Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	**Football** **Basketball** **Netball** **Gymnastics / dance**		**Badminton / Dance** **Rugby** Basketball Football		Athletics Cricket Rounders Athletics	
Prior knowledge (from previous year/ key stage).	Knowledge gained from PE lessons in KS2 at Primary School – baseline tests are done at the start of year 7 to group students based on sporting ability. This enables every student the opportunity to practice and compete with students of similar ability, enabling every student the chance of success in lessons. KS2 – basic element of fundamental skills: run, hop, skip, jump, catch, throw, kick, balance, rolling					
Key skills	Outwitting opponents Movement / passing / receiving / signaling / spatial awareness / shooting / footwork / ball handling / attack / defence Body Composition / muscular endurance / aerobic endurance / speed / coordination / reaction time / agility Attack / defence / dodge / strength Accuracy / pivot / interception Cardiovascular fitness, muscles, joints, stretching		Outwitting opponents / replicating actions Movement / passing / receiving / spatial awareness / shooting / ball handling / attack / defence / resilience / continuous / travel / balance / tension / extension Body composition / muscular endurance / aerobic endurance / flexibility/ balance / speed/ coordination / strength / agility/ Attack / defence / dodge Accuracy / control / pacing / cardiovascular fitness / heart rate / muscles / joints / stretching / extension / tension / posture / fluency		Perform to maximum levels / outwitting through strike and field games Throwing / catching / batting / bowling / fielding / basic rules / pacing / teamwork / personal best / technique Body composition / muscular endurance / aerobic endurance / flexibility/ balance / speed/ coordination / strength / agility/ power / reaction time Bounding, hip to lip, stride length, pacing, rotation, extension, accuracy, trajectory, run up, hand eye coordination, transfer of weight. Under arm, overarm, body position , grip, stance	
Assessment	BTEC Tech Award broken down to KS3– summative / formative following every activity Head, Heart, Hands – uploaded to sharepoint Knowledge / skills / understanding **Use of Powerful Knowledge document**					
How can you help?	Preparation for BTEC level 2 / 3 Future careers within sport Team work and communication skills Coaching qualifications Progression to outside sports Professional sport Literacy framework for feedback and key words Spelling of muscles and joints					

Reading Pledge	Read a sports Autobiography of someone from your favorite sport. Examples: Leap – Geva Mentor – Netball Unbreakable – Ronnie O'Sullivan - Snooker – Sam Quek - Hockey Read Be Amazing! An inspiring guide to being your own champion by Sir Chris Hoy Run Rebel - Majeet Mann

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	**Football** **Badminton / Dance** **Football** **Netball**		**Rugby** **Building Endurance** **Dance / Gymnastics** **Badminton**		Athletics Cricket Rounders Athletics	
Prior knowledge (from previous year/ key stage).	Recapping and applying techniques and skills developed in year 7 Students should have a basic knowledge and understanding of the techniques and tactics required to compete in the sport. This has been applied in competitive games at the end of schemes of work. Students should be able to accurately replicate techniques in various sports and be able to demonstrate basic technique of different skills.					
Key skills	Outwitting through invasion games / net wall games Possession / creating space / attack / defence / heading / ball control / pass and receive (movement) bounce pass / interception / shooting / tactics / body position / rules / serve / clear / drop / scoring		Outwitting through invasion games / net wall games / improving fitness / teamwork / replicating actions Possession / pass and move / Possession / creating space / attack / defence / heading / ball control / pass and receive (movement) bounce pass / interception / shooting / tactics / body position / rules / serve / clear / drop / scoring / understanding a variety of methods of training / body tension / balance / taking own body weight		*Outwitting through strike field games / performing to maximum levels /* Throwing, catching, , fielding one hand pick up, retrieval , bowling accuracy, batting tactics, basic rules, running, jumping, throwing, pacing, run up, trajectory,	
Assessment	BTEC Tech Award broken down to KS3– summative / formative following every activity Head, Heart, Hands – uploaded to sharepoint Knowledge / skills / understanding **Use of Powerful Knowledge document**					
How can you help?	Preparation for BTEC level 2 / 3 Future careers within sport Team work and communication skills Coaching qualifications Progression to outside sports Professional sport Literacy framework for feedback and key words Spelling of muscles and joints					

