moving udents learn the skills required e: students learn how to select udents will be able to identify	weledge and skills required insuring that physical educated del to their wider lives. to take part in a wide rang and apply appropriate tack strengths and areas for imp communication skills that or rs.	to maintain and improve the ation not only improves the ge of sports, providing them tics and strategies and appl provement in themselves ar will encourage them to bec	eir health as part of their com ir physical development but th with the necessary skills to be y these to the sport or situation and others, offering effective ac ome effective leaders, they wi	lvice to improve performance. Il foster leadership qualities through e



Summer 2 Striking and fielding loping these skills can positively affect health Teachers will encourage the holistic and spiritual development. Students will be able desire, to excel in their chosen sport(s). experiences and extra qualifications that will is a spiritual development of the spiritual development of the spiritual development of the spiritual development. Students will be able is a spiritual development of the spiritual devel

								or attract		
	Movement skills –	Develop the fundamental skill	s taught within KS2. Demor	nstrate locomotor, non-loco	omotor, and object control ski	lls within a variety of activities. E	xplore different basic skills rec	quired for each	11.	
		understand why they are need	ded to participate in that ac	ctivity.						
		 Develop an understanding on neart and lungs. Develop own 				ify the major muscles of the boo	dy and describe the short-term	effects of exercise	*	
	Technical skills – D	Technical skills – Develop the basic technical skills acquired in KS2. Deliberately practice, explore and link skills in isolation and competitive situations to develop confidence and competence.								
Relevant end points	game situation. Demonstrate nationce when attempting to use factors in a game									
	Analytical skills – Develop the analytical skills acquired during KS2. Describe strengths and areas for development in a variety of activities. Explore different self- and peer-assessment techniques for performance analysis.							0,0		
	Leadership – Recognise the importance of teamwork based on experiences in KS2. Develop teamwork skills and understand the different roles within a team. Demonstrate good communication skills and empathy when working with others.						Č			
	Sportsmanship – B others.	uild upon the moral skills deve	eloped in KS2. Understand t	he importance of being hu	mble and honest. Describe the	importance of empathy and pa	tience and apply these values	when playing against	Š	
	Baseline testing:	Net/wall games:	HRF:	Invasion games:	Striking and fielding:	Individual sports:	OAA:	Dance:		
	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundam movement skills tha underpin the activiti taught.	ət	
Core	Knowing the basic technical skills that underpin the activities taught.	Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types	Knowing the different systems of the body. Knowing the effects of	Knowing the key technical skills required to play invasion games e.g., passing, receiving,	Knowing the key technical skills required to play striking and fielding games e.g., throwing, catching,	Knowing the key technical skills required to play individual sports e.g., throws, jumps, rolls,	Knowing the different keys on a map. Knowing the rules	Knowing the differen movements and acti used in dance.	tions	
declarative knowledge	Knowing the basic tactical strategies used in basic games.	of movement. Knowing the rules associated with the activities taught.	exercise on the systems of the body. Knowing different exercises that could	attacking, defending. Knowing the rules associated with the activities taught.	batting, and fielding. Knowing the rules associated with the activities taught.	rotations, vaults. Knowing the rules associated with the activities taught.	associated with the activities taught. Knowing the basic physiological effects that	Knowing the different styles and cultures in dance. Knowing the basic		
	Knowing the physiological effects that exercise has	Knowing the basic	help to live a healthy life.	Knowing the basic	Knowing the basic	Knowing the basic physiological effects that these activities have on the	these activities have on the body.	dynamics of dance.		
	on the body. Knowing the benefits of	physiological effects that these activities have on the body.	Knowing the different components of fitness.	physiological effects that these activities have on the body.	physiological effects that these activities have on the body.	these activities have on the body.	Knowing the benefits of these activities on health.	Knowing what make good performance.		
	physical activity.					Knowing what makes a good performance.		Knowing the benefit these activities on he		





								Weat Imptore
	Knowing the key social	Knowing simple tactics	Knowing the benefits of	Knowing simple tactics	Knowing simple tactics	(Knowing the key social and	
		used in games.	these activities on	used in games.	used in games.	Knowing the benefits of	emotional skills and	Knowing the key social and
	qualities required to be successful in the activities	Knowing the benefits of	health.	Knowing different	Knowing the benefits of	these activities on health.	qualities required to be successful in the activities	emotional skills and qualities required to be
		these activities on health.	Knowing the key social	formations/ positions in	these activities on health.	Knowing the key social and	successful in the activities taught.	qualities required to be successful in the activities
ļ			and emotional skills and	a game.		emotional skills and qualities		taught.
ļ		Knowing the key social and	qualities required to be		Knowing the key social and	required to be successful in	Knowing the mental skills	
ļ			successful in the	Knowing the benefits of	1	the activities taught.	required for OAA (decision	1
ļ			activities taught.	these activities on	qualities required to be	1	making, logical thinking,	1
ļ		successful in the activities	1	health.	successful in the activities	1	creativity etc.)	1
ļ	ı J	taught.	1		taught.	1	1	1
ļ	í J	1	1	Knowing the key social and emotional skills and	1	1	1	1
ļ	í	1	1	qualities required to be	1	1	1	1
ļ	í	1	1	successful in the	1	1	1	1
ļ	í J	1 J	1	activities taught	1	1	1	1
	Baseline testing:	Net/wall games:	HRF:	Invasion games:	Striking and fielding:	Individual sports:	OAA:	Dance:
ļ	(1 · · · · ·	1	1	1	1	1	
			Knowing how to	Knowing how to	Knowing how to perform	Knowing how to perform the	Knowing how to perform	Knowing how to perform
		the different fundamental	perform the different	perform the different	the different fundamental	different fundamental	the different fundamental	the different fundamental
			fundament movement	fundamental movement		movement skills that	movement skills that	movement skills that
	-	underpin net/wall games (running, striking, jumping	skills that underpin HRF activities (balance and	skills that underpin invasion games	underpin striking and fielding games (running,	underpin individual sports (balance, locomotor,	underpin OAA (balance, locomotor, jumping etc.)	underpin dance (balance, locomotor, jumping, etc.)
	<u> </u>	etc.)	locomotor skills)	(running, jumping, ball		jumping, throwing etc.)		
	skills).			skills)		Jumping, cm cm ng ccc.,	Knowing how to perform	Knowing how to perform
ļ	-	Knowing how to perform	Knowing how to	Skiiloj	Knowing how to perform	Knowing how to perform the	the different technical skills	
ļ			perform the different	Knowing how to	, , , , , , , , , , , , , , , , , , ,	different technical skills	required in OAA	skills required in dance
	the different technical		technical skills required	perform the different	required in striking and	required in individual sports	(orienteering, bouldering,	(action content, dynamic
			in HRF activities (squats,	technical skills required	fielding games (throwing,	(athletic disciplines,	rock climbing, survival skills	-
			press ups, planks, sit	in invasion games (ball		rotations, vaults, rolls etc.)	etc.)	relationship content,
e	testing.	movement, serves etc.)	ups etc.)	control, passing,	etc.)	1		timing content, rhythmic
lural				receiving, dribbling,		Knowing how to implement	Knowing how to keep safe	content)
adda	J		Knowing how to keep	shooting etc.)	U 1	different tactics and strategies in individual sports	when participating in these	Ka awing how to
	1 1 5		safe when participating in these activities.	Knowing how to	strategies in invasion	strategies in individual sports (pacing, skill application,	activities.	Knowing how to choreograph simple
ļ		games (shot build up, court		implement different	-	positioning etc.)	Knowing how read a map.	routines.
ļ			Knowing how to	tactics and strategies in	defensive play, base			
	- ·		perform basic fitness	invasion games	running etc.)	Knowing how to keep safe	Knowing how to work out	Knowing how to keep safe
ļ			tests.	(attacking, defending,		when participating in these	the best route.	when participating in these
ļ		Knowing how to keep safe	1	set plays, creating	<u> </u>	activities.	1	activities.
ļ		when participating in these	1	space).	when participating in these	1	Knowing how to complete	1
ļ	í J	activities.	1	1	activities.	Knowing how to judge	simple problem-solving	Knowing how to use
ļ	ı J		1	Knowing how to keep		performances.	tasks.	expressive skills in dance
ļ		Knowing how to play to the	1	safe when participating	Knowing how to play to the	1	1	(projection, focus, facial
J	í –	rules of the game.	1	in these activities.	rules of the game.	1	1	expressions etc.)
ļ	í –	l I	1	Knowing how to play to	1	1	1	1
I.	1	1	1	the rules of the game.	1	1	1	1

Y8

Developing a growth mindset:

Students will learn how to improve their areas of development and understand they have control to improve physically, intellectually, emotionally, and socially. Students will positively reinforce improvements in themselves and others.

Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

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- Net/Wall games
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 - Outdoor Adventurous Activities
 - Health Related Fitness Activities

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1			
Unit title	Invasion games	Dance	OAA	Net/wall games	Individual sports			
Classes and activities	Netball	Dance	OAA	Badminton	Athletics	Rounders		
	Movement skills: stude throughout an individua	•	motor, and object control skills,	these are the building blocks o	f developing physical literacy. The	success of develo		
	development of studen		that physical education not onl		rt of their commitment to lifelong h opment but their intellectual, emo	-		
Relevant	Technical skills: students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they des							
core concepts	Tactical knowledge: stu	udents learn how to select and ap	ply appropriate tactics and strat	egies and apply these to the sp	port or situation they are in.			
	Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.							
	• Leadership: students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through exercise enable students to be active role models to others.							
	• Sportsmanship: studen	ts will learn the importance of res	spect and fair play in sport, they	will actively role model a posit	tive sporting etiquette.			



