



OCL PE Curriculum: Long Term Plan 2023

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:

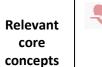
- Invasion games
- Net/Wall games
- Striking and fielding
- Dance (Now taught out of PE on a Creative Carosuel)
 - Individual sports (e.g., Athletics)
 - Outdoor Adventurous Activities
 - Health Related Fitness Activities

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Baseline testing	Invasion Games	Invasion Games/HRF &	Invasion Games/HRF &	Athletics	Striking and Fielding/ Net/wall games
Unit title	Invasion Games/HRF &	(Single Gender)	Net/Wall games	Net/Wall games	Outdoor and adventurous	(Mixed Gender)
Unit title	Net/Wall games		(Mixed Gender)	(Mixed Gender)	activities	
	(Mixed Gender)				(Mixed Gender)	
	7A.1 & 7B1	Groups from 7A and 7B split	7A.1 & 7B1	7A.1 & 7B1	7A.1 & 7B1	7A.1 & 7B1
	Baseline & Badminton	into 2 male and 2 female	Hockey	Fitness	Athletics & OAA	Tennis & Rounders
	7A.2 & 7B2	groups.	7A.2 & 7B2	7A.2 & 7B2	7A.2 & 7B.2	7A.2 & 7B2
	Baseline & Fitness	Boys Complete units of work	Badminton	Hockey	Athletics & OAA	Tennis & Rounders
activities	7A.3 & 7B.3	in Rugby and Football.	7A.3 & 7B.3	7A.3 & 7B.3	7A.3 & 7B.3	7A.3 7B.3
	Baseline & Hockey	Girls Complete units of work in Rugby and Basketball.	Fitness	Badminton	Athletics & OAA	Tennis & Rounders



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.





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 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.





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.









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 experiences and extra qualifications that will enable students to be active role models to others.



Sportsmanship: students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.

game situation. Demonstrate patience when attempting to use tactics in a game.





Movement skills - Develop the fundamental skills taught within KS2. Demonstrate locomotor, non-locomotor, and object control skills within a variety of activities. Explore different basic skills required for each activity taught and understand why they are needed to participate in that activity.





Health and fitness — Develop an understanding of the effects of exercise on their body which they would have explored in KS2. Identify the major muscles of the body and describe the short-term effects of exercise on organs like the heart and lungs. Develop own levels of fitness through opportunities to increase levels of physical activity.





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

Tactical knowledge – Identify basic strategies that they could use within activities taught, based on knowledge of the activities taught in KS2. Identify ways to improve chances of success and suggest tactics to use in a





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.





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.





others.

Sportsmanship - Build upon the moral skills developed in KS2. Understand the importance of being humble and honest. Describe the importance of empathy and patience and apply these values when playing against



		Baseline testing:	Net/wall games:	HRF:	Invasion games:	Striking and fielding:	Individual sports:	OAA:	Dance:
_	ore arative	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 fundamental movement skills that underpin the activities taught.
	wledge	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 of movement.	Knowing the different systems of the body. Knowing the effects of exercise on the systems of the body.	Knowing the key technical skills required to play invasion games e.g., passing, receiving, attacking, defending.	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.	Knowing the different keys on a map. Knowing the rules associated with the activities taught.	Knowing the different movements and actions used in dance.





	Knowing the basis tastical	Knowing the rules		Knowing the rules	Knowing the rules	Knowing the rules associated		Knowing the different
	Knowing the basic tactical strategies used in basic	Knowing the rules associated with the	Knowing different	associated with the	associated with the	with the activities taught.	Knowing the basic	styles and cultures in
	_	activities taught.	exercises that could	activities taught.	activities taught.	with the activities taught.	physiological effects that	dance.
	games.	activities taugiit.	help to live a healthy	activities taugiit.	activities taugiit.	Knowing the basic	these activities have on the	dance.
	Knowing the physiclesical	Knowing the basis	' '	Knowing the basis	Knowing the basis	physiological effects that		Knowing the basis
	Knowing the physiological effects that exercise has	Knowing the basic	life.	Knowing the basic	Knowing the basic	these activities have on the	body.	Knowing the basic
		physiological effects that these activities have on the	Knowing the different	physiological effects	physiological effects that these activities have on the	body.	Knowing the benefits of	dynamics of dance.
	on the body.		Knowing the different	that these activities		body.	Knowing the benefits of	Kanasia a subat malana
	Varantina tha banafita af	body.	components of fitness.	have on the body.	body.	Knowing what makes a good	these activities on health.	Knowing what makes a
	Knowing the benefits of	Was to stood to test	War to the base for a	I de la companya de l	Kara ta atau da ta dia	Knowing what makes a good	Mary Condition of the second	good performance.
	physical activity.	Knowing simple tactics	Knowing the benefits of	Knowing simple tactics	Knowing simple tactics	performance.	Knowing the key social and	Kan that have the st
		used in games.	these activities on	used in games.	used in games.	Kanassina tha hanafita af	emotional skills and	Knowing the benefits of
	Knowing the key social		health.	1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1		Knowing the benefits of	qualities required to be	these activities on health.
	and emotional skills and	Knowing the benefits of		Knowing different	Knowing the benefits of	these activities on health.	successful in the activities	
	qualities required to be	these activities on health.	Knowing the key social	formations/ positions in	these activities on health.		taught.	Knowing the key social and
	successful in the activities		and emotional skills and	a game.		Knowing the key social and		emotional skills and
	taught.	Knowing the key social and	qualities required to be		Knowing the key social and	emotional skills and qualities	Knowing the mental skills	qualities required to be
		emotional skills and	successful in the	Knowing the benefits of	emotional skills and	required to be successful in	required for OAA (decision	successful in the activities
		qualities required to be	activities taught.	these activities on	qualities required to be	the activities taught.	making, logical thinking,	taught.
		successful in the activities		health.	successful in the activities		creativity etc.)	
		taught.			taught.			
				Knowing the key social				
				and emotional skills and				
				qualities required to be				
				successful in the				
				activities taught				
	Baseline testing:	Net/wall games:	HRF:	Invasion games:	Striking and fielding:	Individual sports:	OAA:	Dance:
	Knowing how to perform	Knowing how to perform	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	the different fundamental	perform the different	perform the different	the different fundamental	different fundamental	the different fundamental	the different fundamental
	fundamental movement	movement skills that	fundament movement	fundamental movement	movement skills that	movement skills that	movement skills that	movement skills that
	skills to complete	underpin net/wall games	skills that underpin HRF	skills that underpin	underpin striking and	underpin individual sports	underpin OAA (balance,	underpin dance (balance,
	baseline testing (balance,	(running, striking, jumping	activities (balance and	invasion games	fielding games (running,	(balance, locomotor,	locomotor, jumping etc.)	locomotor, jumping, etc.)
	locomotor, and ball	etc.)	locomotor skills)	(running, jumping, ball	throwing, striking etc.)	jumping, throwing etc.)	locomotor, jumping etc.,	locomotor, jumping, etc./
	skills).	cte.,	locomotor skinsy	skills)	throwing, striking etc.)	jumping, unlowing etc.)	Knowing how to perform	Knowing how to perform
	skiiisj.	Knowing how to perform	Knowing how to	JKIII3/	Knowing how to perform	Knowing how to perform the	the different technical skills	the different technical
	Knowing how to perform	the different technical skills	perform the different	Knowing how to	the different technical skills	different technical skills	required in OAA	skills required in dance
	the different technical	required in net/wall games	technical skills required	perform the different	required in striking and	required in individual sports	(orienteering, bouldering,	(action content, dynamic
Core	skills required to	(object control, rallying	in HRF activities (squats,	technical skills required	fielding games (throwing,	(athletic disciplines,	rock climbing, survival skills	content, spatial content,
procedural	complete baseline	skills, shots, court	press ups, planks, sit	in invasion games (ball	catching, batting, fielding	rotations, vaults, rolls etc.)	etc.)	relationship content,
knowledge	testing.	movement, serves etc.)	ups etc.)	control, passing,	etc.)	Totations, vauts, rons etc.,	Ctc.)	timing content, rhythmic
	testing.	movement, serves etc.,	ups etc.	receiving, dribbling,	etc.)	Knowing how to implement	Knowing how to keep safe	content)
	Knowing how to keep	Knowing how to implement	Knowing how to keep	shooting etc.)	Knowing how to implement	different tactics and	when participating in these	Content
	safe when participating in	different tactics and	safe when participating	SHOULING ELC.)	different tactics and	strategies in individual sports	activities.	Knowing how to
	these activities.	strategies in net/ wall	in these activities.	Knowing how to	strategies in invasion	(pacing, skill application,	detivities.	choreograph simple
	נווכטב מכנועונוכט.	games (shot build up, court	ווו נוופשב מכנועונופש.	implement different	games (ball positioning,	positioning etc.)	Knowing how read a map.	routines.
	Knowing how to perform	1 -	Knowing how to	· ·		positioning etc.)	Knowing now read a map.	Toutilles.
	Knowing how to perform	positioning, ball/shuttle	Knowing how to	tactics and strategies in	defensive play, base	Knowing how to keep cofe	Knowing how to work out	Knowing how to keep safe
	different baseline tests.	placement etc.)	perform basic fitness	invasion games	running etc.)	Knowing how to keep safe	Knowing how to work out	Knowing how to keep safe
		Knowing how to been set-	tests.	(attacking, defending,	Knowing how to been sef-	when participating in these	the best route.	when participating in these
		Knowing how to keep safe		set plays, creating	Knowing how to keep safe	activities.		activities.
		when participating in these		space).	when participating in these			
		activities.		l	activities.	<u>I</u>	<u> </u>	