Reading Pledge	A Woman's Game: The Rise, Fall and Rise Again of Women's Football by Suzy Wrack (2022) You Are A Champion: How To Be The Best You Can Be Marcus Rashford Good for A Girl – A Women Running in A Mans World – Lauren Fleshman

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	**Basketball** **Fitness** **Netball** **Basketball** **Badminton / Dance**		**Fitness** **Basketball** **Badminton / Dance** **Basketball** **Netball**		Athletics Cricket Rounders Athletics	
Prior knowledge (from previous year/ key stage).	To Implement skills and techniques taught through KS3. To take ownership of own learning in lessons. Show leadership. Analyse strength and weaknesses. To lead small sided games and to officiate different sports.					
Key skills	Tactics / leadership / communication / signaling / scoring / outwitting / defence / disguise / strategies / offloading ball / shot sequence / return of shot / using mostly accurate specialist terminology / analyse and evaluate a performance / safely apply a range of appropriate techniques, strategies demonstrating a capable and controlled performance		Tactics / leadership / communication / signaling / scoring / outwitting / defence / disguise / strategies / offloading ball / shot sequence / return of shot		Tactics / leadership / communication / signaling / umpiring / scoring / disguise / strategies / extension / flexion / targeted muscles / sport specific exercises / maximal exertion.	
Assessment	BTEC Tech Award broken down to KS3– summative / formative following every activity Head, Heart, Hands – uploaded to sharepoint Knowledge / skills / understanding **Use of Powerful Knowledge document**					
How can you help?	Preparation for BTEC level 2 / 3 Future careers within sport Team work and communication skills Coaching qualifications Progression to outside sports Professional sport Literacy framework for feedback and key words Spelling of muscles and joints					
Reading Pledge	The Champion's Mind: How Great Athletes Think, Train, and Thrive - Jim Afremow The Talent Code – Daniel Coyle Bounce – Matthew Syed Podcasts – search for podcasts from your favorite sport					

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Objective	Component 1 **LOA1 / LOA2 / LOA3 /LOA4**	Component 1 **LOAB1 / LOAB2 / LOAB3** / LOAC1 / LOAC2 / LOAC3	Component 1	Component 2	Component 2	Component 2
Curriculum Content	**Types and provision of sport and physical activity for different types of participant** Types of activities: *Team sports* *Individual sports* *Physical activities* *Outdoor activities* National Governing Bodies Provision of sport – public / private / voluntary sector Characteristics of the sectors Benefits of taking part in sport Barriers to participation in sport	**Types and provision of sport and physical activity for different types of participants: Participants and their needs / Types of sports clothing and equipment / technology** **–**Types of participant Participants with disabilities / long term health conditions Physical activity needs – physical / mental / social Barriers to participation – cost / access / time / personal barriers / cultural barriers Clothing / Footwear / Sport-specific equipment / protection and safety equipment / facilities / officiating equipment /	**Planning a warm-up Adapting and delivering a warm-up for different participants and activities** Types of activities in a pulse raiser Responses of the cardio respiratory system Types of activities in the mobilizing activity Types of activities in the stretching activity ADAPTING A WU Vary to suit participant / activity DELIVERY OF A WU - Organization and demonstration - Supporting participants	**Taking part and improving others participants sporting performance** How different components of fitness are used in different physical activities – Aerobic endurance / muscular endurance / strength / speed / flexibility / body composition Power / Agility Reaction Time / Balance / Co-ordination Covered for exam C3	**Taking part and improving others participants sporting performance** Be able to participate in sport and understand the roles and responsibilities of the officials. Ways to improve sporting techniques - Key officials and their roles – referee / umpire (assistants) / scorers / judges / timekeepers / video review officials - Responsibilities – appearance / equipment / fitness levels / communication / control of players / health and safety Rules and regulations in sport	**Taking part and improving others participants sporting performance** Drills to improve sports performance Planning / conditioned practices / demonstration / teaching points Supporting participants when taking part in practical drills
Prior knowledge (from previous year/ key stage)	Own participation in sport	Commonwealth / Olympic games understanding Participation in the local area	Knowledge of equipment in sport	Knowledge of pulse raiser and stretches from KS3 Key muscle groups	Knowledge of pulse raiser and stretches from KS3	Knowledge of pulse raiser and stretches and lessons from KS3
Assessment objectives (specific skills	• In line with the PSA • Students are to use knowledge taught and apply to a given scenario.					

