

# ARMTHORPE ACADEMY

CURRICULUM INTENT 2020-2021



**SUBJECT:** Physical Education

**FACULTY:** Practical & Design

## **Approach:**

A key priority of the Physical Education curriculum is to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## **What are the minimum expectations of the National Curriculum/Exam Specifications?**

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

## **Where/how do we exceed the minimum expectations of the National Curriculum/Exam Specification?**

As a department, we see these requirements as the absolute basics.

- Club links
- Interpersonal skill development- leadership, communication and organisation
- Life-long physical activity/sport adherence

## **How is the curriculum sequenced to help students to know more and remember more over time?**

We have a clear path of carefully built up knowledge (theory) and skill acquisition (practical) throughout KS3 and KS4 which enables students to be successful in further education.

- Key Stage 3 should be used for basic skill acquisition which builds up year on year from basic skills in Y7, to more complex skills in y8 with the intention that students achieve mastery in these skills which can be utilised with different tactics/sequences to compete at a high level. We also have repeated concepts that recur throughout the curriculum in each year of KS3 across a number of physical activities and sports to ensure that students build up knowledge and skills which would provide lifelong exercise adherence or competitive sport.
- PE within Key Stage 4 falls into two options routes, AQA Cambridge Nationals in Sport Studies and Sports Science.
  - ✓ The Sports Science route is very similar to a Sports Science course at further education involving Anatomy and Physiology and Injury Reduction.
  - ✓ The Sport Studies route is more social Sport Science with units in Leadership and Sports Media.

## Key Stage 3 Activities and Map

	SKILL	Outwitting an Opponent	Evaluating performance	Interpersonal Skills	Rules	Understanding a Healthy life style	Continued participation for Life- Community links and Competition
	<b>OVERVIEW</b>	<i>Develop a variety of tactics and strategies to overcome opponents in team and individual games</i>	<i>Develop technique and improve performance in individual and competitive sports</i>	<i>Develop leadership skills through work in a team, building on trust and develop skills in problem solving, either individually or as a group</i>	<i>Understanding and applying rules. Carrying out official roles using understanding</i>	<i>Understand the component of a healthy lifestyle inclusive of nutrition and exercise</i>	<i>Participate in competitive sports and activities outside school through community links</i>
<b>KS3</b>	<b>Autumn</b>	Rugby Netball	Trampoline	Rugby Netball	Rugby Netball	Rugby Netball Trampoline	Rugby Netball Trampoline
		Football Hockey Badminton	Dance Dance/ Gymnastics	Football Hockey Badminton	Football Hockey Badminton	Football Hockey Badminton	Football Hockey Badminton
	<b>Spring</b>	Table Tennis Handball	Gymnastics	Handball Table Tennis	Table Tennis	Handball	Table Tennis
		Basketball		Fitness	Handball	Fitness	
	<b>Summer</b>	Rounders	Athletics	Rounders	Rounders Athletics	Rounders Athletics	Rounders Athletics
		Cricket/ Tennis	Athletics	Cricket/Tennis	Cricket Athletics	Cricket Athletics	Athletics

Y7	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p style="text-align: center;"><b>Outwitting opponents</b></p> <p style="text-align: center;"><i>Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</i></p> <p style="text-align: center;">(Rugby, netball, hockey, football, basketball, handball and badminton)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion games are generally covered first as they use the most <b>transferrable skills</b> from KS1 and KS2 (throwing, catching, moving). This then allows students’ abilities to be built upon.</li> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> </ul>
Autumn 2	<p style="text-align: center;"><b>Outwitting opponents</b></p> <p style="text-align: center;"><i>Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</i></p> <p style="text-align: center;">(Rugby, netball, hockey, football, basketball, handball and badminton)</p> <p style="text-align: center;"><b>Health and fitness</b></p> <p style="text-align: center;"><i>Students will learn and understand the importance of exercise on the cardio-respiratory system. They will also</i></p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion games are generally covered first as they use the most <b>transferrable skills</b> from KS1 and KS2 (throwing, catching, moving). This then allows students’ abilities to be built upon.</li> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> <li>• Maximum heart rate</li> <li>• Aerobic</li> <li>• Anaerobic</li> </ul>

	<i>understand the different styles of fitness that can be used to target certain areas of fitness/muscle groups.</i>			
Spring 1	<p><b>Aesthetic activities</b></p> <p><i>Students will develop their technique and improve their performance in other competitive sports</i></p> <p>(Gymnastics, trampolining, dance)</p> <p><b>Health and fitness</b></p> <p><i>Students will learn and understand the importance of exercise on the cardio-respiratory system. They will also understand the different styles of fitness that can be used to target certain areas of fitness/muscle groups.</i></p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> <li>• Maximum heart rate</li> <li>• Aerobic</li> <li>• Anaerobic</li> </ul>
Spring 2	<p><b>Net/wall activities</b></p> <p><i>Students will develop their technique and improve their performance in other competitive sports</i></p> <p>(Badminton, table tennis)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>

