



Subject Intent Statement

“Through the PE Curriculum we aim to develop all students to have the practical ability, self-confidence and communication skills to be able to perform the role of a ‘Sports Captain’. This can be summarised by the following”:

Physical Learning + Social Learning + Cognitive Learning = ‘Sports Captain’.

1. **Physical learning:** Experience and demonstrate joy whilst developing the physical movement skills and techniques needed to be able to perform in a wide range of sports and activities.
2. **Social Learning:** Develop individuals who are confident enough to “have a go” both inside and outside of school. Develop the qualities of communication, empathy, support and encouragement.
3. **Cognitive Learning:** Develop individuals’ knowledge about the effects of and benefits of regular participation on physical and mental health and wellbeing. Understand how to give feedback to others and respond effectively to feedback received from others.

“We expect our students to represent themselves and their school with Pride. We believe that our students should show respect to peers, team mates, teaching staff and officials they encounter in our department. When they leave, students will have strived to achieve success and developed the skills and knowledge needed for a healthy and successful future”.

Key Concepts

Key Language/Terminology

Key Stage 3	Key Stage 4	Key Stage 5	Key Stage 3	Key Stage 4	Key Stage 5
CORE: <ul style="list-style-type: none">• Develop fundamental movements skills and knowledge• Understand how to apply skills, knowledge, techniques and tactics.• Understand how implement effective leadership	CORE: <ul style="list-style-type: none">• Develop positive participation habits.• Develop confidence in being responsible for activity habits. L2 OPTION: Cam Nat Sport Studies R185 – Participation and leadership in Sport. <ul style="list-style-type: none">- Effective performance- Effective planning- Effective leading- Personal reflection R187 – Developing knowledge of provision, participation and benefits of Outdoor Activities. <ul style="list-style-type: none">- What are OAA’ where can we participate in them?- Plan and participate in an OAA- Evaluate the benefits of participation R184 – The contemporary issues around sport and physical activity.	CTEC Sport: Unit 1 – How the body supports participation in sport and the adaptations that occur. Unit 2 – How to ensure effective leadership in Sport and Physical Activity. Unit 3 – How sport is managed in the UK. Unit 8 – How to effectively plan and deliver a sports event. Unit 19 – How Psychology impacts participation and performance in sport.	<ul style="list-style-type: none">• Technique• Possession• Tactic• Defensive• Offensive• Space• Constrict• Practice• Consistent• Role• Position• Pitch / Court• Sport specific positions• Try• Goal• Conversion• Penalty• Free-kick• Dribble• Sport specific techniques.• Wellbeing• Mental Health• Social Health• Fitness• Specificity	<ul style="list-style-type: none">• Problem Solving• Communication• Decision Making• Paddle• Belay• Karabiner• Anchor Point• Harness• Buoyancy Aid• Hazard• Ratio• Control Method• Positive• Negative• Foot Hold• Hand Hold• Grading• Abseil• SMART Target• Warm-up• Cool Down• Demonstration• Democratic Leadership• Autocratic Leadership• Laissez-Faire Leadership	<ul style="list-style-type: none">• Intrinsic Motivation• Extrinsic Motivation• Achievement Motivation Theory• SMARTER Goals• Locus of Causality• Internal Stable• External Unstable• External Stable• Internal Unstable• Attribution Retraining• Eustress• Distress• State Anxiety• Trait Anxiety• Arousal• Progressive Muscular Relaxation• Cue-Utilisation• Cohesion• Psychosomatic• International Governing Bodies• Anti-discrimination• Obesity• Foundation Stage• Participation Stage• Performance Stage

