





OCL PE Curriculum: Long Term Plan

Brief overview

Y7

Knowing myself:

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

Activities in Year 7 start with baseline testing lessons of locomotion, object control, stability skills and fitness. In year 7, the activities chosen to help to develop upon the fundamental movement skills acquired in KS2, we will now refine these skills in order to further develop the basic skills and knowledge required to participate in PE. Activities are planned to give students the opportunity to develop their physical literacy and competence in physical education. Availability of facilities, time of year and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the North East Lincolnshire Sports Partnership, Grimsby and District competitions, and other local events.

Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

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

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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Baseline testing	Net/ wall games	Invasion games	Invasion games	Striking and fielding	Striking and fielding
Unit title	Invasion games	Invasion games	Individual sports	Individual sports	Individual sports	Individual sports
Offic title	Net/ wall games	HRF	Dance	Dance		Outdoor and adventurous activities
						Net/ wall games
	7A1 – Baseline and	7A1 – Hockey and rowing/	7A1 – Basketball and	7A1 – Rugby and dance	7A1 – Athletics and softball	7A1 – Athletics/ OAA and cricket
	football	dodgeball	parkour			
				7A2 – Rugby and dance	7A2 – Athletics and	7A2 – Athletics/ OAA and tennis
	7A2 - Baseline and	7A2 - HRF and hockey	7A2 - Basketball and		rounders	
	badminton		parkour	7A3 – Hockey and		7A3 – Athletics/ OAA and tennis
		7A3 - Badminton and		parkour	7A3 – Athletics and	
	7A3 - Baseline and netball	rowing/ dodgeball	7A3 - Rugby and		rounders	7A4 – Athletics/ OAA and tennis
			cheerleading	7A4 – Hockey and		
	7A4 - Baseline and netball	7A4 - Badminton and HRF		gymnastics	7A4 – Athletics and	7C1 – Athletics/ OAA and cricket
Classes and			7A4 - Rugby and		rounders	
Classes and activities	7C1 - Baseline and	7C1 - Hockey and rowing/	cheerleading	7C1 – Rugby and dance		7C2 – Athletics/ OAA and tennis
activities	football	dodgeball			7C1 – Athletics and softball	
			7C1 – Basketball and	7C2 – Hockey and dance		7C3 – Athletics/ OAA and tennis
	7C2 - Baseline and	7C2 - HRF and hockey	parkour		7C2 – Athletics and	
	badminton			7C3 – Hockey and	rounders	
		7C3 - Badminton and	7C2 – Basketball and	parkour		
	7C3 - Baseline and netball	rowing/ dodgeball	parkour		7C3 – Athletics and	
					rounders	
			7C3 – Rugby and			
			cheerleading			





	77	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.	8
		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	۴	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).	R
core concepts	X,O X,X	Tactical knowledge: students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in.	
	<u>a</u> =	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.	4
	-3-	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.	8
	•	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.	4
	序	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.	8
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 game situation. Demonstrate patience when attempting to use tactics in a game.	
	<u>a</u> =	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.	
	<i>"</i>	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.	6
		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 others.	





Baseline testing:	Net/wall games:	HRF:	Invasion games:	Striking and fielding:	Individual sports:	OAA:	Dance:
Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.	Knowing the fundamental movement skills that underpin the activities taught.
Knowing the basic technical skills that underpin the activities taught. Knowing the basic tactical strategies used in basic games. Knowing the physiological effects that exercise has on the body. Knowing the benefits of physical activity. Knowing the key social and emotional skills and qualities required to be successful in the activities taught.	Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types of movement. Knowing the rules associated with the activities taught. Knowing the basic physiological effects that these activities have on the body. Knowing simple tactics used in games. Knowing the benefits of these activities on health. Knowing the key social and emotional skills and qualities required to be successful in the activities taught.	Knowing the different systems of the body. Knowing the effects of exercise on the systems of the body. Knowing different exercises that could help to live a healthy life. Knowing the different components of fitness. Knowing the benefits of these activities on health. Knowing the key social and emotional skills and qualities required to be successful in the activities taught.	Knowing the key technical skills required to play invasion games e.g., passing, receiving, attacking, defending. Knowing the rules associated with the activities taught. Knowing the basic physiological effects that these activities have on the body. Knowing simple tactics used in games. Knowing different formations/ positions in a game. Knowing the benefits of these activities on health. Knowing the key social and emotional skills and qualities required to be successful in the activities taught	Knowing the key technical skills required to play striking and fielding games e.g., throwing, catching, batting, and fielding. Knowing the rules associated with the activities taught. Knowing the basic physiological effects that these activities have on the body. Knowing simple tactics used in games. Knowing the benefits of these activities on health. Knowing the key social and emotional skills and qualities required to be successful in the activities taught.	Knowing the key technical skills required to play individual sports e.g., throws, jumps, rolls, rotations, vaults. Knowing the rules associated with the activities taught. Knowing the basic physiological effects that these activities have on the body. Knowing what makes a good performance. Knowing the benefits of these activities on health. Knowing the key social and emotional skills and qualities required to be successful in the activities taught.	Knowing the different keys on a map. Knowing the rules associated with the activities taught. Knowing the basic physiological effects that these activities have on the body. Knowing the benefits of these activities on health. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the mental skills required for OAA (decision making, logical thinking, creativity etc.)	Knowing the different movements and actions used in dance. Knowing the different styles and cultures in dance. Knowing the basic dynamics of dance. Knowing what makes a good performance. Knowing the benefits of these activities on health. 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:
the different fundamental movement skills to complete baseline testing (balance, locomotor, and ball skills). Knowing how to perform the different technical skills required to complete baseline testing.	the different fundamental movement skills that underpin net/wall games (running, striking, jumping etc.) Knowing how to perform the different technical skills required in net/wall games (object control,	the different fundament movement skills that underpin HRF activities (balance and locomotor skills) Knowing how to perform the different technical skills required in HRF activities (squats, press	the different fundamental movement skills that underpin invasion games (running, jumping, ball skills) Knowing how to perform the different technical skills required in invasion games (ball control,	the different fundamental movement skills that underpin striking and fielding games (running, throwing, striking etc.) Knowing how to perform the different technical skills required in striking and fielding games	the different fundamental movement skills that underpin individual sports (balance, locomotor, jumping, throwing etc.) Knowing how to perform the different technical skills required in individual sports (athletic disciplines,	the different fundamental movement skills that underpin OAA (balance, locomotor, jumping etc.) Knowing how to perform the different technical skills required in OAA (orienteering, bouldering, rock climbing, survival	Knowing how to perform the different fundamental movement skills that underpin dance (balance, locomotor, jumping, etc.) Knowing how to perform the different technical skills required in dance (action content, dynamic content, spatial content,
	Knowing the fundamental movement skills that underpin the activities taught. Knowing the basic technical skills that underpin the activities taught. Knowing the basic tactical strategies used in basic games. Knowing the physiological effects that exercise has on the body. Knowing the benefits of physical activity. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Baseline testing: Knowing how to perform the different fundamental movement skills to complete baseline testing (balance, locomotor, and ball skills). Knowing how to perform the different technical skills required to complete	Knowing the fundamental movement skills that underpin the activities taught. Knowing the basic technical skills that underpin the activities taught. Knowing the basic tactical strategies used in basic games. Knowing the physiological effects that exercise has on the body. Knowing the benefits of physical activity. 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Knowing how to keep safe	rallying skills, shots, court		passing, receiving,	(throwing, catching,			timing content, rhythmi
when participating in	movement, serves etc.)	Knowing how to keep safe	dribbling, shooting etc.)	batting, fielding etc.)	Knowing how to	Knowing how to keep safe	content)
these activities.		when participating in			implement different	when participating in	
	Knowing how to	these activities.	Knowing how to	Knowing how to	tactics and strategies in	these activities.	Knowing how to
Knowing how to perform	implement different		implement different	implement different	individual sports (pacing,		choreograph simple
different baseline tests.	tactics and strategies in	Knowing how to perform	tactics and strategies in	tactics and strategies in	skill application,	Knowing how read a map.	routines.
	net/ wall games (shot	basic fitness tests.	invasion games (attacking,	invasion games (ball	positioning etc.)		
	build up, court		defending, set plays,	positioning, defensive		Knowing how to work out	Knowing how to keep
	positioning, ball/shuttle		creating space).	play, base running etc.)	Knowing how to keep safe	the best route.	when participating in
	placement etc.)				when participating in		these activities.
			Knowing how to keep safe	Knowing how to keep safe	these activities.	Knowing how to complete	
	Knowing how to keep safe		when participating in	when participating in		simple problem-solving	Knowing how to use
	when participating in		these activities.	these activities.	Knowing how to judge	tasks.	expressive skills in dan
	these activities.				performances.		(projection, focus, faci
			Knowing how to play to	Knowing how to play to			expressions etc.)
	Knowing how to play to		the rules of the game.	the rules of the game.			
	the rules of the game.						





