

PE YEAR 7

INTENT

Students to build on learning from previous years to develop a detailed understanding of a range of physical activities and sports. Students gain knowledge and be assessed of performance, understanding performance, leadership and fitness- building on learning from primary school. Students will develop these skills in a range of activities including; netball, football, badminton, swimming, gymnastics, athletics and rounders.

	Prior learning	Building on prior learning from Primary School
	Conscious curriculum links	Maths - angles and rotation. Science – body systems, bones and muscles. CORE – Character, organisation, resilience and excellence.
	Extra-curricular	Extra – curricular clubs include; netball, football, rounders, basketball, badminton, athletics/fitness, darts. Trust and City competitions.

TOPIC/KNOWLEDGE	Football	Netball	Badminton	gymnastics/ swimming	Rounders	Athletics
	<p>Dribbling Dribbling for control technique Can describe the correct technique used when dribbling for dissociation.</p> <p>Rules & Safety Can understand and describe the main rules associated with football (Handball, Fouls, Offside, How goals scored, Throw in, Corner, Goal kick) Can identify and describe the officials in football. (Referee, Linesman/woman, 4th Official, VAR) Can discuss the correct rules and regulations Can discuss at least 3 set pieces such as corners, free kicks and throw ins, in order to outwit an opponent. Can officiate as a small sided game Can articulate a formation and apply this in a small sided game Aware of all positions on the pitch and where they should play</p> <p>Positioning To understand what each position means in the game Can identify the 4 main positions on the pitch, G.K, Defender, Midfielder, Striker, and what their responsibilities are.</p> <p>Ball Control Can control and protect the ball when under pressure from a defender</p> <p>Turning Can use 2 different turns to move into space with the ball (inside & outside of foot)</p> <p>Health & Fitness Demonstrate positive levels of fitness in different aspects of the game.</p>	<p>Basic rules and regulations. Footwork, obstruction, contact, over a third, replay and ball not received in the centre third, Position allocations - , parts of the court (thirds), number of players (7).</p> <p>Scoring. one point for each ball through the hoop/net</p> <p>Key game principles: Attack and defensive strategies Techniques of passing: chest, bounce, shoulder Shooting technique Rebounding Defending techniques Man to man and defending a shot Side on body stance Attacking techniques Dodging and getting free Timing of movement</p> <p>Technical rules: Rebounding ball, rebounding the ball and simultaneous contact on the ball, off-side Overhead pass and under arm pass Scoring on paper Starting a game with coin toss Students play two or more positions. Channel zoning, spacing Speeding up/Attacking play Turning in the air Timing of movement</p>	<p>Established serve technique. Side on stance, pinch the shuttle, twist the body and flick the wrist</p> <p>Backhand flick serve technique: Side on stance, pinch the shuttle, timing the flick of the wrist</p> <p>Scoring How to adjust racket path and angle to vary the direction of the serve Explain how different serves give you an advantage in a point/ rally How to use serve variation to gain control of a point/ rally</p> <p>Stance The 'V' of the thumb and finger point down the handle, wrist should move freely</p> <p>Receiving the serve - stance/ ready position: Front of the service box - towards the T-line, non-racquet foot forward, weight on front foot, racquet above shoulder.</p> <p>Ball ready positions: Centre of the court, net shoulder width apart, racket in neutral position</p> <p>Court Movement Understand why the chase step and lunge is important to keep us central during a rally/ point Disguising shots used to gain points to outwit opponent</p> <p>Badminton specific warm-up (linking to muscle groups and being able to independently replicate the warm-up)</p> <p>Court dimensions for doubles - short and wide.</p>	<p>Swimming Floatation - Maintain a 'floating' position on front or back for 10 seconds Submersion - Submerge whole body underwater for 3-5 seconds Underwater - Perform the push and glide technique Streamline - Maintain a streamlined body position in the water unaided when performing a push and glide Endurance - Swim 1 length of the pool using floatation aid if required Front Crawl - Demonstrate arm & leg techniques for front crawl in different phases Back Crawl - Demonstrate arm & leg techniques for back crawl in different phases Feedback - Provide feedback on stroke performance using feedback resource Breathing - Demonstrate unilateral breathing technique</p> <p>Balances: Control and Balance: To be able to demonstrate a variety of static balances with control To understand body tension and focus in maintaining balances.</p> <p>Paired Balances: To be able to perform paired balances with a partner. To be able to demonstrate control, body tension and co-ordination in partner work. To safely transition in and out of paired balances.