

Subject	OCR Cambridge National Sports Science		Year Group:	10		
Unit/Topic	R181 Applying the principles of training: fitness and how it affects skill performance: Topic Area 1: Components of fitness applied in sport	R181 Applying the principles of training: fitness and how it affects skill performance: Topic Area 2: Principles of training in sport	R181 Applying the principles of training: fitness and how it affects skill performance. Topic Area 3: Organising and planning a fitness training programme	R181 Applying the principles of training: fitness and how it affects skill performance Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme	R181 Applying the principles of training: fitness and how it affects skill performance	R180 Nutrition and Sports Performance. Topic Area 1. Nutrients needed for a healthy, balanced nutrition plan
Skills	Know the definitions of each component of fitness	Understand the SPOR training principle and how it is applied	Design and plan a fitness- based training programme.	Analysis and evaluation of fitness testing data.	Be able to analyse and interpret data and implement strategies for improvement.	Be able to identify the different nutrient group and identify specific food examples from each group.
Knowledge	<p>Relevance of components of fitness to different sports</p> <p>The definition of, and suitable fitness tests used, to measure each component of fitness</p> <p>Fitness component requirements of sports</p> <p>Fitness tests for components of fitness</p>	<p>The definition and application of each principle of training and goal setting</p> <ul style="list-style-type: none"> • SPOR principle • SMART goals <p>Advantages and disadvantages of the structure of each training method</p>	<p>Planning a fitness-based training programme</p> <p>Elements of training programmes</p>	<p>Know how to record and compare results of tests.</p> <p>Understand how to check the effectiveness of a fitness training.</p>	<p>Know how to produce a fitness- based training programme for an identified weakness</p> <p>Understand how to monitor progress during a fitness training programme</p>	<ul style="list-style-type: none"> • Simple carbohydrates – oranges, biscuits • Complex carbohydrates – rice, potatoes • Bad fats – vegetable oil, lard • Good fats – nuts, salmon

Recall/review from previous learning	Knowledge of components of fitness.	COFs and relevance to sporting activity	Knowledge of types of training.	Review previous fitness test results and compare against normative data.	Application of types of training.	Identification of nutrient groups.
Assessment	R181: Formative assessment, extended writing tasks and in class questioning.	R181: Formative assessment, extended writing tasks and in class questioning.	R181: Formative assessment, extended writing tasks and in class questioning.	R181: Formative assessment, extended writing tasks and in class questioning.	R183: Formative assessment, extended writing tasks and in class questioning.	R183: Formative assessment, extended writing tasks and in class questioning.
Cultural Capital, Equality, Diversity Inclusion	Students will learn about how components of fitness can be tested and enhanced to meet the needs of different individuals.	Students will learn about how personalised SMART targets can be set in order to meet individual needs.	Students will be able to apply the FITT principle to adapt training to meet the needs of different age groups/ levels of fitness.	Delivery of a range of different training types which can be selected and adapted to meet individual needs.	Students will monitor fitness levels and adapt training to meet individual needs.	Students will learn about nutritional rules followed by different cultures and religions.
Literacy/Numeracy	Tier 3 Terminology Cardiovascular endurance/ stamina, Muscular endurance, Speed, Strength, Power, Agility, Balance, Flexibility, Coordination, Reaction time. Normative Data Data handling/comparison	Tier 3 Terminology Specificity Progression Overload Reversibility	Tier 3 Terminology Frequency Intensity Time Type	Tier 3 Terminology Continuous training, Fartlek training, Interval training, Circuit training, Plyometrics, Weight/resistance training, HIIT (High Intensity Interval Training).	Tier 3 Terminology Goals, Evaluate, Progress, Review.	Tier 3 Terminology Nutrients, Medical needs, Allergies Food intolerance Immune system

Subject	OCR Cambridge National Sports Science		Year Group:	11		
Unit/Topic	R183 Nutrition and Sports Performance. Applying differing dietary requirements to varying types of sporting activity	R183 Nutrition and Sports Performance Developing a balanced nutrition plan for a selected sporting activity	R180: Reducing the risk of sports injuries and dealing with common medical conditions	R180: Reducing the risk of sports injuries and dealing with common medical conditions	R180: Reducing the risk of sports injuries and dealing with common medical conditions	R180: Reducing the risk of sports injuries and dealing with common medical conditions
Skills	Matching food groups to individual requirements.	Designing and developing diet plans.	Identification of risks and the process of risk assessment.	Design and implement warm up and cool down routines to prepare athletes for exercise.	Identification of signs and symptoms of common medical conditions and sports injuries.	Identification and application of treatment methods for common medical conditions and sports injuries.
Knowledge	Each activity, endurance, short intense and strength based now split into three distinct areas, looking at dietary requirements before, during and after for each activity	Adapt the nutrition plan to suit a chosen sporting activity • Add or remove relevant nutrients • Change timings • Portion sizes • Amount of meal	Different factors which influence the risk and severity of injury	Warm up and cool down routines Different types and causes of sports injuries	Reducing risk, treatment and rehabilitation of sports injuries and medical conditions	Causes, symptoms and treatment of medical conditions
Recall/review from previous learning	Identify the role of each component of a balanced diet and apply them to meet the needs of various different athletes.	Apply knowledge of nutrient groups to develop a diet plan.	Identification of the factors that influence the risk injury in different sports.	Identification of the different parts of a warm up and cool down.	Students will be able to recall the signs and symptoms of common medical conditions and sports injuries.	Students will be able to recall and application treatment steps for common medical conditions and sports injuries.
Assessment	R183: Formative assessment, extended writing tasks and in class questioning.	R183: Formative assessment, extended writing tasks and in class questioning.	R180: Examination	R180: Examination	R180: Examination	R180: Examination