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.

In year 8, students will build upon the skills and knowledge developed in year 7, they will now continue to develop their confidence and competence in PE and the activities chosen within the long-term plan will allow them to make good progress. Activities are planned to give students the opportunity to develop their physical literacy and competence in physical education. Availability of facilities, time of year and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the North East Lincolnshire Sports Partnership, Grimsby and District competitions, and other local events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

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

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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion games	HRF	Invasion games	Invasion games	Striking and fielding/ Net/ wall	Striking and fielding/ Net/wall games
Unit title	Net/ wall games	Invasion games	Individual sports	Individual sports	games	Individual sports
Omit title		Net/ wall games	Dance	Dance	Outdoor and adventurous	
					activities	
	8A1 – Badminton and football	8A1 – Hockey and rowing/	8A1 – Parkour and basketball	8A1 – Rugby and dance	8A1 – Athletics and softball	8A1 – Athletics/ OAA and cricket
		dodgeball				
	8A2 – Football and badminton		8A2 – Parkour and basketball	8A2 – Rugby and dance	8A2 – Athletics and rounders	8A2 – Athletics/ OAA and tennis
		8A2 – Handball and hockey				
	8A3 – Football and netball		8A3 – Cheerleading and	8A3 – Hockey and parkour	8A3 – Athletics and rounders	8A3 – Athletics/ OAA and tennis
		8A3 – Badminton and rowing/	rugby			
	8A4 – Netball and football	dodgeball		8A4 – Hockey and parkour	8A4 – Athletics and rounders	8A4 – Athletics/ OAA and tennis
			8A4 – Cheerleading and			
Classes and	8C1 - Badminton and football	8A4 – Badminton and rowing/	rugby	8C1 – Rugby and dance	8C1 – Athletics and softball	8C1 – Athletics/ OAA and cricket
activities		dodgeball				
activities	8C2 – Badminton football		8C1 – Parkour and basketball	8C2 – Hockey and parkour	8C2 – Athletics and rounders	8C2 – Athletics/ OAA and tennis
		8C1 – Hockey and rowing/				
	8C3 – Football and netball	dodgeball	8C2 - Cheerleading and	8C3 – Parkour and hockey	8C3 – Athletics and rounders	8C3 – Athletics/ OAA and tennis
			rugby			
		8C2 – Gymnastics and				
		handball	8C3 – Cheerleading and			
			rugby			
		8C3 – Badminton and rowing/				
		dodgeball				
Relevant		nts develop locomotor, non-locor	motor, and object control skills,	these are the building blocks of	developing physical literacy. The suc	cess of developing these skills can positively affect health
core	throughout an individua	al's lifespan.				20"

concepts







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.



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.







		-		I	1		
	Invasion games:	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	OAA:
	Knowing the fundamental	Knowing the fundamental	Knowing the fundamental	Knowing the fundamental	Knowing the fundamental	Knowing the fundamental	Knowing the fundamental
	movement skills that underpin	movement skills that underpin	movement skills that underpin	movement skills that underpin	movement skills that underpin	movement skills that underpin	movement skills that underpin
	the activities taught.	the activities taught.	the activities taught.	the activities taught.	the activities taught.	the activities taught.	the activities taught.
	Knowing the key technical	Knowing the key technical	Knowing the different systems	Knowing the different	Knowing the key technical	Knowing the key technical	Knowing the different keys on
	skills required to play invasion	skills required to play net/wall	of the body and the major	movements and actions used	skills required to play striking	skills required to play	a map.
	games e.g., passing, receiving,	games e.g. serve, rallying skills,	muscles (scientific names).	in dance.	and fielding games e.g.,	individual sports e.g., throws,	
	attacking, defending.	types of movement.			throwing, catching, batting,	jumps, rolls, rotations, vaults.	Knowing how to use map
			Knowing the effects of	Knowing the different styles	and fielding.		coordinates.
	Knowing the rules associated	Knowing the rules associated	exercise on the systems of the	and cultures in dance.		Knowing the rules associated	
	with the activities taught.	with the activities taught.	body.		Knowing the rules associated	with the activities taught.	Knowing the rules associated
				Knowing what a stimulus is.	with the activities taught.		with the activities taught.
	Knowing the physiological	Knowing the physiological	Knowing different exercises			Knowing the physiological	
	effects that these activities	effects that these activities	that could help to live a	Knowing the different sections	Knowing the physiological	effects that these activities	Knowing the physiological
Core	have on the body.	have on the body.	healthy life.	of a routine.	effects that these activities	have on the body.	effects that these activities
declarative	Knowing simple and sompley	Knowing simple and some	Knowing the different	Knowing the basis and	have on the body.	Knowing what makes a good	have on the body.
knowledge	Knowing simple and complex tactics used in games.	Knowing simple and some complex tactics used in games.	Knowing the different components of fitness.	Knowing the basic and complex dynamics of dance.	Knowing simple and complex	performance.	Knowing the benefits of these
	tactics used in gaines.	complex tactics used in games.	components of fitness.	complex dynamics of dance.	tactics used in games.	performance.	activities on health.
	Knowing different formations/	Knowing the benefits of these	Knowing the different sections	Knowing what makes a good		Knowing the benefits of these	
	positions in a game.	activities on health and	of a workout.	performance.	Knowing the benefits of these	activities on health and	Knowing the key social and
		wellbeing.			activities on health and	wellbeing.	emotional skills and qualities
	Knowing the benefits of these		Knowing the benefits of these	Knowing the benefits of these	wellbeing.		required to be successful in
	activities on health and	Knowing the key social and	activities on health wellbeing.	activities on health and		Knowing the key social and	the activities taught.
	wellbeing.	emotional skills and qualities	l	wellbeing.	Knowing the key social and	emotional skills and qualities	
	Kara ta dha la sastal a d	required to be successful in	Knowing the key social and	Was to the Landston	emotional skills and qualities	required to be successful in	Knowing the mental skills
	Knowing the key social and	the activities taught.	emotional skills and qualities	Knowing the key social and	required to be successful in	the activities taught.	required for OAA (decision
	emotional skills and qualities required to be successful in	Knowing the different types of	required to be successful in the activities taught.	emotional skills and qualities required to be successful in	the activities taught.	Knowing the different types of	making, logical thinking,
	the activities taught.	performance analysis.	the activities taught.	the activities taught.	Knowing the different types of	performance analysis.	creativity etc.)
	the detivities taught.	,	Knowing the different types of	the detivities taught.	performance analysis.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Knowing the different types of
	Knowing the different types of		performance analysis.	Knowing the different types of			performance analysis.
	performance analysis.		,,,,,,	performance analysis.			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	Invasion games	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	OAA
	invasion games	ively wall gailles.	IIM.	Dance.	Janking and netuling.	maividuai spoi ts.	
	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	different fundamental	different fundamental
	movement skills that underpin	movement skills that underpin	movement skills that underpin	movement skills that underpin	movement skills that underpin	movement skills that underpin	movement skills that underpin
	invasion games (running,	net/wall games (running,	HRF activities (balance and	dance (balance, locomotor,	striking and fielding games	individual sports (balance,	OAA (balance, locomotor,
Core	jumping, ball skills)	striking, jumping etc.)	locomotor skills)	jumping, etc.)	(running, throwing, striking	locomotor, jumping, throwing	jumping etc.)
procedural	Knowing how to norform and	Knowing how to norform and	Knowing how to norform and	Knowing how to norform and	etc.)	etc.)	Knowing how to perform and
knowledge	Knowing how to perform and refine the different technical	Knowing how to perform and refine the different technical	Knowing how to perform and refine the different technical	Knowing how to perform and refine the different technical	Knowing how to perform and	Knowing how to perform the	refine the different technical
	skills required in invasion	skills required in net/wall	skills required in HRF activities	skills required in dance (action	refine the different technical	different technical skills	skills required in OAA
	games (ball control, passing,	games (object control, rallying	(squats, press ups, planks, sit	content, dynamic content,	skills required in striking and	required in individual sports	(orienteering, bouldering, rock
	receiving, dribbling, shooting	skills, shots, court movement,	ups etc.)	spatial content, relationship	fielding games (throwing,	(athletic disciplines, rotations,	climbing, survival skills etc.)
	etc.)	serves etc.)	-	content, timing content,	catching, batting, fielding etc.)	vaults, rolls etc.)	
	,	,	Knowing how to set up a	rhythmic content)	3, 111 8, 11118 1141,	,,	
			circuit/ workout.				
<u> </u>			· · · · · · · · · · · · · · · · · · ·		1		