	Knowing how to play to the rules of the game.		Knowing how to play to the rules of the game.	Knowing how to judge performances.	Knowing how to complete simple problem-solving tasks.	Knowing how to use expressive skills in dance (projection, focus, facial expressions etc.)
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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.

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
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 - Individual sports (e.g., Athletics)
 - Outdoor Adventurous Activities
 - Health Related Fitness Activities

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	Baseline testing	Invasion Games	Invasion Games/HRF &	Invasion Games/HRF &	Athletics	Striking and Fielding/ Net/wall games
Unit title	Invasion Games/HRF &	(Single Gender)	Net/Wall games	Net/Wall games	Outdoor and adventurous	(Mixed Gender)
Omit title	Net/Wall games		(Mixed Gender)	(Mixed Gender)	activities	
	(Mixed Gender)				(Mixed Gender)	
	8A.1 & 8B1	Groups from 8A and 8B split into	8A.1 & 8B1	8A.1 & 8B1	8A.1 & 8B1	8A.1 & 8B1
	Baseline & Badminton	2 male and 2 female groups.	Hockey	Fitness	Athletics & OAA	Tennis & Rounders
Classes and	8A.2 & 8B2	Boys Complete units of work in	8A.2 & 8B2	8A.2 & 8B2	8A.2 & 8B.2	8A.2 & 8B2
activities	Baseline & Fitness	Rugby and Football.	Badminton	Hockey	Athletics & OAA	Tennis & Rounders
	8A.3 & 8B.3	Girls Complete units of work in	8A.3 & 8B.3	8A.3 & 8B.3	8A.3 & 8B.3	8A.3 & 8B.3
	Baseline & Hockey	Rugby and Basketball.	Fitness	Badminton	Athletics & OAA	Tennis & Rounders



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.





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 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.





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 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.





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 experiences and extra qualifications that will enable students to be active role models to others.





Sportsmanship: students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.



Core Concepts:



Movement skills – build upon the fundamental skills and basic skills that are common to many activities. Deliberately practice these skills to encourage fluency and confidence. Explore the complex skills within the activities taught and understand how these skills can improve performance.





Health and fitness – use physiological language when talking about fitness and the effects of exercise on the body. Demonstrate different components of fitness within lessons and will demonstrate average levels of fitness when taking part in physical activity.





Technical skills – explore more complex technical skills within the activities. Deliberately practice these skills and demonstrate good technique in isolation and within competitive situations. Understand how skills can be transferred across activities and begin to apply these skills in a range of activities.



Relevant end points



Tactical knowledge – further develop knowledge of strategies and tactics in sport. Identify and implement basic tactics within conditioned games with success. Discuss the effectiveness of these tactics and how to improve. Describe how tactics and strategies can improve performance. Work effectively with others and demonstrate perseverance when implementing tactics.





Analytical skills – further develop analytical skills and be able to compare performances to other students and previous experiences. Accurately describe strengths and areas for improvement with reference to strategies and tactics.





Leadership – experience opportunities to lead in small groups. Understand the importance of empathy and being aware of the abilities and emotions of others. Demonstrate good teamwork skills in a range of activities.





Sportsmanship – develop a positive growth-mindset and embrace failure as an opportunity to learn. Demonstrate self-control and the qualities required of a good sportsperson in a range of contexts. Attempt to take on leadership responsibilities and be aware of the emotions within their groups when managing them.



		Invasion games:	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	OAA:
							•	
		Knowing the fundamental movement skills that underpin	Knowing the fundamental movement skills that underpin	Knowing the fundamental movement skills that	Knowing the fundamental movement skills that	Knowing the fundamental movement skills that underpin	Knowing the fundamental movement skills that underpin	Knowing the fundamental movement skills that underpin
	Core	the activities taught.	the activities taught.	underpin the activities	underpin the activities	the activities taught.	the activities taught.	the activities taught.
decl	larative			taught.	taught.			
kno	wledge	Knowing the key technical	Knowing the key technical			Knowing the key technical skills	Knowing the key technical	Knowing the different keys on a
		skills required to play invasion	skills required to play net/wall	Knowing the different	Knowing the different	required to play striking and	skills required to play	map.
		games e.g., passing, receiving,	games e.g. serve, rallying	systems of the body and the	movements and actions used	fielding games e.g., throwing,	individual sports e.g., throws,	
		attacking, defending.	skills, types of movement.	major muscles (scientific	in dance.	catching, batting, and fielding.	jumps, rolls, rotations, vaults.	Knowing how to use map
				names).				coordinates.