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Summer 2 Striking and fielding

loping these skills can positively affect health

Teachers will encourage the holistic nd spiritual development. Students will be able

lesire, to excel in their chosen sport(s).

experiences and extra qualifications that will

	Core Concepts:					
	-7	l upon the fundamental skills and derstand how these skills can imp		many activities. Deliberately pra	actice these skills to encourage fluen	cy and confidenc
	Health and fitness – use fitness when taking part		king about fitness and the effect	ts of exercise on the body. Demo	onstrate different components of fitn	ness within lessor
	N	e more complex technical skills w tivities and begin to apply these s	-	practice these skills and demon	strate good technique in isolation an	d within compet
Relevant end points					vithin conditioned games with succes erseverance when implementing tac	
	Analytical skills – furthe strategies and tactics.	er develop analytical skills and be	able to compare performances	to other students and previous e	experiences. Accurately describe stre	ngths and areas
	Leadership – experience activities.	e opportunities to lead in small gr	oups. Understand the importan	ce of empathy and being aware	of the abilities and emotions of othe	rs. Demonstrate
	() p	op a positive growth-mindset and ilities and be aware of the emotic			ontrol and the qualities required of a	good sportspers
	Invasion games:	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individua
	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fu movement skill the activities ta
Core declarative knowledge	Knowing the key technical skills required to play invasion games e.g., passing, receiving, attacking, defending.	Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types of movement.	Knowing the different systems of the body and the major muscles (scientific names).	Knowing the different movements and actions used in dance.	Knowing the key technical skills required to play striking and fielding games e.g., throwing, catching, batting, and fielding.	Knowing the ke skills required t individual sport jumps, rolls, rot
	Knowing the rules associated with the activities taught.	Knowing the rules associated with the activities taught.	Knowing the effects of exercise on the systems of	Knowing the different styles and cultures in dance.	Knowing the rules associated with the activities taught.	Knowing the ru with the activit
	Knowing the physiological effects that these activities have on the body.	Knowing the physiological effects that these activities have on the body.	the body.	Knowing what a stimulus is. Knowing the different sections of a routine.	Knowing the physiological effects that these activities have on the body.	Knowing the ph effects that the have on the bo

nce. Explore the complex skills within the

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petitive situations. Understand how skills can

e effectiveness of these tactics and how to

reas for improvement with reference to

rate good teamwork skills in a range of

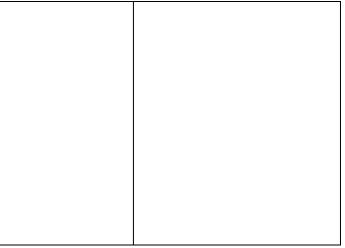
person in a range of contexts. Attempt to take

dual sports: OAA: Knowing the fundamental fundamental kills that underpin movement skills that underpin taught. the activities taught. key technical Knowing the different keys on a d to play map. orts e.g., throws, Knowing how to use map rotations, vaults. coordinates. rules associated Knowing the rules associated vities taught. with the activities taught. physiological hese activities Knowing the physiological oody. effects that these activities have on the body.

							and Innor
							Brood Improve
Ţ	Knowing simple and complex	Knowing simple and some	Knowing different exercises		Knowing simple and complex	Knowing what makes a good	
	tactics used in games.	complex tactics used in games.	that could help to live a healthy life.	Knowing the basic and complex dynamics of dance.	tactics used in games.	performance.	Knowing the benefits of these activities on health.
1	Knowing different formations/	Knowing the benefits of these			Knowing the benefits of these	Knowing the benefits of these	
		activities on health and wellbeing.	Knowing the different components of fitness.	Knowing what makes a good performance.	activities on health and wellbeing.	activities on health and wellbeing.	Knowing the key social and emotional skills and qualities
	Knowing the benefits of these	[last the life such	1	 	 	required to be successful in the
	activities on health and wellbeing.	Knowing the key social and emotional skills and qualities	Knowing the different sections of a workout.	Knowing the benefits of these activities on health	Knowing the key social and emotional skills and qualities	Knowing the key social and emotional skills and qualities	activities taught.
	Knowing the key social and	required to be successful in the activities taught.	Knowing the benefits of	and wellbeing.	required to be successful in the activities taught.	required to be successful in the activities taught.	Knowing the mental skills required for OAA (decision
	emotional skills and qualities	Knowing the different types of	these activities on health	Knowing the key social and	Knowing the different types of	Knowing the different types of	making, logical thinking,
	required to be successful in the activities taught.	performance analysis.	1	emotional skills and qualities required to be successful in	performance analysis.	performance analysis.	creativity etc.)
1		1	Knowing the key social and	the activities taught.	1		Knowing the different types of
	Knowing the different types of performance analysis.	1	emotional skills and qualities required to be successful in	Knowing the different types	1	1	performance analysis.
ļ		1	the activities taught.	of performance analysis.	1	'	
ļ			Knowing the different types of performance analysis.		1		
	Invasion games	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	ΟΑΑ
ļ	Knowing how to perform the	Knowing how to perform the	Knowing how to perform the	Knowing how to perform the	Knowing how to perform the	Knowing how to perform the	Knowing how to perform the
	different fundamental	different fundamental	different fundament	different fundamental	different fundamental movement	different fundamental	different fundamental
		movement skills that underpin		movement skills that	skills that underpin striking and	movement skills that underpin	movement skills that underpin
	invasion games (running,	net/wall games (running,	underpin HRF activities	underpin dance (balance,	fielding games (running,	individual sports (balance,	OAA (balance, locomotor, jumping etc.)
ļ	jumping, ball skills)	striking, jumping etc.)	(balance and locomotor skills)	locomotor, jumping, etc.)	throwing, striking etc.)	locomotor, jumping, throwing etc.)	
ļ	Knowing how to perform and	Knowing how to perform and		Knowing how to perform	Knowing how to perform and		Knowing how to perform and
	refine the different technical	refine the different technical		and refine the different	refine the different technical skills	e .	refine the different technical
		skills required in net/wall	and refine the different	technical skills required in	required in striking and fielding	different technical skills	skills required in OAA (orienteering, bouldering, rock
	games (ball control, passing, receiving, dribbling, shooting	games (object control, rallying skills, shots, court movement,	technical skills required in HRF activities (squats, press	dance (action content, dynamic content, spatial	games (throwing, catching, batting, fielding etc.)	required in individual sports (athletic disciplines, rotations,	climbing, survival skills etc.)
	etc.)	serves etc.)	ups, planks, sit ups etc.)	content, relationship		vaults, rolls etc.)	
Core				content, timing content,	Knowing how to implement		Knowing how to keep safe
knowladga	Knowing how to implement	Knowing how to implement	Knowing how to set up a	rhythmic content)	different tactics and strategies in	Knowing how to implement	when participating in these
-	different tactics and strategies	different tactics and strategies	circuit/ workout.	Knowing how to	invasion games (ball positioning,	different tactics and strategies	activities.
	in invasion games (attacking, defending, set plays, creating	in net/ wall games (shot build up, court positioning,	Knowing how to keep safe	Knowing how to choreograph simple	defensive play, base running etc.)	in individual sports (pacing, skill application, positioning	Knowing how read a map.
	space).	ball/shuttle placement etc.)	when participating in these	routines.	Knowing how to keep safe when	etc.)	
		1	activities.	1	participating in these activities.	1	Knowing how to work out the
	Knowing how to keep safe	Knowing how to keep safe		Knowing how to keep safe		Knowing how to keep safe	best route under pressure.
	when participating in these activities.	when participating in these activities.	Knowing how to perform basic fitness tests.	when participating in these activities.	Knowing how to play to the rules of the game.	when participating in these activities.	Knowing how to complete
ļ			Dasie Intress tests.			detivities.	simple problem-solving tasks.
ļ	Knowing how to play to the	Knowing how to play to the	Knowing how to analyse	Knowing how to use	Knowing how to score games.	Knowing how to officiate an	
ļ	rules of the game.	rules of the game.	performance.	expressive skills in dance	1	event.	Knowing how to analyse
ļ	Knowing how to score games.	Knowing how to score games.	1	(projection, focus, facial expressions etc.)	Knowing how to analyse performance.	Knowing how to analyse	performance.
[]	Knowing how to score games.	Knowing how to score games.		expressions etc.)	performance.	Knowing how to analyse performance.	

Knowing how to analyse performance.	Knowing how to analyse performance.	Knowing how to analyse performance.	





Brief overview	

Y9

Developing Leadership

Students will develop leadership qualities, they will lead small groups demonstrating and understanding of STEP principle (Space, Task, Equipment, People). Year 9's will be given the opportunity to gain leadership skills and work with governing bodies for different sports.