Summer 1	<p><b>Performing at maximum levels</b></p> <p><i>Students will consider and analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</i></p> <p>(Athletics)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels. <i>Students will also compare their results to national data and school records to gain an understanding of their abilities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>
Summer 2	<p><b>Striking and fielding</b></p> <p><i>Students will develop their technique and improve their performance in other competitive sports</i></p> <p>(Rounders/Tennis/Softball/Cricket)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>

Y8	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p><b>Outwitting opponents</b></p> <p><i>Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games</i></p> <p>(Rugby, netball, hockey, football, basketball, handball and badminton)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion games are generally covered first as they use the most <b>transferrable skills</b> from KS1 and KS2 (throwing, catching, moving). This then allows students’ abilities to be built upon.</li> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> </ul>

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Autumn 2	<p><b>Outwitting opponents</b></p> <p><i>Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games</i></p> <p>(Rugby, netball, hockey, football, basketball, handball and badminton)</p> <p><b>Health and fitness</b></p> <p><i>Students will learn and understand the importance of exercise on the cardio-respiratory system. They will also understand the different styles of fitness that can be used to target certain areas of fitness/muscle groups.</i></p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion games are generally covered first as they use the most <b>transferrable skills</b> from KS1 and KS2 (throwing, catching, moving). This then allows students’ abilities to be built upon.</li> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> <li>• Maximum heart rate</li> <li>• Aerobic</li> <li>• Anaerobic</li> </ul>
Spring 1	<p><b>Aesthetic activities</b></p> <p><i>Students will develop their technique and improve their performance in other competitive sports</i></p> <p>(Gymnastics, trampolining, dance)</p> <p><b>Health and fitness</b></p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> <li>• Maximum heart rate</li> <li>• Aerobic</li> <li>• Anaerobic</li> </ul>

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Spring 2	<p><b>Net/wall activities</b></p> <p><i>Students will develop their technique and improve their performance in other competitive sports</i></p> <p>(Badminton, table tennis)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>
Summer 1	<p><b>Performing at maximum levels</b></p> <p><i>Students will consider and analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</i></p> <p>(Athletics)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels. <i>Students will also compare their results to national data and school records to gain an understanding of their abilities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>
Summer 2	<p><b>Striking and fielding</b></p> <p><i>Students will develop their technique and improve their performance in other competitive sports</i></p> <p>(Rounders/Tennis/Softball/Cricket)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>



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Y9	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p style="text-align: center;"><b>Outwitting opponents</b></p> <p style="text-align: center;"><i>Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games</i></p> <p style="text-align: center;">(Rugby, netball, hockey, football, basketball, handball and badminton)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion games are generally covered first as they use the most <b>transferrable skills</b> from KS1 and KS2 (throwing, catching, moving). This then allows students’ abilities to be built upon.</li> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> </ul>
Autumn 2	<p style="text-align: center;"><b>Outwitting opponents</b></p> <p style="text-align: center;"><i>Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games</i></p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion games are generally covered first as they use the most <b>transferrable skills</b> from KS1 and KS2 (throwing, catching, moving). This</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> <li>• Maximum heart rate</li> </ul>

	<p>(Rugby, netball, hockey, football, basketball, handball and badminton)</p> <p><b>Health and fitness</b></p> <p><i>Students will learn and understand the importance of exercise on the cardio-respiratory system. They will also understand the different styles of fitness that can be used to target certain areas of fitness/muscle groups.</i></p>	<p>demonstrated when following and sharing rules with others.</p> <ul style="list-style-type: none"> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<p>then allows students' abilities to be built upon.</p> <ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic</li> <li>• Anaerobic</li> </ul>
Spring 1	<p><b>Aesthetic activities</b></p> <p><i>Students will develop their technique and improve their performance in other competitive sports</i></p> <p>(Gymnastics, trampolining, dance)</p> <p><b>Alternative sports</b></p> <p><i>Students will gain an appreciation of different/alternative sports that are played in different countries/institutions.</i></p> <p>(Tchoukball, Dodgeball, Ultimate Frisbee, Lacrosse, Goal ball, Blind football, Sitting volleyball)</p> <p><b>Health and fitness</b></p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students' knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> <li>• <b>Engagements</b> – Alternative sports are introduced to students for engagement levels and to promote further participation</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> <li>• Maximum heart rate</li> <li>• Aerobic</li> <li>• Anaerobic</li> </ul>

	<p><i>Students will learn and understand the importance of exercise on the cardio-respiratory system. They will also understand the different styles of fitness that can be used to target certain areas of fitness/muscle groups.</i></p>			
Spring 2	<p><b>Net/wall activities</b></p> <p><i>Students will develop their technique and improve their performance in other competitive sports</i></p> <p>(Badminton, table tennis)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> </ul> <p><b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</p>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>
Summer 1	<p><b>Performing at maximum levels</b></p> <p><i>Students will consider and analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</i></p> <p>(Athletics)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels. <i>Students will also compare their results to national data and school records to gain an understanding of their abilities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>