and knowledge students are expected to demonstrate)	• Answer questions to write an essay about the benefits of exercise, provisions available, barriers to participation and how to overcome these barriers. • Demonstrate practical skills in isolation and competitive situations					
Key skills	Retrieval of information Essay writing Comparisons		Research Health and safety	Practical skills Leadership Communication		Practical skills Demonstration of skills
Assessment	• Do Now activities • Q/A • Sample assessment activities • Practical application of components of fitness to different activities • Practical moderation PSA windows January and June series					
How can you help? **Reading and writing**	Extra reading of articles from local teams/famous sports men and women	→		• Current literacy ➢ Definitions ➢ Keywords Scientific knowledge Coaching points, rules, scoring system. How to officiate- more technical rules.		
Links to future learning	• Mind mapping • How to approach coursework questions • Delivery of presentations Links to spag for higher marks.	→		Practical sport unit - KS5 • Performance analysis • Developing skills for wider curriculum- extracurricular. • CW skills from an assignment brief		
Reading Pledge	All to Play for – Matt Rogan Exercised – Daniel Libberman	Sport Participation – Anthony Farelli		Physical Fitness – Demdeo Durge		

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.						
Learning Outcome	**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**	**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**	**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**	**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**		
Curriculum Content	A - Explore the importance of fitness for sports performance ● Types of sports requiring specific components of fitness: o aerobic endurance – events/sports lasting more 30 minutes o muscular endurance – events/sports lasting more 30 minutes o muscular strength – activities requiring force, e.g. throwing events o speed – activities requiring fast movement, e.g. sprinting o flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts o body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters o power – activities requiring explosive movement	B1 Importance of fitness testing and requirements for administration of each fitness test Learners will be able to understand the purpose of fitness testing, know how to administer and select fitness tests for different types of sports and participants and interpret the fitness test results. ● Reasons for fitness testing: o gives baseline data for monitoring/improving performance o can design training programmes based on test results o determine if training programmes are working o results can give a performer something to aim for o provide goal setting aims. ● Pre-test procedures: o calibration of equipment o complete informed consent o	C Investigate different fitness training methods Learners should know about different types of training method to develop different components of fitness. C1 Requirements for each of the following fitness training methods Learners should know how to carry out fitness training safely and effectively as part of a training programme. ● Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise. Cool down after taking part in the fitness training method – gradually lower pulse and breathing rate to	D Investigate fitness programming to improve fitness and sports performance D1 Personal information to aid fitness training programme design ● Aims – details of what they would like to achieve for the selected sport. ● Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training. ● Lifestyle and physical activity history. ● Attitudes, the mind and personal motivation for training. D2 Fitness programme design ● Use personal information to aid training programme design. ● Selection of appropriate training method/activity for		

	e.g. gymnastics, basketball o agility – activities requiring quick changes of direction, e.g. dodging the opposition in a team game, freestyle skiing o reaction time – any activity where a quick decision or response to a stimulus is needed o balance – an activity requiring the control of the distribution of weight or to remain upright and steady o coordination – any activity requiring the movement of two or more body parts and can include the use of sporting equipment, e.g. hand, eyes and tennis racquet to connect with the tennis ball. A2 Fitness training principles Learners need to be able to understand the principles of training and how they can be applied to training programmes. ● The basic principles of training frequency, intensity, time, and type (FITT): o frequency – the number of training	complete Physical Activity Readiness Questionnaire (PAR-Q) o participant pre fitness test check e.g. prior exercise participation ● Knowledge of published standard test methods and equipment. ● Accurate measurement and recording of test results. ● Basic processing of test results for interpretation (using published data tables). ● Ability to safely select appropriate test(s) for given purposes, situations and/or participants. ● Reliability of test: o consistency of results o factors affecting reliability: – calibration of equipment – motivation of the participant – conditions of the testing environment (inside versus outside conditions) – experience of the person administering the test – compliance with standardised test procedure. ● Validity of results. ● Practicality: o cost o time taken to perform the test o time	resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length. ● Linking each fitness training method to the associated component of fitness. ● Application of the basic (FITT) and additional principles of training to each fitness training method. ● Application of appropriate training intensities to fitness training methods. C2 Fitness training methods for physical components of fitness Learners should be able to suggest and justify appropriate physical fitness training methods that could be used for specific sports participants for different ages and different sporting abilities. ● Aerobic endurance: o continuous training – steady pace and moderate intensity for a minimum period of 30 minutes o Fartlek training – the intensity of training is varied by running at different	improving/maintaining the selected components of physical and/or skill-related fitness. ● Application of the FITT principles and additional principles of training. D3 Motivational techniques for fitness programming ● Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour. ● Types of motivation: o intrinsic o extrinsic. ● Principles of setting goals to increase and direct motivation. ● Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): o short-term goals (set over a short period of time, between one day and one month) o long-term goals (what they want to achieve in the long term, and the best way of doing this). ● Influence of goal setting on motivation: o provide direction for behaviour o maintain		