Cultural Capital, Equality, Diversity Inclusion	Students will look at the dietary needs and requirements of a number of individuals.	Diet plan can be adapted to meet food preferences, dietary requirements or cultural beliefs.	Students will learn how to identify dangers within sporting situations and apply strategies to reduce risk.	Students will select appropriate exercises to meet the needs of different athletes and effectively prepare them for exercise.	Students will learn about different medical conditions and the signs and symptoms individuals may experience	Students will learn about the treatment methods for a range of different medical conditions / injuries and how to deal with emergency situations.
Literacy/Numeracy	Tier 3 Terminology Energy, Hydration, Aid recovery, Aerobic exercise, Half time/interval, Rehydrate.	Tier 3 Terminology Age range, Budget, Cooking skill, Chronic conditions, Bloating.	Tier 3 Terminology Extrinsic, Activity type, Techniques, Rules, Regulations, Experience, Communication Supervision, Behaviour	Tier 3 Terminology Warm up, Components, Routine, Pulse raising, Mobility, Dynamic stretching, Skill rehearsal phase.	Tier 3 Terminology X-rays, Treatment, Therapy, Detect, Massage, Ultrasound, Electrotherapy Hydrotherapy Cryotherapy	Tier 3 Terminology Measures, Reduce, Safety, Risk assessment, Level of risk, Control measures, Hazards, Strategies, Medicals, Screening, Policies, Emergency Action Plans (EAP).

Subject	A level PE Applied anatomy & Physiology, Exercise Physiology & Biomechanics		Year Group:	12		
Unit/Topic: Paper 1	Skeletal and muscular systems	Cardiovascular and respiratory systems	Diet, nutrition and ergogenic aids	Training (St/Flex/AC)	Biomechanics	Technology
Skills	Interpretation of data and graphs relating to changes within musculo-skeletal, cardiorespiratory and neuro-muscular systems during different types of physical activity and sport.	Application and selection of key terminology and technical accuracy.	Application and discussion around benefits and negatives around ergogenic aids and training.	Apply methods for planning, monitoring and evaluating physical training and performance.	Use of definitions, equations, formulae and units of measurement.	Analysis of data to optimise performance.
Knowledge	Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport.	Understanding of the cardiovascular, respiratory and neuromuscular systems when altitude training and exercising in the heat explaining how these types of training can affect the body systems.	Understanding of components and functions of a balanced diet, related to diet, hydration and dietary supplements to performance in physical activities and sports.	Aerobic training, methods of evaluating aerobic capacity and factors affecting VO ₂ max.	Knowledge of definitions, equations, formulae and units of measurement.	Develop their knowledge of levers and the mechanical advantage second class lever, as well as the use of technology to analyse movement to improve performance.
Recall/review from previous learning	Applying knowledge of anatomy from GCSE PE/Science.	Applying knowledge of anatomy from GCSE PE/Science.	Applying knowledge of anatomy from GCSE PE/Science.	Applying knowledge from core and practical PE in KS4.	Applying knowledge of anatomy from GCSE PE/Science.	Applying knowledge from biomechanical understanding.

Assessment	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.
Cultural Capital, Equality, Diversity Inclusion	Comparisons between genders, age, life style.	Comparisons between genders, age, life style.	Healthy living and healthy lifestyle choices.	Comparisons between genders, age, life style.	Recognition of impact differences due to gender and sport difference upon force and flexibility.	Latest developments within sport linked to gender opportunities.
Literacy/Numeracy	Literacy – key terminology extended writing, describe/explain work. Numeracy – analysis of joint movement.	Literacy – key terminology extended writing, describe/explain work. Numeracy – calculation of Cardiac/Respiratory measures.	Literacy – key terminology extended writing, describe/explain work.	Literacy – key terminology extended writing, describe/explain work. Numeracy – target heart rates as an intensity guide, evaluating each type of strength.	Literacy – key terminology extended writing, describe/explain work. Numeracy – calculations of force, momentum, acceleration and weight.	Literacy – key terminology extended writing, describe/explain work. Numeracy – limb kinematics, force plates, wind tunnels.

