OCL PE Curriculum: Long Term Plan

Brief overview

Y7

Knowing myself:

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

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

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

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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	**Baseline testing** **Invasion games**	**Net/ wall games** **Dance**	**Health related fitness** **Net/ wall games**	**Invasion games** **Individual sports**	**Striking and fielding** **Outdoor and adventurous activities**	**Striking and fielding/ Net/wall games** **Individual sports**
Classes and activities	*7.1* *Baseline & Football* *7.2* *Baseline & Court games* *7.3* *Baseline & Netball*	*7.1* *Badminton & Dance* *7.2* *Table tennis & Dance* *7.3* *Badminton & Cheerleading*	*7.1* *Volleyball & HRF* *7.2* *Badminton & HRF* *7.3* *Volleyball & HRF*	*7.1* *Rugby & Parkour* *7.2* *Handball & Gymnastics* *7.3* *Hockey & Gymnastics*	*7.1* *Softball & OAA* *7.2* *Cricket & OAA* *7.3* *Rounders & OAA*	*7.1* *Cricket & Athletics* *7.2* *Tennis & Athletics* *7.3* *Tennis & Athletics*
Relevant core concepts	**Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Health and fitness:** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. **Technical skills:** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). **Tactical knowledge:** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in. **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.					

<table>
<tr><td></td><td>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.</td></tr>
<tr><td>Relevant end points</td><td>Movement skills – Develop the fundamental movement skills taught within KS2. Demonstrate locomotor, non-locomotor, and object control skills within a variety of activities. Describe why these fundamental movement skills are required for each activity taught.

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

Technical skills – Develop the basic technical skills acquired in KS2. Deliberately practice, explore and link skills in isolation and competitive situations to develop confidence and competence.

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.

Analytical skills – Develop the analytical skills acquired during KS2. Describe strengths and areas for development in a variety of activities. Explore different self- and peer-assessment techniques for performance analysis.

Leadership – Recognise the importance of teamwork based on experiences in KS2. Develop teamwork skills and understand the different roles within a team. Demonstrate good communication skills and empathy when working with others.

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.</td></tr>
<tr><td>Core declarative knowledge</td><td>Baseline testing:

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.</td><td>Net/wall games:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types of movement.

Knowing the rules associated with the activities taught.</td><td>HRF:

Knowing the fundamental movement skills that underpin 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</td><td>Invasion games:

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 rules associated with the activities taught.</td><td>Striking and fielding:

Knowing the fundamental movement skills that underpin 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.</td><td>Individual sports:

Knowing the fundamental movement skills that underpin 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.</td><td>OAA:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the different keys on a map.

Knowing the rules associated with the activities taught.

Knowing the basic physiological effects that</td><td>Dance:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the different movements and actions used in dance.

Knowing the different styles and cultures in dance.</td></tr>
</table>

	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 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.	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 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 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 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.	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 basic elements 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.
Core procedural knowledge	**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 baseline testing. Knowing how to keep safe when participating in these activities. Knowing how to perform different baseline tests.	**Net/wall games:** Knowing how to perform the different fundamental movement skills that underpin net/wall games (running, striking, jumping etc.) Knowing how to perform the different technical skills required in net/wall games (object control, rallying skills, shots, court movement, serves etc.) Knowing how to implement different tactics and strategies in net/ wall games (shot build up, court positioning, ball/shuttle placement etc.) Knowing how to keep safe when participating in these activities. Knowing how to play to the rules of the game.	**HRF:** Knowing how to perform 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 ups, planks, sit ups etc.) Knowing how to keep safe when participating in these activities. Knowing how to perform basic fitness tests.	**Invasion games:** Knowing how to perform 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, passing, receiving, dribbling, shooting etc.) Knowing how to implement different tactics and strategies in invasion games (attacking, defending, set plays, creating space). Knowing how to keep safe when participating in these activities.	**Striking and fielding:** Knowing how to perform the different fundamental movement skills that underpin striking and fielding games (running, throwing, striking etc.) Knowing how to perform the different technical skills required in striking and fielding games (throwing, catching, batting, fielding etc.) Knowing how to implement different tactics and strategies in invasion games (ball positioning, defensive play, base running etc.) Knowing how to keep safe when participating in these activities. Knowing how to play to the rules of the game.	**Individual sports:** Knowing how to perform 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, rotations, vaults, rolls etc.) 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 to judge performances.	**OAA:** Knowing how to perform 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 skills etc.) Knowing how to keep safe when participating in these activities. Knowing how read a map. Knowing how to work out the best route. Knowing how to complete simple problem-solving tasks.	**Dance:** 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, relationship content, timing content, rhythmic content) Knowing how to choreograph simple routines. Knowing how to keep safe when participating in these activities. Knowing how to use expressive skills in dance (projection, focus, facial expressions etc.)