Knowing how to implement	Knowing how to implement		Knowing how to choreograph	Knowing how to implement	Knowing how to implement	Knowing how to keep safe
different tactics and strategies	different tactics and strategies	Knowing how to keep safe	simple routines.	different tactics and strategies	different tactics and strategies	when participating in these
in invasion games (attacking,	in net/ wall games (shot build	when participating in these		in invasion games (ball	in individual sports (pacing,	activities.
defending, set plays, creating	up, court positioning,	activities.	Knowing how to keep safe	positioning, defensive play,	skill application, positioning	
space).	ball/shuttle placement etc.)		when participating in these	base running etc.)	etc.)	Knowing how read a map.
		Knowing how to perform basic	activities.			
Knowing how to keep safe	Knowing how to keep safe	fitness tests.		Knowing how to keep safe	Knowing how to keep safe	Knowing how to work out the
when participating in these	when participating in these		Knowing how to use	when participating in these	when participating in these	best route under pressure.
activities.	activities.	Knowing how to analyse	expressive skills in dance	activities.	activities.	
		performance.	(projection, focus, facial			Knowing how to complete
Knowing how to play to the	Knowing how to play to the		expressions etc.)	Knowing how to play to the	Knowing how to officiate an	simple problem-solving tasks.
rules of the game.	rules of the game.			rules of the game.	event.	
			Knowing how to analyse			Knowing how to analyse
Knowing how to score games.	Knowing how to score games.		performance.	Knowing how to score games.	Knowing how to analyse	performance.
					performance.	
Knowing how to analyse	Knowing how to analyse			Knowing how to analyse		
performance.	performance.			performance.		





Υ9

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.

In year 9, students will now refine their skills and improve their competence within the activities are planned to give students the opportunity to develop their physical literacy and competence in physical education. Availability of facilities, time of year and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the North East Lincolnshire Sports Partnership, Grimsby and District competitions, and other local events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

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

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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion games	HRF	HRF	HRF	Striking and fielding/ Net/	Striking and fielding/ Net/wall games
Unit title	Net/ wall games	Invasion games	Individual sports	Individual sports	wall games	Individual sports
Omit title		Net/ wall games	Invasion games	Invasion games	Outdoor and adventurous	
			Dance	Dance	activities	
	9A1 – Badminton and	9A1 – Hockey and rowing/	9A1 – Basketball and fitness	9A1 – Rugby and dance	9A1 – Athletics and softball	9A1 – Athletics/ OAA and cricket
	football	dodgeball	suite			
				9A2 – Dance and fitness suite	9A2 – Athletics and rounders	9A2 – Athletics/ OAA and tennis
	9A2 – Badminton and	9A2 – Hockey and fitness suite	9A2 – Basketball and			
	football		parkour	9A3 – Hockey and parkour	9A3 – Athletics and rounders	9A3 – Athletics/ OAA and tennis
		9A3 – Badminton and rowing/				
	9A3 – Football and	dodgeball	9A3 – Rugby and	9A4 – Hockey and parkour	9A4 – Athletics and rounders	9A4 – Athletics/ OAA and tennis
	netball		cheerleading			
		9A4 – Badminton and fitness		9C1 – Dance and rugby	9C1 – Athletics and softball	9C1 – Athletics/ OAA and cricket
Classes and	9A4 – Netball and	suite	9A4 – Handball and			
activities	football		cheerleading	9C2 – Hockey and dance	9C2 – Athletics and rounders	9C2 – Athletics/ OAA and tennis
		9C1 – Hockey and rowing/				
	9C1 – Football and	dodgeball	9C1 – Basketball and fitness	9C3 – Handball and Parkour	9C3 – Athletics and rounders	9C3 – Athletics/ OAA and tennis
	badminton		suite			
		9C2 – Handball and fitness				
	9C2 – Badminton and	suite	9C2 – Basketball and parkour			
	basketball					
		9C3 – Badminton and rowing/	9C3 – Rugby and fitness suite			
	9C3 – Football and netball	dodgeball				