	<ul style="list-style-type: none">- How is sport affected by aspects in the UK?- How does sport influence people in the UK?- The wider benefits and limitations of performance in Sport.		<ul style="list-style-type: none">• Circuit Training• HIIT• Continuous• Fartlek• Repetition (Rep)• Set	<ul style="list-style-type: none">• Contingency• Communication (Verbal / Non-verbal)• Facilities• Equipment• Skill• Progression• Organisation	<ul style="list-style-type: none">• Excellence Stage• Target Group• Ethnicity• Adolescents• Benchmarks• Accountability	
Year 7	Curriculum Coherence					
	Develop fundamental movements skills and knowledge					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Movement Competence	<ul style="list-style-type: none">• Understanding the capabilities of the body in terms of physical movement.	<ul style="list-style-type: none">• Different methods of travel.• Importance of control and accuracy of movements.• Understand Gymnastics assessment criteria.	<ul style="list-style-type: none">• Demonstrate gymnastics travel techniques• Create a paired/small group routine.	<ul style="list-style-type: none">• Flexibility• Balance• Agility• Choreography• Motif• Communication• Decision Making• Tension• Extension• Control• Accuracy• Fluency• Aesthetic Appreciation• Tariff	<ul style="list-style-type: none">• Teacher Observation and feedback.• Q/A.• Self-Assessment.• Peer Assessment.	Teams Quiz Links to significant Gymnastics performances (First perfect 10)
Developing Confidence	<ul style="list-style-type: none">• Understand how developing confidence can lead to increased performance in activities.	<ul style="list-style-type: none">• Understand the basic rule and strokes of net/wall games.	<ul style="list-style-type: none">• Demonstrate increasing accuracy and fluence of strokes.	<ul style="list-style-type: none">• Serve• Backhand• Forehand• Fault• Outwit• Disguise• Scoring System• Point winning• Smash• Feint• Target	<ul style="list-style-type: none">• Teacher Observation and feedback.• Q/A.• Self-Assessment.• Peer Assessment.	Rules Teams Quiz
Health & Wellbeing	<ul style="list-style-type: none">• The impact of sport and exercise on the body.	<ul style="list-style-type: none">• The different components of fitness and how test them• The different types of fitness training styles.	<ul style="list-style-type: none">• Perform tests on different areas of fitness• Complete different types of fitness training.	<ul style="list-style-type: none">• Wellbeing• Mental Health• Social Health• Fitness• Specificity• Circuit Training• HIIT• Continuous• Fartlek• Repetition (Rep)	<ul style="list-style-type: none">• Teacher Observation and feedback.• Q/A.• Self-Assessment.• Peer Assessment.	Fitness / Types of Training Teams Quiz

				<ul style="list-style-type: none">Set		
Motivation	<ul style="list-style-type: none">Understand how motivation can impact participation in sport and exercise.	<ul style="list-style-type: none">The rules and techniques for running, throwing and jumping events.	<ul style="list-style-type: none">Demonstrate legal throwing technique in Javelin and ShotputDemonstrate legal jumping technique in High Jump, Long Jump and Triple JumpDemonstrate effective Running technique in sprint, middle- and long-distance events.	<ul style="list-style-type: none">ExplosiveMomentumEfficiencyPacingDominantReaction TimeKick-FinishCo-ordinationThrowing LineTake-off ZoneWorld Record	<ul style="list-style-type: none">Teacher Observation and feedback.Q/A.Self-Assessment.Peer Assessment.	Event / Rules / Equipment / World Record Teams Quiz
Oracy & Communication	<ul style="list-style-type: none">Understand how effective communication (Oracy) can support and improve performance.	<ul style="list-style-type: none">How to communicate effectivelyFundamental batting techniquesFundamental fielding techniquesBasic rules for Striking and Fielding Games	<ul style="list-style-type: none">Demonstrate effective fielding skillsDemonstrate effective batting skillsDemonstrate appreciation of how to communicate to support team performance.	<ul style="list-style-type: none">BowlerBasePostWicketNo-ballOverarmUnderarmBacking UpDisguiseStance	<ul style="list-style-type: none">Teacher Observation and feedback.Q/A.Self-Assessment.Peer Assessment.	Rules / Positions / Tactics Teams Quiz
Games Activities / Rules / Regulations / Tactics	<ul style="list-style-type: none">Understand the link between skills and techniquesUnderstand the link between rules and tactics	<ul style="list-style-type: none">How skills form the basis of techniquesHow rules influence approaches to playHow effective team-work is vital for success	<ul style="list-style-type: none">Develop fundamental games-based skills:<ul style="list-style-type: none">Moving with the ballPassing / PossessionShootingTackling / Defending	<ul style="list-style-type: none">TechniquePossessionTacticDefensiveOffensiveSpaceConstrictPracticeConsistentRolePositionPitch / Court	<ul style="list-style-type: none">Teacher Observation and feedback.Q/A.Self-Assessment.Peer Assessment.	Rules / Positions / Tactics Teams Quiz
Year 8	Curriculum Coherence					
	Applying skills, knowledge, techniques and tactics.					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Problem Solving	<ul style="list-style-type: none">Understand the process behind problem solving.See the value in trial and error learning.	<ul style="list-style-type: none">How maps can be used to orientate.Symbols in basic orienteering maps.	<ul style="list-style-type: none">Complete basic orienteering courses.Orientate effectively using maps and visible landmarks	<ul style="list-style-type: none">LandmarkOrientateRouteHazardControl Point	<ul style="list-style-type: none">Teacher Observation and feedback.Q/A.Self-Assessment.Peer Assessment.	Rules & Symbols Teams Quiz