				Knowing how to play to the rules of the game. Knowing how to behave around others. Knowing how to work as a team.				

Brief overview
Y8 **Developing a growth mindset:** *Students will learn how to improve their areas of development and understand they have control to improve physically, intellectually, emotionally, and socially. Students will positively reinforce improvements in themselves and others.* Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities. **In KS3, students will be given the opportunity to experience and perform in a range on sports** and **activities including:** • Invasion games • Net/Wall games • Striking and fielding • 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
Unit title	**Invasion games** **Net/ wall games**	**Invasion games** **Dance**	**Health related fitness** **Net/ wall games**	**Invasion games** **Individual sports**	**Striking and fielding/ Net/ wall games** **Outdoor and adventurous activities**	**Striking and fielding/ Net/wall games** **Individual sports**
Classes and activities	*8.1* *Football & Badminton* *8.2* *Handball & Table tennis* *8.3* *Netball & Badminton*	*8.1* *Hockey & Dance* *8.2* *Basketball & Dance* *8.3* *Hockey & Cheerleading*	*8.1* *Volleyball & HRF* *8.2* *Badminton & HRF* *8.3* *Volleyball & HRF*	*8.1* *Rugby & Parkour* *8.2* *Unihoc & Gymnastics* *8.3* *Handball & Gymnastics/ Parkour*	*8.1* *Tennis & OAA* *8.2* *Cricket & OAA* *8.3* *Rounders & OAA*	*8.1* *Cricket & Athletics* *8.2* *Tennis & Athletics* *8.3* *Tennis & Athletics*
Relevant core concepts	**Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Health and fitness:** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. **Technical skills:** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). **Tactical knowledge:** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in. **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.					

	Leadership: students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others. **Sportsmanship:** students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.
Relevant end points	**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. **Tactical knowledge –** further develop knowledge of strategies and tactics in sport. Identify and implement basic tactics within conditioned games with success. Discuss the effectiveness of these tactics and how to improve. Describe how tactics and strategies can improve performance. Work effectively with others and demonstrate perseverance when implementing tactics. **Analytical skills –** further develop analytical skills and be able to compare performances to other students and previous experiences. Accurately describe strengths and areas for improvement with reference to strategies and tactics. **Leadership –** experience opportunities to lead in small groups. Understand the importance of empathy and being aware of the abilities and emotions of others. Demonstrate good teamwork skills in a range of activities. **Sportsmanship –** develop a positive growth-mindset and embrace failure as an opportunity to learn. Demonstrate self-control and the qualities required of a good sportsperson in a range of contexts. Attempt to take on leadership responsibilities and be aware of the emotions within their groups when managing them.

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

	Knowing the rules associated with the activities taught. Knowing the physiological effects that these activities have on the body. Knowing simple and complex tactics used in games. Knowing different formations/ positions in a game. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis.	Knowing the rules associated with the activities taught. Knowing the physiological effects that these activities have on the body. Knowing simple and some complex tactics used in games. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis.	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 different sections of a workout. Knowing the benefits of these activities on health wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis.	Knowing the different styles and cultures in dance. Knowing what a stimulus is. Knowing the different sections of a routine. Knowing the basic and complex elements of dance. Knowing what makes a good performance. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis.	Knowing the rules associated with the activities taught. Knowing the physiological effects that these activities have on the body. Knowing simple and complex tactics used in games. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis.	Knowing the rules associated with the activities taught. Knowing the physiological effects that these activities have on the body. Knowing what makes a good performance. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis.	Knowing the rules associated with the activities taught. Knowing the 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 types of performance analysis.
Core procedural knowledge	**Invasion games** Knowing how to perform the different fundamental movement skills that underpin invasion games (running, jumping, ball skills) Knowing how to perform and refine the different technical skills required in invasion games (ball control, passing, receiving, dribbling, shooting etc.) Knowing how to implement different tactics and strategies in invasion games (attacking, defending, set plays, creating space). Knowing how to keep safe when participating in these activities.	**Net/wall games:** Knowing how to perform the different fundamental movement skills that underpin net/wall games (running, striking, jumping etc.) Knowing how to perform and refine the different technical skills required in net/wall games (object control, rallying skills, shots, court movement, serves etc.) Knowing how to implement different tactics and strategies in net/ wall games (shot build up, court positioning, ball/shuttle placement etc.) Knowing how to keep safe when participating in these activities.	**HRF:** Knowing how to perform the different fundament movement skills that underpin HRF activities (balance and locomotor skills) Knowing how to perform and refine the different technical skills required in HRF activities (squats, press ups, planks, sit ups etc.) Knowing how to set up a circuit/ workout. Knowing how to keep safe when participating in these activities. Knowing how to perform basic fitness tests.	**Dance:** Knowing how to perform the different fundamental movement skills that underpin dance (balance, locomotor, jumping, etc.) Knowing how to perform and refine the different technical skills required in dance (action content, dynamic content, spatial content, relationship content, timing content, rhythmic content) Knowing how to choreograph simple routines. Knowing how to keep safe when participating in these activities.	**Striking and fielding:** Knowing how to perform the different fundamental movement skills that underpin striking and fielding games (running, throwing, striking etc.) Knowing how to perform and refine the different technical skills required in striking and fielding games (throwing, catching, batting, fielding etc.) Knowing how to implement different tactics and strategies in invasion games (ball positioning, defensive play, base running etc.) Knowing how to keep safe when participating in these activities. Knowing how to play to the rules of the game.	**Individual sports:** Knowing how to perform 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, rotations, vaults, rolls etc.) 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.	**OAA** 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 OAA (orienteering, bouldering, rock climbing, survival skills etc.) Knowing how to keep safe when participating in these activities. Knowing how read a map. Knowing how to work out the best route under pressure. Knowing how to complete simple problem-solving tasks.