	Knowing the rules associated	Knowing the rules associated		Knowing the different styles	Knowing the rules associated	Knowing the rules associated	
	with the activities taught.	with the activities taught.	Knowing the effects of	and cultures in dance.	with the activities taught.	with the activities taught.	Knowing the rules associated
	with the activities taught.	with the activities taught.	exercise on the systems of	and cultures in dalice.	with the activities taught.	with the activities taught.	with the activities taught.
	Knowing the physiological	Knowing the physiological	the body.	Knowing what a stimulus is.	Knowing the physiological effects	Knowing the physiological	with the activities taught.
	effects that these activities	effects that these activities	die body.	Milowing what a stilliulus is.	that these activities have on the	effects that these activities	Knowing the physiological
	have on the body.	have on the body.	Knowing different exercises	Knowing the different	body.	have on the body.	effects that these activities
	liave on the body.	liave on the body.	that could help to live a	sections of a routine.	body.	have on the souy.	have on the body.
	Knowing simple and complex	Knowing simple and some	healthy life.	sections of a routine.	Knowing simple and complex	Knowing what makes a good	have on the body.
	tactics used in games.	complex tactics used in games.	lieatiny life.	Knowing the basic and	tactics used in games.	performance.	Knowing the benefits of these
	tactics used in games.	complex tactics used in games.	Knowing the different	complex dynamics of dance.	tactics used in games.	performance.	activities on health.
	Knowing different formations/	Knowing the benefits of these	components of fitness.	complex dynamics of dance.	Knowing the benefits of these	Knowing the benefits of these	activities of fleatiff.
	positions in a game.	activities on health and	components of fitness.	Knowing what makes a good	activities on health and	activities on health and	Knowing the key social and
	positions in a game.	wellbeing.	Knowing the different	performance.	wellbeing.	wellbeing.	emotional skills and qualities
	Knowing the benefits of these	wellbeilig.	sections of a workout.	performance.	wellbeilig.	wellbellig.	required to be successful in the
	activities on health and	Knowing the key social and	sections of a workout.	Knowing the honofits of	Knowing the key social and	Knowing the key social and	activities taught.
		,	Knowing the handits of	Knowing the benefits of these activities on health	'	emotional skills and qualities	activities taugitt.
	wellbeing.	emotional skills and qualities	Knowing the benefits of		emotional skills and qualities	required to be successful in	Knowing the mental skills
	Knowing the key social and	required to be successful in	these activities on health	and wellbeing.	required to be successful in the	the activities taught.	Knowing the mental skills
	Knowing the key social and	the activities taught.	wellbeing.	Knowing the key secial and	activities taught.	the activities taught.	required for OAA (decision
	emotional skills and qualities	Knowing the different types of	Knowing the key social and	Knowing the key social and emotional skills and qualities	Knowing the different types of	Knowing the different types of	making, logical thinking,
	required to be successful in	performance analysis.	Knowing the key social and emotional skills and qualities		performance analysis.	performance analysis.	creativity etc.)
	the activities taught.	performance analysis.	· ·	required to be successful in	performance unarysis:	performance analysis.	Knowing the different tunes of
	Kanadina tha different tunos of		required to be successful in	the activities taught.			Knowing the different types of
	Knowing the different types of		the activities taught.	Knowing the different types			performance analysis.
	performance analysis.		Kanada a tha different trunca	Knowing the different types			
			Knowing the different types	of performance analysis.			
			of performance analysis.				
	Invasion games	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	OAA
	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 underpin	movement skills that	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, ball skills)	striking, jumping etc.)	(balance and locomotor	locomotor, jumping, etc.)	throwing, striking etc.)	locomotor, jumping, throwing	jumping etc.)
	Jumping, ball skills)	Striking, jumping etc.,	skills)	locomotor, jumping, etc./	throwing, striking etc.)	etc.)	, , , ,
	Knowing how to perform and	Knowing how to perform and	SKIIIS)	Knowing how to perform	Knowing how to perform and		Knowing how to perform and
	refine the different technical	refine the different technical	Knowing how to perform	and refine the different	refine the different technical skills	Knowing how to perform the	refine the different technical
	skills required in invasion	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
Core	games (ball control, passing,	games (object control, rallying	technical skills required in	dance (action content,	games (throwing, catching,	required in individual sports	(orienteering, bouldering, rock
procedural	receiving, dribbling, shooting	skills, shots, court movement,	HRF activities (squats, press	dynamic content, spatial	batting, fielding etc.)	(athletic disciplines, rotations,	climbing, survival skills etc.)
_ ·					batting, neruning etc.)	1 .	3, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,
knowledge	etc.)	serves etc.)	ups, planks, sit ups etc.)	content, relationship	Knowing how to implement	vaults, rolls etc.)	Knowing how to keep safe
	Knowing how to implement	Knowing how to implement	Knowing how to set up a	content, timing content, rhythmic content)	Knowing how to implement different tactics and strategies in	Knowing how to implement	when participating in these
	different tactics and strategies	different tactics and strategies		Inythine content)	invasion games (ball positioning,	Knowing how to implement different tactics and strategies	activities.
	_		circuit/ workout.	Knowing how to		_	
i .	in invasion games (attacking,	in net/ wall games (shot build		Knowing how to choreograph simple	defensive play, base running etc.)	in individual sports (pacing, skill application, positioning	Knowing how read a map.
	defending set plays execting	un court positioning		T CHOLEONIADO SIDDIE	I .	i skili addiication, dositioning	
	defending, set plays, creating	up, court positioning,	Knowing how to keep safe	1	Knowing how to keep cofe when		
	defending, set plays, creating space).	up, court positioning, ball/shuttle placement etc.)	when participating in these	routines.	Knowing how to keep safe when	etc.)	Knowing how to work out the
	space).	ball/shuttle placement etc.)	-	routines.	Knowing how to keep safe when participating in these activities.	etc.)	Knowing how to work out the
	space). Knowing how to keep safe	ball/shuttle placement etc.) Knowing how to keep safe	when participating in these activities.	routines. Knowing how to keep safe	participating in these activities.	etc.) Knowing how to keep safe	Knowing how to work out the best route under pressure.
	space). Knowing how to keep safe when participating in these	ball/shuttle placement etc.) Knowing how to keep safe when participating in these	when participating in these activities. Knowing how to perform	routines. Knowing how to keep safe when participating in these	participating in these activities. Knowing how to play to the rules	etc.) Knowing how to keep safe when participating in these	best route under pressure.
	space). Knowing how to keep safe	ball/shuttle placement etc.) Knowing how to keep safe	when participating in these activities.	routines. Knowing how to keep safe	participating in these activities.	etc.) Knowing how to keep safe	





Knowing how to play to the rules of the game.	Knowing how to play to the rules of the game.	Knowing how to analyse performance.	Knowing how to use expressive skills in dance	Knowing how to score games.	Knowing how to officiate an event.	Knowing how to analyse
Knowing how to score games.	Knowing how to score games.		(projection, focus, facial expressions etc.)	Knowing how to analyse performance.	Knowing how to analyse performance.	performance.
Knowing how to analyse performance.	Knowing how to analyse performance.		Knowing how to analyse performance.		performance.	





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.

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
- Individual sports (e.g., Athletics)
- Health Related Fitness Activities

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion Games/HRF &	Invasion Games	Invasion Games/HRF &	Invasion Games/HRF &	Athletics	Striking and Fielding/ Net/wall games
Unit title	Net/Wall games	(Single Gender)	Net/Wall games	Net/Wall games	(Mixed Gender)	(Mixed Gender)
	(Mixed Gender)		(Mixed Gender)	(Mixed Gender)		
	9A.1 & 9B1	Groups from 9A and 9B split into	9A.1 & 9B1	9A.1 & 9B1	9A.1 & 9B1	9A.1 & 9B1
	Badminton		Hockey	Fitness	Athletics	Tennis & Rounders
Classes and	9A.2 & 9B2	Boys Complete units of work in	9A.2 & 9B2	9A.2 & 9B2	9A.2 & 9B.2	9A.2 & 9B2
activities	Fitness	Rugby and Football.	Badminton	Hockey	Athletics	Tennis & Rounders
	9A.3 & 9B.3	Girls Complete units of work in	9A.3 & 9B.3	9A.3 & 9B.3	9A.3 & 9B.3	9A.3 & 9B.3
	Hockey	Rugby and Basketball.	Fitness	Badminton	Athletics	Tennis & Rounders



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.





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 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.



Relevant core concepts

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.



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 experiences and extra qualifications that will enable students to be active role models to others.