	sessions completed over a period of time, usually per week o intensity – how hard an individual will train o time – how long an individual will train for o type – how an individual will train by selecting a training method to improve a specific component of fitness. ● Additional principles of training: o progressive overload – in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance o specificity – training should meet the needs of the sport, or physical/skill-related fitness goals to be developed o individual differences – training should meet the needs of an individual o adaptation – changes to the body due to increased training loads o reversibility – if training stops, or the intensity of training is lowered, fitness gains from training are lost o variation – altering types of training to	taken to set up the test o time taken to analyse data o number of participants that can take part in the test at any time. B2 Fitness test methods for components of physical fitness Learners should know which fitness tests are appropriate to test for each component of physical fitness. Learners should also understand the practicality and validity of these tests for each component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results. ● Aerobic endurance: o multi-stage fitness test, also known as the bleep test (20 metre distance) o Yo-Yo test o Harvard step test o 12-minute Cooper run or swim. ● Muscular endurance: o one-minute press-up o one-minute sit-up o timed plank test. ● Flexibility: o sit and reach test o calf muscle flexibility test o shoulder flexibility test. ● Speed: o 30 metre	speeds and/or over different terrain o interval training – work period followed by a rest or recovery period o for aerobic endurance decrease the number/length of rest periods and decrease work intensity (compared to speed training) o circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance. ● Flexibility: o static active – the performer applies internal force to stretch and lengthen the muscle o static passive – requires the help of another person or an object, e.g. a wall to apply external force causing the muscle to stretch o Proprioceptive Neuromuscular Facilitation (PNF) technique – the technique involves the use of a partner or immovable object, isometric muscle contractions to inhibit the stretch reflex. ●	focus on the task in hand. ● Benefits of motivation on the sports performer: o increase participation o maintain training and intensity o increased fitness o improved performance		

	avoid boredom and maintain motivation to train o rest and recovery – to allow the body to recover and adapt. A3 Exercise intensity and how it can be determined Learners will understand exercise intensity and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary. ● Intensity: o measure heart rate (HR) o HR intensity to fitness training methods. ● Target zones and training thresholds: o calculate training zones o apply HR max to training o aerobic training zone o anaerobic training zone. ● The Borg (6–20) Rating of Perceived Exertion (RPE) Scale o RPE x 10 = Heart Rate (HR). ● The relationship between RPE and heart rate where: RPE x 10 = HR (bpm). ● Calculate 1RM for strength and 15RM for muscular endurance.	sprint test o 30 metre flying sprint. ● Muscular strength: o grip dynamometer o 1 Rep Max Body composition: o Body Mass Index (BMI) o Bioelectrical Impedance Analysis (BIA) o waist to hip ratio. B3 Fitness test methods for components of skill-related fitness Learners should know which fitness tests are appropriate to test for each component of skill-related fitness. Learners should also understand the practicality and validity of these tests for each component of skill-related fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results. ● Agility: o Illinois agility run test o T Test. ● Balance: o stork stand test o Y balance test. ● Coordination: o Alternate-Hand Wall-Toss test o stick flip coordination test. ● Power: o vertical jump test o standing long/broad jump o	Muscular endurance: o free weights and fixed resistance machines – high repetitions and low loads o circuit training – using body resistance exercises or weights with low loads and high repetitions. ● Muscular strength training: o free weights and fixed resistance machines – high loads and low repetitions. ● Speed: o acceleration sprints – pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximal sprint o interval training – work period followed by a rest or recovery period. For speed short, high intensity work periods, increasing the number of rest periods and increasing work intensity (compared to aerobic endurance training) o resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands. C3 Fitness training			