		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.	6
		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	7	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).	R
core	(XXX)	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.	
	3	Movement skills – master the fundamental and basic skills required within the activities taught and transfer these skills across a range of activities. Perform these skills confidently under pressure through deliberate practice in conditioned games. Understand the principles and technique behind these skills and be able to analyse the skills of others.	4
	W	Health and fitness – accurately make references to the different components of fitness when discussing fitness and the fitness required for different activities. Use their leadership skills to model the way and be a positive example to others to lead healthy active lives. Demonstrate good levels of fitness when taking part in physical activity.	4
Balavant	٦	Technical skills – demonstrate a strong technique in the technical skills required in at least two activities. Confidently perform skills in a variety of activities and contexts demonstrating fluency within their movements. Observe and coach others on their technical skills using their own knowledge of the skill.	4
Relevant end points		Tactical knowledge – apply knowledge of strategies and tactics to select and implement a range of tactics in a variety of activities with success. Demonstrate a deeper understanding of tactics and be able to analyse their own and others performance referencing the use of these tactics. Explain the impact of tactics and strategies on sporting performance. Work with purpose and demonstrate excellent teamwork skills when applying tactics.	
		Analytical skills – refine their analytical skills and be able to confidently analyse performance in a range of activities. Explore SMART targets and be able to use these when creating action points to improve performance. Perform a variety of roles including manager and coaching roles to develop the ability to peer and self-assess performance.	
		Leadership – identify the different leadership roles within sport and physical activity. Gain experience of taking on these responsibilities and will develop the skills and qualities that a good leader needs. Lead and plan activities with others, demonstrating excellent teamwork skills.	



Knowing the different types of performance analysis.



	• Sportsmanship – become positive role models to their peers. Motivate others in a variety of activities and contexts despite winning or losing. Demonstrate excellent sportsmanship qualities within competition and encourage others to do the same.									
	Invasion games:	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	OAA:			
	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 key technical skills required to play invasion games e.g., passing, receiving, attacking, defending.	Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types of movement.	Knowing the different systems of the body and the major muscles (scientific names).	Knowing the different movements and actions used in dance.	Knowing the key technical skills required to play striking and fielding games e.g., throwing, catching, batting,	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 how to use map			
	Knowing the rules associated	Knowing the rules associated	Knowing the effects of exercise on the systems of the	Knowing the different styles and cultures in dance.	and fielding.	Knowing the rules associated	coordinates.			
	with the activities taught.	with the activities taught.	body.	Knowing what a stimulus is.	Knowing the rules associated with the activities taught.	with the activities taught.	Knowing the rules associated with the activities taught.			
	Knowing the roles and responsibilities of officials.	Knowing the roles and responsibilities of officials.	Knowing different exercises that could help to live a healthy life.	Knowing the different sections of a routine.	Knowing the roles and responsibilities of officials.	Knowing the roles and responsibilities of officials.	Knowing the roles and responsibilities of officials.			
	Knowing the physiological	Knowing the physiological				Knowing the physiological				
Core	effects that these activities have on the body.	effects that these activities have on the body.	Knowing the different components of fitness.	Knowing the basic and complex dynamics of dance.	Knowing the physiological effects that these activities have on the body.	effects that these activities have on the body.	Knowing the physiological effects that these activities have on the body.			
declarative	Knowing simple and complex	Knowing simple and some	Knowing the different sections	Knowing what makes a good	nave on the body.	Knowing what makes a good	have on the body.			
knowledge	tactics used in games.	complex tactics used in games.	of a workout.	performance.	Knowing simple and complex tactics used in games.	performance.	Knowing the benefits of these activities on health.			
	Knowing different formations/ positions in a game.	Knowing the benefits of these activities on health and wellbeing.	Knowing the benefits of these activities on health wellbeing.	Knowing the benefits of these activities on health and wellbeing.	Knowing the benefits of these activities on health and	Knowing the benefits of these activities on health and wellbeing.	Knowing the key social and emotional skills and qualities			
	Knowing the benefits of these activities on health and wellbeing.	Knowing the key social and emotional skills and qualities	Knowing the key social and emotional skills and qualities required to be successful in	Knowing the key social and emotional skills and qualities	wellbeing. Knowing the key social and	Knowing the key social and emotional skills and qualities	required to be successful in the activities taught.			
	Knowing the key social and emotional skills and qualities	required to be successful in the activities taught. Knowing the different skills,	the activities taught. Knowing the different skills, attributes, and qualities of a	required to be successful in the activities taught. Knowing the different skills,	emotional skills and qualities required to be successful in the activities taught.	required to be successful in the activities taught.	Knowing the mental skills required for OAA (decision making, logical thinking,			
	required to be successful in the activities taught.	attributes, and qualities of a good leader.	good leader.	attributes, and qualities of a good leader.	Knowing the different skills, attributes, and qualities of a	Knowing the different skills, attributes, and qualities of a good leader.	creativity etc.) Knowing the different skills,			
	Knowing the different skills, attributes, and qualities of a good leader.	Knowing the different types of performance analysis.	Knowing the different types of performance analysis.	Knowing the different types of performance analysis.	good leader. Knowing the different types of performance analysis.	Knowing the different types of performance analysis.	attributes, and qualities of a good leader. Knowing the different types of			

Knowing the different types of performance analysis.





	Invasion games	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	OAA
	Knowing how to perform the different fundamental movement skills that underpin invasion games (running, jumping, ball skills)	Knowing how to perform the different fundamental movement skills that underpin net/wall games (running, striking, jumping etc.)	Knowing how to perform the different fundament movement skills that underpin HRF activities (balance and locomotor skills)	Knowing how to perform the different fundamental movement skills that underpin dance (balance, locomotor, jumping, etc.)	Knowing how to perform the different fundamental movement skills that underpin striking and fielding games (running, throwing, striking	Knowing how to perform the different fundamental movement skills that underpin individual sports (balance, locomotor, jumping, throwing	Knowing how to perform the different fundamental movement skills that underpin OAA (balance, locomotor, jumping etc.)
	Knowing how to perform and refine the different technical skills required in invasion games (ball control, passing, receiving, dribbling, shooting etc.) in isolation and competitive games.	Knowing how to perform and refine the different technical skills required in net/wall games (object control, rallying skills, shots, court movement, serves etc.) in isolation and competitive games.	Knowing how to perform and refine the different technical skills required in HRF activities (squats, press ups, planks, sit ups etc.) Knowing how to set up a	Knowing how to perform and refine the different technical skills required in dance (action content, dynamic content, spatial content, relationship content, timing content, rhythmic content) in practice	knowing how to perform and refine the different technical skills required in striking and fielding games (throwing, catching, batting, fielding etc.) in isolation and competitive	knowing how to perform the different technical skills required in individual sports (athletic disciplines, rotations, vaults, rolls etc.) in practice and competition.	Knowing how to perform and refine the different technical skills required in OAA (orienteering, bouldering, rock climbing, survival skills etc.) in isolation and competitive games.
Core procedural knowledge	Knowing how to implement different tactics and strategies in invasion games (attacking, defending, set plays, creating space).	Knowing how to implement different tactics and strategies in net/ wall games (shot build up, court positioning, ball/shuttle placement etc.)	circuit/ workout. Knowing how to keep safe when participating in these activities.	and competition. Knowing how to choreograph simple and more complex routines.	games. Knowing how to implement different tactics and strategies in invasion games (ball positioning, defensive play,	Knowing how to implement different tactics and strategies in individual sports (pacing, skill application, positioning etc.)	Knowing how to keep safe when participating in these activities. Knowing how read a map.
	Knowing how to keep safe when participating in these activities.	Knowing how to keep safe when participating in these activities.	Knowing how to perform basic fitness tests. Knowing how to analyse performance.	Knowing how to keep safe when participating in these activities. Knowing how to use	base running etc.) Knowing how to keep safe when participating in these activities.	Knowing how to keep safe when participating in these activities.	Knowing how to work out the best route under pressure. Knowing how to complete
	Knowing how to play to the rules of the game. Knowing how to officiate	Knowing how to play to the rules of the game. Knowing how to officiate	performance.	expressive skills in dance (projection, focus, facial expressions etc.)	Knowing how to play to the rules of the game.	Knowing how to officiate an event. Knowing how to analyse	simple problem-solving tasks. Knowing how to set up and manage OAA drills and
	Knowing how to be a good sportsperson.	Knowing how to be a good sportsperson.		Knowing how to analyse performance.	Knowing how to officiate games. Knowing how to be a good	performance.	challenges. Knowing how to be a good sportsperson.
	Knowing how to analyse performance.	Knowing how to analyse performance.			Sportsperson. 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 North East Lincolnshire School Sports partnership, Grimsby and District competitions and other local opportunities to exercise and sports that may be played recreationally. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