Subject	A level PE Applied anatomy & Physiology, Exercise Physiology & Biomechanics		Year Group:	13		
Unit/Topic	Cardiovascular and respiratory systems	Energy for Exercise and Environmental Effects on body systems	Biomechanics and Linear Motion	Injury prevention and Y12 Topic Revision	Y12 Revision Workshops	Revision and Exam period
Skills	Application and selection of key terminology and technical accuracy.	Interpretation of data and graphs relating to changes within use of energy systems during different types of physical activity and sport and the recovery process.	Define key terms angular and linear motion and application of eccentric force about the three axes of rotation. Be able to calculate angular motion, interpret graphs of angular velocity, moment of inertia and angular momentum.	Develop understanding of acute and chronic injuries related to physical activities and sports. Recall and retention of previous topics.	Develop skills around examination technique and use of key terminology – recognise, outline, discuss, describe, explain, compare, sketch/ label and justify.	Develop skills around examination technique and use of key terminology – recognise, outline, discuss, describe, explain, compare, sketch/ label and justify.
Knowledge	Understanding of the cardiovascular, respiratory and neuromuscular systems when altitude training and exercising in the heat explaining how these types of training can affect the body systems.	Knowledge and understanding of Adenosine Triphosphate (ATP) as energy currency, along with the principle of the coupled reactions and resynthesis of ATP.	Develop their knowledge and understanding of fluid mechanics and the factors that impact the magnitude of air resistance (on land) or drag (in water) on a body or object.	Understand how to respond to injuries and medical conditions in sport. Rehabilitation of injuries and common sports injuries and treatments.	All prior knowledge application.	All prior knowledge application.
Recall/review from previous learning	Applying knowledge of anatomy from GCSE PE/Science.	Recall of processes involved in training,	Applying knowledge of anatomy and	Recall of information around	Recall of information from	Recall of information from all Year 12 and 13 topics

		recovery and work intensity.	physiology from Year 12 biomechanics.	training and recovery Year 12.	all Year 12 and 13 topics.	
Assessment	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – EOUT using past paper A Level questions In class questioning Literacy – extended writing tasks. Self and peer assessment.
Cultural Capital, Equality, Diversity Inclusion	Comparisons between genders, age, life style.	Comparisons between genders, age, life style.	Recognition of impact differences due to gender and sport difference upon force and flexibility.	Comparing differences on account of genes, gender, age, sport.	Comparisons between genders, age, life style.	Comparisons between genders, age, life style.
Literacy/Numeracy	Literacy – key terminology extended writing, describe/explain work. Numeracy – calculation of Cardiac/Respiratory measures.	Literacy – key terminology extended writing, describe/explain work. Numeracy – calculation of Cardiac/Respiratory measures.	Literacy – key terminology extended writing, describe/explain work. Numeracy – calculations of force, momentum, acceleration and weight.	Literacy – key terminology extended writing, describe/explain work.	Literacy – key terminology extended writing, describe/explain work. Numeracy – calculations around physiology and biomechanical terms.	Literacy – key terminology extended writing, describe/explain work. Numeracy – calculations around physiology and biomechanical terms.

Subject	A LEVEL DANCE		Year Group:	12		
Unit/Topic	A02 Choreography A03 & A04	A01 Performance A03 & A04	A01 Performance A03 & A04	A01 Performance A03 & A04	A02 Choreography A03 & A04	A01 Performance A03 & A04
Skills	Choreographic.	Choreographic. Analysis and Evaluation	Performance. Analysis and evaluation.	Performance. Analysis and Evaluation.	Choreographic. Structural technique.	Performance. Analysis of Set works
Knowledge	Choreographic process. AOS- Rambert & ICDSIB.	Performance skills. Key features of selected practitioners.	Performance skills. Key features of selected practitioners.	Performance.	Choreographic and performance skills. AOS – Rambert & ICDSIB.	Performance. constituent features of set work.
Recall/review from previous learning	Knowledge and application of choreographic skills. Features of the AOS.	Knowledge of performance. Features of practitioners.	Knowledge of performance. Features of practitioners.	Knowledge and application of performance. Features of practitioners.	Knowledge and application of choreographic skills Features of AOS.	Knowledge of performance. Constituent Features of set works.
Assessment	A02 self and peer assessment. A02 & A03 formative assessment. In class questioning.	A01 self and peer assessment. In class questioning. A01 & A03 formative assessment.	A01 self and peer assessment. A01 & A04 formative assessment. .	A03 & A04 formative assessment. In class questioning. A01 formative assessment. Extended writing assessments using past questions.	A02 self and peer assessment. A03 & A04 formative assessment. In class questioning. A02 formative assessment.	In class questioning. A01 formative assessment. Extended writing assessments using past questions.
Cultural Capital, Equality, Diversity Inclusion	Historical and current dance practices. Choreography in style of own choice.	Range of dance styles studied. Choice of dance style to perform.	Range of dance styles studied. Range of culturally diverse works.	Choice of dance style to perform.	Historical and current dance practices. Choreography in style of own choice.	Historical and current dance practices. Choice of dance style to perform.
Literacy/Numeracy	Literacy –extended writing assessments, describe and explain questions.	Literacy extended writing assessments, describe & explain.	Literacy – extended writing assessments, analysis & evaluation.	Literacy – extended writing assessments, analysis & evaluation.	Literacy – extended writing assessments, analysis & evaluation.	Literacy – extended writing assessments, analysis & evaluation.