</p> <p>Rolling: To be able to perform a variety of basic rolling techniques (eg. Forward roll, body bear roll and backwards roll) with control, accuracy and safe body positioning, demonstrating progression in co-ordination and confidence in movement.</p> <p>Balances on Beam: To be able to perform basic balances and movements on a floor beam with control and stability. To vary along the beam using different movements. Create and perform a short sequence incorporating the beam as an apparatus.</p> <p>Sequences: Students are to create and perform gymnastic sequence combining balances, rolls and travel. Students will be able to demonstrate control, fluency and creativity in transitions.</p>	<p>Understand the rules of rounders Bowling above the knee and below the head. Demonstrate an understanding of regulations including the pitch, posts, bases, bats and balls.</p> <p>Analyse the correct scoring: Understand all the ways in which you can score, including obstruction, 2nd post and 2 no balls. Decision making - when to throw to the post or back to bowler & when to run or remain at a post.</p> <p>Run Show a deeper understanding of the rules by influencing others' decision making. (which post to throw, when to run/stay, how to restrict scoring) Lead discussions on ways to overcome the opposition. Tactically lead the fielding team into defensive positions to restrict scoring.</p> <p>Essential Skills: Demonstrate correct technique for the low catch and high catch Be able to throw both underarm and overarm over distance. Be able to bowl correctly with control. Demonstrate the correct technique for the forehand hit when batting Perform the high and low catch with control in a game situation. Be able to perform an underarm and overarm throw to the base with precision and speed. Demonstrate both short and long barriers with control and fluency. Apply speed and spin to bowling technique Direct the ball with power and distance</p>	<p>Student Skills To be able to perform correct sprint start To use high knee drive when running To use effective pacing when running longer distances To perform key technical points when throwing Be able to perform a long jump correctly To be able to drive from low to high To use effective dive from the arms and legs for power Use effective pacing that achieves a positive outcome (Personal best/ Winning) To throw with efficiency, power and accuracy To apply good technique to competitive scenarios To apply effective jumping technique to achieve a positive outcome (Personal best/ Winning)</p> <p>Student Knowledge Long sprints are important when running because it allows you to cover more distance per stride, increasing speed & strength by decreasing contact time with the ground for longer each step. Know how to compete in track events up to 400m, javelin, shot put, Long jump within the rules of each event. Know the key muscles and body systems that help us perform in each event (quadriceps, hamstrings, deltoids, pectorals, aerobic/anaerobic systems) To know how to throw shot put and javelin safely and legally Identify key techniques when throwing such as 45-degree angle of release, non-throwing arm used to guide the throw, weight on back leg, drive and rotate through the hip. Identify key technical points when jumping such as a 1 footed take off, 2 footed landing, arms up and forwards. To assess personal/ peer performance accurately using tape measure and stopwatch To describe that the aerobic system uses oxygen and the anaerobic system does not. Students can link the systems to specific events (100m, 200m, all throws and jumps are anaerobic, 800m, 1500m are aerobic).</p>
SKILLS	In Year seven PE lessons, students will focus on developing their fundamental movement skills, including co-ordination, balance, agility, and control, which are essential for a wide range of sports and physical activities. They will also begin to explore self and peer assessment, learning how to evaluate performance constructively and set goals for improvement. Throughout the year, students will be encouraged to demonstrate values such as teamwork, respect, perseverance, and perseverance and inclusive sporting environment. This links alongside our CORE values; Character, organisation, resilience, excellence.					
ASSESSMENT	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.
VOCAB	Dribbling Passing Attacking Defending Ball Control Turning Fouls Referee Outwit Overload Positioning/formation	Outwit Thirds Footwork Contact Obstruction Relaying Umpiring Defending Attacking Defensive Circle Rebounding Dodging Positioning	Forehand Backhand Underarm Serve Overarm Serve Shuttle Lunge Attacking Defending Rally Racket	Sequence Aesthetic Balance Rotation Float Front Crawl Back Crawl Buoyancy Streamlined	Bowling Batting Fielding Backstop Bases Stump Pitch Short/Long barrier Overarm/Underarm Throw	Health and Fitness Pacing Power Strides Speed Strength Technique Tactics Training Methods Components of fitness