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

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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion games	Invasion games	Invasion games	Invasion games	Outdoor and adventurous activities	Striking and fielding
	Net/ wall games	HRF	Net/ wall games	Individual sports	Activity choices will be selected with	Individual sports
	Activity choices will be selected with the	Net/ wall games	HRF	HRF	the support of student voice through a	Activity choices will be selected with the support of
Unit title	support of student voice through a	Activity choices will be selected with the	Dance	Dance	questionnaire.	student voice through a questionnaire.
	questionnaire.	support of student voice through a questionnaire.	Activity choices will be selected with the support	Activity choices will be selected with the support of student voice through a		
		questionnaire.	of student voice through a questionnaire.	questionnaire.		
	10X1 - Football	10X1 – Hockey	10X1 – Basketball	10X1 – Rugby	10X1 – Athletics	10X1 – OAA/ tennis
	10X2 - Basketball	10X2 – Handball	10X2 – Badminton	10X2 – Fitness suite	10X2 – Athletics	10X2 – OAA/ tennis
	10X3 - Netball	10X3 – Badminton	10X3 – Fitness suite	10X3 – Handball	10X3 – Athletics	10X3 – OAA/ rounders
Classes and	10X4 - Badminton	10X4 – Fitness suite	10X4 – Cheerleading	10X4 – Parkour	10X4 – Athletics	10X4 – OAA/ rounders
activities	10X5 - Football	10X5 - Hockey	10X5 - Basketball	10X5 - Rugby	10X5 - Athletics	10X5 – OAA/ tennis
	10X6 – Basketball	10X6 – Handball	10X6 – Badminton	10X6 – Fitness suite	10X6 – Athletics	10X6 – OAA/ tennis
	10X7 – Netball	10X7 – Badminton	10X7 – Fitness suite	10X7 – Handball	10X7 – Athletics	10X7 – OAA/ rounders
	10X8 – Badminton	10X8 – Fitness suite	10X8 – Cheerleading	10X8 – Parkour	10X8 – Athletics	10X8 – OAA/ 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.



Relevant core concepts

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.





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



Core
declarative

knowledge

Knowing the fundamental movement skills that underpin the activities taught.

Invasion games:

to lead a healthy, active life.

Knowing the fundamental movement skills that underpin the activities taught.

Net/wall games:

Knowing the fundamental movement skills that underpin the activities taught.

HRF:

Knowing the fundamental movement skills that underpin the activities taught.

Dance:

Knowing the fundamental movement skills that underpin the activities taught.

Striking and fielding:

Knowing the fundamental movement skills that underpin the activities taught.

Individual sports:





	Knowing the key technical skills	Knowing the key technical skills	Knowing the different systems of	Knowing the different movements	Knowing the key technical skills	Knowing the key technical skills
	required to play invasion games	required to play net/wall games e.g.	the body and the major muscles	and actions used in dance.	required to play striking and fielding	required to play individual sports
	e.g., passing, receiving, attacking,	serve, rallying skills, types of	(scientific names).		games e.g., throwing, catching,	e.g., throws, jumps, rolls, rotations,
	defending.	movement.		Knowing the different styles and	batting, and fielding.	vaults.
			Knowing the effects of exercise on	cultures in dance.		
	Knowing the rules associated with	Knowing the rules associated with	the systems of the body.		Knowing the rules associated with	Knowing the rules associated with
	the activities taught.	the activities taught.		Knowing what a stimulus is.	the activities taught.	the activities taught.
	-		Knowing different exercises that	_		
	Knowing the roles and	Knowing the roles and	could help to live a healthy life.	Knowing the different sections of a	Knowing the roles and	Knowing the roles and
	responsibilities of officials.	responsibilities of officials.		routine.	responsibilities of officials.	responsibilities of officials.
	·		Knowing the different components		·	·
	Knowing the physiological effects	Knowing the physiological effects	of fitness.	Knowing the basic and complex	Knowing the physiological effects	Knowing the physiological effects
	that these activities have on the	that these activities have on the		dynamics of dance.	that these activities have on the	that these activities have on the
	body.	body.	Knowing the different sections of a	,	body.	body.
	•	,	workout.	Knowing what makes a good	,	
	Knowing simple and complex tactics	Knowing simple and some complex		performance.	Knowing simple and complex tactics	Knowing what makes a good
	used in games.	tactics used in games.	Knowing the benefits of these		used in games.	performance.
	3	G	activities on health wellbeing.	Knowing the benefits of these	g	·
	Knowing different formations/	Knowing the benefits of these		activities on health and wellbeing.	Knowing the benefits of these	Knowing the benefits of these
	positions in a game.	activities on health and wellbeing.	Knowing the key social and		activities on health and wellbeing.	activities on health and wellbeing.
	Processors as Bernies	8	emotional skills and qualities	Knowing the key social and		
	Knowing the benefits of these	Knowing the key social and	required to be successful in the	emotional skills and qualities	Knowing the key social and	Knowing the key social and
	activities on health and wellbeing.	emotional skills and qualities	activities taught.	required to be successful in the	emotional skills and qualities	emotional skills and qualities
	8 .	required to be successful in the		activities taught.	required to be successful in the	required to be successful in the
	Knowing the key social and	activities taught.	Knowing the different types of		activities taught.	activities taught.
	emotional skills and qualities		performance analysis.	Knowing the different types of		
	required to be successful in the	Knowing the different types of	perrennance analysis	performance analysis.	Knowing the different types of	Knowing the different types of
	activities taught.	performance analysis.	Knowing the different skills,	position and analysis	performance analysis.	performance analysis.
	460110000000000000000000000000000000000	personnance analysis:	attributes, and qualities of a good	Knowing the different skills,		,
	Knowing the different types of	Knowing the different skills,	leader.	attributes, and qualities of a good	Knowing the different skills,	Knowing the different skills,
	performance analysis.	attributes, and qualities of a good		leader.	attributes, and qualities of a good	attributes, and qualities of a good
	performance unarysis.	leader.	Knowing where to access these		leader.	leader.
	Knowing the different skills,		types of activities in the community.	Knowing where to access these		
	attributes, and qualities of a good	Knowing where to access these		types of activities in the community.	Knowing where to access these	Knowing where to access these types
	leader.	types of activities in the community.			types of activities in the community.	of activities in the community.
	icadei.					
	Knowing where to access these					
	types of activities in the community.					
	Invasion games	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:
	gaines	Tree, trail games.		Janes:	out many and meranig.	manual sports.
	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 movement	different fundamental movement	different fundament movement	different fundamental movement	different fundamental movement	different fundamental movement
	skills that underpin invasion games	skills that underpin net/wall games	skills that underpin HRF activities	skills that underpin dance (balance,	skills that underpin striking and	skills that underpin individual sports
Comp	(running, jumping, ball skills)	(running, striking, jumping etc.)	(balance and locomotor skills)	locomotor, jumping, etc.)	fielding games (running, throwing,	(balance, locomotor, jumping,
Core	(. a	(taning) striking, jamping etc.,	(Salarice and recommend skins)	le como con jumping, econ	striking etc.)	throwing etc.)
procedural knowledge	Knowing how to perform and	Knowing how to perform and	Knowing how to perform and	Knowing how to perform and	, carring steri,	
knowledge	master the different technical skills	master the different technical skills	master the different technical skills	master the different technical skills	Knowing how to perform and	Knowing how to perform and
	required in invasion games (ball	required in net/wall games (object	required in HRF activities (squats,	required in dance (action content,	master the different technical skills	master the different technical skills
	control, passing, receiving, dribbling,	control, rallying skills, shots, court	press ups, planks, sit ups etc.)	dynamic content, spatial content,	required in striking and fielding	required in individual sports
	shooting etc.) in isolation and	movement, serves etc.) in isolation		relationship content, timing	games (throwing, catching, batting,	(athletic disciplines, rotations,
	competitive games.	and competitive games.			5. 5. 5.	, , ,