	· Sportsmanship: st	udents will learn the importance o	of respect and fair play in sport,	they will actively role model a pos	sitive sporting etiquette.		
	- >	master the fundamental and basioned games. Understand the princ				rform these skills confidently under p	ressure through deliberate
		 accurately make references to to others to lead healthy active live 	•	_	-	ctivities. Use their leadership skills to	model the way and be a
		emonstrate a strong technique in ve and coach others on their tech		-	perform skills in a variety of activ	rities and contexts demonstrating flue	ncy within their
Relevant end points	(風)		•			nstrate a deeper understanding of tac h purpose and demonstrate excellent	
	<u>****</u>	refine their analytical skills and be				le to use these when creating action p	oints to improve
	100	ify the different leadership roles vers, demonstrating excellent team		r. Gain experience of taking on the	ese responsibilities and will devel	op the skills and qualities that a good	leader needs. Lead and plan
	Sportsmanship – be encourage others to		eir peers. Motivate others in a v	ariety of activities and contexts d	espite winning or losing. Demons	trate excellent sportsmanship qualitie	s within competition and
	Invasion games:	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	OAA:
	Knowing the fundamental movement skills that underpin the activities	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities	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	taught. Knowing the key technical skills required	Knowing the key technical skills required to play net/wall games e.g. serve, rallying	Knowing the different systems of the body and the	Knowing the different movements and actions used in dance.	Knowing the key technical skills required to play striking and fielding games e.g.,	Knowing the key technical skills required to play individual sports e.g., throws, jumps, rolls,	Knowing the different keys on a map.
	to play invasion games e.g., passing, receiving, attacking, defending.	knowing the rules associated	major muscles (scientific names).	Knowing the different styles and cultures in dance.	throwing, catching, batting, and fielding.	rotations, vaults. Knowing the rules associated with	Knowing how to use map coordinates.
		with the activities taught.	Knowing the effects of exercise on the systems of the body.	Knowing what a stimulus is.	Knowing the rules associated with the activities taught.	the activities taught.	Knowing the rules associated with the activities taught.





	(nowing the rules	Knowing the roles and		Knowing the different sections	Knowing the roles and	Knowing the roles and	Knowing the roles and
as	issociated with the	responsibilities of officials.	Knowing different exercises	of a routine.	responsibilities of officials.	responsibilities of officials.	responsibilities of officials.
ar	ctivities taught.		that could help to live a				
		Knowing the physiological	healthy life.	Knowing the basic and	Knowing the physiological	Knowing the physiological effects	Knowing the physiological effects
l k	(nowing the roles and	effects that these activities	,	complex dynamics of dance.	effects that these activities	that these activities have on the	that these activities have on the
	esponsibilities of	have on the body.	Knowing the different	,	have on the body.	body.	body.
	officials.	nave on the body.	components of fitness.	Knowing what makes a good	nave on the body.	,	Souy.
0.	Triciais.	Knowing simple and some	components of fittless.	performance.	Knowing simple and complex	Knowing what makes a good	Knowing the benefits of these
v	(nowing the physiological		Knowing the different	performance.		performance.	activities on health.
		complex tactics used in games.	_	Varania a tha han afita af tha a	tactics used in games.	performance.	activities of fleatiff.
	effects that these	War that have the children	sections of a workout.	Knowing the benefits of these	War the base Class Charac	Vnowing the handits of these	Was to the Language and
	ectivities have on the	Knowing the benefits of these		activities on health and	Knowing the benefits of these	Knowing the benefits of these	Knowing the key social and
bo	oody.	activities on health and	Knowing the benefits of	wellbeing.	activities on health and	activities on health and wellbeing.	emotional skills and qualities
		wellbeing.	these activities on health		wellbeing.		required to be successful in the
Kı	(nowing simple and		wellbeing.	Knowing the key social and		Knowing the key social and	activities taught.
cr	complex tactics used in	Knowing the key social and		emotional skills and qualities	Knowing the key social and	emotional skills and qualities	
ga	games.	emotional skills and qualities	Knowing the key social and	required to be successful in	emotional skills and qualities	required to be successful in the	Knowing the mental skills required
		required to be successful in	emotional skills and qualities	the activities taught.	required to be successful in	activities taught.	for OAA (decision making, logical
K	(nowing different	the activities taught.	required to be successful in	_	the activities taught.		thinking, creativity etc.)
	ormations/ positions in a		the activities taught.	Knowing the different skills,		Knowing the different skills,	, ,
	game.	Knowing the different skills,	and account of the great	attributes, and qualities of a	Knowing the different skills,	attributes, and qualities of a good	Knowing the different skills,
	,	attributes, and qualities of a	Knowing the different skills,	good leader.	attributes, and qualities of a	leader.	attributes, and qualities of a good
v	(nowing the benefits of	good leader.	attributes, and qualities of a	Ğ	good leader.	reader	leader.
	hese activities on health		good leader.	Knowing the different types of	o o	Knowing the different types of	leader.
		Knowing the different types of	8	performance analysis.	Knowing the different types of	performance analysis.	Knowing the different tunes of
l ar	and wellbeing.	performance analysis.	Knowing the different types		performance analysis.	performance unarysis.	Knowing the different types of
			of performance analysis.		,		performance analysis.
	Knowing the key social		, , , , , , , , , , , , , , , , , , , ,				
	and emotional skills and						
1 '	qualities required to be						
SI	successful in the activities						
ta	aught.						
K	Knowing the different						
sł	kills, attributes, and						
	qualities of a good leader.						
	,						
K	Cnowing the different						
	ypes of performance						
1	analysis.						
a a	Invasion games	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	OAA
	invasion games	recty wan games.	TIM.	Dance.	Striking and neraing.	marviduai sports.	VAA.
v	(nowing how to perform	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
	he different	different fundamental	different fundament	different fundamental	different fundamental	different fundamental movement	different fundamental movement
							skills that underpin OAA (balance,
	undamental movement	movement skills that underpin	movement skills that	movement skills that underpin	movement skills that underpin	skills that underpin individual	locomotor, jumping etc.)
Core	kills that underpin	net/wall games (running,	underpin HRF activities	dance (balance, locomotor,	striking and fielding games	sports (balance, locomotor,	locomotor, jumping etc.)
DIOCEDUIAL	_	striking, jumping etc.)	(balance and locomotor	jumping, etc.)	(running, throwing, striking	jumping, throwing etc.)	Knowing how to perform and
knowledge ju	umping, ball skills)		skills)		etc.)		Knowing how to perform and
		Knowing how to perform and		Knowing how to perform and		Knowing how to perform the	refine the different technical skills
	(nowing how to perform	refine the different technical	Knowing how to perform	refine the different technical	Knowing how to perform and	different technical skills required	required in OAA (orienteering,
ar	and refine the different	skills required in net/wall	and refine the different	skills required in dance (action	refine the different technical	in individual sports (athletic	bouldering, rock climbing, survival
t _e	ind remite the different	•					
i 1 **		games (object control, rallying	technical skills required in	content, dynamic content,	skills required in striking and	disciplines, rotations, vaults, rolls	skills etc.) in isolation and
			technical skills required in	content, dynamic content, spatial content, relationship	skills required in striking and fielding games (throwing,	disciplines, rotations, vaults, rolls etc.) in practice and competition.	competitive games.





control, passing,	serves etc.) in isolation and	HRF activities (squats, press	content, timing content,	catching, batting, fielding etc.)		Knowing how to keep safe whe
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
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 sim
(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.	Was tasks to sales	manage OAA drills and challer
safe when participating in	Knowing how to play to the	Knowing how to analyse	expressive skills in dance		Knowing how to analyse	
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.		l	Knowing how to officiate		Knowing how to analyse
J			Knowing how to analyse	games.		performance.
Knowing how to officiate	Knowing how to be a good		performance.			•
games.	sportsperson.			Knowing how to be a good		
G				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
- Health Related Fitness Activities

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion games	Invasion games	Invasion games	Invasion games	Invasion games	Striking and fielding
	Net/ wall games	HRF	HRF	Net/ wall games	Net/Wall Games	Net/Wall Games
Unit title	Activity choices will be selected with the	Activity choices will be selected with the	Activity choices will be selected with the support	Activity choices will be selected with	Activity choices will be selected with	Activity choices will be selected with the support of
	support of student voice and Staffing	support of student voice and Staffing capability.	of student voice and Staffing capability.	the support of student voice and	the support of student voice and	student voice and Staffing capability.
	capability.			Staffing capability.	Staffing capability.	
	Activity 1	Activity 1	Activity 1	Activity 1	Activity 1	Activity 1
	Football	Basketball	Dodgeball	Football	Basketball	Rounders
	Activity 2	Activity 2	Activity 2	Activity 2	Activity 2	Activity 2
asses and	Badminton	HRF	HRF	Badminton	Tennis	Tennis
activities	Activity 3	Activity 3	Activity 3	Activity 3	Activity 3	Activity 3
	Religious Education Unit	Religious Education Unit	Religious Education Unit	Religious Education Unit	Religious Education Unit	Religious Education Unit
	Movement skills: students de throughout an individual's life	•	ject control skills, these are the building bl	ocks of developing physical literac	cy. The success of developing these	e skills can positively affect health
	development of students' he		uired to maintain and improve their health education not only improves their physical	•	•	



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.