<p>Summer 2</p>	<p style="text-align: center;"><b>Striking and fielding</b></p> <p style="text-align: center;"><i>Students will develop their technique and improve their performance in other competitive sports</i></p> <p style="text-align: center;">(Rounders/Tennis/Softball/Cricket)</p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> </ul>
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The key stage 3 activities are split into the above categories to ensure students can show a range of skills and competencies across a range of sports. Each year within the key stage the skill levels are increased aiming for mastery of the basic skills and equipping students with the knowledge of complex skills and the circumstances where you use those skills. Within some sports/activities there is rules/guidelines on how much of the full rules are appropriate for the age range, due to safety and the physical development of the players. There are difficulties surrounding more commonly played sports such as Football, Netball and gymnastics because in one class there could be a county level performer and student with no previous knowledge of the sport- lesson differentiation is used to overcome these challenges.

## Sports Science

Y10	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p>All content covered will be in preparation for the <b><i>Reducing the risk of injuries (R041)</i></b> exam:</p> <ul style="list-style-type: none"> <li>• LO1 – Understand different factors which influence the risk of injury</li> <li>• LO2 – Understand how appropriate warm up and cool down routines can help to prevent injury</li> </ul>	<ul style="list-style-type: none"> <li>• <b>End of topic tests</b> (a mixture of multiple choice, short and long (8 mark) answer questions.</li> <li>• <b>Use of past exam questions</b> embedded in each lesson.</li> </ul>	<p>The exam unit is placed here to allow students to gain a secured mark (out of 60) for this unit of the qualification. All units are cumulative. This also allows staff to understand students' capabilities and develop these.</p> <p>All content will be new to students as this is the start of a new course.</p>	<ul style="list-style-type: none"> <li>• Extrinsic and intrinsic</li> <li>• Individual variables</li> <li>• Nutrition</li> <li>• Psychological</li> <li>• Motivation</li> <li>• Aggression</li> <li>• Arousal/anxiety</li> <li>• Posture</li> <li>• Fatigue</li> <li>• Pelvic tilt</li> <li>• Lordosis</li> <li>• Kyphosis</li> <li>• Round shoulder</li> <li>• Scoliosis</li> <li>• Flexibility</li> <li>• Pliability</li> <li>• Mental rehearsal</li> <li>• Mobility</li> <li>• Dynamic movements</li> <li>• Circulation</li> <li>• Lactic acid</li> </ul>

<p><b>Autumn 2</b></p>	<p>All content covered will be in preparation for the <b><i>Reducing the risk of injuries (R041)</i></b> exam:</p> <ul style="list-style-type: none"> <li>• LO3 – Know how to respond to injuries within a sporting context</li> <li>• LO4 – Know how to respond to common medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>End of topic tests</b> (a mixture of multiple choice, short and long (8 mark) answer questions.</li> <li>• <b>Use of past exam questions</b> embedded in each lesson.</li> <li>• <i>Reducing the risk of injuries (R041)</i> exam is the <u>first week in January</u></li> </ul>		<ul style="list-style-type: none"> <li>• Acute and chronic injuries</li> <li>• Trauma</li> <li>• Soft tissue</li> <li>• Overuse</li> <li>• Concussion</li> <li>• Fractures</li> <li>• Abrasions and contusions</li> <li>• Personnel</li> <li>• Asthma</li> <li>• Diabetes</li> <li>• Epilepsy and seizures</li> </ul>
<p><b>Spring 1</b></p>	<p><b><i>Applying principles of training (R042)</i></b></p> <ul style="list-style-type: none"> <li>• LO1 - Know the principles of training in a sporting context</li> <li>• LO2 - Know how training methods target different fitness components</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via coursework: written assignments</li> <li>• Assessment of LO1 and LO2 is cumulative with LO3 and LO4 covered in ‘Spring 2’</li> </ul>	<p>This unit is covered here to equip students with the knowledge and skills needed to confidently and successfully evaluate their own fitness.</p> <p>They will learn about the principles of training and training methods that will target specific areas of fitness.</p>	<ul style="list-style-type: none"> <li>• Principles of training</li> <li>• Progression</li> <li>• Adherence</li> <li>• Repetitions</li> <li>• Specificity</li> <li>• Reversibility/Regression</li> <li>• Moderation and variance</li> <li>• Aerobic and anaerobic exercise</li> <li>• Components of fitness</li> <li>• Agility</li> <li>• Interval</li> <li>• Plyometric</li> <li>• Acceleration</li> </ul>
<p><b>Spring 2</b></p>	<p><b><i>Applying principles of training (R042):</i></b></p> <ul style="list-style-type: none"> <li>• LO3: Be able to conduct fitness tests</li> <li>• LO4: Be able to develop fitness training programme</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via practical lessons where students will undertake different fitness tests and evaluate their results. The class teacher will then write a witness statement after observing the students’ ability to undertake</li> </ul>	<p>Students will have already covered <i>how</i> different methods of training affect different fitness areas; therefore, the practical element to this unit will allow them to test this themselves.</p>	<ul style="list-style-type: none"> <li>• Protocol</li> <li>• Agility</li> <li>• Balance</li> <li>• Endurance</li> <li>• Maximal and sub-maximal</li> <li>• Exhaustion</li> <li>• Interpretation</li> </ul>