		<ul style="list-style-type: none"> How to evaluate potential responses to problems / tasks. 	<ul style="list-style-type: none"> Communicate and work effectively as part of a small team. 	<ul style="list-style-type: none"> Checkpoint Feature Trial & Error Solution Success Criteria Approach 		
Resilience	<ul style="list-style-type: none"> Understand that determination and resilience form the basis for improvement in participation. Understand how to apply learned skills to maximise performance success. 	<ul style="list-style-type: none"> Know how to prepare courts and individuals for participation. Know the rules and be able to apply in competitive situations. 	<ul style="list-style-type: none"> Apply tactical thinking to application of shots and skills in games. Demonstrate resilience and determination to improve performance. 	<ul style="list-style-type: none"> Competence Competitive Drive Shot Clear Shot Smash Long Serve Short Serve Flick Serve Diagonal Baseline Service Line Side-line Reaction Time Variation Progression Improvement 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	Rules, shots and tactics Teams Quiz
Health & Wellbeing	<ul style="list-style-type: none"> Understand the difference between health and fitness. Understand the impact on fitness of regular physical training. 	<ul style="list-style-type: none"> How to differentiate between health and fitness. Know how regular exercise affects the heart alongside mental health. How to see fitness as a long-term plan. 	<ul style="list-style-type: none"> Self-evaluate fitness and health based on current participation habits. Demonstrate exercise to improve mental state. 	<ul style="list-style-type: none"> Conditioning Endurance Cardiovascular fitness Muscular Endurance Flexibility Strength Speed Suppleness Plyometrics Explosive Illinois Agility Test Fartlek Training Cross Training Dynamic Stretching Progressive Overload Intensity Frequency 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	Types of training, benefits of exercise Teams Quiz.
Self-Awareness	<ul style="list-style-type: none"> Understand that self-awareness forms the starting point for self-improvement. 	<ul style="list-style-type: none"> Know the difference between counterbalance and counter tension. 	<ul style="list-style-type: none"> Develop physical control, tension and extension. Develop accuracy of replication Demonstrate determination to provide accurate feedback to others and act on feedback provided by others. 	<ul style="list-style-type: none"> Counterbalance Counter Tension Centre of Mass Centre of Gravity Base Balance Equilibrium Trust 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	
Fulfilling Potential	<ul style="list-style-type: none"> Apply the concepts of Motivation and self-evaluation to improve Athletic Performance. 	<ul style="list-style-type: none"> The tactical thinking behind application of Athletics techniques. 	<ul style="list-style-type: none"> Complete progressive tasks looking at making marginal gains in athletic events. 	<ul style="list-style-type: none"> Sprint Momentum Phases Propulsion 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. 	Event rules, World Record, Equipment Teams Quiz.