Additional to earlier KS3 activities students will be undertake a sports leadership unit. Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

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- Net/Wall games
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- Individual sports (e.g., Athletics and Gymnastics)
 - Outdoor Adventurous Activities
 - Health Related Fitness Activities

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Unit title	Invasion games	Invasion games	Health related fitness Net/ wall games	Invasion games	Individual sports	
Classes and activities	Basketball	Hockey	Volleyball	Handball	Athletics	Rounders
Relevant core concepts	 throughout an ind Health and fitness development of s to apply the key of Technical skills: s Tactical knowledg Analytical skills: s Leadership: stude 	dividual's lifespan. s: students will develop the know tudents' health and wellbeing en oncepts and healthy eating mode tudents learn the skills required to ge: students learn how to select a students will be able to identify st	vledge and skills required to main suring that physical education no el to their wider lives. to take part in a wide range of spe and apply appropriate tactics and trengths and areas for improvem	ntain and improve their health a ot only improves their physical ports, providing them with the n strategies and apply these to t ent in themselves and others, o	ocks of developing physical literact as part of their commitment to life development but their intellectua ecessary skills to be physically con the sport or situation they are in. offering effective advice to improv ive leaders, they will foster leader	elong healthy choices. Te Il, emotional, social, and mpetent and, if they des ve performance.



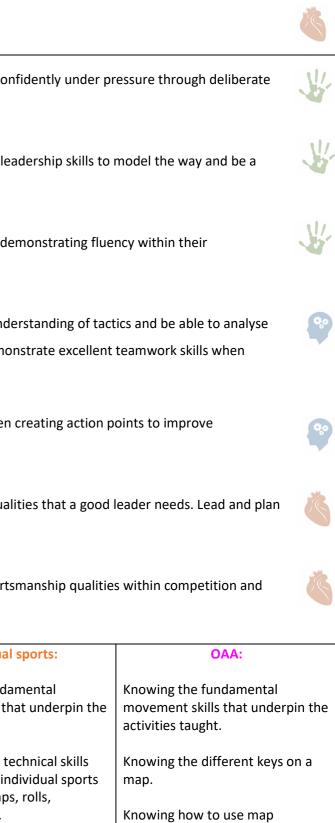
Summer 2 Striking and fielding

Ioping these skills can positively affect health Teachers will encourage the holistic and spiritual development. Students will be able desire, to excel in their chosen sport(s).

	• Sportsmanship: stu	udents will learn the importance c	of respect and fair play in sport,	they will actively role model a pos	sitive sporting etiquette.		
	-7			vities taught and transfer these ski se skills and be able to analyse the		form these skills confidently under pr	
		-	-	iess when discussing fitness and the set of	-	ctivities. Use their leadership skills to r	
	Fechnical skills – demonstrate a strong technique in the technical skills required in at least two activities. Confidently perform skills in a variety of activities and contexts demonstrating fluer movements. Observe and coach others on their technical skills using their own knowledge of the skill.						
Relevant end points						strate a deeper understanding of tact n purpose and demonstrate excellent	
	******			formance in a range of activities. I velop the ability to peer and self-a		e to use these when creating action p	
	NN	ify the different leadership roles v rs, demonstrating excellent team		y. Gain experience of taking on the	ese responsibilities and will develo	op the skills and qualities that a good I	
	Sportsmanship – b encourage others t	·	eir peers. Motivate others in a v	ariety of activities and contexts d	espite winning or losing. Demonst	rate excellent sportsmanship qualities	
	Invasion games:	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	
	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	
Core declarative knowledge	Knowing the key technical skills required to play invasion games e.g., passing, receiving,	Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types of movement.	Knowing the different systems of the body and the major muscles (scientific names).	Knowing the different movements and actions used in dance. Knowing the different styles	Knowing the key technical skills required to play striking and fielding games e.g., throwing, catching, batting, and fielding.	Knowing the key technical skills required to play individual sports e.g., throws, jumps, rolls, rotations, vaults.	
	attacking, defending.	Knowing the rules associated with the activities taught.	Knowing the effects of exercise on the systems of	And cultures in dance.	Knowing the rules associated with the activities taught.	Knowing the rules associated with the activities taught.	

the body.





coordinates.

the activities taught.

Knowing the rules associated with

	 Knowing the rules associated with the activities taught. Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing simple and complex tactics used in games. Knowing different formations/ positions in a game. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. 	 Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing simple and some complex tactics used in games. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis. 	 Knowing different exercises that could help to live a healthy life. Knowing the different components of fitness. Knowing the different sections of a workout. Knowing the benefits of these activities on health wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis. 	 Knowing the different sections of a routine. Knowing the basic and complex dynamics of dance. Knowing what makes a good performance. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis. 	 Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing simple and complex tactics used in games. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis. 	Knowing the roles a responsibilities of a Knowing the physic that these activities body. Knowing what mak performance. Knowing the benef activities on health Knowing the key so emotional skills and required to be succ activities taught. Knowing the different attributes, and qual leader. Knowing the different performance analy
Core procedural knowledge	Invasion games Knowing how to perform the different fundamental movement skills that underpin invasion games (running, jumping, ball skills) Knowing how to perform and refine the different technical skills required in invasion games (ball	Net/wall games: Knowing how to perform the different fundamental movement skills that underpin net/wall games (running, striking, jumping etc.) Knowing how to perform and refine the different technical skills required in net/wall games (object control, rallying skills, shots, court movement,	HRF: Knowing how to perform the different fundament movement skills that underpin HRF activities (balance and locomotor skills) Knowing how to perform and refine the different technical skills required in	Dance: Knowing how to perform the different fundamental movement skills that underpin dance (balance, locomotor, jumping, etc.) Knowing how to perform and refine the different technical skills required in dance (action content, dynamic content, spatial content, relationship	Striking and fielding: Knowing how to perform the different fundamental movement skills that underpin striking and fielding games (running, throwing, striking etc.) Knowing how to perform and refine the different technical skills required in striking and fielding games (throwing,	Individual Knowing how to pe different fundamer skills that underpin sports (balance, loc jumping, throwing Knowing how to pe different technical in individual sports disciplines, rotatior etc.) in practice an

	Vioat Improver Vioat EDU
s and f officials.	Knowing the roles and responsibilities of officials.
siological effects ies have on the	Knowing the physiological effects that these activities have on the body.
akes a good	Knowing the benefits of these activities on health.
efits of these th and wellbeing. social and and qualities	Knowing the key social and emotional skills and qualities required to be successful in the activities taught.
iccessful in the	Knowing the mental skills required for OAA (decision making, logical thinking, creativity etc.)
erent skills, ualities of a good	Knowing the different skills, attributes, and qualities of a good leader.
erent types of Ilysis.	Knowing the different types of performance analysis.
al sports:	QAA
perform the lental movement bin individual locomotor,	Knowing how to perform the different fundamental movement skills that underpin OAA (balance, locomotor, jumping etc.)
ng etc.) perform the	Knowing how to perform and refine the different technical skills
al skills required ts (athletic ions, vaults, rolls and competition.	required in OAA (orienteering, bouldering, rock climbing, survival skills etc.) in isolation and competitive games.

and Innovation

control, passing,	serves etc.) in isolation and	HRF activities (squats, press	content, timing content,	catching, batting, fielding etc.)		Knowing how to keep safe when
receiving, dribbling,	competitive games.	ups, planks, sit ups etc.)	rhythmic content) in practice	in isolation and competitive	Knowing how to implement	participating in these activities.
shooting etc.) in isolation			and competition.	games.	different tactics and strategies in	
and competitive games.	Knowing how to implement	Knowing how to set up a			individual sports (pacing, skill	Knowing how read a map.
	different tactics and strategies	circuit/ workout.	Knowing how to choreograph	Knowing how to implement	application, positioning etc.)	
Knowing how to	in net/ wall games (shot build		simple and more complex	different tactics and strategies		Knowing how to work out the bes
implement different	up, court positioning,	Knowing how to keep safe	routines.	in invasion games (ball	Knowing how to keep safe when	route under pressure.
tactics and strategies in	ball/shuttle placement etc.)	when participating in these		positioning, defensive play,	participating in these activities.	
invasion games		activities.	Knowing how to keep safe	base running etc.)		Knowing how to complete simple
(attacking, defending, set	Knowing how to keep safe		when participating in these		Knowing how to officiate an	problem-solving tasks.
plays, creating space).	when participating in these	Knowing how to perform	activities.	Knowing how to keep safe	event.	
	activities.	basic fitness tests.		when participating in these		Knowing how to set up and
Knowing how to keep			Knowing how to use	activities.	Knowing how to analyse	manage OAA drills and challenges
safe when participating in	Knowing how to play to the	Knowing how to analyse	expressive skills in dance		performance.	
these activities.	rules of the game.	performance.	(projection, focus, facial	Knowing how to play to the	performance.	Knowing how to be a good
			expressions etc.)	rules of the game.		sportsperson.
Knowing how to play to	Knowing how to officiate					
the rules of the game.	games.		Knowing how to analyse	Knowing how to officiate		Knowing how to analyse
			performance.	games.		performance.
Knowing how to officiate	Knowing how to be a good		performance.			
games.	sportsperson.			Knowing how to be a good		
				sportsperson.		
Knowing how to be a	Knowing how to analyse					
good sportsperson.	performance.			Knowing how to analyse		
				performance.		
Knowing how to analyse						
performance.						



Y10

Improving resilience:

Students will learn about mental health (factors that can support positive mental health and barriers that prevent it). Students will explore how to handle pressure, coping mechanisms and routines that build resilience.