Subject	A LEVEL DANCE		Year Group:	13	
Unit/Topic	A01 Performance A02 Choreography A03 & A04 Set Works	A02 Choreography A03 & A04 Set Works	A01 Performance A02 Choreography	A01 Performance A02 Choreography A03 & A04	A03 & A04 Exam Technique
Skills	Performance. Choreography. Set work analysis.	Choreography. Set work analysis.	Choreography. Performance. Analysis & Evaluation	Choreography. Performance. Analysis & Evaluation	Extended writing technique. Analysis & Evaluation.
Knowledge	Performance Choreographic Constituent features of set works.	Choreographic Skills Constituent features of set works.	Choreographic and Performance skills. Key features of the practitioners.	Choreographic and performance skills. Area of study.	Area of Study. Practitioners. Set works.
Recall/review from previous learning	Knowledge and application of performance and choreographic skills. Set works.	Knowledge of choreographic process. Set works.	Knowledge of choreographic and performance skills. Key features of the practitioners.	Knowledge and application of Choreographic and performance skills. Features of the AOS.	Knowledge and application of area of study to exam questions
Assessment	A01 & A02 formative assessment. A01 & A02 self and peer assessment. A03 & A04 formative assessment past questions. In class questioning.	A02 self and peer assessment. A03 & A04 formative assessment past questions. In class questioning.	A01 & A02 self and peer assessment. A02 formative assessment. A03 & A04 formative assessment. Extended writing assessments using past questions.	Practical Examination by visiting AQA examiner. A03 & A04 formative assessment. In class questioning. Extended writing assessments using past questions.	Terminal assessment Component 2. AO3 & AO4 formative assessment. In class questioning.
Cultural Capital, Equality, Diversity Inclusion	Choice of dance style to perform. Choreography in style of own choice.	Range of culturally diverse works.	Range of dance styles studied.	Historical and current dance practices.	Historical and current dance practices. Range of culturally diverse works.
Literacy/Numeracy	Literacy –extended writing assessments, analysis and evaluation.	Literacy extended writing assessments, analysis and evaluation.	Literacy – extended writing assessments, analysis and evaluation.	Literacy – extended writing assessment, analysis and evaluation.	Literacy – extended writing assessment, analysis and evaluation.

The Core PE Curriculum

Our physical education curriculum is designed to ignite the passion of all pupils to take part in competitive sport and other movement-based activities and those that are physically and emotionally demanding. It is designed to provide opportunities for ALL pupils to become physically confident in a way which supports their physical, emotional and social wellbeing from engaging in competitive games like football to the more non-conventional school-based activities like participating in a spinning class. All students are provided with opportunities to develop not just their technical abilities but also learn valuable life skills that build character and help to embed values such as fairness and respect.

Core PE Curriculum Intent

Our curriculum is designed to ignite the passion for physical activity and is centred around the national curriculum and 4 key concepts which students have the opportunity to develop and revisit over five years of core PE.

These skills will lead our students to long term success and happiness beyond Tupton Hall School.

Throughout the five years of core PE, an understanding of how physical activity contributes to lifelong fitness, well-being and health underpins our curriculum and co-curricular provision and enables our students to confidently remain active into adulthood.

Students will develop across the 5 years through the following concepts:

Social ME develop skills required to lead themselves and others e.g. communication, self-awareness

Physical ME Development of a range of physical and performance skills across a range of activities

Thinking ME Develop the ability to make decisions, understand key concepts across a range of physical activities

Personal Me Understand how to develop personal behaviours and values focused on being the best you can be.

Core PE Lesson Curriculum Implementation

- Pupils have full access to the Physical Education National Curriculum through Me in PE concepts
- Collaborative curriculum planning lies at the heart of what we do
- Pathways are provided to meet pupils' learning needs and styles
- PE lessons are well planned with innovative teaching & learning.
- Feedback and assessment is used to correct misconceptions, aid progress and increase motivation.
- PE lessons are enjoyable, challenging, socially supportive and accessible to all.
- Each unit of work will have a concept or ME linked to it e.g. Physical ME, Social ME, Thinking ME
- An innovative Health Active Lifestyle Unit is undertaken across 5 years

Co-curriculum PE

The PE faculty offers a range of ENRICH opportunities both competitive and centred on participation.

- Inter House Programme (Events in each term including Winter and Summer Sports Days)
- County and National Cup Competitions
- Compete in MAT events
- Compete and engage in participation events across the SHAPE learning partnership
- Extensive after school programme
- Outcome group intervention and support

PE Outcome Lesson Curriculum Intent

Our curriculum for examination PE and Dance is aspirational with the core purpose of raising achievement for all students.

We intend that students:

- Become passionate about PE/Dance
- Develop a wider context of sport beyond that of a performer in their favoured sport
- Articulate through writing and oracy a sound understanding of key terminology that can be exemplified into the wider sporting context
- Develop knowledge and understanding of how the human body functions and its response to physical activity
- Develop understanding of the factors that may affect performance and a healthy active lifestyle
- promoting knowledge, skills and understanding in order to excel as a practical performer
- There is a foundation year 9 focused upon key content and key skills that are developed in readiness for Y10 and Y11 and pathway (Currently GCSE PE only)

PE Outcome Lesson Curriculum Implementation

We implement the intent of our curriculum through:

- POS are centralised and take into consideration prior learning, interleaving and logical sequencing
- Planning includes memory and retrieval opportunities throughout
- Well planned high quality lessons with innovative teaching & learning strategies are embedded
- Feedback and assessment is used to correct misconceptions, aid progress and increase motivation
- Calendared assessment process
- Centralised QA process takes place regularly of performance data
- Support for all learners is provided e.g. intervention, blue sheet support, Vocational pathway