	● Technology to measure exercise intensity: o heart rate monitors o smart watches o apps	Margaria-Kalamen power test. ● Reaction time: o ruler drop test o Online reaction time test (reaction test timer). B4 Interpretation of fitness test results Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results. ● Comparison to normative published data. ● Analyse and evaluate test results. ● Recommendations for improvements to fitness performer based on test results.	methods for skill-related components of fitness Learners should be able to suggest and justify appropriate skill-related fitness training methods that could be used for specific sports participants that are different ages and different sporting abilities ● Agility: o Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills. ● Power: o plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping. ● Balance: o use of specific training exercises that require balancing on a reduced size base of support. ● Coordination: o use of specific training exercises using two or more body parts together. ● Reaction time: o use of specific training exercises to practise quick responses to an external stimulus. C4 Additional requirements for			

			each of the fitness training methods ● Advantages and disadvantages – to include number of people that can take part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport. C5 Provision for taking part in fitness training methods Learners should know about the providers of fitness training and how their provision varies in relation to types of equipment available, cost, other support available and access. ● Public provision – advantages and disadvantages. ● Private provision – advantages and disadvantages. ● Voluntary provision – advantages and disadvantages. C6			

			The effects of long-term fitness training on the body systems Learners should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness. ● Aerobic endurance training: o adaptations to the cardiovascular and respiratory systems o cardiac hypertrophy o decreased resting heart rate o increased strength of respiratory muscles o capillarisation around alveoli. ● Flexibility training: o adaptations to the muscular and skeletal systems o increased range of movement permitted at a joint o increased flexibility of ligament and tendons o increased muscle length. ● Muscular endurance training: o adaptations to the muscular system o capillarisation around muscle tissues increased muscle tone. ● Muscular strength and power			

			training: o adaptations to the muscular and skeletal systems o muscle hypertrophy o increased tendon and ligament strength o increased bone density. ● Speed training: o adaptations to the muscular system o increased tolerance to lactic acid			
Reading Pledge	Physical Fitness – Demdeo Durge	Physical Fitness – Demdeo Durge Physical Education - Hans Van Der Mars	Physical Education - Hans Van Der Mars	Practical Fitness Testing – Marc Coulson		
Prior knowledge (from previous year/ key stage)	Use of our Powerful Knowledge Document used in KS3 core PE – uploaded into the files on SharePoint Year 7 **Benefits of sport and physical activity** - Physical - Social - Emotional **Importance of warm ups and cool downs** - Increase HR - Increase BR - Increase muscle temperature - Increase blood flow **Stretching** - Hamstrings - Quadriceps - Gastrocnemius (calf) - Triceps Deltoid Year 8 **Components of Fitness – identification and linking these to different sports.** - Body Composition - Aerobic Endurance - Muscular Endurance					

	- Flexibility - Speed - Strength - Power - Coordination - Reaction Time - Agility - Balance **Methods of Training – link with components of fitness.** - Fartlek - Continuous - Circuit Interval Year 9 **Fitness Testing – why and how?** - MSFT - Sit and Reach - Vertical Jump - Illinois Agility - 1 rep max - 12 min cooper run - 30m sprint **Barrier affecting participation / Provision** - Cost - Access - Personal - Cultural - Public Sector - Private Sector - Voluntary Sector **Students will complete a 6-week PEP during their building endurance unit of work**
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks. - Components of fitness - Methods of training - Fitness testing - Provisions - Exercise intensity

Key skills	**Assess** Give careful consideration to all the factors or events that apply and identify which are the most important or relevant, leading to supported judgements. **Complete** table (X) by stating Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point. **Describe** Present two (or more) linked descriptive points on characteristics, features, uses or processes. Do not need to include a justification or reason. **Draw** Match each item to the correct answer from a choice of five options. **Evaluate** Consider various aspects of a subject's qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgement supported by evidence which will often be in the form of a conclusion. **Explain** Present an explanation that requires a justification/exemplification of the identified reason, way, benefit or importance etc. **Give** Provide an example or response, i.e. of a feature, characteristic or use of. **Identify** Select the correct answer from the given context. **State**/name Recall from memory facts, terms, processes, etc. or provide the correct answer to the given context. Which Select one correct answer from a choice of four options provided.				
Assessment	Past papers Exam questions Do Now I do, we do, you do AFL tests	Past papers Exam questions Do Now I do, we do, you do AFL tests	Past papers Exam questions Do Now I do, we do, you do AFL tests		
How can you help?	Extra reading Use of professional athletes case studies Past papers Use of BTEC spec – highlight key words for revision Microsoft TEAMS group for revision packs				