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 experiences and extra qualifications that will enable students to be active role models to others.









Sportsmanship: students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.

to develop as they explore a range of activities. This will help them to be successful in sport and physical activity outside of school.

Possess the skills and qualities required to successfully take part in competitive sport outside of school.

Net/wall games:

of officials.





Movement skills – use the skills developed and knowledge of skills to be able to participate in a wide range of activities confidently and competently. Transfer these skills to new activities and participate in a wide range of activities outside of school competently.





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 the knowledge and skills required to maintain and improve health as part of their commitment to lifelong healthy choices.





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 and skills to confidently participate in 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 others to persevere. Analyse performances 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 personal targets to help them to continue





to lead a healthy, active life.

Invasion games:

responsibilities of officials.

Leadership – apply their leadership skills within a variety of activities and contexts confidently. Manage and organise their own sporting activities with minimal teacher support. Motivate and model the way for others

Dance:

Striking and fielding:

responsibilities of officials.





Sportsmanship – demonstrate the skills and qualities required to make the learning environment an enjoyable one for all. Understand the importance of creating a positive culture where everyone can enjoy PE.



Individual sports:

Knowing the fundamental movement Knowing the fundamental movement Knowing the fundamental movement Knowing the fundamental Knowing the fundamental Knowing the fundamental movement skills that underpin the activities skills that underpin the activities skills that underpin the activities movement skills that underpin movement skills that underpin skills that underpin the activities taught. taught. taught. taught. the activities taught. the activities taught. Knowing the key technical skills required Knowing the key technical skills Knowing the key technical skills Knowing the different systems of the Knowing the different Knowing the key technical skills to play individual sports e.g., throws, Core required to play invasion games e.g., required to play net/wall games e.g. body and the major muscles (scientific movements and actions used in required to play striking and jumps, rolls, rotations, vaults. declarative passing, receiving, attacking, serve, rallying skills, types of names). dance. fielding games e.g., throwing, knowledge catching, batting, and fielding. defending. Knowing the rules associated with the movement. Knowing the effects of exercise on the Knowing the different styles activities taught. Knowing the rules associated with Knowing the rules associated with the systems of the body. and cultures in dance. Knowing the rules associated the activities taught. with the activities taught. Knowing the roles and responsibilities of activities taught. Knowing different exercises that could Knowing what a stimulus is. officials. Knowing the roles and Knowing the roles and responsibilities help to live a healthy life. Knowing the roles and

HRF:





			Knowing the different components of	Knowing the different sections		Knowing the physiological effects that
	Knowing the physiological effects	Knowing the physiological effects that	fitness.	of a routine.	Knowing the physiological	these activities have on the body.
	that these activities have on the	these activities have on the body.			effects that these activities	,
	body.		Knowing the different sections of a	Knowing the basic and complex	have on the body.	Knowing what makes a good
		Knowing simple and some complex	workout.	dynamics of dance.		performance.
	Knowing simple and complex tactics	tactics used in games.			Knowing simple and complex	
	used in games.		Knowing the benefits of these activities	Knowing what makes a good	tactics used in games.	Knowing the benefits of these activities
		Knowing the benefits of these	on health wellbeing.	performance.		on health and wellbeing.
	Knowing different formations/	activities on health and wellbeing.			Knowing the benefits of these	
	positions in a game.		Knowing the key social and emotional	Knowing the benefits of these	activities on health and	Knowing the key social and emotional
		Knowing the key social and emotional	skills and qualities required to be	activities on health and	wellbeing.	skills and qualities required to be
	Knowing the benefits of these	skills and qualities required to be	successful in the activities taught.	wellbeing.		successful in the activities taught.
	activities on health and wellbeing.	successful in the activities taught.			Knowing the key social and	
			Knowing the different types of	Knowing the key social and	emotional skills and qualities	Knowing the different types of
	Knowing the key social and	Knowing the different types of	performance analysis.	emotional skills and qualities	required to be successful in the	performance analysis.
	emotional skills and qualities	performance analysis.	Knowing the different skills, attributes,	required to be successful in the	activities taught.	Managing the different chills attailed to
	required to be successful in the	Knowing the different skills,	and qualities of a good leader.	activities taught.	Knowing the different types of	Knowing the different skills, attributes,
	activities taught.	attributes, and qualities of a good	and quantity of a good found.	Knowing the different types of	performance analysis.	and qualities of a good leader.
	Knowing the different types of	leader.	Knowing where to access these types	performance analysis.		Knowing where to access these types of
	performance analysis.		of activities in the community.	performance analysis.	Knowing the different skills,	activities in the community.
	performance analysis.	Knowing where to access these types		Knowing the different skills,	attributes, and qualities of a	activities in the community.
	Knowing the different skills,	of activities in the community.		attributes, and qualities of a	good leader.	
	attributes, and qualities of a good			good leader.	Kan tan hambanan ham	
	leader.				Knowing where to access these	
				Knowing where to access these	types of activities in the	
	Knowing where to access these types			types of activities in the	community.	
	of activities in the community.			community.		
	Invasion games	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:
	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 perform the	Knowing how to perform the different
	different fundamental movement	fundamental movement skills that	fundament movement skills that	different fundamental	different fundamental	fundamental movement skills that
	skills that underpin invasion games	underpin net/wall games (running,	underpin HRF activities (balance and	movement skills that underpin	movement skills that underpin	underpin individual sports (balance,
	(running, jumping, ball skills)	striking, jumping etc.)	locomotor skills)	dance (balance, locomotor,	striking and fielding games	locomotor, jumping, throwing etc.)
	Knowing how to perform and master	Knowing how to perform and master	Knowing how to porform and master	jumping, etc.)	(running, throwing, striking	Knowing how to perform and master the
	Knowing how to perform and master the different technical skills required	Knowing how to perform and master the different technical skills required	Knowing how to perform and master the different technical skills required in	Knowing how to perform and	etc.)	Knowing how to perform and master the different technical skills required in
	in invasion games (ball control,	in net/wall games (object control,	HRF activities (squats, press ups,	master the different technical	Knowing how to perform and	individual sports (athletic disciplines,
Core	passing, receiving, dribbling, shooting	rallying skills, shots, court movement,	planks, sit ups etc.)	skills required in dance (action	master the different technical	rotations, vaults, rolls etc.) in practice
procedural	etc.) in isolation and competitive	serves etc.) in isolation and	plants, sit aps etc.,	content, dynamic content,	skills required in striking and	and competition.
knowledge	games.	competitive games.	Knowing how to set up a circuit/	spatial content, relationship	fielding games (throwing,	
	8	a surprise games	workout.	content, timing content,	catching, batting, fielding etc.)	Knowing how to implement different
			Workout.			
	Knowing how to implement different	Knowing how to implement different	workout.	rhythmic content) in practice	in isolation and competitive	tactics and strategies in individual sports
	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	in isolation and competitive	tactics and strategies in individual sports (pacing, skill application, positioning etc.)
	tactics and strategies in invasion	tactics and strategies in net/ wall	Knowing how to keep safe when	rhythmic content) in practice	in isolation and competitive	(pacing, skill application, positioning
	tactics and strategies in invasion games (attacking, defending, set plays, creating space).	tactics and strategies in net/ wall games (shot build up, court	Knowing how to keep safe when	rhythmic content) in practice and competition.	in isolation and competitive games.	(pacing, skill application, positioning
	tactics and strategies in invasion games (attacking, defending, set plays, creating space). Knowing how to keep safe when	tactics and strategies in net/ wall games (shot build up, court positioning, ball/shuttle placement etc.)	Knowing how to keep safe when participating in these activities.	rhythmic content) in practice and competition. Knowing how to choreograph individual and group routines.	in isolation and competitive games. Knowing how to implement different tactics and strategies in invasion games (ball	(pacing, skill application, positioning etc.)
	tactics and strategies in invasion games (attacking, defending, set plays, creating space).	tactics and strategies in net/ wall games (shot build up, court positioning, ball/shuttle placement etc.) Knowing how to keep safe when	Knowing how to keep safe when participating in these activities. Knowing how to perform basic fitness tests.	rhythmic content) in practice and competition. Knowing how to choreograph individual and group routines. Knowing how to keep safe	in isolation and competitive games. Knowing how to implement different tactics and strategies in invasion games (ball positioning, defensive play,	(pacing, skill application, positioning etc.) Knowing how to keep safe when participating in these activities.
	tactics and strategies in invasion games (attacking, defending, set plays, creating space). Knowing how to keep safe when	tactics and strategies in net/ wall games (shot build up, court positioning, ball/shuttle placement etc.)	Knowing how to keep safe when participating in these activities. Knowing how to perform basic fitness tests. Knowing how to set up and organise	rhythmic content) in practice and competition. Knowing how to choreograph individual and group routines. Knowing how to keep safe when participating in these	in isolation and competitive games. Knowing how to implement different tactics and strategies in invasion games (ball	(pacing, skill application, positioning etc.) Knowing how to keep safe when
	tactics and strategies in invasion games (attacking, defending, set plays, creating space). Knowing how to keep safe when	tactics and strategies in net/ wall games (shot build up, court positioning, ball/shuttle placement etc.) Knowing how to keep safe when	Knowing how to keep safe when participating in these activities. Knowing how to perform basic fitness tests.	rhythmic content) in practice and competition. Knowing how to choreograph individual and group routines. Knowing how to keep safe	in isolation and competitive games. Knowing how to implement different tactics and strategies in invasion games (ball positioning, defensive play,	(pacing, skill application, positioning etc.) Knowing how to keep safe when participating in these activities.