Subject	A level PE Paper 2 Skill Acquisition & Sports Psychology		Year Group:	12		
Unit/Topic	Sports Psychology Individual differences Part 1 Personality/Aggression	Sports Psychology Individual differences Part 2 Arousal Motivation Attribution	Skill Acquisition 1 Classification of skill Types of practice Stages of learning	Skill Acquisition 2 Transfer of skills Feedback Guidance	EAPI NEA Paper 6 Application of key theories to analysis and evaluation of a sporting performance	Sports Psychology 4 Leadership in Sport
Skills	Learners knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport AO1 Identify and describe AO2 Exemplify AO3 Compare	Learners knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport AO1 Identify and describe AO2 Exemplify AO3 Compare	AO1 Identify and describe AO2 apply to sporting context/self AO3 Evaluate	AO1 Identify and describe AO2 apply to sporting context/self AO3 Evaluate	Analysis Evaluation Verbal Communication Planning	AO1 Identify and describe AO2 apply to sporting context/self AO3 Evaluate
Knowledge	Understand and apply knowledge of 3 key theories of Personality Trait/Interactionist and Social learning theory Arousal Understands key features of each theory and apply to sporting context Drive Inverted U Catastrophe theory	Understands key features of each theory and be able to apply to sporting context in relation to impact on sporting performance/behaviours	6 Skill Continua and sporting applications Characteristics of 3 Stages of learning applied to sporting context 8 types of practice from learning the skill to rehearsing the skill..when to use linked to Skill continua and stage of learning	Be able to describe and exemplify Positive/Negative/Proactive/Retroactive and bilateral transfer of skills Understand pros and cons of 6 types of feedback and 4 types of guidance when best applied in relation to stages of learning and practical context	Ability to apply paper 1 2 and 3 content to observation of live performance Critical analysis of performance Identify major strengths and weaknesses in skills, physical attributes and tactics	Chelladurai's Model of Sports Leadership Emergent and Prescribed leaders 3 styles of leadership Autocratic/Democratic and Laissez-Faire 3 Theories of leadership Trait/Interactionist and SLT
Recall/review from previous learning	To aid memory students will be tasked with recollecting personal examples of each theory...or use their knowledge of their chosen sport and famous	To aid memory students will be tasked with recollecting personal examples of each theory...or use their knowledge of their chosen sport and famous examples	Look back to GCSE PE content to aid learning of the more advanced content	Links made to stages of learning and skill classification when applying new content	This component requires learners to draw upon knowledge, understanding and skills learnt throughout their course of study. This	Recall being taught/coached in a variety of ways dependent on the situation/activity and your level of expertise

	examples e.g. Andy Murray				will allow them to analyse and evaluate a peer's performance.	Recall theories of personality as they are linked Use personal experience to exemplify and remember key concepts
Assessment	Formative assessment via in class Q and A, recall starter activities Self and peer assessment Past Paper questions Summative EOUT with review/plan in relation to TG	Formative assessment via in class Q and A, recall starter activities Self and peer assessment Past Paper questions Summative EOUT with review/plan in relation to TG	Formative assessment via in class Q and A, recall starter activities Self and peer assessment Past Paper questions Summative EOUT with review/plan in relation to TG	Formative assessment via in class Q and A, recall starter activities Self and peer assessment Past Paper questions Summative EOUT with review/plan in relation to TG	Formative assessment via write up Topic related recall starter activities Self and peer assessment/critical analysis Critical analysis	Formative assessment via in class Q and A, recall starter activities Self and peer assessment Past Paper questions Summative EOUT with review/plan in relation to TG
Cultural Capital, Equality, Diversity Inclusion	Understanding reasons for engagement in sport success and failure in sport wider sporting context and the differing needs Psychological impact on success and failure Impact of environment/socialisation on creation of personality and behaviour	Understand reasons for aggression in sport/society and the range of strategies focused on controlling it Be aware of aggression and its negative impact on the performer in terms of performance and professional reputation	Wider context of how learning can be adapted to suit a range of abilities and learning styles	Understand how as individuals we all require different types of support in order to succeed	Appreciate performance and its aesthetic appeal Understand how performance is judged across a range of sporting contexts Appreciation of outstanding performance	Who are and have been the great sports leaders What are their tangible traits
Literacy/Numeracy	Use of Tier 3 Terminology Literacy: extended writing exam questions PEI statements Embrace AO1 AO2 and AO3 understanding and interpretation of graphical representations	Use of Tier 3 Terminology Literacy: extended writing exam questions PEI statements Embrace AO1 AO2 and AO3 understanding and interpretation of	Use of Tier 3 Terminology Literacy: extended writing exam questions PEI statements Embrace AO1 AO2 and AO3	Use of Tier 3 Terminology Literacy: extended writing exam questions PEI statements Embrace AO1 AO2 and AO3 understanding and interpretation of graphical representations	Literacy Pre interview write up/writing frame Key terminology Normative data	Use of Tier 3 Terminology Literacy: extended writing exam questions PEI statements Embrace AO1 AO2 and AO3 understanding

