

Intent – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

IMPLEMENTATION

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	L1 Pre- industrial L1 Pre Industrial L1 Pre Industrial L1 Post 1850- Industrial L1 Post 1850- Industrial L1 Post 1850- Industrial Revision of Social Cultural Assessment	L1 20 th Century L1 21 st century L1 21 st century L1 Globalisation L1 Modern Olympic L1 Modern Olympic ASSESSMENT	L3 NEA L3 NEA L3 NEA L3 NEA L3 NEA L3 NEA	Revision- soc cultural Revision- soc cultural Revision- soc cultural Revision- soc cultural Revision- soc cultural Revision- soc cultural	Revision- soc cultural Revision- soc cultural Revision- soc cultural Revision- soc cultural Revision- soc cultural	AS PE Bridge project- Drugs in Sport <ul style="list-style-type: none"> Popular drugs to take in different sports How athletes hide this Major incidents of drug taking in sport e.g. lance Armstrong- stop at nothing and Icarus on Netflix
	L2 Classification of skills L2 Types and methods of practice L2 Transfer of skill1 s L2 Learning Theories L2 Stages of learning, guidance and feedback L2 Individual differences - Personality REVISION of topics so far DIRT OF ASSESSMENT Holiday- 1 week	L2- Individual differences- Arousal L2 Individual differences- Aggression L2- Recap of individual differences DIRT OF ASSESSMENT L2-Group and team dynamics L2 NEA L2 DIRT OF ASSESSMENT Holiday- 2 weeks	L2 NEA L2 NEA L2 NEA L2 NEA L2 NEA L2 NEA L2 NEA Holiday- 1 week	L2 Revision skill acq L2 Revision skill acq L2 Revision skill acq L2 Revision skill acq L2 Revision skill acq L2 Revision skill acq L2 Revision skill acq Holiday- 2 Weeks	L2 revision sports psych L2 revision sports psych L2 revision sports psych L2 revision sports psych L2 revision sports psych L2 revision sports psych Holiday- 1 Week	
	L1 classification of skills L1 Types and methods of practice L1 Transfer of skills L1 Learning Theories L1 Stages of learning, guidance and feedback L1 Stages of learning, guidance and feedback L1 Individual differences- attitudes ASSESSMENT	L1- Individual Differences- Motivation L1 individual differences-Anxiety L1 Individual Differences- Social Facilitation ASSESSMENT L1 Group and team dynamics L1 Goal Setting L1 Assessment	L1 NEA L1 NEA L1 NEA L1 NEA L1 NEA L1 NEA L1 NEA Holiday- 1 week	L1 Revision Skill acq L1 Revision Skill acq L1 Revision Skill acq L1 Revision Skill acq L1 Revision Skill acq L1 Revision Skill acq L1 Revision Skill acq Holiday- 2 Weeks	L1 revision sports psych L1 revision sports psych L1 revision sports psych L1 revision sports psych L1 revision sports psych L1 revision sports psych Holiday- 1 Week	
End point	By the end of half term 1 students will be able to: <ol style="list-style-type: none"> Understand classifications of skill and how this links to other topics Understand types and methods of practice and apply to practical examples Know what is meant by transfer of skills and apply Understand and evaluate learning theories Know stages of learning Know some individual differences Know some basic exam techniques Know how sport has developed over different time periods They will be able to do this by- <ul style="list-style-type: none"> Applying topics to practical examples 	By the end of term 2 students will be able to: <ol style="list-style-type: none"> Know individual differences and how they affect a persons performance Know and apply group dynamics Understand how the NEA should look Know how sport has developed over different time periods Understand what is meant by globalisation Know and understand how politics has affected the Olympic games over the years. They will be able to do this by- <ul style="list-style-type: none"> Applying topics to practical examples Answering exam questions Evaluate key theories 	By the end of term 3 students will be able to: <ol style="list-style-type: none"> Develop action plans to improve a peers performance Relate action plan to all theory learnt so far They will be able to do this by: <ul style="list-style-type: none"> Applying topics to practical examples Creating viable action plans for peers Completing and recording of their NEA performance. 	By the end of term 4 students will be able to: <ol style="list-style-type: none"> Develop knowledge of skill acquisition areas. Be able to evaluate key topics and theories in skill acquisition Know more advanced exam techniques Develop knowledge of socio-cultural areas. Be able to evaluate key topics and theories in socio-cultural Know more advanced exam techniques They will be able to do this by- <ul style="list-style-type: none"> Applying topics to practical examples 	By the end of term 5 students will be able to : <ol style="list-style-type: none"> Develop knowledge of psychological areas. Be able to evaluate key topics and theories in psychology Know more advanced exam techniques Develop knowledge of socio-cultural areas. Be able to evaluate key topics and theories in socio-cultural Know more advanced exam techniques They will be able to do this by-	By the end of term 6 students will be able to: <ol style="list-style-type: none"> Understand why athletes take drugs Know how athletes take drugs and which drug relates to improving certain areas of performance Know the potential consequences to drug taking They will be able to do this by: <ul style="list-style-type: none"> Developing knowledge into a project Present their findings to the group and to staff.

	<ul style="list-style-type: none"> • Answering exam questions • Evaluate key theories 			<ul style="list-style-type: none"> • Answering exam questions • Evaluate key theories 	<ul style="list-style-type: none"> • Applying topics to practical examples • Answering exam questions • Evaluate key theories 	
Progress and Assessment	<ul style="list-style-type: none"> • Assessments will be completed at the end of every topic and will gradually build each topic in. E.g teach topic 1 and test topic 1, then teach topic 2 and test topic 1 & 2, etc. This ensuring students throughout the year are tested on how much they remember and know. • The vast majority of lessons will always have a past paper question to consolidate the knowledge just learned. These will always be sprung on students throughout to test 'stickability'. • Low stakes tests will allow teacher to monitor live progress and careful plan for misconceptions and re-teach if needed. 					
Key Vocabulary/ Literacy	<ul style="list-style-type: none"> • Each topic will have clearly defined key vocabulary that derrises from the specification that students will need to demonstrate their knowledge off and be able to change their answer depending on the question command word. • AO1 25%. AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2 25%. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 20%. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 30%. AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 					
Connected Knowledge <i>Connectives to ??????</i> <i>Theme/topic/year group?</i> <i>Cross-curricular themes?</i>	<p>Links to GCSE PE / VCERT Sport: Classification of skills. How skills are learnt.</p> <p>Links to Core PE, years 7-11: How do we learn and remember skills? Different practice methods put into practice. Different types of guidance shown in practice. Links to stages of learning.</p> <p>Links to Psychology: Memory models and theories of learning.</p>					
Impact	<p>The impact of this curriculum will be:</p> <ul style="list-style-type: none"> • Students able to build on prior learning and demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity. • Students will be able to apply this knowledge to relevant situations relating to all theory consumed. • Students will be able to use all knowledge gained from across the schools curriculums to analyse and evaluate factors that underpin performance. 					