		<ul style="list-style-type: none"> • Identification of areas to improve overall performance. 	<ul style="list-style-type: none"> • Demonstrate tactical understanding during performance showing motivation to improve performance. 	<ul style="list-style-type: none"> • Transfer • Starting Routine • Lane Discipline • Changeover Box • Baton • Upsweep • Down sweep 	<ul style="list-style-type: none"> • Peer Assessment. 	
Intra-Personal Skills	<ul style="list-style-type: none"> • Know the role of Sport in developing and refining personal values. 	<ul style="list-style-type: none"> • Understanding how positive relationships with peers can benefit fairness and performance levels. 	<ul style="list-style-type: none"> • Accurately apply and enforce rules to demonstrate effective sportsmanship and challenge gamesmanship and cheating where seen. 	<ul style="list-style-type: none"> • Sportsmanship • Gamesmanship • Fair Play • Cheating • Application • Consistency • Fairness • Stumps • Base • Bowler • Fielder • Backstop • Wicket Keeper • Drive Shot • Hook Shot • Defensive Shot • Front Foot • Back Foot • Seam Bowler • Spin Bowler • Pitch • Line • Length • Bounce 	<ul style="list-style-type: none"> • Teacher Observation and feedback. • Q/A. • Self-Assessment. • Peer Assessment. 	Positions, playing area, Rules Teams Quiz.
Games Activities	<ul style="list-style-type: none"> • Know how emotional intelligence is vital to be successful within a team-based activity. 	<ul style="list-style-type: none"> • Understand how mood and emotions influence performance and how regulating emotions is key. 	<ul style="list-style-type: none"> • Demonstrate an ability to work effectively with peers in team situations. • Develop methods to regulate and control mood to ensure effectiveness. 	<ul style="list-style-type: none"> • Technique • Possession • Tactic • Defensive • Offensive • Space • Constrict • Practice • Consistent • Role • Position • Pitch / Court • Sport specific positions • Try • Goal • Conversion • Penalty • Free-kick • Dribble • Sport specific techniques. 	<ul style="list-style-type: none"> • Teacher Observation and feedback. • Q/A. • Self-Assessment. • Peer Assessment. 	Positions, playing area, Rules Teams Quiz.

Year 9	Curriculum Coherence					
	Understanding and implementing effective leadership of others using learned knowledge.					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Understanding Values	<ul style="list-style-type: none"> Understand respect and how this improves experiences in sport. 	<ul style="list-style-type: none"> Understand what respect is and how it can be demonstrated. Understand how etiquette is important for the reputation of sports and performers. 	<ul style="list-style-type: none"> Demonstrate respect whilst playing and officiating. Show determination to do the right thing, even when this is difficult. 	<ul style="list-style-type: none"> Etiquette Respect Tolerance Reputation Courage Officiating Advantage 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	Positions, playing area, Rules Teams Quiz.
Positive Leadership	<ul style="list-style-type: none"> The importance of attitude in approach to tasks. The application of a growth mindset towards seemingly difficult tasks. 	<ul style="list-style-type: none"> What is a growth mindset? How does it differ from a fixed one? How does constructive feedback differ from criticism? 	<ul style="list-style-type: none"> Approach larger task with a stepping stone approach to moving towards attempting and achieving. Reflect positively on tasks suggesting solutions to where improvements could be made. 	<ul style="list-style-type: none"> Growth Mindset Fixed Mindset Constructive Feedback Development 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	Qualities of Leaders Teams Quiz.
Health & Wellbeing	<ul style="list-style-type: none"> How to evaluate which training method is best suited alongside where additional support could be provided 	<ul style="list-style-type: none"> How to plan a specific and targeted fitness session. How to evaluate which method of training is most suited. How fitness links with mindfulness. 	<ul style="list-style-type: none"> Demonstrate planning and participation in a number of training methods. Evaluate existing fitness resources and be able to explain where independent support could be 	<ul style="list-style-type: none"> Evaluation Mindfulness Targeted Heart Rate Monitoring Immediate Long Term Motivation 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	Training Types / Benefits of training / Mindfulness Teams Quiz.
Self-Regulation	<ul style="list-style-type: none"> How self-regulation and self-appraisal can lead to increase in self confidence ad performance. 	<ul style="list-style-type: none"> What is self-regulation? What does self-evaluation and appraisal mean? How can scaffolded resources support improvement? 	<ul style="list-style-type: none"> Show a positive approach to improving performance and confidence through self-regulation. Demonstrate increased fluency, control and confidence with more demanding gymnastics movements. 	<ul style="list-style-type: none"> Appraisal Developmental Vault Through vault Speed vault Straddle Vault Heartbeat Landing Thrust Stick Landing Dynamic Balance Momentum Constructive 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	Parkour principles and movements Teams Quiz.
Redefine Competition	<ul style="list-style-type: none"> Understand how motivation can be classified and applied to participation. 	<ul style="list-style-type: none"> Know how motivation can differ and applied to own participation habits. Understand the tactical approach to competition. 	<ul style="list-style-type: none"> An ability to apply intrinsic motivation to self-improvement. Increased ability and understanding in a range of Athletics Events 	<ul style="list-style-type: none"> Intrinsic Motivation Extrinsic Motivation Factor Prize Determination Resilience 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	Motivation Types, Event rules, World Record, Equipment Teams Quiz.