Knowing how to play to the rules of	Knowing how to play to the rules of			Knowing how to keep safe	Knowing how to analyse performance.
the game.	the game.	Knowing how to analyse performance.	Knowing how to use expressive	when participating in these	
			skills in dance (projection,	activities.	
Knowing how to officiate games.	Knowing how to officiate games.		focus, facial expressions etc.)		
				Knowing how to play to the	
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 officiate	
Knowing how to be a good	sportsperson.			games.	
sportsperson.	Sportsperson.			Was to be dead and	
	Knowing how to analyse			Knowing how to set up and	
Knowing how to analyse	performance.			organise small games.	
performance.				Knowing how to be a good	
				Knowing how to be a good	
				sportsperson.	
				Knowing how to analyse	
				performance.	





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
- Health Related Fitness Activities
 - ICT/Intervention

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Invasion games Net/ wall games Activity choices will be selected with the support of student voice and Staffing capability.	Invasion games HRF Activity choices will be selected with the support of student voice and Staffing capability.	Invasion games HRF Activity choices will be selected with the support of student voice and Staffing capability.	Invasion games Net/ wall games Activity choices will be selected with the support of student voice and Staffing capability.	Invasion games Net/Wall Games Activity choices will be selected with the support of student voice and Staffing capability.	Striking and fielding Net/Wall Games Activity choices will be selected with the support of student voice and Staffing capability.
Classes and activities	Activity 1 Football Activity 2 Badminton Activity 3 ICT Intervention	Activity 1 Basketball Activity 2 HRF Activity 3 ICT Intervention	Activity 1 Dodgeball Activity 2 HRF Activity 3 ICT Intervention	Activity 1 Football Activity 2 Badminton Activity 3 ICT Intervention	Activity 1 Basketball Activity 2 Tennis Activity 3 ICT Intervention	Activity 1 Rounders Activity 2 Tennis Activity 3 ICT Intervention
	throughout an individual's life Health and fitness: students v development of students' hea	espan. will develop the knowledge and skills requ	lect control skills, these are the building bluired to maintain and improve their health education not only improves their physical.	as part of their commitment to lif	felong healthy choices. Teachers w	ill encourage the holistic



concepts

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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.



Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.



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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.









Sportsmanship: students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.

Possess the skills and qualities required to successfully take part in competitive sport outside of school.





Movement skills – use the skills developed and knowledge of skills to be able to participate in a wide range of activities confidently and competently. Transfer these skills to new activities and participate in a wide range of activities outside of school competently.





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 the knowledge and skills required to maintain and improve health as part of their commitment to lifelong healthy choices.





activities outside of PE.

to lead a healthy, active life.

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 and skills to confidently participate in



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 others to persevere. Analyse performances 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 personal targets to help them to continue 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. Motivate and model the way for others





Sportsmanship – demonstrate the skills and qualities required to make the learning environment an enjoyable one for all. Understand the importance of creating a positive culture where everyone can enjoy PE.



	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.
						Knowing the key technical skills required
Core	Knowing the key technical skills	Knowing the key technical skills	Knowing the different systems of the	Knowing the different	Knowing the key technical skills	to play individual sports e.g., throws,
declarative	required to play invasion games e.g.,	required to play net/wall games e.g.	body and the major muscles (scientific	movements and actions used in	required to play striking and	jumps, rolls, rotations, vaults.
knowledge	passing, receiving, attacking,	serve, rallying skills, types of	names).	dance.	fielding games e.g., throwing,	
	defending.	movement.			catching, batting, and fielding.	Knowing the rules associated with the
			Knowing the effects of exercise on the	Knowing the different styles		activities taught.
	Knowing the rules associated with	Knowing the rules associated with the	systems of the body.	and cultures in dance.	Knowing the rules associated	
	the activities taught.	activities taught.			with the activities taught.	Knowing the roles and responsibilities of
			Knowing different exercises that could	Knowing what a stimulus is.		officials.
			help to live a healthy life.			