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

Brief overview
Y9 **Developing Leadership** *Students will develop leadership qualities, they will lead small groups demonstrating and understanding of STEP principle (Space, Task, Equipment, People). Year 9's will be given the opportunity to gain leadership skills and work with governing bodies for different sports.* Additional to earlier KS3 activities students will be undertake a sports leadership unit. Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities. **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
Unit title	**Invasion games** **Net/ wall games**	**Invasion games** **Dance**	**Health related fitness** **Net/ wall games**	**Invasion games** **Individual sports**	**Striking and fielding/ Net/ wall games** **Outdoor and adventurous activities**	**Striking and fielding/ Net/wall games** **Individual sports**
Classes and activities	*9.1* *Football & Badminton* *9.2* *Handball & Table tennis* *9.3* *Netball & Badminton*	*9.1* *Hockey & Exercise to music* *9.2* *Basketball & Exercise to music* *9.3* *Hockey & Cheerleading*	*9.1* *Volleyball & HRF* *9.2* *Badminton & HRF* *9.3* *Volleyball & HRF*	*9.1* *Rugby & Parkour* *9.2* *Unihoc & Gymnastics/ Parkour* *9.3* *Handball & Gymnastics/ Parkour*	*9.1* *Tennis & OAA/ Leadership* *9.2* *Cricket & OAA/ Leadership* *9.3* *Rounders & OAA/ Leadership*	*9.1* *Softball & Athletics* *9.2* *Tennis & Athletics* *9.3* *Tennis & Athletics*
Relevant core concepts	**Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Health and fitness:** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. **Technical skills:** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). **Tactical knowledge:** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in.					

<table>
<tr><td></td><td>
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.

</td></tr>
<tr><td>Relevant end points</td><td>
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.

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.

 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.

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.

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.

</td></tr>
<tr><td>Core declarative knowledge</td><td>
Invasion games:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the key technical skills required
</td><td>
Net/wall games:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the key technical skills required to play net/wall
</td><td>
HRF:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the different systems of the body and the
</td><td>
Dance:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the different movements and actions used in dance.
</td><td>
Striking and fielding:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the key technical skills required to play striking and fielding games e.g.,
</td><td>
Individual sports:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the key technical skills required to play individual sports
</td><td>
OAA:

Knowing the fundamental movement skills that underpin the activities taught.

Knowing the different keys on a map.
</td></tr>
</table>

	to play invasion games e.g., passing, receiving, attacking, defending. Knowing the rules associated with the activities taught. Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing simple and complex tactics used in games. Knowing different formations/ positions in a game. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis.	games e.g. serve, rallying skills, types of movement. Knowing the rules associated with the activities taught. Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing simple and some complex tactics used in games. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis.	major muscles (scientific names). 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 different sections of a workout. Knowing the benefits of these activities on health wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis.	Knowing the different styles and cultures in dance. Knowing what a stimulus is. Knowing the different sections of a routine. Knowing the basic and complex elements of dance. Knowing what makes a good performance. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis.	throwing, catching, batting, and fielding. Knowing the rules associated with the activities taught. Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing simple and complex tactics used in games. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis.	e.g., throws, jumps, rolls, rotations, vaults. Knowing the rules associated with the activities taught. Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing what makes a good performance. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis.	Knowing how to use map coordinates. Knowing the rules associated with the activities taught. Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing 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 skills, attributes, and qualities of a good leader. Knowing the different types of performance analysis.