In KS4, activities are planned to encourage lifelong involvement in an active and healthy lifestyle. Student voice will be involved with activities on the long-term plan along with, availability of facility, time of year, teacher expertise and local opportunities. Activities will still be designed to align with the local School Sports partnership local competitions and events but also looking at other local opportunities to exercise and sports that may be played recreationally. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

In KS4, students will be given the opportunity to experience and perform in a range on sports and activities that they can take part in out of school and in later life to lead a healthy and active lifestyle including:

- Invasion games
- Net/Wall games
- Striking and fielding
- Individual sports and physical activities (e.g., Athletics, Gymnastics, Dance)
 - Outdoor Adventurous Activities
 - Health Related Fitness Activities

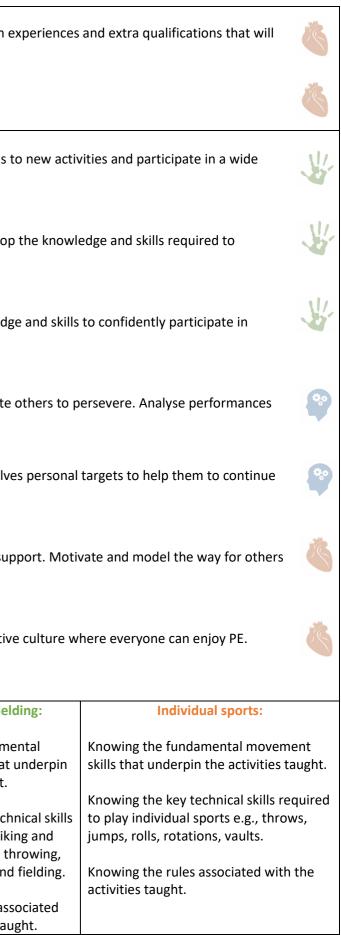
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Unit title	Invasion games Activity choices will be selected with the support of student voice	Net/ wall games OAA Activity choices will be selected with the support of student voice	Invasion games Activity choices will be selected with the support of student voice	HRF Invasion games Activity choices will be selected with the support of student voice	Individual sports
Classes and activities	Handball BTEC: Component 1 Individual/ team sport/ physical fitness activities Learning how to deliver a warm-up	Badminton BTEC: Component 1 Individual/ team sport/ physical fitness activities Learning how to deliver a warm-up	Basketball BTEC: Component 1 Individual/ team sport/ physical fitness activities Learning how to deliver a warm-up	Ultimate frisbee BTEC: Component 1 Individual/ team sport/ physical fitness activities Learning how to deliver a warm-up	Athletics BTEC: Component 2 Components of fitness in spor activity Delivering skill development in competitive practise Outdoor adventure activity ce
Relevant core concepts	 throughout an individual's life Health and fitness: students v development of students' hea to apply the key concepts and Technical skills: students learn Tactical knowledge: students 	span. vill develop the knowledge and skills requ Ith and wellbeing ensuring that physical e healthy eating model to their wider lives In the skills required to take part in a wide learn how to select and apply appropriat	e range of sports, providing them with the e tactics and strategies and apply these to	as part of their commitment to life development but their intellectua necessary skills to be physically cor the sport or situation they are in.	elong healthy choices. T I, emotional, social, and mpetent and, if they des
	Analytical skills: students will	be able to identify strengths and areas fo	or improvement in themselves and others,	offering effective advice to improv	e performance.



4	C	
1	Summer 2	
	Striking and fielding Activity choices will be selected with the su	pport of
	student voice through	
	Cricket	
	BTEC:	
	Component 2	
oort & physical	Components of fitness in sport & physical activ Delivering skill development in isolated & comp	•
t in isolated &	practise	Jettive
centre		
loning these	kills can positively affect health	
ioping these	skins can positively arect realth	
	Il encourage the holistic	11
nd spiritual d	evelopment. Students will be able	
		11.
esire, to exce	el in their chosen sport(s).	
		0.0
		00

	Leadership: students will deve enable students to be active re	-	that will encourage them to become effec	tive leaders, they will foster leader	ship qualities through ex		
	• Sportsmanship: students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.						
	Movement skills – use the skil range of activities outside of se		e able to participate in a wide range of act	tivities confidently and competently	y. Transfer these skills to		
		nd the impact of making healthy lifestyle as part of their commitment to lifelong he	choices. Explain the affect that physical ac ealthy choices.	tivity can have on physical and me	ntal wellbeing. Develop		
	Technical skills – apply their te activities outside of PE.	Technical skills – apply their technical skills to a range of activities and transfer these skills to activities that they may not have experienced previously. Apply the knowledge activities outside of PE.					
Relevant end points	Tactical knowledge – confidently use strategies and tactics in a range of activities. Work effectively as part of a team or independently when applying tactics and motivate of and set targets that are specific to implementing tactics. Apply this knowledge outside of school when participating in physical activity to improve their performance.						
	Analytical skills – apply their knowledge of performance analysis and SMART targets to focus on their own performance. Apply these skills and knowledge to set themselves to develop as they explore a range of activities. This will help them to be successful in sport and physical activity outside of school.						
	Leadership – apply their leadership skills within a variety of activities and contexts confidently. Manage and organise their own sporting activities with minimal teacher support to lead a healthy, active life.						
	Sportsmanship – demonstrate the skills and qualities required to make the learning environment an enjoyable one for all. Understand the importance of creating a positive Possess the skills and qualities required to successfully take part in competitive sport outside of school.						
	Invasion games:	Net/wall games:	HRF:	Dance:	Striking and field		
Core	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundame movement skills that u the activities taught.		
declarative knowledge	Knowing the key technical skills required to play invasion games e.g., passing, receiving, attacking, defending.	Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types of movement.	Knowing the different systems of the body and the major muscles (scientific names).	Knowing the different movements and actions used in dance.	Knowing the key techr required to play strikir fielding games e.g., the catching, batting, and		
	Knowing the rules associated with the activities taught.	Knowing the rules associated with the activities taught.	Knowing the effects of exercise on the systems of the body.	Knowing the different styles and cultures in dance.	Knowing the rules asso with the activities taug		





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			Knowing different exercises that could	Knowing what a stimulus is.	
	Knowing the roles and	Knowing the roles and responsibilities	help to live a healthy life.		Knowing the roles and
	responsibilities of officials.	of officials.		Knowing the different sections	responsibilities of office
			Knowing the different components of	of a routine.	
	Knowing the physiological effects	Knowing the physiological effects that	fitness.		Knowing the physiolog
	that these activities have on the	these activities have on the body.		Knowing the basic and complex	effects that these activ
	body.		Knowing the different sections of a	dynamics of dance.	have on the body.
		Knowing simple and some complex	workout.		
	Knowing simple and complex tactics	tactics used in games.		Knowing what makes a good	Knowing simple and co
	used in games.		Knowing the benefits of these activities	performance.	tactics used in games.
		Knowing the benefits of these	on health wellbeing.		_
	Knowing different formations/	activities on health and wellbeing.	_	Knowing the benefits of these	Knowing the benefits
	positions in a game.		Knowing the key social and emotional	activities on health and	activities on health an
		Knowing the key social and emotional	skills and qualities required to be	wellbeing.	wellbeing.
	Knowing the benefits of these	skills and qualities required to be	successful in the activities taught.		
	activities on health and wellbeing.	successful in the activities taught.		Knowing the key social and	Knowing the key socia
			Knowing the different types of	emotional skills and qualities	emotional skills and qu
	Knowing the key social and	Knowing the different types of	performance analysis.	required to be successful in the	required to be success
	emotional skills and qualities	performance analysis.		activities taught.	activities taught.
	required to be successful in the	performance analysis.	Knowing the different skills, attributes,		activities taugitt.
	activities taught.	Knowing the different skills,	and qualities of a good leader.	Knowing the different types of	Knowing the different
		attributes, and qualities of a good		performance analysis.	performance analysis.
	Knowing the different types of	leader.	Knowing where to access these types	performance analysis.	
	Knowing the different types of		of activities in the community.	Knowing the different skills,	Knowing the different
	performance analysis.	Knowing where to access these types		attributes, and qualities of a	attributes, and qualitie
		of activities in the community.		good leader.	good leader.
	Knowing the different skills,				0
	attributes, and qualities of a good			Knowing where to access these	Knowing where to acc
	leader.			types of activities in the	types of activities in th
				community.	community.
	Knowing where to access these types			connuncy.	
	of activities in the community.				
	Invasion games	Net/wall games:	HRF:	Dance:	Striking and field
	Knowing how to perform the	Knowing how to perform the different	Knowing how to perform the different	Knowing how to perform the	Knowing how to perfo
	different fundamental movement	fundamental movement skills that	fundament movement skills that	different fundamental	different fundamental
	skills that underpin invasion games	underpin net/wall games (running,	underpin HRF activities (balance and	movement skills that underpin	movement skills that u
	(running, jumping, ball skills)	striking, jumping etc.)	locomotor skills)	dance (balance, locomotor,	striking and fielding ga
				jumping, etc.)	(running, throwing, str
	Knowing how to perform and master	Knowing how to perform and master	Knowing how to perform and master		etc.)
6	the different technical skills required	the different technical skills required	the different technical skills required in	Knowing how to perform and	
Core	in invasion games (ball control,	in net/wall games (object control,	HRF activities (squats, press ups,	master the different technical	Knowing how to perfo
procedural	passing, receiving, dribbling, shooting	rallying skills, shots, court movement,	planks, sit ups etc.)	skills required in dance (action	master the different te
knowledge	etc.) in isolation and competitive	serves etc.) in isolation and		content, dynamic content,	skills required in striki
	games.	competitive games.	Knowing how to set up a circuit/	spatial content, relationship	fielding games (throwi
			workout.	content, timing content,	catching, batting, field
	Knowing how to implement different	Knowing how to implement different		rhythmic content) in practice	in isolation and compe
	tactics and strategies in invasion	tactics and strategies in net/ wall	Knowing how to keep safe when	and competition.	games.
	games (attacking, defending, set	games (shot build up, court	participating in these activities.		Daniesi
	plays, creating space).	positioning, ball/shuttle placement		Knowing how to choreograph	Knowing how to imple
	piays, creating spaces.		Knowing how to perform has a fitness		
		etc.)	Knowing how to perform basic fitness	individual and group routines.	different tactics and st
			tests.		in invasion games (bal