	associated with sport psychology theories.	graphical representations associated with sport psychology theories.	understanding and interpretation of graphical representations associated with sport psychology theories.	associated with sport psychology theories.		and interpretation of graphical representations associated with sport psychology theories.
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Subject	A level PE Paper 2 Skill Acquisition & Sports Psychology & Paper 6 EAPI		Year Group: 13		
Unit/Topic	Sports Psychology Leadership in Sport Team Dynamics Stress Management Paper 6 EAPI Preparation	Skill Acquisition mop up Transfer of skills Memory Models Goal Setting Paper 6 EAPI Mock(s)	Sports Psychology Social Inhibition Bandura Self Efficacy Vealey's Model of SC Paper 5 Hand in of portfolio of evidence	NEA Terminal Final Preparation and Assessment Paper 6 EAPI Paper 5 Practical Performance observations and final grades	Revision and Topic Mop up and Revision across Sports Psychology and Skill Acquisition
Skills	AO1 Identify and describe AO2 apply to sporting context/self AO3 Evaluate	AO1 Identify and Describe AO2 apply to sporting context/self AO3 Evaluate	AO1 Identify and describe AO2 apply to sporting context/self	Analysis Evaluation of live performance Verbal Communication Planning an improvement plan	Develop skills around examination technique and use of key terminology – recognise, outline, discuss, describe, explain, compare, sketch/ label and justify.
Knowledge	Chelladurai's Model of Sports Leadership Emergent and Prescribed leaders 3 styles of leadership Autocratic/Democratic and Laissez-Faire 3 Theories of leadership Trait/Interactionist and SLT Cognitive and somatic Stress management techniques to aid performance Steiner/Ringelmann theories of impact of dynamics on sport performers e.g. social loafing in larger teams	Be able to describe and exemplify Positive/Negative/Proactive /Retroactive and bilateral transfer of skills Atkinson and Shiffren's multi-store memory model Craik and Lockhart's levels of processing model Relate both models to learning and performing physical activity skills.	Develop K and U of Impact of audience on performance How prior success leads to further success according Vealey Bandura: 4 components of Self Efficacy	EAPI Paper 1 Movement analysis Exercise Physiology Training Methods Paper 2 Skill acquisition Skill classification Feedback Guidance Goal setting	Application of prior knowledge to exam context

Recall/review from previous learning	Recall being taught/coached in a variety of ways dependent on the situation/activity and your level of expertise Recall theories of personality as they are linked Use personal experience to exemplify and remember key concepts	To aid memory students will be tasked with recollecting personal examples of each theory...or use their knowledge of their chosen sport and famous examples	To aid memory students will be tasked with recollecting personal examples of each theory...or use their knowledge of their chosen sport and famous examples	This component requires learners to draw upon knowledge, understanding and skills learnt throughout their course of study. This will allow them to analyse and evaluate a peer's performance.	Recall of information from all Year 12 and 13 topics
Assessment	Formative assessment via in class Q and A, recall starter activities Self and peer assessment Past Paper questions Summative EOUT with review/plan in relation to TG	Formative assessment via in class Q and A, recall starter activities Self and peer assessment Past Paper questions Summative EOUT with review/plan in relation to TG	Formative assessment via in class Q and A, recall starter activities Self and peer assessment Past Paper questions Summative EOUT with review/plan in relation to TG	Formative assessment Support Tutorials Mock Run through Terminal Filmed Assessment	Formative assessment via in class Q and A, recall starter activities Self and peer assessment Past Paper questions Summative EOUT with review/plan in relation to TG
Cultural Capital, Equality, Diversity Inclusion	Who are and have been the great sports leaders What are their tangible traits	Understand how coaches adapt practice to quicken learning Appreciate the wider context of how we remember....according to 2 very different theories...	Understand what denotes a high level performer when performing in the spotlight....how elite sports performer manage this	Appreciate performance and its aesthetic appeal Understand how performance is judged across a range of sporting contexts Appreciation of outstanding performance	
Literacy/Numeracy	Use of Tier 3 Terminology Literacy: extended writing exam questions PEI statements Embrace AO1 AO2 and AO3 understanding and interpretation of graphical representations	Use of tier 3 terminology Literacy: extended writing exam questions Tier 3 terminology PEI statements SPAG Embrace AO1 AO2 and AO3 understanding and interpretation of graphical representations associated with sport psychology theories.	Use of Tier 3 Terminology Literacy: extended writing exam questions PEI statements Embrace AO1 AO2 and AO3 understanding and interpretation of graphical representations associated with sport psychology theories	Use of Tier 3 Terminology Literacy Pre interview write up/writing frame Key terminology Numeracy: Use of Normative data, success and error rates, exercise physiology data	Use of Tier 3 Terminology Literacy: extended writing exam questions PEI statements Embrace AO1 AO2 and AO3 understanding and interpretation of graphical representations associated with sport psychology theories