<p><b>Summer 1</b></p>	<p>Finalising <b><i>applying principles of training</i></b> (R042):</p> <ul style="list-style-type: none"> <li>• LO4: Be able to develop fitness training programme</li> </ul>	<p>and set up tests properly in a session. Students will also create a written evaluation of their own performance</p> <ul style="list-style-type: none"> <li>• Students will also be assessed through their own fitness programme/training log which they have followed and created themselves.</li> </ul>	<p>Students will also be able to reflect on their own performance and highlight their strengths and areas for improvements.</p> <p>Students will also create a training plan to follow to improve specific areas of fitness. This links to <b>careers</b> such as fitness trainer / personal trainer / gym instructor, who would also need the appropriate skills to create a fitness training programme.</p> <p><u>Links to later learning:</u></p> <ul style="list-style-type: none"> <li>• <b>The body's response to physical activity (R043)</b> – Understanding how the body reacts to certain types of fitness, how to warm-up appropriately before exercise and prevent DOMS.</li> </ul>	<ul style="list-style-type: none"> <li>• Normative data</li> <li>• Validity</li> <li>• Reliability</li> <li>• Realistic</li> <li>• Sustainability</li> <li>• Adaptability</li> </ul>
<p><b>Summer 2</b></p>	<p>Introduction to <b><i>sports nutrition</i></b> (R045) unit:</p> <ul style="list-style-type: none"> <li>• LO1 - Know about the nutrients needed for a healthy, balanced diet</li> <li>• LO2 - Understand the importance of nutrition in sport</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via coursework: written assignments</li> <li>• Assessment of LO1 is cumulative with LO2 covered in 'Autumn 1'</li> </ul>	<p><u>Links to previous learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Reducing the risk of sports injuries (R041)</b> – Nutrition is one of the individual variables which are intrinsic factors that can influence the risk of injury as well as fitness levels, fatigue and posture. There are also links to diet with diabetes (for example).</li> <li>• <b>Applying principles of training (R042)</b> – Nutrition (or lack of) would be a consideration when planning a fitness programme</li> </ul>	<ul style="list-style-type: none"> <li>• Hydrate</li> <li>• Replenish</li> <li>• Recovery</li> <li>• Carbohydrate loading</li> <li>• Dietary supplements</li> <li>• Creatine</li> <li>• Characteristics</li> <li>• Nutrition</li> <li>• Allergies</li> <li>• Intolerances</li> <li>• Carbohydrates</li> <li>• Fats</li> <li>• Protein</li> </ul>

			<p><u>Links to later learning:</u></p> <ul style="list-style-type: none"> <li>• <b>The body's response to physical activity (R043)</b> – The function of body systems and the ability of the body to cope with physical activity would be affected by diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Fibre</li> <li>• Vitamins and minerals</li> <li>• Wholemeal</li> </ul>
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Year 10 unit entry timescale:

- *Reducing the risk of injuries (R041)* – **Exam** – Entries by 21<sup>st</sup> October, examination takes place in early January. Results in March.
- *Applying principles of training (R042)* – **Coursework/Practical** – Entries by 21<sup>st</sup> February, marks inputted by 15<sup>th</sup> May. Results in August.