				<ul style="list-style-type: none"> Co-operation SMART Targets 		
Attitudes and Behaviours	<ul style="list-style-type: none"> Application of attitude towards performance in Striking & Fielding activities. 	<ul style="list-style-type: none"> Understand how commitment is vital for progression. 	<ul style="list-style-type: none"> Show positive commitment when participating in difficult tasks. Commit to being a team member, encouraging and supporting others when they may find tasks difficult. 	<ul style="list-style-type: none"> Sportsmanship Gamesmanship Honesty Cheating Encouragement Enthusiasm Maximise Potential 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	
Effective Teams	<ul style="list-style-type: none"> Develop leadership and support of others through invasion games. 	<ul style="list-style-type: none"> Understand how teaching and supporting others means applying your own knowledge and skills differently. 	<ul style="list-style-type: none"> Apply knowledge to support others to improve invasion game performance. Understand how to take direction from peers to support improvement. 	<ul style="list-style-type: none"> Technique Possession Tactic Defensive Offensive Space Constrict Practice Consistent Role Position Pitch / Court Sport specific positions Try Goal Conversion Penalty Free-kick Dribble Sport specific techniques. 	<ul style="list-style-type: none"> Teacher Observation and feedback. Q/A. Self-Assessment. Peer Assessment. 	
Year 10	Curriculum Coherence					
	Core PE: An opportunity to gain experience and confidence in being self-sufficient and self-motivated to take part in regular physical activity, with the intention of improving & maintaining physical, social and mental health and wellbeing.					
	Option PE: How to be an effective participant in sport, how to identify and implement practices to improve. How to lead effectively other students to a high level.					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
HT1&2: Performance & Leadership in Sport.	-Effective participation as a performer in 2 sports / activities - Application of practice methods to support improvement to support improvement in a sporting activity.	<ul style="list-style-type: none"> The key skills/techniques and tactics of chosen sports The rules and regulations of chosen sports The concept of self-evaluation with an aim towards improvement. 	<ul style="list-style-type: none"> Practical assessments in 2 chosen sports / activities Evaluation of strengths and weaknesses and creation of an action plan to improve. 	<ul style="list-style-type: none"> Skill Strategy Tactics Compositional Ideas Creativity Decision Making Technique Action Plan Drill 	<ul style="list-style-type: none"> R185 TA1 – Assessment as a performer in 2 activities R185 TA2 – Application of practice methods. 	<ul style="list-style-type: none"> Log of performance Research into practice drills.