	Knowing the roles and	Knowing the roles and responsibilities		Knowing the different sections	Knowing the roles and	Knowing the physiological effects that
	responsibilities of officials.	of officials.	Knowing the different components of	of a routine.	responsibilities of officials.	these activities have on the body.
	·		fitness.			,
	Knowing the physiological effects	Knowing the physiological effects that		Knowing the basic and complex	Knowing the physiological	Knowing what makes a good
	that these activities have on the	these activities have on the body.	Knowing the different sections of a	dynamics of dance.	effects that these activities	performance.
	body.	,	workout.	,	have on the body.	
	,	Knowing simple and some complex		Knowing what makes a good	,	Knowing the benefits of these activities
	Knowing simple and complex tactics	tactics used in games.	Knowing the benefits of these activities	performance.	Knowing simple and complex	on health and wellbeing.
	used in games.		on health wellbeing.		tactics used in games.	
	3	Knowing the benefits of these		Knowing the benefits of these	g.	Knowing the key social and emotional
	Knowing different formations/	activities on health and wellbeing.	Knowing the key social and emotional	activities on health and	Knowing the benefits of these	skills and qualities required to be
	positions in a game.		skills and qualities required to be	wellbeing.	activities on health and	successful in the activities taught.
	, , , , , , , , , , , , , , , , , , , ,	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		Knowing the different types of
	activities on health and wellbeing.	successful in the activities taught.	Knowing the different types of	emotional skills and qualities	Knowing the key social and	performance analysis.
	a constant and the constant and		performance analysis.	required to be successful in the	emotional skills and qualities	personance analysis
	Knowing the key social and	Knowing the different types of		activities taught.	required to be successful in the	Knowing the different skills, attributes,
	emotional skills and qualities	performance analysis.	Knowing the different skills, attributes,		activities taught.	and qualities of a good leader.
	required to be successful in the	, posterior analysis	and qualities of a good leader.	Knowing the different types of		and demonstrate a generalization
	activities taught.	Knowing the different skills,		performance analysis.	Knowing the different types of	Knowing where to access these types of
	activities taugitu	attributes, and qualities of a good	Knowing where to access these types	por community and year	performance analysis.	activities in the community.
	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 skills,	
	por rounding and year	Knowing where to access these types		good leader.	attributes, and qualities of a	
	Knowing the different skills,	of activities in the community.			good leader.	
	attributes, and qualities of a good			Knowing where to access these	Ka a wia a wiha a a ta a a a a a a ta a a a	
	leader.			types of activities in the	Knowing where to access these	
	readen			community.	types of activities in the	
	Knowing where to access these types				community.	
	of activities in the community.					
	Invasion games	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:
	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 perform the	Knowing how to perform the different
	different fundamental movement	fundamental movement skills that	fundament movement skills that	different fundamental	different fundamental	fundamental movement skills that
	skills that underpin invasion games	underpin net/wall games (running,	underpin HRF activities (balance and	movement skills that underpin	movement skills that underpin	underpin individual sports (balance,
	(running, jumping, ball skills)	striking, jumping etc.)	locomotor skills)	dance (balance, locomotor,	striking and fielding games	locomotor, jumping, throwing etc.)
				jumping, etc.)	(running, throwing, striking	
	Knowing how to perform and master	Knowing how to perform and master	Knowing how to perform and master		etc.)	Knowing how to perform and master the
	the different technical skills required	the different technical skills required	the different technical skills required in	Knowing how to perform and		different technical skills required in
Core	in invasion games (ball control,	in net/wall games (object control,	HRF activities (squats, press ups,	master the different technical	Knowing how to perform and	individual sports (athletic disciplines,
procedural	passing, receiving, dribbling, shooting	rallying skills, shots, court movement,	planks, sit ups etc.)	skills required in dance (action	master the different technical	rotations, vaults, rolls etc.) in practice
knowledge	etc.) in isolation and competitive	serves etc.) in isolation and		content, dynamic content,	skills required in striking and	and competition.
	games.	competitive games.	Knowing how to set up a circuit/	spatial content, relationship	fielding games (throwing,	
			workout.	content, timing content,	catching, batting, fielding etc.)	Knowing how to implement different
	Knowing how to implement different	Knowing how to implement different		rhythmic content) in practice	in isolation and competitive	tactics and strategies in individual sports
	tactics and strategies in invasion	tactics and strategies in net/ wall	Knowing how to keep safe when	and competition.	games.	(pacing, skill application, positioning
	games (attacking, defending, set	games (shot build up, court	participating in these activities.			etc.)
	plays, creating space).	positioning, ball/shuttle placement		Knowing how to choreograph	Knowing how to implement	
		etc.)	Knowing how to perform basic fitness	individual and group routines.	different tactics and strategies	Knowing how to keep safe when
				1	1	
	Knowing how to keep safe when		tests.		in invasion games (ball	participating in these activities.
	Knowing how to keep safe when participating in these activities.		tests.		in invasion games (ball	participating in these activities.





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





BTEC TECH Award in Sport Y10

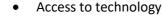
Torm	Autumo 1	Autumn 2	Spring 1	Spring 2	Summor 1	Summer 2
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
	Component 1A	Component 1B	Component 1C	Component 1 PSA window	Component 2A	Component 2B
	Explore types and provision of sport	Examine equipment and technology	Preparing participants to take part in	Assessment preparation	Understand how different	Be able to participate in sport and
	and physical activity for different	required for participants to use when	sport and physical activity	5 x hours of internal	components of fitness are used in	understand the roles and
	types of participants.	taking part in sport and physical	GLH: 1 x Practical; 2 x Theory Lessons	assessment.	different physical activities	responsibilities of officials
	GLH: 1 x Practical; 2 x Theory	activity.			GLH: 1 x Practical; 2 x Theory	GLH: 2 x Practical; 1 x Theory
	Lessons	GLH: 1 x Practical; 2 x Theory Lessons	Planning a warm-up		Lessons	Lessons
			Types of pulse raiser activities			Techniques, strategies, and fitness
	Types and providers of sport and	Different types of sports clothing and	Types of mobilisers activities		Components of physical fitness	required for different sports
	physical activities	equipment required for participation	Types of preparation stretch		Aerobic endurance	• Skills
	 Types of sport and physical 	in sport and physical activity	activities		Muscular endurance	 Strategies
	activity	Clothing	Response of the		Muscular strength	 Isolated practices
	 Outdoor activities 	Footwear	cardiorespiratory system		• Speed	Competitive situations
	 Physical fitness activities 	Sport-specific equipment	Response of the		Flexibility	
	Benefits of sport and physical	 Protection and safety 	musculoskeletal system		Body composition	Officials in sport
	activities	equipment			, ,	 Key officials and their roles
	 Provision of sport and 	Equipment for people with			Components of skill-related fitness	in competitions
	physical activity	disabilities	Adapting a warm-up for different		Power	 Responsibilities of the
	 Characteristics of provision 	 Assistive technology 	categories of participants and		Agility	officials
	sectors	Facilities	different types of physical activities		Reaction time	
	 Advantages and 	Officiating equipment	 Adapting warmups for 		Balance	
Unit title	disadvantages of provision	 Performance analysis 	different categories of		Coordination	Rules and regulations in sports
	sectors.		participants			 National governing bodies
		Different types of technology and	Adapting warmups for specific			 Number of players
	Types and needs of sport and	their benefits to improve sport and	physical activities			Length of play
	physical activity participants	physical activity participation and				 Scoring systems
	 Age of participants 	performance	Delivering a warm-up to prepare			 Playing areas
	 Disabled participants 	 Clothing 	participants for physical activity			 Equipment
	 Participants with long-term 	 Footwear 	Organisation and			 Start and restart of play
	health conditions	 Sport-specific equipment 	demonstration of activities			 Non-adherence to rules
	 Physical activity needs of 	 Protection and safety 	Supporting participants as			 Application of rules and
	participants	equipment	they take part in the warmup			regulations
		 Equipment for people with 				
	Barriers to participation in sport and	disabilities				
	physical activity	Assistive technology				
	Cost of participation	 Facilities 				
	Access to sport and physical	 Officiating 				
	activity	 Performance analysis 				
	Time barriers					
	Personal barriers	Limitations of using technology in				
	 Cultural barriers 	sport and physical activity				
		Time				





Methods to address barriers to
participation in sport and physical
activity for
different types of participants

- Cost
- Access
- Time
- Personal barriers
- **Cultural barriers**



- 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 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.



Relevant

core

concepts

Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.



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Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.



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).

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

Leadership: students will



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





				developing these skills		model a positive sporting
				can positively affect health throughout an		etiquette. Analytical skills: students
				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).		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 experiences and extra qualifications that will enable students to be active role models to others		
Relevant end points	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.	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. Analytical skills – use their	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	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	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	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.
	Analytical skills – use their	analytical skills to assess their	contexts. Plan and lead	practical performance.	performance.	Movement skills – apply the

sessions to develop the

technical skills of others.