<b>Y11</b>	<b>Key content</b>	<b>How is it assessed?</b>	<b>Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)</b>	<b>Tier 2/3 vocabulary</b>
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<p><b>Autumn 1</b></p>	<p>Finalising <i>sports nutrition</i> (R045) unit:</p> <ul style="list-style-type: none"> <li>• LO2 – Understand the importance of nutrition in sport</li> <li>• LO3 - Know about the effects of a poor diet on sports performance and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via coursework: with written assignments</li> </ul>	<p><u>Links to previous learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Reducing the risk of sports injuries (R041)</b> – Nutrition is one of the individual variables which are intrinsic factors that can influence the risk of injury as well as fitness levels, fatigue and posture. There are also links to diet with diabetes (for example).</li> <li>• <b>Applying principles of training (R042)</b> – Aerobic and anaerobic exercise links closely with dietary requirements for different activities.</li> </ul> <p><u>Links to later learning:</u></p> <ul style="list-style-type: none"> <li>• <b>The body’s response to physical activity (R043)</b> – Nutrition before, during and after exercise has an effect on the body’s performance. Nutrition (or lack of) would be a consideration when planning a fitness programme</li> </ul>	<ul style="list-style-type: none"> <li>• Malnutrition</li> <li>• Deteriorate</li> <li>• Under eating</li> <li>• Anorexia</li> <li>• Clarify</li> <li>• Realistic</li> <li>• Off-season</li> <li>• Objectively and subjectively</li> </ul>
<p><b>Autumn 2</b></p>	<p>Finalising <i>sports nutrition</i> (R045) unit:</p> <ul style="list-style-type: none"> <li>• LO4 - Be able to develop diet plans for performers</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via coursework: a written assignment and students will create (and then evaluate) a diet plan for an athlete.</li> </ul>	<p><u>Links to previous learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Reducing the risk of sports injuries (R041)</b> – A diet plan would need to take into account the subject’s health and associated risks (links to intrinsic factors)</li> <li>• <b>Applying principles of training (R042)</b> – Underpinning principles</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic goals</li> <li>• Off season</li> <li>• Duration</li> <li>• Suitability</li> <li>• Proportions</li> <li>• Objectively</li> <li>• Subjectively</li> </ul>

			<p>of training could be relevant to the production of a diet plan (e.g., variance).</p> <p><u>Links to later learning:</u></p> <ul style="list-style-type: none"> <li>• <b>The body's response to physical activity (R043)</b> – A diet plan would need to consider the function of body systems and the ability of the body to cope with physical activity.</li> </ul>	
<p><b>Spring 1</b></p>	<p><b>The body's response to physical activity (R043) unit:</b></p> <ul style="list-style-type: none"> <li>• LO1 - Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles</li> <li>• LO2 - Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via coursework: a written assignment and labelling of the main body systems</li> </ul>	<p><u>Links to previous learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Reducing the risk of sports injuries (R041)</b> – Consideration of factors which can influence the risk of injury (health of the musculo-skeletal and cardio-respiratory systems), appropriate warm ups and cool downs and different types of injuries and medical conditions will provide useful knowledge and context for studying body systems in more detail.</li> <li>• <b>Applying principles of training (R042)</b> – The structure and function of body systems are intrinsically linked to fitness components.</li> <li>• <b>Sports nutrition (R055)</b> – Poor diet can affect how the body responds to exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Musculo-skeletal</li> <li>• Function</li> <li>• Cardio-respiratory</li> <li>• Components</li> <li>• Flexion</li> <li>• Extension</li> <li>• Mechanism</li> <li>• Respiration</li> <li>• Prevention</li> <li>• Posture</li> <li>• Osteoporosis</li> </ul>
<p><b>Spring 2</b></p>	<p><b>The body's response to physical activity (R043) unit:</b></p>	<ul style="list-style-type: none"> <li>• Assessment via coursework: a written assignment and practical work with witness statements and log books</li> </ul>	<p><u>Links to previous learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Reducing the risk of sports injuries (R041)</b> – Links to factors which influence injury, warm-ups and cool downs (which produce</li> </ul>	<ul style="list-style-type: none"> <li>• Musculo-skeletal</li> <li>• Cardio-respiratory</li> <li>• Adrenaline</li> <li>• Concentration</li> <li>• Fatigue</li> </ul>

	<ul style="list-style-type: none"> <li>LO3 - Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</li> </ul>		<p>examples of some of the short term effects); understanding these will help identify methods of treatment.</p> <ul style="list-style-type: none"> <li><b>Applying principles of training (R042)</b> – Understanding the short term effects of exercise would be applied in selecting relevant training methods and conducting fitness tests.</li> <li><b>Sports nutrition (R055)</b> – Nutrition before, during and after exercise could be linked to short term effects of exercise. Poor diet can affect how the body responds to exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes</li> <li>Subjective</li> </ul>
<p><b>Summer 1</b></p>	<p><b>The body's response to physical activity (R043) unit:</b></p> <p>LO4 - Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p> <p><b>Amendments and improvements of units being resubmitted to the exam board or exam revision for a resit of R041 (if appropriate).</b></p>	<ul style="list-style-type: none"> <li>Assessment via coursework: a written assignment.</li> </ul>	<p><u>Links to previous learning:</u></p> <ul style="list-style-type: none"> <li><b>Applying principles of training (R042)</b> – Knowledge and understanding gained about fitness testing and developing fitness programmes can be used here. <b>Large links to this unit, as work can be linked together to show improvements in the training plan.</b></li> <li><b>Sports nutrition (R055)</b> - Nutrition before, during and after exercise could be linked to short term effects of exercise. Poor diet can affect how the body responds to exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Musculo-skeletal</li> <li>Cardio-respiratory</li> <li>Recovery</li> <li>Capacity</li> <li>Adaptations</li> <li>Outcomes</li> <li>Subjective</li> <li>Periodically</li> </ul>
<p><b>Summer 2</b></p>				

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Year 11 unit entry timescale:

- *Sports nutrition* (R045) – **Coursework** – Entries by 21<sup>st</sup> October, marks inputted by 10<sup>th</sup> January. Results in March.
- *The body's response to physical activity* (R043) – **Coursework** – Entries by 21<sup>st</sup> February, marks inputted by 15<sup>th</sup> May. Results in August.
- **Any resubmissions of units:** Entries by 21<sup>st</sup> February, marks inputted by 15<sup>th</sup> May. Results in August.