nd fficials.	Knowing the roles and responsibilities of officials.
logical	Knowing the physiological effects that these activities have on the body.
	Knowing what makes a good performance.
complex es.	Knowing the benefits of these activities on health and wellbeing.
ts of these and	Knowing the key social and emotional skills and qualities required to be successful in the activities taught.
cial and qualities essful in the	Knowing the different types of performance analysis.
nt types of is.	Knowing the different skills, attributes, and qualities of a good leader.
nt skills, ities of a	Knowing where to access these types of activities in the community.
ccess these the	
elding:	Individual sports:
form the tal t underpin games striking	Knowing how to perform the different fundamental movement skills that underpin individual sports (balance, locomotor, jumping, throwing etc.) Knowing how to perform and master the
form and technical king and wing,	different technical skills required in individual sports (athletic disciplines, rotations, vaults, rolls etc.) in practice and competition.
elding etc.) petitive	Knowing how to implement different tactics and strategies in individual sports (pacing, skill application, positioning etc.)
olement strategies oall	Knowing how to keep safe when participating in these activities.

Knowing how to keep safe when	Knowing how to keep safe when		Knowing how to keep safe	positioning, defensive
participating in these activities.	participating in these activities.	Knowing how to set up and organise	when participating in these	base running etc.)
		individual and group workouts.	activities.	
Knowing how to play to the rules of	Knowing how to play to the rules of			Knowing how to keep
the game.	the game.	Knowing how to analyse performance.	Knowing how to use expressive	when participating in t
			skills in dance (projection,	activities.
Knowing how to officiate games.	Knowing how to officiate games.		focus, facial expressions etc.)	
				Knowing how to play t
Knowing how to set up and organise	Knowing how to set up and organise		Knowing how to analyse	rules of the game.
small games.	small games.		performance.	
	Knowing how to be a good			Knowing how to officia
Knowing how to be a good	sportsperson.			games.
sportsperson.				Knowing how to set up
Knowing how to analyze	Knowing how to analyse			organise small games.
Knowing how to analyse	performance.			organise sinan games.
performance.				Knowing how to be a g
				sportsperson.
				Knowing how to analys
				performance.



ve play,	Knowing how to officiate an event.
p safe n these	Knowing how to analyse performance.
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ciate	
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Y11

Making healthy choices

Students will be given responsibility for making their activity choices in lesson. Students will understand the short- and long-term physical and mental health benefits to exercise. Students will plan exercise beyond the school day and be able to discuss with teachers any support they may require.

In KS4, activities are planned to encourage lifelong involvement in an active and healthy lifestyle. Student voice will be involved with activities on the long-term plan along with, availability of facility, time of year, teacher expertise and local opportunities. Activities will still be designed to align with the local School Sports partnership local competitions and events but also looking at other local opportunities to exercise and sports that may be played recreationally. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

In KS4, students will be given the opportunity to experience and perform in a range on sports and activities that they can take part in out of school and in later life to lead a healthy and active lifestyle including:

- Invasion games
- Net/Wall games
- Striking and fielding
- Individual sports and physical activities (e.g., Athletics, Gymnastics, Dance)
 - Outdoor Adventurous Activities
 - Health Related Fitness Activities

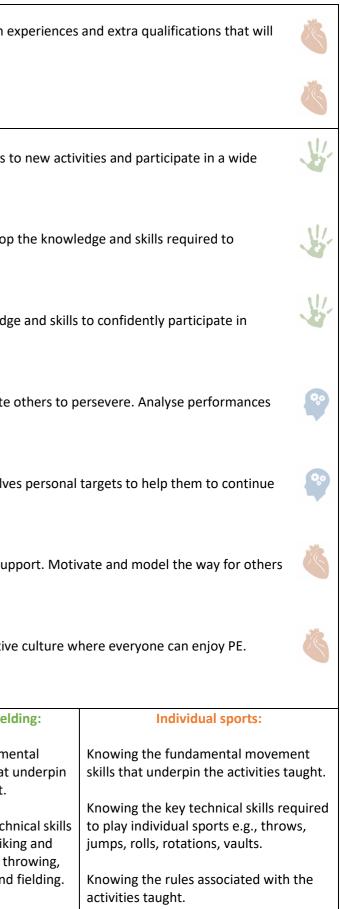
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Unit title	Invasion games Net/ wall games Activity choices will be selected with the support of student voice	HRF Activity choices will be selected with the support of student voice	Invasion games Activity choices will be selected with the support of student voice	Net/ wall games Outdoor Adventure Activities Activity choices will be selected with the support of student voice	Individual activities Activity choices will be select the support of student voice
Classes and activities	Handball BTEC: Component 2 Components of fitness in sport & physical activity Delivering skill development in isolated & competitive practise	HRF BTEC: Component 2 Components of fitness in sport & physical activity Delivering skill development in isolated & competitive practise	Flag football BTEC: Component 3 Components of fitness in sport & physical activity Delivering skill development in isolated & competitive practise	Badminton BTEC: Component 3 Fitness testing Training methods	Athletics BTEC: Component 3 Fitness testing Training methods Outdoor adventure activity
Relevant core concepts	 throughout an individual's life Health and fitness: students we development of students' heat to apply the key concepts and Technical skills: students learn Tactical knowledge: students 	span. vill develop the knowledge and skills requ Ith and wellbeing ensuring that physical o healthy eating model to their wider lives on the skills required to take part in a wide	e range of sports, providing them with the e tactics and strategies and apply these to	as part of their commitment to life development but their intellectua necessary skills to be physically cor the sport or situation they are in.	elong healthy choices. T I, emotional, social, and npetent and, if they des



1	Summer 2	
<mark>lected with</mark> lice	Exams	
ity centre		
loping these	l skills can positively affect health	1
	ll encourage the holistic evelopment. Students will be able	N.
esire, to exce	el in their chosen sport(s).	5
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	Leadership: students will deve enable students to be active ro	•	that will encourage them to become effect	tive leaders, they will foster leaders	ship qualities through e	
	• Sportsmanship: students will l	earn the importance of respect and fair p	play in sport, they will actively role model a	a positive sporting etiquette.		
	Movement skills – use the skil range of activities outside of se		e able to participate in a wide range of act	ivities confidently and competently	y. Transfer these skills to	
		• Health and fitness – understand the impact of making healthy lifestyle choices. Explain the affect that physical activity can have on physical and mental wellbeing. Develop maintain and improve health as part of their commitment to lifelong healthy choices.				
	Technical skills – apply their te activities outside of PE.	echnical skills to a range of activities and t	transfer these skills to activities that they r	nay not have experienced previous	ly. Apply the knowledge	
Relevant end points	Tactical knowledge – confidently use strategies and tactics in a range of activities. Work effectively as part of a team or independently when applying tactics and motivate of and set targets that are specific to implementing tactics. Apply this knowledge outside of school when participating in physical activity to improve their performance.					
	Analytical skills – apply their knowledge of performance analysis and SMART targets to focus on their own performance. Apply these skills and knowledge to set themselves to develop as they explore a range of activities. This will help them to be successful in sport and physical activity outside of school.					
	Leadership – apply their leadership skills within a variety of activities and contexts confidently. Manage and organise their own sporting activities with minimal teacher sup to lead a healthy, active life.					
	Sportsmanship – demonstrate the skills and qualities required to make the learning environment an enjoyable one for all. Understand the importance of creating a positive Possess the skills and qualities required to successfully take part in competitive sport outside of school.					
	Invasion games:	Net/wall games:	HRF:	Dance:	Striking and field	
Core	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundame movement skills that u the activities taught.	
declarative knowledge	Knowing the key technical skills required to play invasion games e.g., passing, receiving, attacking, defending.	Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types of movement.	Knowing the different systems of the body and the major muscles (scientific names).	Knowing the different movements and actions used in dance.	Knowing the key techn required to play strikin fielding games e.g., th catching, batting, and	
			Knowing the effects of exercise on the systems of the body.	Knowing the different styles and cultures in dance.		