Analyse theirs and their

others' performances and be

Analytical skills – use

their analytical skills to

performance in a variety

assess their practical

Movement skills - apply

the skills developed and

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their practical performance

Apply their knowledge of the

practical performance in a

variety of activities. Apply

to set SMART targets and

their knowledge of the sport





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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leader.

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

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.



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.

Practically demonstrate basic and complex technique in a range of contexts. Plan and lead sessions to develop the Analyse theirs and their be able to evaluate the effectiveness of the technical skills used.

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.



Leadership – become positive role models for others and promote





	Knowing the different types of sport	Knowing the different types of	Knowing the different sections of a	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.	Knowing the different components	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. Knowing the different technical
Core declarative knowledge	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.	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 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 difference between simple and compound stretches. Knowing the responses of the cardiorespiratory system to the pulse raisers, mobilisers and preparation stretch exercises in a warm-up.	stated in Autumn 1, Autumn 2 and Spring 1.	of fitness. Knowing the impact of each component of fitness on sporting performance.	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.





			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 prepare participants for physical activity.	Knowing how to use equipment for different physical activities.	Knowing how to plan a warm-up. Knowing how to perform a variety of	Knowing how to plan and prepare for assessments.	Knowing how to apply each component of fitness to their choice of sport.	Knowing how to demonstrate the different skills in their chosen sport.
	Knowing how to be safe when taking part in physical activity.	Knowing how to use officiating equipment.	pulse raiser exercises with good technique.	Knowing how to write a report. Knowing how to analyse case	Knowing how to improve each component of fitness.	Knowing how to demonstrate and apply the different tactics and strategies in their chosen sport.
	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 performance analysis equipment.	Knowing how to perform a variety of mobiliser exercises with good technique.	studies. Knowing how to lead activities.		Knowing how to set up and organise isolated practices for their chosen sport.
Core procedural knowledge	outdoor and daventarous detivities,		Knowing how to perform a variety of preparation stretches with good technique.	Knowing how to create a PowerPoint.		Knowing how to set up and organise competitive situations for their chosen sports.
			Knowing how to demonstrate exercises to others. Knowing how to support others during			Knowing how to apply their skills and knowledge of their chosen sport in competitive situations.
			a warm-up. Knowing how to organise a warm-up.			Knowing how to officiate their chosen sport.
			Knowing how to lead a warm-up.			Knowing how to apply the rules of their chosen sport when officiating.





BTEC TECH Award in Sport Y11

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

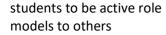




			 Waist to hip ratio Fitness test methods for components of skill-related fitness Illinois agility test T test Stork stand test Y balance test Alternate-hand wall-toss test Stick flip coordination test Vertical jump test Standing long/broad jump Margaria-Kalamen power test Ruler drop test Online reaction time test Interpretation of fitness test results Comparison to normative data Analyse and evaluate test results Recommendations for improvements to fitness based on results Recommendations for improvements to fitness	Fitness training methods for skill-related components of 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 Private provision Voluntary provision Flexibility training Flexibility training Muscular endurance training Muscular strength and power training Speed training	Exam date:	
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 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	









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.



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 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.

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.



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Analytical skills: students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance. 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.



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Relevant end points



Leadership – become positive role models for others and promote participation in physical activity. Educate others on



Health and fitness – demonstrate a good understanding of the components of fitness. Explain how the components



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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.



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 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.

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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Technical skills – deepen their understanding of technical skills and how they are applied in a wide range of activities. Practically demonstrate basic and complex





	one Chartemanship avalais the			wide range of activities.	technical skills with strong	
	Sportsmanship – explain the			Practically demonstrate	technique in a range of	
	importance of sportsmanship			basic and complex	contexts. Plan and lead	
	and the consequences of			technical skills with	sessions to develop the	
	poor sportsmanship. Model				technical skills of others.	
	the way for their peers and			strong technique in a		
	demonstrate excellent			range of contexts. Plan	Analyse theirs and their	
	sportsmanship in all			and lead sessions to	others' performances and	
	contexts. Explain the roles			develop the technical	be able to evaluate the	
	and responsibilities of			skills of others. Analyse	effectiveness of the	
	officials in sport and how			theirs and their others'	technical skills used.	
	sportsmanship is an			performances and be		
	important factor in practical			able to evaluate the		
	performance.			effectiveness of the		
	Analytical skills – use their			technical skills used.		
	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.					
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	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.					
	Knowing the drills that could be used	Knowing the components of fitness.	Knowing the different components of	Know the components of	Know what personal information	
	to improve skill technique in their	-	fitness.	fitness.	should be included when designing	
	chosen sport.	Knowing the importance of the			a fitness programme.	
		components of fitness for different	Knowing the different fitness tests for	Knowing the different types of		
	Knowing the different conditioned	types of sport.	each component of fitness.	training methods for each	Know what sections are included	
	practices that could be used to	-		component of fitness.	when designing a fitness	
	improve performance in their chosen	Knowing the basic principles of	Knowing why we use fitness testing.		programme.	
Core	sport.	training.		Knowing the different		
declarative	•		Knowing the pre-test procedures for	requirements for each fitness	Knowing the different types of	
knowledge	Knowing the key teaching points for	Knowing the additional principles of	fitness testing.	training method.	motivation.	
	different sporting skills in their	training.	Ĭ			
	chosen sport.		Knowing the published standard test	Know the links between each	Know what SMARTER goals are.	
	•	Knowing what exercise intensity is.	methods and equipment.	fitness training method and	3-2-2	
			1	component of fitness.	Know what long- and short-term	
		Knowing the different target zones	Knowing the factors that affect the	,	targets are.	
		and training thresholds.	reliability of a test.	Know the principles of fitness.		
		<u> </u>	1	I	1	





		Knowing the Borg scale.	Knowing the validity and practicality	Know what exercise intensity is.	Know the benefits of motivation	
			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 different revision	
				training method.	techniques for exam preparation.	
		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		methods.		
		intensity.				
				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 a fitness	
	drills to improve sporting technique	can be applied to different sports.	test.	effectively.	programme.	
	in their chosen sport.	can be applied to affect the sports.	testi	encoure.y.	programme.	
	in their chosen sport.	Knowing how to apply the training	Knowing how to calibrate fitness	Know how to cool down	Know how to apply the principles	
	Knowing how to set up and organise	principles to training programmes.	testing equipment.	effectively.	of training to a fitness programme.	
	conditioned practices for their	principles to training programmes.	testing equipment	encoure.y.	or training to a narress programmer	
	chosen sport.	Knowing how to measure exercise	Knowing how to set up and run	Know how to perform each	Know how to manage and	
		intensity.	different fitness tests.	fitness training method	participate in a fitness programme.	
	Knowing how to demonstrate the			correctly.	paraopare ma minesa programmer	
	skills required for their chosen sport.	Knowing how to apply target zones	Knowing how to accurately measure		Know how to apply motivational	
Core	The sequence is the onesemble to	and training thresholds when	and record test results.	Know how to apply the	techniques when participating in a	
procedural	Knowing how to support others with	participating in physical activity.	2	principles of training to each	fitness programme.	
knowledge	their technique of skills within their	paramonia manamanananananananananananananananana	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 revise effectively	
		when participating in physical activity.	and compare to normative data.	Know how to apply an	for the external exam.	
	Knowing how to lead sporting	in physical activity.	Knowing how to analyse and evaluate	appropriate training intensity to	To the external exami	
	activities to others.	Knowing how to calculate RPE, 1RM	test results.	each training method.		
	detirities to others.	(strength) and 15RM (muscular	test results.	cash training metriou.		
		endurance).	Knowing how to improve fitness based			
			on test results.			
		Knowing how to use the different	on test results.			
		types of technology used to measure				
		exercise intensity.				
		exercise intensity.				