		Knowing how to set up a circuit/	content, rhythmic content) in	fielding etc.) in isolation and	vaults, rolls etc.) in practice and
Knowing how to implement	Knowing how to implement	workout.	practice and competition.	competitive games.	competition.
different tactics and strategies in	different tactics and strategies in				
invasion games (attacking,	net/ wall games (shot build up,	Knowing how to keep safe when	Knowing how to choreograph	Knowing how to implement	Knowing how to implement
defending, set plays, creating	court positioning, ball/shuttle	participating in these activities.	individual and group routines.	different tactics and strategies in	different tactics and strategies in
space).	placement etc.)			invasion games (ball positioning,	individual sports (pacing, skill
		Knowing how to perform basic	Knowing how to keep safe when	defensive play, base running etc.)	application, positioning etc.)
Knowing how to keep safe when	Knowing how to keep safe when	fitness tests.	participating in these activities.		
participating in these activities.	participating in these activities.			Knowing how to keep safe when	Knowing how to keep safe when
		Knowing how to set up and organise	Knowing how to use expressive skills	participating in these activities.	participating in these activities.
Knowing how to play to the rules of	Knowing how to play to the rules of	individual and group workouts.	in dance (projection, focus, facial		
the game.	the game.		expressions etc.)	Knowing how to play to the rules of	Knowing how to officiate an event.
		Knowing how to analyse		the game.	
Knowing how to officiate games.	Knowing how to officiate games.	performance.	Knowing how to analyse		Knowing how to analyse
			performance.	Knowing how to officiate games.	performance.
Knowing how to set up and organise	Knowing how to set up and organise				
small games.	small games.			Knowing how to set up and organise	
	Knowing how to be a good			small games.	
Knowing how to be a good	Knowing how to be a good				
sportsperson.	sportsperson.			Knowing how to be a good	
	Knowing how to analyse			sportsperson.	
Knowing how to analyse	performance.				
performance.	per en ancer			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 North East Lincolnshire School Sports partnership, Grimsby and District competitions and other local events but also looking at other local opportunities to exercise and sports that may be played recreationally. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

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

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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Invasion games	Invasion games	Invasion games	HRF	Striking and fielding	Invasion games		
	Net/ wall games	HRF	Net/ wall games	Individual sports	Net/ wall games	Striking and fielding		
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	Net/ wall games		
	support of student voice through a	support of student voice through a	of student voice through a questionnaire.	the support of student voice through a	the support of student voice through a	Activity choices will be selected with the support o		
	questionnaire.	questionnaire.		questionnaire.	questionnaire.	student voice through a questionnaire.		
	Activity 1 – Invasion games	Activity 1 – Invasion games	Activity 1 – Invasion games	Activity 1 – Invasion games	Activity 1 – Invasion games	N/A		
Classes and	Activity 2 - HRF	Activity 2 - HRF	Activity 2 - HRF	Activity 2 - HRF	Activity 2 - HRF			
activities	Activity 3 – Net/wall games	Activity 3 – Net/wall games	Activity 3 – Net/wall games	Activity 3 – Net/wall games	Activity 3 – Net/wall games			
	Activity 4 – Invasion games	Activity 4 – Individual sports	Activity 4 – Individual sports	Activity 4 – Invasion games	Activity 4 – Invasion games			
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.

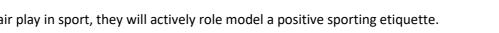




	N.	Sportsmanship: students will learn the importance of respect and fai
	3	Movement skills – use the skills developed and knowledge of skills to range of activities outside of school competently.
		Health and fitness – understand the impact of making healthy lifesty maintain and improve health as part of their commitment to lifelong
	ŗ	Technical skills – apply their technical skills to a range of activities and activities outside of PE.
Relevant end points		Tactical knowledge – confidently use strategies and tactics in a range and set targets that are specific to implementing tactics. Apply this kn
	<u>a</u> = /	Analytical skills – apply their knowledge of performance analysis and

to lead a healthy, active life.