				<ul style="list-style-type: none"> • Conditioned Game • Adaptations • Progressive • Monitor • Evaluation 		
HT3&4: Performance & Leadership in Sport.	<ul style="list-style-type: none"> - Effective planning and organisation of an activity session. 	<ul style="list-style-type: none"> - The considerations of planning a safe and effective activity session for peers. - The qualities and aspects of effective leadership. 	<ul style="list-style-type: none"> - Creation of a formal session plan for an activity of your choice (from approved list) - Practical leadership of the planned session to a group of others. 	<ul style="list-style-type: none"> • SMART Target • Warm-up • Cool Down • Demonstration • Democratic Leadership • Autocratic Leadership • Laissez-Faire Leadership • Contingency • Communication (Verbal / Non-verbal) • Facilities • Equipment • Skill • Progression • Organisation 	<ul style="list-style-type: none"> • R185 TA3 – Plan of a sports activity session • R185 TA4 – Leading a sports activity session. 	<ul style="list-style-type: none"> • Log of performance • Research into practice drills.
HT5&6: Performance & leadership in Sport Increasing awareness of Outdoor & Adventurous Activities	<ul style="list-style-type: none"> • Reviewing planning and leadership of a sports activity session. • Plan for and participate in an Outdoor & Adventurous Activity. 	<ul style="list-style-type: none"> • Evaluation of positive and negative aspects of planning and leadership. • The considerations of participation in Outdoor Activities • The success criteria for participation in Outdoor Activities 	<ul style="list-style-type: none"> • Creation of evaluation document based on leadership from R185 TA4 • Creation of a session plan and risk assessment for an outdoor activity trip. • Practical performance within 2 approved outdoor activities (Climbing & Canoeing) 	<ul style="list-style-type: none"> • Problem Solving • Communication • Decision Making • Paddle • Belay • Karabiner • Anchor Point • Harness • Buoyancy Aid • Hazard • Ratio • Control Method • Positive • Negative • Foot Hold • Hand Hold • Grading • Abseil 	<ul style="list-style-type: none"> • R185 TA5 – Reviewing performance in planning and leading a sports activity session. • R187 TA3 – Plan for and be able to participate in an outdoor and adventurous activity. 	<ul style="list-style-type: none"> • Log of performance
CORE PE						
Pathway Programme	<ul style="list-style-type: none"> • Independent organisation, preparation and participation in Sport and Physical Activity. 	<ul style="list-style-type: none"> • The organisational requirements of participation (facilities, equipment, team or group selection). • The participation requirements of activities (rules agreement and skills/techniques/tactics needed). • 	<ul style="list-style-type: none"> • Independent / Small group organisation, preparation and participation in a selection of chosen activities and sports. 	<ul style="list-style-type: none"> • Preparation checks • Equipment • Playing Area • Rules • Tactics • Techniques • Officiating • Self-sufficient 	<ul style="list-style-type: none"> • Assessment of ATL. 	n/a

Year 11	Curriculum Coherence					
	Core PE: An opportunity to gain experience and confidence in being self-sufficient and self-motivated to take part in regular physical activity, with the intention of improving & maintaining physical, social and mental health and wellbeing.					
	Option PE: Continued development of how to be an effective participant in sport, how to identify and implement practices to improve. How to lead effectively other students to a high level.					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Increasing awareness of Outdoor & Adventurous Activities	<ul style="list-style-type: none"> Evaluate performance in Outdoor & Adventurous Activities Research the provision for Outdoor & Adventurous Activities locally and wider. Research the clothing, equipment and technology requirements for safe participation in Outdoor & Adventurous Activities. 	<ul style="list-style-type: none"> Considerations for a balanced evaluation of performance in OAA (The Mill Adventure Base Trip). How to research and present findings relating to provision of Outdoor Activities. How to research and present information on the support of participation through clothing, equipment and technology. 	<ul style="list-style-type: none"> Creation of R187 TA4 assignment. Creation of R187 TA1 assignment. Creation of R187 TA2 assignment. 	<ul style="list-style-type: none"> Problem Solving Communication Decision Making Paddle Belay Karabiner Anchor Point Harness Buoyancy Aid Hazard Ratio Control Method Positive Negative Foot Hold Hand Hold Grading Abseil 	<ul style="list-style-type: none"> R187 TA4: Evaluate participation in an outdoor & adventurous activity. R187 TA1: Provision for different types of outdoor & adventurous activities in the UK. R187 TA2: Equipment, clothing and safety aspects of participating in outdoor & adventurous activities. 	<ul style="list-style-type: none"> Independent assignment research.
Contemporary Issues in Sport.	<ul style="list-style-type: none"> The issues which affect participation in sport. The role of sport in promoting values. The implications of hosting a major sporting event for a city or country. The role of National Governing Bodies (NGBs) play in the development of their sport. The use of technology in sport. 	<ul style="list-style-type: none"> Why are certain sports more popular than others? What can prevent / help participation in sport. Why is sporting participation encouraged for people? What do they learn / gain from this? Why do countries and cities bid to host major sports events like the Olympic games? What are National Governing Bodies and what is their role in sport? How does sport utilise technology? What are the pro's and cons? 	<ul style="list-style-type: none"> All content is taught and modelled as to the potential examination through varying levels of question tariffs. Students will apply content to explain relevant examples and be able to apply content to exam scenarios. 	<ul style="list-style-type: none"> Barrier Role Model Provision Spectatorship Media Coverage Social Acceptability Tolerance National Pride Excellence Determination Motto Citizenship Regular & Recurring One-Off Legacy Social Economic Drawback Investment Infrastructure Participation Pyramid 	<ul style="list-style-type: none"> R184 External Exam (Jan/June Window) 	<ul style="list-style-type: none"> Mini Teams Quiz's. Independent revision.