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	Knowing the rules associated with	Knowing the rules associated with the	Knowing different eventions that apuld		Knowing the rules asso
	the activities taught.	activities taught.	Knowing different exercises that could help to live a healthy life.	Knowing what a stimulus is.	with the activities taug
	Knowing the roles and	Knowing the roles and responsibilities		Knowing the different sections	Knowing the roles and
	responsibilities of officials.	of officials.	Knowing the different components of fitness.	of a routine.	responsibilities of offic
	Knowing the physiological effects	Knowing the physiological effects that		Knowing the basic and complex	Knowing the physiolog
	that these activities have on the	these activities have on the body.	Knowing the different sections of a	dynamics of dance.	effects that these activ
	body.		workout.		have on the body.
		Knowing simple and some complex		Knowing what makes a good	
	Knowing simple and complex tactics used in games.	tactics used in games.	Knowing the benefits of these activities on health wellbeing.	performance.	Knowing simple and co tactics used in games.
		Knowing the benefits of these		Knowing the benefits of these	
	Knowing different formations/	activities on health and wellbeing.	Knowing the key social and emotional	activities on health and	Knowing the benefits o
	positions in a game.		skills and qualities required to be	wellbeing.	activities on health and
		Knowing the key social and emotional	successful in the activities taught.		wellbeing.
	Knowing the benefits of these	skills and qualities required to be		Knowing the key social and	
	activities on health and wellbeing.	successful in the activities taught.	Knowing the different types of	emotional skills and qualities	Knowing the key social
			performance analysis.	required to be successful in the	emotional skills and qu
	Knowing the key social and	Knowing the different types of	Knowing the different skills attributes	activities taught.	required to be success
	emotional skills and qualities	performance analysis.	Knowing the different skills, attributes, and qualities of a good leader.		activities taught.
	required to be successful in the	Knowing the different skills,		Knowing the different types of	Knowing the different
	activities taught.	attributes, and qualities of a good	Knowing where to access these types	performance analysis.	performance analysis.
	Knowing the different types of	leader.	of activities in the community.	Knowing the different skills,	
	performance analysis.			attributes, and qualities of a	Knowing the different
	performance analysis.	Knowing where to access these types		good leader.	attributes, and qualitie
	Knowing the different skills,	of activities in the community.			good leader.
	attributes, and qualities of a good			Knowing where to access these	Knowing where to acc
	leader.			types of activities in the	Knowing where to acce types of activities in
				community.	community.
	Knowing where to access these types				
	of activities in the community.				
	Invasion games	Net/wall games:	HRF:	Dance:	Striking and field
	Knowing how to perform the	Knowing how to perform the different	Knowing how to perform the different	Knowing how to perform the	Knowing how to perfor
	different fundamental movement	fundamental movement skills that	fundament movement skills that	different fundamental	different fundamental
	skills that underpin invasion games	underpin net/wall games (running,	underpin HRF activities (balance and	movement skills that underpin	movement skills that u
	(running, jumping, ball skills)	striking, jumping etc.)	locomotor skills)	dance (balance, locomotor,	striking and fielding ga
				jumping, etc.)	(running, throwing, str
Core	Knowing how to perform and master	Knowing how to perform and master	Knowing how to perform and master		etc.)
procedural	the different technical skills required	the different technical skills required	the different technical skills required in	Knowing how to perform and	
knowledge	in invasion games (ball control,	in net/wall games (object control,	HRF activities (squats, press ups,	master the different technical	Knowing how to perfor
kilowiedge	passing, receiving, dribbling, shooting	rallying skills, shots, court movement,	planks, sit ups etc.)	skills required in dance (action	master the different te
	etc.) in isolation and competitive	serves etc.) in isolation and		content, dynamic content,	skills required in strikin
	games.	competitive games.	Knowing how to set up a circuit/	spatial content, relationship	fielding games (throwing
	Knowing how to implement different	Knowing how to implement different	workout.	content, timing content,	catching, batting, fieldi in isolation and compe
	Knowing how to implement different tactics and strategies in invasion	Knowing how to implement different tactics and strategies in net/ wall	Knowing how to keep safe when	rhythmic content) in practice	
	-	games (shot build up, court		and competition.	games.
	games (attacking, defending, set plays, creating space).		participating in these activities.		
	plays, cleating spaces.				1



ssociated aught.	Knowing the roles and responsibilities of officials.
nd fficials.	Knowing the physiological effects that these activities have on the body.
logical ctivities	Knowing what makes a good performance.
complex	Knowing the benefits of these activities on health and wellbeing.
ts of these and	Knowing the key social and emotional skills and qualities required to be successful in the activities taught.
cial and	Knowing the different types of performance analysis.
qualities essful in the	Knowing the different skills, attributes, and qualities of a good leader.
nt types of is.	Knowing where to access these types of activities in the community.
nt skills, ities of a	
access these as in the ay.	
elding:	Individual sports:
form the tal t underpin games striking	Knowing how to perform the different fundamental movement skills that underpin individual sports (balance, locomotor, jumping, throwing etc.)
form and t technical iking and wing,	Knowing how to perform and master the different technical skills required in individual sports (athletic disciplines, rotations, vaults, rolls etc.) in practice and competition.
elding etc.) petitive	Knowing how to implement different tactics and strategies in individual sports (pacing, skill application, positioning etc.)

	positioning, ball/shuttle placement	Knowing how to perform basic fitness	Knowing how to choreograph	Knowing how to imple
Knowing how to keep safe when	etc.)	tests.	individual and group routines.	different tactics and st
participating in these activities.				in invasion games (ball
	Knowing how to keep safe when	Knowing how to set up and organise	Knowing how to keep safe	positioning, defensive
Knowing how to play to the rules of the game.	participating in these activities.	individual and group workouts.	when participating in these activities.	base running etc.)
	Knowing how to play to the rules of	Knowing how to analyse performance.		Knowing how to keep s
Knowing how to officiate games.	the game.		Knowing how to use expressive skills in dance (projection,	when participating in t activities.
Knowing how to set up and organise	Knowing how to officiate games.		focus, facial expressions etc.)	
small games.				Knowing how to play to
	Knowing how to set up and organise		Knowing how to analyse	rules of the game.
Knowing how to be a good	small games.		performance.	
sportsperson.				Knowing how to officia
	Knowing how to be a good			games.
Knowing how to analyse	sportsperson.			
performance.	Knowing how to analyse			Knowing how to set up
	performance.			organise small games.
				Knowing how to be a g
				sportsperson.
				Knowing how to an
				performance.



lement	Knowing how to keep safe when
strategies	participating in these activities.
-	pur del put ing in these del vites.
all	
/e play,	Knowing how to officiate an event.
	Knowing how to analyse performance.
p safe	
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BTEC TECH Award in Sport

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	Methods to address barriers to participation in sport and physical activity for different types of participants • Cost • Access • Time • Personal barriers • Cultural barriers • Cultural barriers • Cultural barriers • Health and fitness: students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers	 Access to technology Cost of technology Accuracy of data Usability Health and fitness: students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will approximate healthy choices. Teachers will approxima	Movement skills: students develop locomotor, non- locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can	Health and fitness: students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong	Health and fite students will d knowledge and required to ma improve their part of their co to lifelong hea
Releva core concep	Analytical skills: students will	 encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance. 	 positively affect health throughout an individual's lifespan. Technical skills: students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). Leadership: students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others 	 healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance. 	 Teachers will et the holistic devisudents' healt wellbeing ensuphysical educa improves their development be intellectual, en social, and spir development. be able to appliconcepts and heating model tives. Movement ski develop locom locomotor, and control skills, tibuilding blocks developing physical education and lifespan.
				Movement skills: students develop locomotor, non- locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of	Technical skills learn the skills take part in a v sports, providi the necessary s physically com if they desire, t their chosen sports

fitness:

develop the and skills maintain and ir health as commitment ealthy choices. l encourage levelopment of alth and nsuring that cation not only eir physical nt but their emotional, piritual nt. Students will pply the key d healthy el to their wider

skills: students omotor, nonand object s, these are the cks of physical e success of these skills can ffect health an individual's

kills: students ills required to a wide range of riding them with ry skills to be competent and, re, to excel in n sport(s).

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Leadership: students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others

Movement skills: students develop locomotor, nonlocomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan.

Technical skills: students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).

Tactical knowledge: students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in.

Sportsmanship: students will learn the importance of respect and fair play in sport, they will actively role



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				 developing these skills can positively affect health throughout an individual's lifespan. Technical skills: students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). 		
				Leadership: students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others	2	
Relevant end points	Health and fitness – demonstrate a good understanding of the components of fitness. Explain how the compone of fitness can affect performance in a variety of activities. Explore ways we can improve an individual' fitness and increase the levels of physical activity in others. Clearly explain the benefits of physical activit Demonstrate good to excellent levels of fitness required in practical performance.	 of fitness can affect performance in a variety of activities. Explore ways we can improve an individual's fitness and increase the levels of physical activity in others. Clearly explain the benefits of physical activity. Demonstrate good to excellent levels of fitness required in practical performance. 	 Movement skills – apply the skills developed and knowledge of skills to be able to refine and practically demonstrate skills being performed in isolated practices and competitive situations with strong technique. Technical skills – deepen their understanding of technical skills and how they are applied in a wide range of activities. Practically demonstrate basic and complex technique in a range of contexts. Plan and lead 	Health and fitness – demonstrate a good understanding of the components of fitness. Explain how the components of fitness can affect performance in a variety of activities. Explore ways we can improve an individual's fitness and increase the levels of physical activity in others. Clearly explain the benefits of physical activity. Demonstrate good to excellent levels of fitness required in practical performance.	y physica n Clearly of physica Demon	strate tandi nents how nents perfor of ac ve car ual's se the al acti expla sical a sical a strat nt lev
	Analytical skills – use thei analytical skills to assess their practical performanc in a variety of activities. Apply their knowledge of t	practical performance in a variety of activities. Apply their knowledge of the sport	sessions to develop the technical skills of others. Analyse theirs and their others' performances and be	Analytical skills – use their analytical skills to assess their practical performance in a variet	Solution the skill knowled	nent Ils de edge (

	Stoal EDVOR
	model a positive sporting etiquette.
	Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.
nd fitness – rate a good nding of the	Leadership – become positive role models for others and promote
ents of fitness. ow the ents of fitness can rformance in a f activities. Explore can improve an l's fitness and the levels of activity in others. kplain the benefits al activity. rate good to levels of fitness in practical	participation in physical activity. Educate others on how to become physically active and maintain a healthy lifestyle. Explain the different roles and responsibilities required in sport and physical activity. Competently lead and officiate in a variety of sports, demonstrating the desirable skills, qualities and knowledge required of an effective sports leader.
nce. nt skills – apply developed and ge of skills to be efine and	Movement skills – apply the skills developed and knowledge of skills to be able to refine and practically demonstrate skills being

and Innovation

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sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities.

appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities.