Y10	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p>All content covered will be in preparation for the <b><i>Contemporary issues in sport (R051)</i></b> exam:</p> <ul style="list-style-type: none"> <li>• LO1 – Understand the issues which affect participation in sport</li> <li>• LO2 – Know about the role of sport in promoting values</li> </ul>	<ul style="list-style-type: none"> <li>• <b>End of topic tests</b> (a mixture of multiple choice, short and long (8 mark) answer questions.</li> <li>• <b>Use of past exam questions</b> embedded in each lesson.</li> </ul>	<p>The exam unit is placed here to allow students to gain a secured mark (out of 60) for this unit of the qualification. All units are cumulative. This also allows staff to understand students’ capabilities and develop these.</p>	<ul style="list-style-type: none"> <li>• User groups</li> <li>• Barriers and solutions</li> <li>• Provision, promotion and access</li> <li>• Emerging sports</li> <li>• <b>Values</b> (team spirit, fair play, citizenship, tolerance, respect, inclusion, national pride, excellence)</li> <li>• Initiatives</li> <li>• Sportsmanship, gamesmanship and etiquette</li> <li>• Anti-doping</li> </ul>
Autumn 2	<p>All content covered will be in preparation for the <b><i>Contemporary issues in sport (R051)</i></b> exam:</p> <ul style="list-style-type: none"> <li>• LO3 – Understand the importance of hosting major sporting events</li> <li>• LO4 – Know about the role of national governing bodies in sport</li> </ul>	<ul style="list-style-type: none"> <li>• <b>End of topic tests</b> (a mixture of multiple choice, short and long (8 mark) answer questions.</li> <li>• <b>Use of past exam questions</b> embedded in each lesson.</li> <li>• <i>Contemporary issues in sport (R051)</i> exam is the <u>first week in January</u></li> </ul>	<p>All content will be new to students as this is the start of a new course.</p>	<ul style="list-style-type: none"> <li>• Features of majors sporting events</li> <li>• Legacy</li> <li>• Benefits and drawbacks</li> <li>• Investment</li> <li>• Infrastructure</li> <li>• Status/Shop window effect</li> <li>• National governing bodies</li> <li>• Elite and grass-roots</li> <li>• Policies</li> <li>• Disciplinary procedures</li> </ul>

<p><b>Spring 1</b></p>	<p><b>Sports leadership (R053) unit:</b></p> <ul style="list-style-type: none"> <li>• LO1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</li> <li>• LO2 - Be able to plan sports activity sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via coursework: a written assignment, creation of a session plan and student risk assessment</li> <li>• Assessment of LO1 and LO2 is cumulative with LO3 and LO4 covered in 'Spring 2'</li> </ul>	<p>Sports leadership is covered here to equip students with the knowledge and skills needed to confidently and successfully deliver a sports session.</p> <p>They will learn about the key qualities of a sports leader and know how to plan an effective session.</p> <p>The coursework also looks at different leadership roles, with links to careers including <b>teacher, coach, expedition leader and manager.</b></p> <p><u>Links to later learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Sport and the media (R054)</b> – Learners may associate many of the different qualities, styles, roles and responsibilities of sports leaders with positive/negative role models in sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Roles</li> <li>• Responsibilities</li> <li>• Safeguarding</li> <li>• Enthusiasm</li> <li>• Charisma</li> <li>• Qualities</li> <li>• Reliability and punctuality</li> <li>• Confidence and creativity</li> <li>• Democratic</li> <li>• Autocratic</li> <li>• Laissez-faire</li> <li>• Progression</li> <li>• Pulse-raiser</li> <li>• Objectives</li> <li>• Risk assessment</li> </ul>
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<p><b>Spring 2</b></p>	<p><b>Sports leadership (R053) unit:</b></p> <ul style="list-style-type: none"> <li>• LO3 - Be able to deliver sports activity session</li> <li>• LO4 - Be able to evaluate own performance in delivering a sports activity session</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via practical lessons where students deliver their session to their peers. The class teacher will then write a witness statement after observing the students' leadership session. Students will also create a written evaluation of their own performance</li> </ul>	<p>Students will have already covered <i>how</i> to effectively lead a session and planned their own session. This will be the equipment for the delivery in this half-term.</p> <p>Students will also be able to reflect on their own performance and highlight their strengths and areas for improvements.</p> <p><u>Links to later learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Developing sport skills (R052)</b> – The role of an official is a type of sports leadership and undertaking this role will help learners gain an appreciation of many of the skills involved in sports leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Language</li> <li>• Technical terms</li> <li>• Motivation</li> <li>• Encouragement</li> <li>• Adaptability</li> <li>• Progressive</li> </ul>
<p><b>Summer 1</b></p>	<p>Finalising <b>sports leadership (R053) unit:</b></p> <ul style="list-style-type: none"> <li>• LO3 - Be able to deliver sports activity session</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via practical lessons where students perform in a number of different team and individual activities. Students will also undertake the role of an official in these lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have already covered what makes an <i>effective leader</i>; this will coincide with the role of an official as students will need to have good knowledge of the rules, activity and show</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Tactics</li> <li>• Strategy</li> <li>• Awareness</li> <li>• Contribution to team</li> <li>• Dominate</li> <li>• Presence</li> </ul>