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



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



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





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





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





BTEC TECH Award in Sport Y10

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Component 1A	Component 1B	Component 1C		COMPONENT 1 MODERATION	Component 2B Cont'd
	·	·	·	Component 1 – video evidence		•
	Explore types and provision of	Examine equipment and	Preparing participants to take part	collection.	Component 2A	Be able to participate in sport and
	sport and physical activity for	technology required for	in sport and physical activity			understand the roles and
	different types of participants.	participants to use when taking	GLH: 1 x Practical; 2 x Theory		Understand how different	responsibilities of officials
	GLH: 1 x Practical; 2 x Theory	part in sport and physical activity.	Lessons		components of fitness are used in	GLH: 2 x Practical; 1 x Theory
	Lessons	GLH: 1 x Practical; 2 x Theory		Component 1 PSA window	different physical activities	Lessons
		Lessons	Planning a warm-up		GLH: 1 x Practical; 2 x Theory	
	Types and providers of sport and		 Types of pulse raiser 	Assessment preparation	Lessons	Rules and regulations in sports
	physical activities	Different types of sports clothing	activities			 National governing bodies
	Types of sport and physical	and equipment required for	 Types of mobilisers 	1A, 1B and 1C internal assessment.	Components of physical fitness	Number of players
	activity	participation in sport and physical	activities		Aerobic endurance	 Length of play
	Outdoor activities	activity	Types of preparation stretch		Muscular endurance	 Scoring systems
	 Physical fitness activities 	• Clothing	activities	Resubmissions	Muscular strength	 Playing areas
	Benefits of sport and	• Footwear	Response of the		• Speed	 Equipment
	physical activities	Sport-specific equipment	cardiorespiratory system		Flexibility	 Start and restart of play
	Provision of sport and	Protection and safety	Response of the		Body composition	 Non-adherence to rules
	physical activity	equipment	musculoskeletal system			 Application of rules and
	Characteristics of provision	Equipment for people with			Components of skill-related fitness	regulations
	sectors	disabilities	Adauting a common of an different		• Power	
Unit title	Advantages and	Assistive technology	Adapting a warm-up for different		Agility	Component 2C
	disadvantages of provision	• Facilities	categories of participants and		Reaction time	5
	sectors.	Officiating equipment	different types of physical activities		Balance	Demonstrate ways to improve
	Types and peods of sport and	Performance analysis	 Adapting warmups for different categories of 		Coordination	participants sporting techniques.
	Types and needs of sport and physical activity participants	Different times of technology and	participants			GLH: 2 x Practical; 1 x Theory Lessons
	Age of participants	Different types of technology and their benefits to improve sport and	Adapting warmups for		Common and 3D	Lessons
	Disabled participants	physical activity participation and	specific physical activities		Component 2B	Planning drills and conditioned
	Participants with long-term	performance	specific physical delivities		Be able to participate in sport and	practices to develop participants'
	health conditions	Clothing	Delivering a warm-up to prepare		understand the roles and	sporting skills
	Physical activity needs of	• Footwear	participants for physical activity		responsibilities of officials	Drills that can be used to
	participants	Sport-specific equipment	 Organisation and 		GLH: 2 x Practical; 1 x Theory	improve specific techniques
	participants	Protection and safety	demonstration of activities		Lessons	in different sports
	Barriers to participation in sport	equipment	 Supporting participants as 		Techniques, strategies, and fitness	Conditioned practices
	and physical activity	Equipment for people with	they take part in the		required for different sports	Demonstrations of the
	Cost of participation	disabilities	warmup		• Skills	technique
	Access to sport and physical	Assistive technology	·		Strategies	Teaching points
	activity	Facilities			 Isolated practices 	
	Time barriers	Officiating			Competitive situations	Drills to improve sporting
	Personal barriers	Performance analysis				performance
	Cultural barriers	T CHOINGING UNGLYSIS			Officials in sport	Organisation and
					·	demonstration of drills and





Methods to address barriers to participation in sport and physical activity for
Cost Cost
Access
• Time
Personal barriers
Cultural barriers
Cultural barriers
Health and fitness: students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional,

social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. Analytical skills: students will be able to identify strengths and areas for

improvement in themselves and others, offering

performance.

effective advice to improve

Relevant

core

concepts

Limitations of using technology in sport and physical activity

- Time
- Access to technology
- Cost of technology
- Accuracy of data
- Usability

Key officials and their roles in competitions

Responsibilities of the officials

conditioned practices to participants

• supporting participants taking part in practical drills and conditioned practices

Component 2 - video evidence collection.

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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).



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



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Technical skills: students learn the skills required to take part in a wide range of



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.



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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



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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





sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).

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

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.



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

Analytical skills - use their

their practical performance

analytical skills to assess

in a variety of activities.

the sport to set SMART

targets and appropriate

performance. Further

skills and knowledge

sporting technique of

develop their coaching skills

and will demonstrate the

required to improve the

others. Students will refine

drills to improve

Apply their knowledge of

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 required in practical performance. performance.

Health and fitness -

excellent levels of fitness 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

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.

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



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 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



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.



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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.



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



Relevant

end points





their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities.

their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities.

different roles and responsibilities required in sport and physical activity. Competently lead and officiate in a variety of sports, demonstrating the desirable skills, qualities and knowledge required of an effective sports leader.

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

Leadership - become positive role models for others and promote 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.

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.



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



Analytical skills – use their analytical skills to assess their practical performance in a variety of activities.

Apply their knowledge of the sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge





Core declarative knowledge	Knowing the different types of sport and physical activity. Knowing the benefits of sport and physical activity. Knowing the characteristics of the different providers of sport and physical activity. Knowing the different types and needs of participants. Knowing the different barriers to participation in sport and physical activity. Knowing ways we can help individuals to overcome barriers to participation.	Knowing the different types of clothing and footwear used in physical activity. Knowing the different types of equipment used in physical activity. Knowing the different accessible equipment to make physical activity more inclusive. Knowing the different equipment needed to officiate different physical activities. Knowing the different facilities available to take part in physical activities. Knowing the technology used for performance analysis in physical activities. Knowing the benefits of technology and equipment in sport. Knowing the limitations of using technology in physical activity.	Knowing the different sections of a warm-up. Knowing the different exercises that could be included in the pulse raiser section of a warm-up. Knowing the different exercises that could be included in the mobiliser section of a warm-up. Knowing the different exercises that could be included in the preparation stretches section of a warm-up. Knowing the location of the major muscles of the body. Knowing the difference between dynamic and static stretches. Knowing the 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. 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.	All of the declarative knowledge stated in Autumn 1, Autumn 2 and Spring 1.	Knowing the different components of fitness. Knowing the impact of each component of fitness on sporting performance.	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 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.
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BTEC TECH Award in Sport Y11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Component 3B	Component 3C	Component 3D	
	Component 2 – video evidence	Component 2 MODERATION				
	collection.		Investigate fitness testing to	Investigate different fitness	Investigate fitness programming to	
			determine fitness levels.	training methods	improve fitness and sports	
		Component 3A	GLH: 1 x Practical; 2 x Theory	GLH: 1 x Practical; 2 x Theory	performance	
	Component 2 PSA Window		Lessons	Lessons	GLH: 1 x Practical; 2 x Theory	
		Explore the importance of fitness				
	Assessment preparation	for sports performance.	Importance of fitness testing and	Requirements for each of the	Investigate fitness programming to	
		GLH: 1 X Practical; 2 x Theory	requirements for administration of	following fitness training methods	improve fitness and sports	
	2A, 2B and 2C internal	Lessons	each fitness test	 Warmups 	performance	
	assessments.		 Reasons for fitness testing 	Cool downs	• Aims	
		The importance of fitness for	 Pre-test procedures 	 Linking fitness training 	 Objectives 	
	Book to the state of	successful participation in sport	Knowledge of published	method to components of	Lifestyle and physical	
	Resubmissions	Aerobic endurance	standard test methods and	fitness	activity history	
		Muscular endurance	equipment	Application of the principles	Attitudes, the mind and	
		Muscular strength	Accurate measurement and	of training to each training	personal motivation for	
		• Speed	recording of test results	method	training	
		Flexibility	Interpretation of test	Application of appropriate training intensities for		
		Body composition	results	training intensities for	Fitness programme design	
		Power	Select tests for given numbers and participants	training methods	Personal information to aid	
Unit title		Agility	purposes and participantsReliability of tests		programme design	
		Reaction time	Validity of results	Fitness training methods for	Selection of appropriate	
		Balance Coordination	Practicality	physical components of fitness	training method/activity	
		Coordination	Fracticality	Continuous training	Application of the training	
		Fitness training principles	Fitness test methods for	Fartlek training	principles	
		FITT principles	components of physical fitness	Interval training	F F	
		Additional principles of	Multi-stage fitness test	Circuit training		
		training	Yo-yo test	Static active stretches	Motivational techniques for fitness	
			Harvard step test	Static passive stretches	programming	
		Exercise intensity and how it can	12-minute cooper run or	Proprioceptive	 Types of motivation 	
		be determined	swim	neuromuscular facilitation	 Goal setting 	
		 Intensity 	One-minute press-up	Free weights and fixed	 SMARTER targets 	
		Target zones and training	One-minute sit-up	resistance machines	 Motivation 	
		thresholds	Timed plank test	 Acceleration sprints 	 Benefits of motivation 	
		The Borg (6-20) Rating of	Sit and reach test	 Resistance drills 		
		Perceived Exertion	Calf muscle flexibility test			
		 Relationship between heart 	 Shoulder flexibility test 			
		rate and RPE	30-metre sprint test	Fitness training methods for skill-		
		 Calculate 1RM for strength 	 30-metre flying sprint 	related components of fitness	Component 3 Exam	
		and 15RM for muscular	Grip dynamometer	SAQ training	Revision lessons	
		endurance	• 1 rep max	 Plyometrics 	VEAI2IOIT IE220112	