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able to evaluate the effectiveness of the technical skills used.

Leadership – become positive role models for others and promote participation in physical activity. Educate others on how to become physically active and maintain a healthy lifestyle. Explain the different roles and responsibilities required in sport and physical activity. Competently lead and officiate in a variety of sports, demonstrating the desirable skills, qualities and knowledge required of an effective sports leader.

of activities. Apply their knowledge of the sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities.

Movement skills – apply the skills developed and knowledge of skills to be able to refine and practically demonstrate skills being performed in isolated practices and competitive situations with strong technique.

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Technical skills – deepen their understanding of technical skills and how they are applied in a wide range of activities. Practically demonstrate basic and complex technical skills with strong technique in a range of contexts. Plan and lead sessions to develop the technical skills of others. Analyse theirs and their others' performances and be able to evaluate the effectiveness of the technical skills used.

Leadership – become positive role models for others and promote practically demonstrate skills being performed in isolated practices and competitive situations with strong technique.

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Technical skills – deepen their understanding of technical skills and how they are applied in a wide range of activities. Practically demonstrate basic and complex technical skills with strong technique in a range of contexts. Plan and lead sessions to develop the technical skills of others. Analyse theirs and their others' performances and be able to evaluate the effectiveness of the technical skills used.

Tactical knowledge – demonstrate a strong understanding on tactics and strategies used within sport. Pre-plan and use adaptive strategies to improve their performance. Maximise their success through the tactics they implement within competition. Analyse the effectiveness of tactics used and suggest ways to improve performance through tactics.

Sportsmanship – explain the importance of sportsmanship and the consequences of poor sportsmanship. Model the way for their peers and demonstrate excellent sportsmanship in all contexts. Explain the roles and responsibilities of officials in sport and how sportsmanship is an important factor in practical performance.

						CONFRICUE
				participation in physical activity. Educate others on how to become physically active and maintain a healthy lifestyle. Explain the different roles and responsibilities required in sport and physical activity. Competently lead and officiate in a variety of sports, demonstrating the desirable skills, qualities and knowledge required of an effective sports leader.		Analytical skills – use their analytical skills to assess their practical performance in a variety of activities. Apply their knowledge of the sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities.
Core declarative knowledge	 Knowing the different types of sport and physical activity. Knowing the benefits of sport and physical activity. Knowing the characteristics of the different providers of sport and physical activity. Knowing the different types and needs of participants. Knowing the different barriers to participation in sport and physical activity. Knowing ways we can help individuals to overcome barriers to participation. 	 Knowing the different types of clothing and footwear used in physical activity. Knowing the different types of equipment used in physical activity. Knowing the different accessible equipment to make physical activity more inclusive. Knowing the different equipment needed to officiate different physical activities. Knowing the different facilities available to take part in physical activities. Knowing the technology used for performance analysis in physical activities. Knowing the benefits of technology and equipment in sport. Knowing the limitations of using technology in physical activity. 	 Knowing the different sections of a warm-up. Knowing the different exercises that could be included in the pulse raiser section of a warm-up. Knowing the different exercises that could be included in the mobiliser section of a warm-up. Knowing the different exercises that could be included in the preparation stretches section of a warm-up. Knowing the location of the major muscles of the body. Knowing the difference between dynamic and static stretches. Knowing the responses of the cardiorespiratory system to the pulse raisers, mobilisers and preparation stretch exercises in a warm-up. 	All of the declarative knowledge stated in Autumn 1, Autumn 2 and Spring 1.	Knowing the different components of fitness. Knowing the impact of each component of fitness on sporting performance.	Knowing the different technical skills, tactics and strategies, and components of fitness required for their chosen sport. Knowing the different officials used in sport. Knowing the roles and responsibilities of each official. Knowing the rules and regulations that govern different sports.

						COURRICULUE Continued Inno
f k k c i	Knowing how to prepare participants for physical activity. Knowing how to be safe when taking part in physical activity. Knowing how to take part in a variety of physical activities (team sport, individual sport, physical fitness and outdoor and adventurous activities)	Knowing how to use equipment for different physical activities. Knowing how to use officiating equipment. Knowing how to use performance analysis equipment.	 Knowing the responses of the musculoskeletal system to the pulse raisers, mobilisers and preparation stretch exercises in a warm-up. Knowing the changes in responses of the cardiorespiratory system with each section of the warm-up. Knowing the changes in responses of the musculoskeletal system with each section of the warm-up. Knowing the skills, qualities, and attributes of a good leader. Knowing the different adaptations, you can use for warm-ups. Knowing how to plan a warm-up. Knowing how to perform a variety of pulse raiser exercises with good technique. Knowing how to perform a variety of mobiliser exercises with good technique. Knowing how to perform a variety of preparation stretches with good technique. Knowing how to demonstrate exercises to others. Knowing how to support others during a warm-up. Knowing how to lead a warm-up. 	Knowing how to plan and prepare for assessments. Knowing how to write a report. Knowing how to analyse case studies. Knowing how to lead activities. Knowing how to create a PowerPoint.	Knowing how to apply each component of fitness to their choice of sport. Knowing how to improve each component of fitness.	Knowing how to demonstrate the different skills in their chosen sport.Knowing how to demonstrate and apply the different tactics and strategies in their chosen sport.Knowing how to set up and organise isolated practices for their chosen sport.Knowing how to set up and organise competitive situations for their chosen sports.Knowing how to apply their skills and knowledge of their chosen sport in competitive situations.Knowing how to officiate their chosen sport.Knowing how to apply their skills and knowledge of their chosen sport in competitive situations.Knowing how to officiate their chosen sport.Knowing how to apply the rules of their chosen sport.

Brief overview							
BTEC TECH Award in Sport							
	Y11						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Component 2C	Component 3A	Component 3B	Component 3C	Component 3D		
Unit title	Demonstrate ways to improve participants sporting techniques. GLH: 2 x Practical; 1 x Theory Lessons Planning drills and conditioned practices to develop participants' sporting skills 0 Drills that can be used to improve specific techniques in different sports 0 Conditioned practices Demonstrations of the technique 0 Teaching points Drills to improve sporting performance 0 Organisation and demonstration of drills and conditioned practices to participants 0 supporting participants taking part in practical drills and conditioned practices Component 2 PSA Window Assessment preparation 4 x hours of internal assessment.	Explore the importance of fitness for sports performance. GLH: 1 X Practical; 2 x Theory Lessons The importance of fitness for successful participation in sport • Aerobic endurance • Muscular endurance • Muscular endurance • Muscular strength • Speed • Flexibility • Body composition • Power • Agility • Reaction time • Balance • Coordination Fitness training principles • Additional principles • Additional principles of training Exercise intensity and how it can be determined • Intensity • Target zones and training thresholds • The Borg (6-20) Rating of Perceived Exertion • Relationship between heart rate and RPE • Calculate 1RM for strength and 15RM for muscular endurance • Technology to measure exercise intensity	Investigate fitness testing to determine fitness levels. GLH: 1 x Practical; 2 x Theory Lessons Importance of fitness testing and requirements for administration of each fitness test • Reasons for fitness testing • Pre-test procedures • Knowledge of published standard test methods and equipment • Accurate measurement and recording of test results • Interpretation of test results • Select tests for given purposes and participants • Reliability of tests • Validity of results • Practicality Fitness test methods for components of physical fitness • Multi-stage fitness test • Yo-yo test • Harvard step test • 12-minute cooper run or swim • One-minute press-up • One-minute press-up • One-minute sit-up • Timed plank test • Sit and reach test • Calf muscle flexibility test • 30-metre sprint test • 30-metre flying sprint • Grip dynamometer • 1 rep max • Body mass index • Bioelectrical impedance analysis	Investigate different fitness training methods GLH: 1 × Practical; 2 × Theory Lessons Requirements for each of the following fitness training methods • Warmups • Cool downs • Linking fitness training method to components of fitness • Application of the principles of training to each training method • Application of appropriate training intensities for training methods Fitness training methods for physical components of fitness • Continuous training • Fartlek training • Interval training • Circuit training • Static active stretches • Static passive stretches • Proprioceptive neuromuscular facilitation • Free weights and fixed resistance machines • Acceleration sprints • Resistance drills	Investigate fitness programming to improve fitness and sports performance GLH: 1 x Practical; 2 x Theory Investigate fitness programming to improve fitness and sports performance • Aims • Objectives • Lifestyle and physical activity history • Attitudes, the mind and personal motivation for training Fitness programme design • Personal information to aid programme design • Selection of appropriate training method/activity • Application of the training principles Motivational techniques for fitness programming • Types of motivation • Goal setting • SMARTER targets • Motivation • Benefits of motivation		