	associated with sport psychology theories.				
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Subject	GCSE PE (10 C SCU 3 lessons)		Year Group:	10		
Unit/Topic	Theory 1.2 The structure and functions of the cardiovascular system Practical Netball/Football (Co Curriculum) (preparation for formative assessment)	Theory 1.2 The structure and functions of the respiratory system	Theory Paper 2 Sports Psychology 2.1 Classification of skills (basic/complex/open/closed) 2.3 Guidance and feedback on performance	Theory Socio Cultural Influences on engagement in sport 3.1 Engagement patterns of different social groups in physical activity 3.2 Commercialisation of Physical activity and sport 3.3 Ethical and socio-cultural issues in physical activity and sport Revision Y9 Content Musculoskeletal PEDs	Theory June Mock Preparation Revision Y9 Content Physical Training Practical Practical assessment athletics track or field 2 activities to be assessed	Theory NEA Starter PEP Practical PEP Sessions and Evaluations
Skills	AO1 Identify and describe AO2 Exemplify AO3 Compare/Evaluate	AO1 Identify and describe AO2 Exemplify AO3 Compare/Evaluate	AO1 Identify and describe AO2 Exemplify AO3 Compare/Evaluate	AO1 Identify and describe AO2 Exemplify AO3 Compare/Evaluate	Design and plan a personal exercise programme focused upon improving performance in a chosen sport	Analysis and evaluation of fitness testing data.
Knowledge	1.2.1 Functions of the cardiovascular system applied to performance in physical activities: transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature 1.2.2 Structure of the cardiovascular system: atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport	1.2.6 Composition of inhaled and exhaled air and the impact of physical activity and sport on this composition 1.2.7 Vital capacity and tidal volume, and change in tidal volume due to physical activity and sport, and the reasons that make the change in tidal volume necessary 1.2.8 Location of main components of respiratory system (lungs, bronchi, bronchioles, alveoli, diaphragm) and the role in movement of oxygen and carbon dioxide into and out of the body 1.2.9 Structure of alveoli to enable gas exchange and the process of gas exchange to meet the demands of varying intensities	2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua 2.1.2 Practice structures: massed, distributed, fixed and variable 2.1.3 Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills 2.3.1 Types of guidance to optimise performance: visual, verbal, manual and mechanical 2.3.2 Advantages and disadvantages of each type of guidance and	3.1.1 Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability 3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates 3.2.1 The relationship between commercialisation, the media and physical activity and sport 3.2.2 The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator 3.2.3 Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of	Analyse a sport Evaluate needs for that sport Evaluate the most appropriate method of training Apply principles of training in pursuit of success	Know how to record and compare results of tests. Understand how to check the effectiveness of a fitness training.

	<p>1.2.3 Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of blood pressure, oxygenated, deoxygenated blood and changes due to physical exercise</p> <p>1.2.4 The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting</p> <p>1.2.5 Function and importance of red and white blood cells, platelets and plasma for physical activity and sport</p>	<p>of exercise (aerobic and anaerobic)</p> <p>1.2.10 How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport</p>	<p>its appropriateness in a variety of sporting contexts when used with performers of different skill levels</p> <p>2.3.3 Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal</p> <p>2.3.4 Interpretation and analysis of graphical representation of data associated with feedback on performance</p>	<p>physical activity and sport</p> <p>3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level</p> <p>3.3.2 Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport</p>		
Recall/review from previous learning	Use of recall activities on Y9 content and previous lesson (COFs/MOTs/PEDs)	Use of recall starters/exam question tasks Last lesson/Last Week/Last Term/Last Year	Use of recall starters/exam question tasks	Use of recall starters/exam question tasks	Use of recall starters/exam question tasks	Use of recall starters/exam question tasks
Assessment	<p><i>Formative assessments</i></p> <p><i>Recall starter activities</i></p> <p><i>Peer review</i></p> <p><i>Questioning</i></p> <p><i>1 x End of Unit test</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	<p><i>Formative assessments</i></p> <p><i>Recall starter activities</i></p> <p><i>Peer Review</i></p> <p><i>Questioning</i></p> <p><i>1 x End of Unit test</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	<p><i>Formative assessments</i></p> <p><i>Recall starter activities</i></p> <p><i>Peer review</i></p> <p><i>Questioning</i></p> <p><i>1 x End of Unit test</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	<p><i>Formative assessments knowledge to include in NEA</i></p> <p><i>Recall starter activities</i></p> <p><i>1 x NEA project</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	<p><i>Formative assessments</i></p> <p><i>Peer Assessments</i></p> <p><i>Recall starter activities</i></p> <p><i>NEA portfolio via PPT creation</i></p> <p><i>1 x NEA project</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	<p><i>Formative assessments</i></p> <p><i>Peer review</i></p> <p><i>Recall starter activities</i></p> <p><i>NEA portfolio via PPT creation</i></p> <p><i>1 x NEA project</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>
Cultural Capital, Equality, Diversity Inclusion	Appreciate how the body automatically adapts to environmental changes and demands placed	Appreciate how the body automatically adapts to environmental changes and demands placed upon	Understand how coaches adapt their approach to supporting learning of new skills dependent on type of	Understand positive and negative impact on Gender/Age/Socioeconomic/Ethnicity and disability on engagement in physical activity	develop theoretical knowledge and understanding of the factors that underpin physical activity and	

	upon it and how sex may alter these changes	it and how sex may alter these changes	learner/sport/age and ability		sport and use this knowledge and understanding to improve performance	
Literacy/Numeracy	Tier 3 Terminology Extended Writing/PEIs (3 Marker exam questions) Stroke Volume Working Heart rates Aerobic/Anaerobic Thresholds Karvonen's Principle	Tier 3 Terminology Extended Writing/PEIs (3 Marker exam questions)	Tier 3 Terminology Extended Writing/PEIs (3 Marker exam questions)	Tier 3 Terminology Extended Writing/PEIs (3 Marker exam questions)	Tier 3 Terminology Extended Writing/PEIs (3 Marker exam questions)	Tier 3 Terminology Extended Writing/PEIs (3 Marker exam questions)