READING SKILLS

In Year Seven, students will develop their reading skills by building fluency through read-aloud activities and teacher modelling. They will also enhance their vocabulary by engaging with key subject specific words to support their understanding across the curriculum.

CAREERS LINKS

In Year Seven, students will begin to develop a range of transferable skills that will benefit them with future careers. Through various sports and activities, students will explore the qualities of a good leader and begin to understand what effective leadership looks like. Pupils will develop their CORE values by working collaboratively with peers, taking on roles of responsibility and overcoming challenges.

CORE

In PE lessons, Year Seven students will develop their CORE values by showing good Character through teamwork and respect, being organised with their equipment and routines, building resilience by overcoming challenges, and striving for excellence through effort and improvement.

SUPPORTING STUDENTS AT HOME

We support students at home by sharing links to local sports clubs and encouraging them to stay active with friends and family. We also provide resources and activity ideas to help build confidence motivation and a lifelong love of physical activity and sport.

CURRICULUM AND ASSESSMENT PLAN

PE

YEAR 8



INTENT

Students to build on learning from previous years to develop a detailed understanding of a range of physical activities and sports. Students gain knowledge and be assessed of performance, understanding performance, leadership and fitness- building on learning from Year Seven. Students will develop these skills in a range of activities including; netball, football, badminton, swimming, gymnastics, athletics and rounders.

Prior learning

Building on prior learning from Year Seven

Conscious curriculum links

Maths - angles and rotation. Science – body systems, bones and muscles. CORE – Character, organisation, resilience and excellence.

Extra-curricular

Extra – curricular clubs include; netball, football, rounders, basketball, badminton, athletics/fitness, darts. Trust and City competitions.