	Invasion games	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:	OAA
Core procedural knowledge	Knowing how to perform the different fundamental movement skills that underpin invasion games (running, jumping, ball skills) Knowing how to perform and refine the different technical skills required in invasion games (ball control, passing, receiving, dribbling, shooting etc.) in isolation and competitive games. Knowing how to implement different tactics and strategies in invasion games (attacking, defending, set plays, creating space). Knowing how to keep safe when participating in these activities. Knowing how to play to the rules of the game. Knowing how to officiate games. Knowing how to be a good sportsperson. Knowing how to analyse performance.	Knowing how to perform the different fundamental movement skills that underpin net/wall games (running, striking, jumping etc.) Knowing how to perform and refine the different technical skills required in net/wall games (object control, rallying skills, shots, court movement, serves etc.) in isolation and competitive games. Knowing how to implement different tactics and strategies in net/ wall games (shot build up, court positioning, ball/shuttle placement etc.) Knowing how to keep safe when participating in these activities. Knowing how to play to the rules of the game. Knowing how to officiate games. Knowing how to be a good sportsperson. Knowing how to analyse performance.	Knowing how to perform the different fundament movement skills that underpin HRF activities (balance and locomotor skills) Knowing how to perform and refine the different technical skills required in HRF activities (squats, press ups, planks, sit ups etc.) Knowing how to set up a circuit/ workout. 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 perform the different fundamental movement skills that underpin dance (balance, locomotor, jumping, etc.) Knowing how to perform and refine the different technical skills required in dance (action content, dynamic content, spatial content, relationship content, timing content, rhythmic content) in practice and competition. Knowing how to choreograph simple and more complex routines. Knowing how to keep safe when participating in these activities. Knowing how to use expressive skills in dance (projection, focus, facial expressions etc.) Knowing how to analyse performance.	Knowing how to perform the different fundamental movement skills that underpin striking and fielding games (running, throwing, striking etc.) Knowing how to perform and refine the different technical skills required in striking and fielding games (throwing, catching, batting, fielding etc.) in isolation and competitive games. Knowing how to implement different tactics and strategies in invasion games (ball positioning, defensive play, base running etc.) Knowing how to keep safe when participating in these activities. Knowing how to play to the rules of the game. Knowing how to officiate games. Knowing how to be a good sportsperson. Knowing how to analyse performance.	Knowing how to perform 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, rotations, vaults, rolls etc.) in practice and competition. 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 to officiate an event. Knowing how to analyse performance.	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 OAA (orienteering, bouldering, rock climbing, survival skills etc.) in isolation and competitive games. Knowing how to keep safe when participating in these activities. Knowing how read a map. Knowing how to work out the best route under pressure. Knowing how to complete simple problem-solving tasks. Knowing how to set up and manage OAA drills and challenges. Knowing how to be a good sportsperson. Knowing how to analyse performance.

Brief overview

Y10

Improving resilience:

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

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

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

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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Invasion games Net/ wall games **Activity choices will be selected with the support of student voice through a questionnaire.**	Invasion games HRF **Activity choices will be selected with the support of student voice through a questionnaire.**	Invasion games Net/ wall games **Activity choices will be selected with the support of student voice through a questionnaire.**	HRF Individual sports **Activity choices will be selected with the support of student voice through a questionnaire.**	Outdoor and adventurous activities	Striking and fielding Individual sports **Activity choices will be selected with the support of student voice through a questionnaire.**
Classes and activities	*Activity 1* *Football* *Activity 2* *Badminton* *Activity 3* *Handball*	*Activity 1* *Rugby* *Activity 2* *HRF* *Activity 3* *Ultimate frisbee*	*10.1* *Basketball* *10.2* *Hockey* *10.3* *Table tennis*	*Activity 1* *Fitness suite* *Activity 2* *Parkour* *Activity 3* *Exercise to music*	*10.1* *OAA* *10.2* *OAA* *10.3* *OAA*	*Activity 1* *Rounders* *Activity 2* *Athletics* *Activity 3* *Cricket*
Relevant core concepts	**Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Health and fitness:** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. **Technical skills:** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). **Tactical knowledge:** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in. **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance. **Leadership:** students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.					