Subject	GCSE PE (11 A/B3 lessons 11 C 2 Lessons)		Year Group:	11			
Unit/Topic	Paper 2 Sports Psychology 2.1 Classification of skills (basic/complex/open/closed) 2.3 Guidance and feedback on performance Theory Paper 1 Revision Lesson/Week Physical Training COFs/MOTs PEDS Musculoskeletal System The structure and functions of the cardiovascular system The structure and functions of the respiratory system ZORBA Period 6 Practical portfolio Athletics Throw Badminton/Netball	Theory New Topic Socio Cultural Influences on engagement in sport 3.1 Engagement patterns of different social groups in physical activity 3.2 Commercialisation of Physical activity and sport 3.3 Ethical and socio-cultural issues in physical activity and sport Practical (ZORBA Friday Period 6) Methods of Training/Principles of training in preparation for PEP design	New Topic 1.1 Physical, emotional and social health, fitness and wellbeing NEA PEP Design Practical (ZORBA Friday Period 6) NEA PEP Completion/Write Up Climbing on site training Group 1/3 Off site training and assessment Week 5 and 6 TBC	Mock Exam Window 1 (2 weeks) 3.5 How to optimise training and prevent injury (in addition to PEDs/PARQ) Mop up RMO Diet Revision Topic (1 lesson per week) Practical: Netball/Football assessment lesson focus. ZORBA Period 6 NEA preparation for Practical Moderation and PEP completion Easter School focus Athletics/Trampolining and PEP	New Topic Movement Analysis PEP Write Up (May 10 Deadline) MOP UP Topics Examination preparation	REVISION and EXAM Preparation	
Skills	AO1 Identify and describe AO2 Exemplify AO3 Compare/Evaluate	AO1 Identify and describe AO2 Exemplify AO3 Compare/Evaluate	AO1 Identify and describe AO2 Exemplify AO3 Compare/Evaluate	AO1 Identify and describe AO2 Exemplify AO3 Compare/Evaluate	AO1 Identify and describe AO2 Exemplify AO3 Compare/Evaluate		
Knowledge	2.1.1 Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua 2.1.2 Practice structures: massed, distributed, fixed and variable 2.1.3 Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills 2.3.1 Types of guidance to optimise performance: visual, verbal, manual and mechanical 2.3.2 Advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts when used with performers of different skill levels	3.1.1 Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability 3.1.2 Interpretation and analysis of graphical representation of data associated with trends in participation rates 3.2.1 The relationship between commercialisation, the media and physical activity and sport 3.2.2 The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator 3.2.3 Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport 3.3.1 The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of,	2.1.1 First, second and third class levers and their use in physical activity and sport 2.1.2 Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body 2.2.1 Movement patterns using body planes and axes: sagittal, frontal and transverse plane and frontal, sagittal, vertical axes applied to physical activities and sporting actions 2.2.2 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults 2.2.3 Movement in the frontal plane about the sagittal axis when performing cartwheels	1.1.1 Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved 1.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved 1.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved 1.1.4 Impact of fitness on wellbeing: positive and negative health effects 1.1.5 How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual 1.1.6 Lifestyle choices in relation to: diet, activity level, work/	2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement 2.2 Planes and axes of movement		

	<p>2.3.3 Types of feedback to optimise performance: intrinsic, concurrent, terminal</p> <p>2.3.4 Interpretation and analysis of graphical representation of data associated with feedback on performance</p>	<p>deviance at elite level</p> <p>3.3.2 Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport</p> <p>3.5.2 Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports</p> <p>3.5.3 Injuries that can occur in physical activity and sport: concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)</p> <p>3.5.4 RICE (rest, ice, compression, elevation)</p>	<p>2.2.4 Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining</p>	<p>rest/sleep balance, and recreational drugs (alcohol, nicotine)</p> <p>1.1.7 Positive and negative impact of lifestyle choices on health, fitness and wellbeing, e.g. the negative effects of smoking (bronchitis, lung cancer)</p>		
Recall/review from previous learning	Use of recall activities on Y9 content and previous lesson (COFs/MOTs/PEDs)	Use of recall starters/exam tasks	Use of recall starters/exam tasks	Use of recall starters/exam tasks	Use of recall starters/exam tasks	
Assessment	<p><i>Formative assessments</i></p> <p><i>Recall starter activities</i></p> <p><i>Peer review</i></p> <p><i>Questioning</i></p> <p><i>1 x End of Unit test</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	<p><i>Formative assessments</i></p> <p><i>Recall starter activities</i></p> <p><i>Peer Review</i></p> <p><i>Questioning</i></p> <p><i>1 x End of Unit test</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	<p><i>Formative assessments</i></p> <p><i>Recall starter activities</i></p> <p><i>Peer review</i></p> <p><i>Questioning</i></p> <p><i>1 x End of Unit test</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	<p><i>Formative assessments knowledge to include in NEA</i></p> <p><i>Recall starter activities</i></p> <p><i>1 x NEA project</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	<p><i>Formative assessments knowledge to include in NEA</i></p> <p><i>Recall starter activities</i></p> <p><i>1 x NEA project</i></p> <p><i>2 marked pieces of work /Diagnostic feedback</i></p>	
Cultural Capital, Equality, Diversity Inclusion	Understand how coaches adapt their approach to supporting learning of new skills dependent on type of learner/sport/age and ability	Understand positive and negative impact on Gender/Age/Socioeconomic/Ethnicity and disability on engagement in physical activity	Impact of body type on performance	Understand how lifestyle and lifestyle choices impact on physical, emotional and social health	Understanding the science in sport and how this can positively and negatively impact on performance	
Literacy/Numeracy	Tier 3 Terminology Data Analysis	Tier 3 Terminology	Tier 3 Terminology	Tier 3 Terminology	Tier 3 Terminology	