				<ul style="list-style-type: none"> • Limitations • Reputations • Technological Advancements • Technology v Ability 		
CORE PE						
Pathway Programme	Independent organisation, preparation and participation in Sport and Physical Activity.	<ul style="list-style-type: none"> • The organisational requirements of participation (facilities, equipment, team or group selection). <p>The participation requirements of activities (rules agreement and skills/techniques/tactics needed).</p>	Independent / Small group organisation, preparation and participation in a selection of chosen activities and sports.	<ul style="list-style-type: none"> • Preparation checks • Equipment • Playing Area • Rules • Tactics • Techniques • Officiating • Self-sufficient 	Assessment of ATL.	n/a
Sixth 'A'	Curriculum Coherence					
	CTEC Sport: How to use learned leadership skills and knowledge to plan for a series of leadership sessions showing progression towards a specific Target. Develop understanding of the role of the body systems in supporting performance in sport and the short and long terms effects of regular exercise on it.					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Unit 1 – Body Systems	<ul style="list-style-type: none"> • The Skeletal System • The Muscular System • The Cardiovascular System • The Respiratory System • The Energy Systems 	<ul style="list-style-type: none"> • An understanding of how the anatomy and physiology of the body both supports performance in sport and physical activity, and adapts and changes as a result of regular participation, both positively and negatively. 	<ul style="list-style-type: none"> • All content is taught and modelled as to the potential examination through varying levels of question tariffs. • Students will apply content to explain relevant examples and be able to apply content to exam scenarios. 	<ul style="list-style-type: none"> • Axial Skeleton (bones of) • Appendicular Skeleton (bones of) • Synovial Joint • Hyaline Cartilage • Menisci • Flexion • Extension • Medial & lateral rotation • Plantar flexion • Dorsi flexion • Major Muscles • Agonist • Antagonist • Fixator • Isometric • Concentric • Eccentric • Oxidative • Stoke volume • Cardiac output • Arteries • Arterioles • Capillaries • Venules 	<ul style="list-style-type: none"> • Internal set and marked mini unit assessments • External set and marked Unit 1 formal exam (Jan / June) 	<ul style="list-style-type: none"> • Independent study supported tasks. • Independent revision preparation. • Preparation for mini and formal assessments.

				<ul style="list-style-type: none"> • Veins • Pre-capillary sphincter • Epiglottis • Pharynx • Larynx • Trachea • Bronchi • Bronchioles • Inspiration • Expiration • Tidal volume • Alactic system • Lactic acid system • Aerobic • Energy continuum 		
Unit 2 – Sports Coaching & Activity Leadership	<ul style="list-style-type: none"> • The roles and responsibilities of coaches and leaders • The principles of coaching and leading • Methods of improving skills technique and tactics in sport • Planning and delivering sports activity sessions. • Reviewing sports activity sessions. 	<ul style="list-style-type: none"> • An understanding of the roles of a coach. The information and preparation needed to plan effective leadership sessions. Opportunity to deliver planned tasks and then evaluate suggesting strengths and where improvements could be made. 	<ul style="list-style-type: none"> • Completion and application of learned knowledge in assignment and practical based settings. 	<ul style="list-style-type: none"> • Facilitator • Demonstrator • Ethical • Duty of Care • Autocratic • Democratic • Laissez-faire • NACH • NAFF • Introvert • Extrovert • Discriminatory • Gross – Fine Continuum • Open-Closed Continuum • Whole-part-whole • Massed • PARQ • 	<p>LO1: Know the roles and responsibilities of sports coaches and activity leaders (P1, P2, P3).</p> <p>LO2: Understand the principles which underpin coaching & leading (P4, M1)</p> <p>LO3: Be able to use methods to improve skills, techniques and tactics in sport. (P5, M2).</p> <p>LO4: Be able to plan sports and activity sessions. (P6, P7, M3, D1).</p> <p>LO5: Be able to prepare sports and activity environments. (P8).</p> <p>LO6: Be able to deliver sports and activity sessions. (P9, P10, P11, M4, D2).</p> <p>LO7: Be able to review sports and activity sessions. (P12, M5, D2).</p>	<ul style="list-style-type: none"> • Independent study supported tasks. • Preparation for independent leadership sessions. • Self-reflection on led sessions.
Sixth 'B'	Curriculum Coherence					
	CTEC Sport: Understand the value of sport and how it is consistently developing to meet the needs of the UK. Understand the organisational and delivery aspects of running a sports event. Understanding the psychology behind participation and the positive and negative impact of participation on Psychological wellbeing.					
Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning

Unit 3: Sports Organisation & Development	<ul style="list-style-type: none"> Understand the role of a wide range of agencies in supporting and developing sport within the UK. 	<ul style="list-style-type: none"> How sport is organised from Grass routes to elite participation level. Understand sports development aims, methods and evaluation of success Understand how sports are developed. Understand the methods of monitoring and evaluation of success in sports. 	<ul style="list-style-type: none"> All content is taught and modelled as to the potential examination through varying levels of question tariffs. Students will apply content to explain relevant examples and be able to apply content to exam scenarios. 	<ul style="list-style-type: none"> International Governing Bodies Anti-discrimination Obesity Foundation Stage Participation Stage Performance Stage Excellence Stage Target Group Ethnicity Adolescents Benchmarks Accountability 	<ul style="list-style-type: none"> Internal set and marked mini unit assessments External set and marked Unit 3 formal exam (Jan / June) 	<ul style="list-style-type: none"> Independent study supported tasks. Independent revision preparation. Preparation for mini and formal assessments.
Unit 8: Organisation of sports events.	<ul style="list-style-type: none"> Understand and develop the skills to plan, promote, deliver and evaluate a whole school sports event. 	<ul style="list-style-type: none"> The different types of sport events and their purpose. The roles and responsibilities involved in planning and delivering a sports event. Plan and promote a sports event. Deliver a sports event. Review and evaluate the sports event and individual role within in. 	<ul style="list-style-type: none"> Creation of a portfolio of planning evidence and practical delivery and leadership of promotional and sports events tasks. 	<ul style="list-style-type: none"> Tournament Parcipative Promotional Material Feasibility 	<p>LO1: Know the different types of events and their purpose (P1)</p> <p>LO2: Know the roles and responsibilities involved in the planning and delivery of sports events (P2, M1)</p> <p>LO3: Be able to plan and promote a sports event (P3, P4, M2, M3, D1).</p> <p>LO4: Be able to participate in the delivery of a sports event (P5, M4, D2).</p> <p>LO5: Be able to review the planning and delivery of a sports event (P6, P7, M5, D2)</p>	<ul style="list-style-type: none"> Independent study supported tasks.
Unit 19: Sport and Exercise Psychology	<ul style="list-style-type: none"> Understand the role of, and impact of Psychology on sports performance and varying levels of participation. 	<ul style="list-style-type: none"> Understand what Motivation is, and its impact. Understand Attribution Theory and how it can be applied to sport. Understand how sport can be impacted by stress, anxiety and arousal. Understand the basis of team dynamics and how sport can be affected by it. Understand the wider impact of sport and exercise on Mental Health and Wellbeing. 	<ul style="list-style-type: none"> Creation of a portfolio of work that demonstrates understanding and application of key course content. 	<ul style="list-style-type: none"> Intrinsic Motivation Extrinsic Motivation Achievement Motivation Theory SMARTER Goals Locus of Causality Internal Stable External Unstable External Stable Internal Unstable Attribution Retraining Eustress Distress State Anxiety Trait Anxiety Arousal Progressive Muscular Relaxation Cue-Utilisation Cohesion Psychosomatic 	<p>LO1: Know the different factors that affect motivation for sport and exercise (P1, M1)</p> <p>LO2: Understand attribution theory in relation to sport and exercise (P2, M2, D1)</p> <p>LO3: Understand the effects of stress, anxiety and arousal in sport and exercise (P3, P4, M3)</p> <p>LO4: Understand the importance of group dynamics in team sports and group exercise (p5, M4, D2)</p> <p>LO5: Understand the psychological impact of sport and exercise on mental health and wellbeing (P6, P7, M5).</p>	<ul style="list-style-type: none"> Independent study supported tasks. Independent research for examples for tasks.

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