	Sportsmanship: students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.
Relevant end points	**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. **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 to lead a healthy, active life. **Sportsmanship –** demonstrate the skills and qualities required to make the learning environment an enjoyable one for all. Understand the importance of creating a positive culture where everyone can enjoy PE. Possess the skills and qualities required to successfully take part in competitive sport outside of school.

	Invasion games:	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:
Core declarative knowledge	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 rules associated with the activities taught. Knowing the roles and responsibilities of officials.	Knowing the fundamental movement skills that underpin the activities taught. Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types of movement. Knowing the rules associated with the activities taught. Knowing the roles and responsibilities of officials.	Knowing the fundamental movement skills that underpin the activities taught. Knowing the different systems of the body and the major muscles (scientific names). Knowing the effects of exercise on the systems of the body. Knowing different exercises that could help to live a healthy life.	Knowing the fundamental movement skills that underpin the activities taught. Knowing the different movements and actions used in dance. Knowing the different styles and cultures in dance. Knowing what a stimulus is.	Knowing the fundamental movement skills that underpin 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 roles and responsibilities of officials.	Knowing the fundamental movement skills that underpin 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 roles and responsibilities of officials.

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

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

Brief overview
Y11 **Making healthy choices** *Students will be given responsibility for making their activity choices in lesson. Students will understand the short- and long-term physical and mental health benefits to exercise. Students will plan exercise beyond the school day and be able to discuss with teachers any support they may require.* In KS4, activities are planned to encourage lifelong involvement in an active and healthy lifestyle. Student voice will be involved with activities on the long-term plan along with, availability of facility, time of year, teacher expertise and local opportunities. Activities will still be designed to align with the local School Sports partnership local competitions and events but also looking at other local opportunities to exercise and sports that may be played recreationally. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities. **In KS4, students will be given the opportunity to experience and perform in a range on sports and activities that they can take part in out of school and in later life to lead a healthy and active lifestyle including:** • Invasion games • Net/Wall games • Striking and fielding • Individual sports and physical activities (e.g., Athletics, Gymnastics, Dance) • Outdoor Adventurous Activities • Health Related Fitness Activities

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Invasion games Net/ wall games **Activity choices will be selected with the support of student voice through a questionnaire.**	Invasion games HRF **Activity choices will be selected with the support of student voice through a questionnaire.**	Invasion games Net/ wall games **Activity choices will be selected with the support of student voice through a questionnaire.**	HRF Individual sports **Activity choices will be selected with the support of student voice through a questionnaire.**	Striking and fielding Net/ wall games **Activity choices will be selected with the support of student voice through a questionnaire.**	Invasion games Striking and fielding Net/ wall games **Activity choices will be selected with the support of student voice through a questionnaire.**
Classes and activities	*Activity 1* *Football* *Activity 2* *Badminton* *Activity 3* *Handball*	*Activity 1* *Dodgeball* *Activity 2* *Fitness suite* *Activity 3* *Ultimate frisbee*	*10.1* *Hockey* *10.2* *Kinball* *10.3* *Table tennis*	*Activity 1* *Fitness suite* *Activity 2* *Parkour* *Activity 3* *Exercise to music*	*Activity 1* *Rounders* *Activity 2* *Tennis* *Activity 3* *Cricket*	*Activity 1* *Football* *Activity 2* *Tennis* *Activity 3* *Rounders*
Relevant core concepts	**Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Health and fitness:** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. **Technical skills:** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). **Tactical knowledge:** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in. **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance. **Leadership:** students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.					

	Sportsmanship: students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.
Relevant end points	**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. **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 to lead a healthy, active life. **Sportsmanship –** demonstrate the skills and qualities required to make the learning environment an enjoyable one for all. Understand the importance of creating a positive culture where everyone can enjoy PE. Possess the skills and qualities required to successfully take part in competitive sport outside of school.

	Invasion games:	Net/wall games:	HRF:	Dance:	Striking and fielding:	Individual sports:
Core declarative knowledge	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 rules associated with the activities taught.	Knowing the fundamental movement skills that underpin the activities taught. Knowing the key technical skills required to play net/wall games e.g. serve, rallying skills, types of movement. Knowing the rules associated with the activities taught.	Knowing the fundamental movement skills that underpin the activities taught. Knowing the different systems of the body and the major muscles (scientific names). Knowing the effects of exercise on the systems of the body. Knowing different exercises that could help to live a healthy life.	Knowing the fundamental movement skills that underpin the activities taught. Knowing the different movements and actions used in dance. Knowing the different styles and cultures in dance. Knowing what a stimulus is.	Knowing the fundamental movement skills that underpin 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 fundamental movement skills that underpin 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 roles and responsibilities of officials.

	Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing simple and complex tactics used in games. Knowing different formations/ positions in a game. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis. Knowing the different skills, attributes, and qualities of a good leader. Knowing where to access these types of activities in the community.	Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing simple and some complex tactics used in games. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis. Knowing the different skills, attributes, and qualities of a good leader. Knowing where to access these types of activities in the community.	Knowing the different components of fitness. Knowing the different sections of a workout. Knowing the benefits of these activities on health wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis. Knowing the different skills, attributes, and qualities of a good leader. Knowing where to access these types of activities in the community.	Knowing the different sections of a routine. Knowing the basic and complex elements of dance. Knowing what makes a good performance. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis. Knowing the different skills, attributes, and qualities of a good leader. Knowing where to access these types of activities in the community.	Knowing the roles and responsibilities of officials. Knowing the physiological effects that these activities have on the body. Knowing simple and complex tactics used in games. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis. Knowing the different skills, attributes, and qualities of a good leader. Knowing where to access these types of activities in the community.	Knowing the physiological effects that these activities have on the body. Knowing what makes a good performance. Knowing the benefits of these activities on health and wellbeing. Knowing the key social and emotional skills and qualities required to be successful in the activities taught. Knowing the different types of performance analysis. Knowing the different skills, attributes, and qualities of a good leader. Knowing where to access these types of activities in the community.
Core procedural knowledge	**Invasion games** Knowing how to perform the different fundamental movement skills that underpin invasion games (running, jumping, ball skills) Knowing how to perform and master the different technical skills required in invasion games (ball control, passing, receiving, dribbling, shooting etc.) in isolation and competitive games. Knowing how to implement different tactics and strategies in invasion games (attacking, defending, set plays, creating space). Knowing how to keep safe when participating in these activities.	**Net/wall games:** Knowing how to perform the different fundamental movement skills that underpin net/wall games (running, striking, jumping etc.) Knowing how to perform and master 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 implement different tactics and strategies in net/ wall games (shot build up, court positioning, ball/shuttle placement etc.)	**HRF:** Knowing how to perform the different fundament movement skills that underpin HRF activities (balance and locomotor skills) Knowing how to perform and master the different technical skills required in HRF activities (squats, press ups, planks, sit ups etc.) Knowing how to set up a circuit/ workout. Knowing how to keep safe when participating in these activities. Knowing how to perform basic fitness tests.	**Dance:** Knowing how to perform the different fundamental movement skills that underpin dance (balance, locomotor, jumping, etc.) Knowing how to perform and master the different technical skills required in dance (action content, dynamic content, spatial content, relationship content, timing content, rhythmic content) in practice and competition. Knowing how to choreograph individual and group routines.	**Striking and fielding:** Knowing how to perform the different fundamental movement skills that underpin striking and fielding games (running, throwing, striking etc.) Knowing how to perform and master the different technical skills required in striking and fielding games (throwing, catching, batting, fielding etc.) in isolation and competitive games. Knowing how to implement different tactics and strategies in invasion games (ball	**Individual sports:** Knowing how to perform the different fundamental movement skills that underpin individual sports (balance, locomotor, jumping, throwing etc.) Knowing how to perform and master the different technical skills required in individual sports (athletic disciplines, rotations, vaults, rolls etc.) in practice and competition. 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 to play to the rules of the game. Knowing how to officiate games. Knowing how to set up and organise small games. Knowing how to be a good sportsperson. Knowing how to analyse performance.	Knowing how to keep safe when participating in these activities. Knowing how to play to the rules of the game. Knowing how to officiate games. Knowing how to set up and organise small games. Knowing how to be a good sportsperson. Knowing how to analyse performance.	Knowing how to set up and organise individual and group workouts. Knowing how to analyse performance.	Knowing how to keep safe when participating in these activities. Knowing how to use expressive skills in dance (projection, focus, facial expressions etc.) Knowing how to analyse performance.	positioning, defensive play, base running etc.) Knowing how to keep safe when participating in these activities. Knowing how to play to the rules of the game. Knowing how to officiate games. Knowing how to set up and organise small games. Knowing how to be a good sportsperson. Knowing how to analyse performance.	Knowing how to officiate an event. Knowing how to analyse performance.