			Waist to hip ratio	Fitness training methods for skill-related components of	Exam
			Fitness test methods for components of skill-related fitness Illinois agility test T test Stork stand test Y balance test Alternate-hand wall-toss test Stick flip coordination test Vertical jump test Standing long/broad jump Margaria-Kalamen power test Ruler drop test Online reaction time test Interpretation of fitness test results Comparison to normative data Analyse and evaluate test results Recommendations for improvements to fitness based on results	fitness SAQ training Plyometrics Specific training exercises for balance Specific training exercises for coordination Specific training exercises for reaction time Additional requirements for each of the fitness training methods Advantages and disadvantages Provision for taking part in fitness training methods Public provision Private provision Voluntary provision 	
				 The effects of long-term fitness training on the body systems Aerobic endurance training Flexibility training Muscular endurance training Muscular strength and power training Speed training 	
Relevant core concepts	Leadership: students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable	Health and fitness: students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring	Health and fitness: students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that	Health and fitness: students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic	Health and students v knowledge required to improve th part of the to lifelong Teachers v the holistin students'

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date:		
d fitness: will develop the e and skills to maintain and heir health as eir commitment g healthy choices. will encourage ic development of health and		

students to be active role that physical education not physical education not only only improves their physical improves their physical models to others development but their development but their Movement skills: students 3 intellectual, emotional, social, intellectual, emotional, social, develop locomotor, nonand spiritual development. and spiritual development. locomotor, and object Students will be able to apply Students will be able to apply control skills, these are the the key concepts and healthy the key concepts and healthy building blocks of developing eating model to their wider eating model to their wider physical literacy. The success lives. lives. of developing these skills can 3 positively affect health Movement skills: students Movement skills: students 3 throughout an individual's develop locomotor, nondevelop locomotor, nonlifespan. locomotor, and object control locomotor, and object control skills, these are the building skills, these are the building Technical skills: students blocks of developing physical blocks of developing physical learn the skills required to literacy. The success of literacy. The success of -3 take part in a wide range of developing these skills can developing these skills can sports, providing them with positively affect health

throughout an individual's

Explain how the components

the necessary skills to be

physically competent and, if

activity. Educate others on

positively affect health throughout an individual's lifespan.

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development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual. emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives.

Movement skills: students develop locomotor, nonlocomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an

Explain how the

Health and demonstrat understand component Explain how

lifespan. they desire, to excel in their Analytical skills: students will Analytical skills: students will chosen sport(s). be able to identify strengths be able to identify strengths Tactical knowledge: students and areas for improvement in and areas for improvement in learn how to select and apply themselves and others, themselves and others, appropriate tactics and offering effective advice to offering effective advice to strategies and apply these to improve performance. improve performance. the sport or situation they individual's lifespan. are in. Analytical skills: Sportsmanship: students will students will be able to learn the importance of identify strengths and respect and fair play in sport, areas for improvement they will actively role model in themselves and a positive sporting etiquette. others, offering effective advice to Analytical skills: students will improve performance. [°]be able to identify strengths and areas for improvement **Technical skills:** in themselves and others, students learn the skills offering effective advice to required to take part in improve performance. a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). **Leadership** – become Health and fitness -Health and fitness -Health and fitness positive role models for demonstrate a good demonstrate a good demonstrate a good Relevant others and promote understanding of the understanding of the understanding of the end points components of fitness. Explain components of fitness. participation in physical components of fitness.

wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. Movement skills: students develop locomotor, non- locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. Analytical skills: students will be able to identify	
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understanding of the	
components of fitness.	
Explain how the	

how to become physically active and maintain a healthy lifestyle. Explain the different roles and responsibilities required in sport and physical activity. Competently lead and officiate in a variety of sports, demonstrating the desirable skills, qualities and knowledge required of an effective sports leader.

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Movement skills – apply the skills developed and knowledge of skills to be able to refine and practically demonstrate skills being performed in isolated practices and competitive situations with strong technique.

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Technical skills – deepen their understanding of technical skills and how they are applied in a wide range of activities. Practically demonstrate basic and complex technical skills with strong technique in a range of contexts. Plan and lead sessions to develop the technical skills of others. Analyse theirs and their others' performances and be able to evaluate the effectiveness of the technical skills used.

Tactical knowledge –

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of fitness can affect performance in a variety of activities. Explore ways we can improve an individual's fitness and increase the levels of physical activity in others. Clearly explain the benefits of physical activity. Demonstrate good to excellent levels of fitness required in practical performance.

Movement skills – apply the skills developed and knowledge of skills to be able to refine and practically demonstrate skills being performed in isolated practices and competitive situations with strong technique.

Analytical skills - use their analytical skills to assess their practical performance in a variety of activities. Apply their knowledge of the sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities.

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components of fitness can affect performance in a variety of activities. Explore ways we can improve an individual's fitness and physical activity in others. Clearly explain the benefits excellent levels of fitness

	 Sportsmanship – explain the importance of sportsmanship and the consequences of poor sportsmanship. Model the way for their peers and demonstrate excellent sportsmanship in all contexts. Explain the roles and responsibilities of officials in sport and how sportsmanship is an important factor in practical performance. Analytical skills – use their analytical skills to assess their practical performance in a variety of activities. Apply their knowledge of the sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities. 			wide range of activities. Practically demonstrate basic and complex technical skills with strong technique in a range of contexts. Plan and lead sessions to develop the technical skills of others. Analyse theirs and their others' performances and be able to evaluate the effectiveness of the technical skills used.	technical skills with strong technique in a range of contexts. Plan and lead sessions to develop the technical skills of others. Analyse theirs and their others' performances and be able to evaluate the effectiveness of the technical skills used.	
Core declarative knowledge	 Knowing the drills that could be used to improve skill technique in their chosen sport. Knowing the different conditioned practices that could be used to improve performance in their chosen sport. Knowing the key teaching points for different sporting skills in their 	 Knowing the components of fitness. Knowing the importance of the components of fitness for different types of sport. Knowing the basic principles of training. Knowing the additional principles of training. 	Knowing the different components of fitness.Knowing the different fitness tests for each component of fitness.Knowing why we use fitness testing.Knowing the pre-test procedures for fitness testing.	Know the components of fitness.Knowing the different types of training methods for each component of fitness.Knowing the different requirements for each fitness training method.	 Know what personal information should be included when designing a fitness programme. Know what sections are included when designing a fitness programme. Knowing the different types of motivation. 	
	chosen sport.	Knowing what exercise intensity is. Knowing the different target zones and training thresholds.	Knowing the published standard test methods and equipment. Knowing the factors that affect the reliability of a test.	Know the links between each fitness training method and component of fitness. Know the principles of fitness.	Know what SMARTER goals are. Know what long- and short-term targets are.	

		Knowing the Borg scale.	Knowing the validity and practicality	Know what exercise intensity is.	Know the benefits of
			of each fitness test.		for sports performers
		Knowing the relationship between		Know the advantages and	
		RPE and heart rate.		disadvantages of each fitness	Knowing the differen
				training method.	techniques for exam
		Knowing what 1RM and 15RM is.			
				Know the types of provision for	
		Knowing the different types of		taking part in fitness training	
		technology used to measure exercise intensity.		methods.	
				Know the function and structure	
				of the cardiorespiratory and	
				musculoskeletal systems.	
				Know the effects of long-term	
				fitness training on the	
				musculoskeletal and	
				cardiorespiratory systems.	
	Knowing how to perform different	Knowing how components of fitness	Knowing how to perform each fitness	Knowing how to warm-up	Know how to design
	drills to improve sporting technique in their chosen sport.	can be applied to different sports.	test.	effectively.	programme.
		Knowing how to apply the training	Knowing how to calibrate fitness	Know how to cool down	Know how to apply t
	Knowing how to set up and organise conditioned practices for their	principles to training programmes.	testing equipment.	effectively.	of training to a fitnes
	chosen sport.	Knowing how to measure exercise	Knowing how to set up and run	Know how to perform each	Know how to manage
		intensity.	different fitness tests.	fitness training method	participate in a fitnes
	Knowing how to demonstrate the			correctly.	
	skills required for their chosen sport.	Knowing how to apply target zones	Knowing how to accurately measure		Know how to apply n
Core		and training thresholds when	and record test results.	Know how to apply the	techniques when par
procedural	Knowing how to support others with	participating in physical activity.		principles of training to each	fitness programme.
knowledge	their technique of skills within their		Knowing how to interpret test results	fitness training method.	
	chosen sport.	Knowing how to use the Borg scale	and compare to normative data.		Knowing how to revis
		when participating in physical activity.		Know how to apply an	for the external exam
	Knowing how to lead sporting		Knowing how to analyse and evaluate	appropriate training intensity to	
	activities to others.	Knowing how to calculate RPE, 1RM	test results.	each training method.	
		(strength) and 15RM (muscular	Knowing how to immediate fits and have been		
		endurance).	Knowing how to improve fitness based		
		Knowing how to use the different	on test results.		
		Knowing how to use the different types of technology used to measure			
		exercise intensity.			
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