	Football	Netball	Badminton	gymnastics/ swimming	Rounders	Athletics	
TOPIC/KNOWLEDGE	<p>Defensive defence Driven pass - standing foot next to the ball, a striking foot making contact with the bottom of the ball, follow through with a high foot to generate height.</p> <p>Controlled pass - standing foot to the side of the ball, a striking foot making contact with the bottom of the ball, follow through with a high foot to generate height.</p> <p>Set pieces Can front from closer range and distance using an indirect free kick and indirect free kick for placement. Driven shot - follow through of the foot will determine the direction of the ball - standing foot at the side of the ball, knee bent at a right angle, head of the ball for control and tension of the ankle - leg generated over. Slide footed shot - open the body to allow for the striking foot to turn outwards, a striking foot next to the ball, striking out using the inside of the foot and follow through in a direct free kick.</p> <p>Intercepting the ball Can perform a direct free kick into an opponent's goal. Can perform a direct free kick into an opponent's goal. Can perform a direct free kick into an opponent's goal. Can perform a direct free kick into an opponent's goal. Can perform a direct free kick into an opponent's goal.</p> <p>Attacking possession of the ball Can perform a block kicking using the instep of the foot to block the ball from a dribbling opponent and regain possession. Can intercept an opponent possibly leading the play.</p> <p>Set pieces and regulations also play and as an official. Can explain the important set pieces (free kick, throw in, penalty and goal kick) in order to entertain and support. Can officiate at a side game and apply their own rules. Can explain the offside rule.</p> <p>Tactical awareness Can explain and compare 4-2-2, 4-3-3, 4-5-1, 3-5-2. Can explain the important set pieces in football that is important in football (in order to maintain the correct shape on the pitch to create a wall between the attacking and the goal). Counter attacking football. Maintaining possession. Overloading attacking players.</p> <p>Creating the ball From behind the back - standing foot next to the ball, a striking foot making contact with the bottom of the ball to create a spinning motion. Follow through with tension of the knee to generate height.</p> <p>Shooting Shooting for accuracy - instep of the foot contact the side of the ball and follow through to determine the direction of the ball. Dribble direction by turning the body and turning towards the goal of the ball.</p> <p>Defensive defence When to pass, intercept or shoot. Pass selection - Passing into space/ not passing to a player if they are under pressure/ keep legs ready to maintain possession. When to close down/press, or maintain possession and not to press. How to counter an attack - Turn over of possession in own half immediately back to attack with the minimum of 2 players V 2 defenders.</p> <p>Advancement and possession Su dente cannot effectively move into space to receive a pass. Su dente cannot enter her body to receive a pass or to pass or shoot. Su dente cannot shield the ball using their body or arm to maintain possession.</p>	<p>Topic 1 - Attacking When and why to use overhead and underarm passes. Underarm pass - feeding the ball into the circle and passing the ball around defenders. Overhead pass - longer distances to get the ball over defenders i.e. side-to-side/back line passes.</p> <p>Topic 2 - Defending The defender must remain 0.9m away from the player with the ball. Players must be the correct distance from opposing player with the ball or a penalty pass is awarded. The ball should be intercepted in its light as early as possible. To intercept the pass, the defender must be in an alert body position, watching both the player and the ball. Attacking player - time the pass to avoid an interception by the defender.</p> <p>Topic 3 - Timing Timing is important within the game situation to ensure possession of the ball is maintained. When receiving, players should move onto the ball and not already be standing waiting for it.</p> <p>Topic 4 - Centre Passes Centre pass systems are more effective if other players know who is receiving the first pass. Centre pass must be received inside the centre third.</p> <p>Topic 5 - Shooting To be able to shoot whilst under pressure from a defender. Rebounding can enhance the attacker's opportunity to score and the defender opportunity to clear the ball away from the defending circle.</p> <p>Topic 6 - Roles and Responsibilities The roles of all positions on court. Netball players are part of a team, and they may not play one position, normally either an attacking player or a defending player.</p>	<p>Ready to play and set up 20 ball games, 1 of hand to the side of the net, wrist to meet, side on net kept up ready, on the ball. Chassis on foot 3 step in overarm forward, sideways, back line etc.</p> <p>Overhead clear Position of the shuttle - key to shot. Arm towards flight of the shuttle with no racket hand. Strap wrist on racket, high or c of shuttle. Eye - shuttles to co-ordination, good balance, light on toes, lunging forward on shot.</p> <p>Netball Make a contact with the shuttlecock as high as possible in front of your body. Extend your elbow and forearm to support on contact. Since across the shuttlecock with the face of the racket, slightly open, or just left eye contact, slow the speed of the racket contact, tapping the shuttlecock over the net.</p> <p>Ready to play and set up 20 ball games, 1 of hand to the side of the net, wrist to meet, side on net kept up ready, on the ball. Chassis on foot 3 step in overarm forward, sideways, back line etc.</p> <p>Overhead clear Position of the shuttle - key to shot. Arm towards flight of the shuttle with no racket hand. Strap wrist on racket, high or c of shuttle. Eye - shuttles to co-ordination, good balance, light on toes, lunging forward on shot.