Brief overview						
BTEC TECH Award in Sport Y10						
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit title	**Component 1A** **Explore types and provision of sport and physical activity for different types of participants.** **GLH: 1 x Practical; 2 x Theory Lessons** **Types and providers of sport and physical activities** • Types of sport and physical activity • Outdoor activities • Physical fitness activities • Benefits of sport and physical activities • Provision of sport and physical activity • Characteristics of provision sectors • Advantages and disadvantages of provision sectors. **Types and needs of sport and physical activity participants** • Age of participants • Disabled participants • Participants with long-term health conditions • Physical activity needs of participants **Barriers to participation in sport and physical activity** • Cost of participation • Access to sport and physical activity • Time barriers • Personal barriers • Cultural barriers	**Component 1B** **Examine equipment and technology required for participants to use when taking part in sport and physical activity.** **GLH: 1 x Practical; 2 x Theory Lessons** **Different types of sports clothing and equipment required for participation in sport and physical activity** • Clothing • Footwear • Sport-specific equipment • Protection and safety equipment • Equipment for people with disabilities • Assistive technology • Facilities • Officiating equipment • Performance analysis **Different types of technology and their benefits to improve sport and physical activity participation and performance** • Clothing • Footwear • Sport-specific equipment • Protection and safety equipment • Equipment for people with disabilities • Assistive technology • Facilities • Officiating • Performance analysis **Limitations of using technology in sport and physical activity** • Time	**Component 1C** **Preparing participants to take part in sport and physical activity** **GLH: 1 x Practical; 2 x Theory Lessons** **Planning a warm-up** • Types of pulse raiser activities • Types of mobilisers activities • Types of preparation stretch activities • Response of the cardiorespiratory system • Response of the musculoskeletal system **Adapting a warm-up for different categories of participants and different types of physical activities** • Adapting warmups for different categories of participants • Adapting warmups for specific physical activities **Delivering a warm-up to prepare participants for physical activity** • Organisation and demonstration of activities • Supporting participants as they take part in the warmup	**Component 1 – video evidence collection.** **Component 1 PSA window** **Assessment preparation** **1A, 1B and 1C internal assessment.** **Resubmissions**	**COMPONENT 1 MODERATION** **Component 2A** **Understand how different components of fitness are used in different physical activities** **GLH: 1 x Practical; 2 x Theory Lessons** **Components of physical fitness** • Aerobic endurance • Muscular endurance • Muscular strength • Speed • Flexibility • Body composition **Components of skill-related fitness** • Power • Agility • Reaction time • Balance • Coordination **Component 2B** **Be able to participate in sport and understand the roles and responsibilities of officials** **GLH: 2 x Practical; 1 x Theory Lessons** **Techniques, strategies, and fitness required for different sports** • Skills • Strategies • Isolated practices • Competitive situations **Officials in sport**	**Component 2B Cont'd** **Be able to participate in sport and understand the roles and responsibilities of officials** **GLH: 2 x Practical; 1 x Theory Lessons** **Rules and regulations in sports** • National governing bodies • Number of players • Length of play • Scoring systems • Playing areas • Equipment • Start and restart of play • Non-adherence to rules • Application of rules and regulations **Component 2C** **Demonstrate ways to improve participants sporting techniques.** **GLH: 2 x Practical; 1 x Theory Lessons** **Planning drills and conditioned practices to develop participants' sporting skills** • Drills that can be used to improve specific techniques in different sports • Conditioned practices • Demonstrations of the technique • Teaching points **Drills to improve sporting performance** • Organisation and demonstration of drills and

	Methods to address barriers to participation in sport and physical activity for different types of participants • Cost • Access • Time • Personal barriers • Cultural barriers	• 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.**
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. **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:** 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 effective advice to improve performance.	**Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Technical skills:** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). **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	**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 effective advice to improve performance. **Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success 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. **Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Technical skills:** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).	**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 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

				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	.	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. .
Relevant end points	**Health and fitness –** demonstrate a good understanding of the components of fitness. Explain how the components of fitness can affect performance in a variety of activities. Explore ways we can improve an individual's fitness and increase the levels of physical activity in others. Clearly explain the benefits of physical activity. Demonstrate good to excellent levels of fitness required in practical performance. **Analytical skills –** use their analytical skills to assess their practical performance in a variety of activities. Apply their knowledge of 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	**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	**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	**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. **Movement skills –** apply the skills developed and knowledge of skills to be able to refine and	**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

	sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities. .	appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities. .	able to evaluate the effectiveness of the technical skills used. **Leadership –** become positive role models for others and promote participation in physical activity. Educate others on how to become physically active and maintain a healthy lifestyle. Explain the different roles and responsibilities required in sport and physical activity. Competently lead and officiate in a variety of sports, demonstrating the desirable skills, qualities and knowledge required of an effective sports leader.	of activities. Apply their knowledge of the sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities. **Movement skills –** apply the skills developed and knowledge of skills to be able to refine and practically demonstrate skills being performed in isolated practices and competitive situations with strong technique. **Technical skills –** deepen their understanding of technical skills and how they are applied in a wide range of activities. Practically demonstrate basic and complex technical skills with strong technique in a range of contexts. Plan and lead sessions to develop the technical skills of others. Analyse theirs and their others' performances and be able to evaluate the effectiveness of the technical skills used. **Leadership –** become positive role models for others and promote	practically demonstrate skills being performed in isolated practices and competitive situations with strong technique. **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. .	performed in isolated practices and competitive situations with strong technique. **Technical skills –** deepen their understanding of technical skills and how they are applied in a wide range of activities. Practically demonstrate basic and complex technical skills with strong technique in a range of contexts. Plan and lead sessions to develop the technical skills of others. Analyse theirs and their others' performances and be able to evaluate the effectiveness of the technical skills used. **Tactical knowledge –** demonstrate a strong understanding on tactics and strategies used within sport. Pre-plan and use adaptive strategies to improve their performance. Maximise their success through the tactics they implement within competition. Analyse the effectiveness of tactics used and suggest ways to improve performance through tactics. **Sportsmanship –** explain the importance of sportsmanship and the consequences of poor sportsmanship. Model the way for their peers and demonstrate excellent sportsmanship in all contexts. Explain the roles and responsibilities of officials in sport and how sportsmanship is an important factor in practical performance.

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

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

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

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

	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 these skills can positively affect health throughout an individual's lifespan. **Technical skills:** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s). **Tactical knowledge:** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in. **Sportsmanship:** students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette. **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.	that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. **Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.	physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. **Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.	development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. **Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance. **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).	wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social, and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. **Movement skills:** students develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan. **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance. **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	**Health and fitness –** demonstrate a good understanding of the components of fitness. Explain how the components	**Health and fitness –** demonstrate a good understanding of the components of fitness. Explain how the components of	**Health and fitness –** demonstrate a good understanding of the components of fitness. Explain how the	**Health and fitness –** demonstrate a good understanding of the components of fitness. Explain how the	

	how to become physically active and maintain a healthy lifestyle. Explain the different roles and responsibilities required in sport and physical activity. Competently lead and officiate in a variety of sports, demonstrating the desirable skills, qualities and knowledge required of an effective sports leader. **Movement skills –** apply the skills developed and knowledge of skills to be able to refine and practically demonstrate skills being performed in isolated practices and competitive situations with strong technique. **Technical skills –** deepen their understanding of technical skills and how they are applied in a wide range of activities. Practically demonstrate basic and complex technical skills with strong technique in a range of contexts. Plan and lead sessions to develop the technical skills of others. Analyse theirs and their others' performances and be able to evaluate the effectiveness of the technical skills used. **Tactical knowledge –** demonstrate a strong understanding on tactics and strategies used within sport. Pre-plan and use adaptive strategies to improve their performance. Maximise their success through the tactics they implement within competition. Analyse the effectiveness of tactics used and suggest ways to improve performance through tactics.	of fitness can affect performance in a variety of activities. Explore ways we can improve an individual's fitness and increase the levels of physical activity in others. Clearly explain the benefits of physical activity. Demonstrate good to excellent levels of fitness required in practical performance. **Movement skills –** apply the skills developed and knowledge of skills to be able to refine and practically demonstrate skills being performed in isolated practices and competitive situations with strong technique. **Analytical skills –** use their analytical skills to assess their practical performance in a variety of activities. Apply their knowledge of the sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities.	fitness can affect performance in a variety of activities. Explore ways we can improve an individual's fitness and increase the levels of physical activity in others. Clearly explain the benefits of physical activity. Demonstrate good to excellent levels of fitness required in practical performance. **Movement skills –** apply the skills developed and knowledge of skills to be able to refine and practically demonstrate skills being performed in isolated practices and competitive situations with strong technique. **Analytical skills –** use their analytical skills to assess their practical performance in a variety of activities. Apply their knowledge of the sport to set SMART targets and appropriate drills to improve performance. Further develop their coaching skills and will demonstrate the skills and knowledge required to improve the sporting technique of others. Students will refine their knowledge of the different analytical tools that could be used during performance analysis and explain their effectiveness for their chosen activities.	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. **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. **Technical skills –** deepen their understanding of technical skills and how they are applied in a	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. **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. **Technical skills –** deepen their understanding of technical skills and how they are applied in a wide range of activities. Practically demonstrate basic and complex	

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

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