	<ul style="list-style-type: none"> <li>• LO4 - Be able to evaluate own performance in delivering a sports activity session</li> </ul> <p>Introduction to <b>developing sports skills (R052)</b> unit:</p> <ul style="list-style-type: none"> <li>• Be able to use skills, techniques and tactics/strategies/compositional ideas as an <b>individual performer (LO1)</b> and/or as a <b>team performer (LO2)</b> in a sporting activity</li> <li>• LO3 - Be able to <u>officiate</u> in a sporting activity</li> </ul>	<p>The class teacher will then write a witness statement after observing the students' in lessons.</p>	<p>confidence and communication skills whilst officiating. Covering the <b>sports leadership (R053)</b> unit prior to this topic will have developed students' understanding and confidence levels.</p> <ul style="list-style-type: none"> <li>• Officiating roles can be linked to careers in sport, such as <b>refereeing, time keeping, line judges and linesman.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy</li> </ul>
<p><b>Summer 2</b></p>	<p><b>Developing sports skills (R052)</b> unit:</p> <ul style="list-style-type: none"> <li>• Be able to use skills, techniques and tactics/strategies/compositional ideas as an <b>individual performer (LO1)</b> and/or as a <b>team performer (LO2)</b> in a sporting activity</li> <li>• LO3 - Be able to <u>officiate</u> in a sporting activity</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via practical lessons where students perform in a number of different team and individual activities. Students will also undertake the role of an official in these lessons. The class teacher will then write a witness statement after observing the students' in lessons.</li> </ul>		<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Tactics</li> <li>• Strategy</li> <li>• Awareness</li> <li>• Contribution to team</li> <li>• Dominate</li> <li>• Presence</li> <li>• Accuracy</li> </ul>

Year 10 unit entry timescale:

- *Contemporary issues in sport (R051)* – **Exam** – Entries by 21<sup>st</sup> October, examination takes place in early January. Results in March.
- *Sports leadership (R053)* – **Coursework** – Entries by 21<sup>st</sup> February, marks inputted by 15<sup>th</sup> May. Results in August.



Y11	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	Finalising <b><i>developing sports skills (R052)</i></b> unit: <ul style="list-style-type: none"> <li>LO4 - Be able to apply practice methods to support improvement in a sporting activity</li> </ul>	<ul style="list-style-type: none"> <li>Assessment via coursework: a written assignment and log book showing how the students' practical skills have improved over a period of time</li> </ul>	<ul style="list-style-type: none"> <li>The final learning outcome for the <b><i>developing sport skills (R052)</i></b> unit is completed after students have shown their practical abilities in the earlier methods of assessment (LO1 and LO2). They will then build on their capabilities to improve an element of their performance.</li> </ul>	<ul style="list-style-type: none"> <li>Simple and complex skill</li> <li>Open and closed skill</li> <li>Transferrable</li> <li>Whole/part practice</li> <li>Fixed/variable practice</li> <li>Proficiency awards</li> </ul>
Autumn 2	<b><i>Media in sport (R054)</i></b> unit: <ul style="list-style-type: none"> <li>LO1 - Know how sport is covered across the media</li> <li>LO2 - Understand positive effects that the media can have on sport</li> </ul>	<ul style="list-style-type: none"> <li>Assessment via coursework: written assignments with real life examples of sources of media (students' own research required)</li> <li>Assessment of LO1 and LO2 is cumulative with LO3, LO4 and LO5 covered in 'Spring 1' to 'Summer 1'</li> </ul>	This is the final unit in the qualification. Students end with this unit as they will be equipped with the knowledge of all other units to assist in their work.  <u>Links to prior learning:</u> <ul style="list-style-type: none"> <li><b><i>Contemporary issues in sport (R051)</i></b>: Knowing about the coverage of sport in the media has links with the use of promotion to increase participation in sport as well as understanding the popularity of different sports. Media coverage</li> </ul>	<ul style="list-style-type: none"> <li>Terrestrial television</li> <li>Subscription</li> <li>Live streams</li> <li>Exposure</li> <li>Minority sports</li> <li>Promotional opportunities</li> <li>Inspiration</li> <li>Income</li> <li>Media rights</li> </ul>