</p> <p>Netball Make a contact with the shuttlecock as high as possible in front of your body. Extend your elbow and forearm to support on contact. Since across the shuttlecock with the face of the racket, slightly open, or just left eye contact, slow the speed of the racket contact, tapping the shuttlecock over the net.</p> <p>Ready to play and set up 20 ball games, 1 of hand to the side of the net, wrist to meet, side on net kept up ready, on the ball. Chassis on foot 3 step in overarm forward, sideways, back line etc.</p> <p>Overhead clear Position of the shuttle - key to shot. Arm towards flight of the shuttle with no racket hand. Strap wrist on racket, high or c of shuttle. Eye - shuttles to co-ordination, good balance, light on toes, lunging forward on shot.</p> <p>Netball Make a contact with the shuttlecock as high as possible in front of your body. Extend your elbow and forearm to support on contact. Since across the shuttlecock with the face of the racket, slightly open, or just left eye contact, slow the speed of the racket contact, tapping the shuttlecock over the net.</p>	<p>Front Court Position At the front of court, you should be square on to the net with your legs bent. This gives you a low centre of gravity and allows you to move quickly forward to the net or net kills an opponent side of the net for wide support from the opponent. Mid cut - The mid cut is the cut of the court, always between the net and the back boundary line. No shot - Shot of the shuttlecock set that just comes from the net and is not sharp play. Push 5 shot - Gentie shot played by you striking the shuttlecock with the wrist motion, usually from net or mid court to the opponent's riddow it.</p> <p>Shuttlecock Shuttlecock is front of head, 5 mm wrist. A 10 mm diameter of the net.</p> <p>Shuttlecock Shuttlecock is front of head, 5 mm wrist. A 10 mm diameter of the net.</p> <p>Shuttlecock Shuttlecock is front of head, 5 mm wrist. A 10 mm diameter of the net.</p> <p>Shuttlecock Shuttlecock is front of head, 5 mm wrist. A 10 mm diameter of the net.</p>	<p>Control and Balance To be able to do most tasks a variety of static balance with control. To understand body position and focus in maintaining balance.</p> <p>Pair of Balances To be able to perform a pair of balances with a part net. To be able to do most tasks a variety of static balance with control. To understand body position and focus in maintaining balance.</p> <p>Pair of Balances To be able to perform a pair of balances with a part net. To be able to do most tasks a variety of static balance with control. To understand body position and focus in maintaining balance.</p> <p>Pair of Balances To be able to perform a pair of balances with a part net. To be able to do most tasks a variety of static balance with control. To understand body position and focus in maintaining balance.</p>	<p>Demonstrate control, accuracy and fluency within their performances. Consistently show control, accuracy and fluency. Apply tactics and strategy throughout my performances which lead to a positive result. Can lead a small group of students for a warm-up. To throw using efficient technique for power and accuracy. Apply good technique to competitive scenarios. To throw using efficient technique for power and accuracy. Apply good technique to competitive scenarios. Use effective jumping technique to achieve personal best. Students are well coordinated and fluent with their efficient running technique. They keep a stable head and use good strides to complement their arm and leg drive. Students increase and decrease their pace according to the situation. Students will be able to perform basic flight movements using a spring board safely.</p>	<p>To be able to drive from low to high when starting a sprint. To use effective drive from the arms and legs while running. To use effective pacing that achieves a positive outcome (personal best or winning). To throw using efficient technique for power and accuracy. Apply good technique to competitive scenarios. Use effective jumping technique to achieve personal best. Students are well coordinated and fluent with their efficient running technique. They keep a stable head and use good strides to complement their arm and leg drive. Students increase and decrease their pace according to the situation. Students will be able to perform basic flight movements using a spring board safely.</p>
SKILLS	<p>In Year Eight PE lessons, students will continue to develop their fundamental movement skills, including co-ordination, balance, agility, and control, which are essential for a wide range of sports and physical activities. They will also use self and peer assessment, to evaluate performance constructively and set goals for improvement. Throughout the year, students will be encouraged to demonstrate values such as teamwork, respect, perseverance, and perseverance and inclusive sporting environment. This links alongside our CORE values; Character, organisation, resilience, excellence.</p>						
ASSESSMENT	<p>In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.</p>	<p>In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.</p>	<p>In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.</p>	<p>In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.</p>	<p>In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.</p>	<p>In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.</p>	
VOCAB	<p>Dribbling Passing Attacking Defending Ball Control Turning Fouls Referee Outwit Overload Positioning/formation</p>	<p>Outwit Thirds Footwork Contact Obstruction Relaying Umpiring Defending Attacking Defensive Circle Rebounding Dodging Positioning</p>	<p>Forehand Backhand Underarm Serve Overarm Serve Shuttle Lunge Attacking Defending Rally</p>	<p>Float Front Crawl Back Crawl Buoyancy Streamlined</p>	<p>Bowling Batting Fielding Backstop Bases Stump Pitch Short/Long barrier Overarm/Underarm Throw</p>	<p>Health and Fitness Pacing Power Strides Speed Strength Technique Tactics Training Methods Components of fitness</p>	