		Technology to measure exercise intensity	 Body mass index Bioelectrical impedance analysis Waist to hip ratio Fitness test methods for components of skill-related fitness Illinois agility test T test Stork stand test Y balance test 	 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 	Exam date: MAY	
			 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 	Provision for taking part in fitness training methods • Public provision • Private provision • Voluntary provision The effects of long-term fitness training on the body systems		
			Comparison to normative data Analyse and evaluate test results Recommendations for improvements to fitness based on results	 Aerobic endurance training Flexibility training Muscular endurance training Muscular strength and power training Speed training 		
Relevant core concepts	Leadership: students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others Movement skills: students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing	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	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	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	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	





these skills can positively affect health throughout an individual's lifespan.



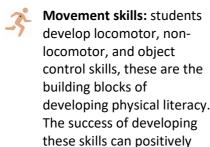
Technical skills: students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).

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.

concepts and healthy eating model to their wider lives.



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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.

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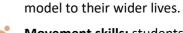


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Technical skills: students learn the skills required to take part in a wide range of 🖇 sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).



Relevant

end points

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

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



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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.

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.

Tactical knowledge -

Sportsmanship – explain the importance of sportsmanship and the consequences of poor sportsmanship. Model the way for their peers and demonstrate excellent

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.

required in practical performance.



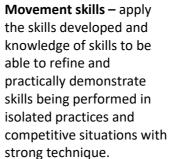
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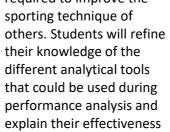
for their chosen activities.

performance.



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for their chosen activities.







				T	T	1	
		sportsmanship in all			·	•	
		contexts. Explain the roles					
		and responsibilities of					
		officials in sport and how					
		sportsmanship is an					
		important factor in practical					
		performance.					
		Analytical skills – use their					
		analytical skills to assess					
		their practical performance					
		in a variety of activities.					
		Apply their knowledge of					
		the sport to set SMART					
		targets and appropriate					
		drills to improve					
		performance. Further					
		develop their coaching skills					
		and will demonstrate the					
		skills and knowledge					
		required to improve the					
		sporting technique of					
		others. Students will refine					
		their knowledge of the					
		different analytical tools					
		that could be used during					
		performance analysis and					
		explain their effectiveness					
		for their chosen activities.					
		Knowing the drills that could be	Knowing the components of fitness.	Knowing the different components	Know the components of fitness.	Know what personal information	
		used to improve skill technique in	Tanowing the components of intress.	of fitness.	in the components of heness.	should be included when designing	
		their chosen sport.	Knowing the importance of the	or neress.	Knowing the different types of	a fitness programme.	
		then enosen sport.	components of fitness for different	Knowing the different fitness tests	training methods for each	d neress programme.	
		Knowing the different conditioned	types of sport.	for each component of fitness.	component of fitness.	Know what sections are included	
		practices that could be used to	types of sport.	Tor each component or niness.	component of fittless.	when designing a fitness	
		improve performance in their	Knowing the basic principles of	Knowing why we use fitness testing.	Knowing the different requirements	programme.	
		chosen sport.	training.	Knowing wify we use niness testing.	for each fitness training method.	programme.	
		chosen sport.	training.	Knowing the pre-test procedures	lor each neress training method.	Knowing the different types of	
		Knowing the key teaching points for	Knowing the additional principles of	for fitness testing.	Know the links between each fitness	1	
	Core	different sporting skills in their	training.	Tor miness testing.	training method and component of	motivation.	
	larative	chosen sport.	training.	Knowing the published standard	fitness.	Know what SMARTER goals are.	
	wledge	chosen sport.	Knowing what exercise intensity is.	test methods and equipment.	intriess.	Know what Swarren goals are.	
KIIO	wieuge		Knowing what exercise intensity is.	test methods and equipment.	Know the principles of fitness.	Know what long- and short-term	
			Knowing the different target zones	Knowing the factors that affect the	Know the philiciples of littless.	targets are.	
			and training thresholds.	reliability of a test.	Know what exercise intensity is.	נמוקבנג מוב.	
			מווע נומווווון נווופטווטועט.	Tenability of a test.	Know what exercise intensity is.	Know the benefits of motivation for	
			Knowing the Porg scale	Knowing the validity and practicality	Know the advantages and		
			Knowing the Borg scale.	of each fitness test.	disadvantages of each fitness	sports performers.	
			Knowing the relationship between	טו פמנוז וונוופטט נפטנ.	training method.	Knowing the different revision	
			RPE and heart rate.		training metriou.	techniques for exam preparation.	
			M L and heart late.			teeningues for exam preparation.	
			Knowing what 1RM and 15RM is.				
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				Know the types of provision for		
		Knowing the different types of		taking part in fitness training		
		technology used to measure		methods.		
		exercise 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	Knowing how to warm-up	Know how to design a fitness	
	drills to improve sporting technique	can be applied to different sports.	fitness test.	effectively.	programme.	
	in their chosen sport.					
		Knowing how to apply the training	Knowing how to calibrate fitness	Know how to cool down effectively.	Know how to apply the principles of	
	Knowing how to set up and organise	principles to training programmes.	testing equipment.		training to a fitness programme.	
	conditioned practices for their			Know how to perform each fitness		
	chosen sport.	Knowing how to measure exercise	Knowing how to set up and run	training method correctly.	Know how to manage and	
		intensity.	different fitness tests.		participate in a fitness programme.	
	Knowing how to demonstrate the			Know how to apply the principles of		
	skills required for their chosen	Knowing how to apply target zones	Knowing how to accurately measure	training to each fitness training	Know how to apply motivational	
Cowa	sport.	and training thresholds when	and record test results.	method.	techniques when participating in a	
Core		participating in physical activity.			fitness programme.	
procedural knowledge	Knowing how to support others		Knowing how to interpret test	Know how to apply an appropriate		
knowledge	with their technique of skills within	Knowing how to use the Borg scale	results and compare to normative	training intensity to each training	Knowing how to revise effectively	
	their chosen sport.	when participating in physical	data.	method.	for the external exam.	
		activity.				
	Knowing how to lead sporting		Knowing how to analyse and			
	activities to others.	Knowing how to calculate RPE, 1RM	evaluate test results.			
		(strength) and 15RM (muscular				
		endurance).	Knowing how to improve fitness			
			based on test results.			
		Knowing how to use the different				
		types of technology used to				
		measure exercise intensity.				