			<p>can also have a range of positive effects in sport/popularity/participation, the promotion of values and the hosting of major sporting events</p> <ul style="list-style-type: none"> <li>• <b>Developing sport skills</b> (R052): The media introduces people to sports and increases understanding of tactics, skills, techniques and the role of officials.</li> <li>• <b>Sports leadership</b> (R053): The media can promote good sports leaders who are positive role models</li> </ul>	
<p><b>Spring 1</b></p>	<p><b>Media in sport</b> (R054) unit:</p> <ul style="list-style-type: none"> <li>• LO3 - Understand negative effects that the media can have on sport</li> <li>• LO4 - Understand the relationship between sport and the media</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via coursework: written assignments with real life examples (students' own research required)</li> </ul>	<p><u>Links to prior learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Contemporary issues in sport</b> (R051): Media coverage can have a range of negative effects in sport/popularity/participation, the promotion of values and the hosting of major sporting events. Also, sport uses the media to gain more coverage, money and participation.</li> <li>• <b>Developing sport skills</b> (R052): The media shows increased scrutiny on officials and negative behaviours show in in sport by players and spectators.</li> <li>• <b>Sports leadership</b> (R053): Some sports leaders may get a disproportionate amount of media coverage because of their less desirable qualities and styles of leadership. This generates a lot of stories in the media being reported.</li> </ul>	<ul style="list-style-type: none"> <li>• Spectatorship</li> <li>• Dominate</li> <li>• Saturation</li> <li>• Commodity</li> <li>• Revenue</li> <li>• Sponsorship and advertising</li> <li>• Adoption and rejection</li> <li>• Scrutiny</li> </ul>

<p><b>Spring 2</b></p>	<p><b>Media in sport</b> (R054) unit:</p> <ul style="list-style-type: none"> <li>• LO4 - Understand the relationship between sport and the media</li> <li>• LO5 - Be able to evaluate media coverage of sport</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment via coursework: written assignments with real life examples (students' own research required). Students will also compare two newspaper stories to support their work</li> </ul>	<p><u>Links to prior learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Contemporary issues in sport</b> (R051): Sport uses the media to gain more coverage, money and participation. Different media stories are influenced by the popularity and size of the sport and organisation/people involved. The coverage may relevant to ethical issues, a sporting event or the role of a national governing body like The FA.</li> <li>• <b>Sports leadership</b> (R053): Some sports leaders may get a disproportionate amount of media coverage because of their less desirable qualities and styles of leadership. This generates a lot of stories in the media being reported.</li> </ul>	<ul style="list-style-type: none"> <li>• Commodity</li> <li>• Revenue</li> <li>• Sponsorship and advertising</li> <li>• Adoption and rejection</li> <li>• Influence</li> <li>• Potential bias</li> <li>• Tone and language</li> <li>• Notoriety</li> <li>• Scrutiny and criticism</li> <li>• Features</li> <li>• Representation</li> <li>• Extent</li> </ul>
<p><b>Summer 1</b></p>	<p><b>Media in sport</b> (R054) unit:</p> <ul style="list-style-type: none"> <li>• LO5 - Be able to evaluate media coverage of sport</li> </ul> <p><b>Amendments and improvements of units being resubmitted to the exam board or exam revision for a resit of R051 (if appropriate).</b></p>	<ul style="list-style-type: none"> <li>• Assessment via coursework: written assignment and a comparison of two newspaper stories</li> </ul>	<p><u>Links to prior learning:</u></p> <ul style="list-style-type: none"> <li>• <b>Contemporary issues in sport</b> (R051): Different media stories are influenced by the popularity and size of the sport and organisation/people involved. The coverage may relevant to ethical issues, a sporting event or the role of a national governing body like The FA.</li> </ul>	<ul style="list-style-type: none"> <li>• Influence</li> <li>• Potential bias</li> <li>• Tone and language</li> <li>• Notoriety</li> <li>• Criticism</li> <li>• Features</li> <li>• Representation</li> <li>• Extent</li> </ul>

Summer 2				
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Year 11 unit entry timescale:

- *Developing sport skills* (R052) – **Practical/Coursework** – Entries by 21<sup>st</sup> October, marks inputted by 10<sup>th</sup> January. Results in March.
- *Media* (R054) – **Coursework** – Entries by 21<sup>st</sup> February, marks inputted by 15<sup>th</sup> May. Results in August.
- **Any resubmissions of units:** Entries by 21<sup>st</sup> February, marks inputted by 15<sup>th</sup> May. Results in August.