SKILLS

In Year Eight PE lessons, students will continue to develop their fundamental movement skills, including co-ordination, balance, agility, and control, which are essential for a wide range of sports and physical activities. They will also use self and peer assessment, to evaluate performance constructively and set goals for improvement. Throughout the year, students will be encouraged to demonstrate values such as teamwork, respect, perseverance, and perseverance and inclusive sporting environment. This links alongside our CORE values; Character, organisation, resilience, excellence.

ASSESSMENT

In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.

VOCAB

Dribbling
Passing
Attacking
Defending
Ball Control
Turning
Fouls
Referee
Outwit
Overload
Positioning/formation

Outwit
Thirds
Footwork
Contact
Obstruction
Relaying
Umpiring
Defending
Attacking
Defensive Circle
Rebounding
Dodging
Positioning

Forehand
Backhand
Underarm Serve
Overarm Serve
Shuttle
Lunge
Attacking
Defending
Rally

Float
Front Crawl
Back Crawl
Buoyancy
Streamlined

Bowling
Batting
Fielding
Backstop
Bases
Stump
Pitch
Short/Long barrier
Overarm/Underarm Throw

Health and Fitness
Pacing
Power
Strides
Speed
Strength
Technique
Tactics
Training Methods
Components of fitness

READING SKILLS

In Year Eight, students will develop their reading skills by building fluency through read-aloud activities and teacher modelling. They will also enhance their vocabulary by engaging with key subject specific words to support their understanding across the curriculum.

CAREERS LINKS

In Year Eight, students will begin to develop a range of transferable skills that will benefit them with future careers. Through various sports and activities, students will explore the qualities of a good leader and begin to understand what effective leadership looks like. Pupils will develop their CORE values by working collaboratively with peers, taking on roles of responsibility and overcoming challenges.

CORE

In PE lessons, Year Eight students will develop their CORE values by showing good Character through teamwork and respect, being organised with their equipment and routines, building resilience by overcoming challenges, and striving for excellence through effort and improvement.

SUPPORTING STUDENTS AT HOME

We support students at home by sharing links to local sports clubs and encouraging them to stay active with friends and family. We also provide resources and activity ideas to help build confidence, motivation and a lifelong love of physical activity and sport.

INTENT

Students to build on learning from previous years to develop a detailed understanding of a range of physical activities and sports. Students gain knowledge and be assessed of performance, understanding performance, leadership and fitness- building on learning from Year Eight. Students will develop these skills in a range of activities including; netball, football, badminton, swimming, gymnastics, athletics and rounders.

	Prior learning	Building on prior learning from Year Eight
	Conscious curriculum links	Maths - angles and rotation. Science – body systems, bones and muscles. CORE – Character, organisation, resilience and excellence.
	Extra-curricular	Extra – curricular clubs include; netball, football, rounders, basketball, badminton, athletics/fitness, darts. Trust and City competitions.

TOPIC/KNOWLEDGE	Football	Netball	Badminton	gymnastics	Rounders	Athletics
	<p>Attacking principles: Can select the correct pass to pass over a range of distances when under pressure from a defender. (Short passing, crossing, through balls and driven pass). Demonstrate movement to evade defenders in the attacking third to receive passes (use the defender). Show for the ball by moving towards a teammate in possession to gain an advantage over a defender. Demonstrate how to defend the attacking team with attacking midfielders and overlapping wingbacks.</p> <p>Control and possession: Can control the ball on the move – open body positioning using the inside of the foot to maintain speed to move into space. Can maintain possession by using the body to block a defender from making a side-on clear body position, leaving over the ball, back towards the defender using the body and arm to stop a defender from reaching the ball. Can control the ball using a turn to move away from a defender's feet.</p> <p>Positioning on Play: Maintaining possession on the ball by using a range of different passes – switching the ball into space away from defenders, patient build up play using all positions on the pitch. Demonstrate an understanding of when to attack and when to possession to move the defending team out of shape to create space for an attack.</p> <p>Defending principles: Maintaining the team shape in order to create a wall between the attacking team and the goal. Defends space to block off the attacking passes. Jockey the ball to prevent an attacker from advancing forward with the ball.</p> <p>Demonstrate an understanding of when to press and when to play – Strikers to press the defenders while the midfield maintain shape in defence passes when the ball is in possession in the field. Press as a team to put opposition under pressure to force a mistake or a turnover of possession.</p> <p>Leadership: Can lead a pulsating, dynamic stretches and small game related activity. Can plan and lead a skill related drill or activity for small group students based on areas for development. Can lead a group of students as a captain and coach in order to achieve team success.</p>	<p>Turning in the air Application of speeding up attacking play by turning in the air to face the direction of the next pass Controlling the ball with balance and with 2 and 1 handed Umpiring using a whistle effectively Demonstration of holding space on court to create an opening for attacking play Defending GS/GS Demonstration of defending a GS/GA out of the circle. Playing two or more netball positions. Adopting the role and responsibility of 2 or more netball positions Demonstrate channeling and sequence passing</p> <p>How to coach other to increase speed of attacking play One handed control technique Scoring and umpiring using a whistle Score keeping and effectively using the whistle to umpire Play three netball positions and understand the roles Role and responsibilities of three or more positions. Explain the reasons for holding space Know the role of 3 netball positions The reasons for holding space on court to create space for attacking play during a competitive game Turning in the air with one handed ball control Demonstrating one handed control with balance during competitive game play. Demonstration of holding space on court to create an opening for attacking play during a competitive game Coaching the role of netball positions to peers Play 3 positions well Apply channeling and sequence passing in a game</p>	<p>Attacking Understand the scoring system in badminton Understand the correct court markings</p> <p>Defence To know how to effectively move around the court using chases steps and lunges to complete shots</p> <p>Shots Understand correct technique for serves, clears & smash shots</p> <p>Opponent Analysis Be able to identify opponent strengths and weaknesses</p> <p>Self-improvement Be able to design a practice/drill or game that will help to improve on an identified weakness</p> <p>Tactical Awareness Understand how personal abilities influence tactical approach Understand how opponents strengths and weaknesses influence tactical approach Understand how to open up spaces on the court</p> <p>Attacking Be able to accurately officiate both singles and doubles games Full a range of officiating roles (scorekeeper, line judge, umpire)</p> <p>Defence Identify footwork faults and be able to correct/improve them To transition fluently between shots using correct footwork</p> <p>Shots To be able to analyse technique of each shot accurately (serve, clears, smash, forehand, backhand, drive) To know how to use different shots to gain tactical advantage To understand how shot variation gives you an advantage within a game scenario Display a range of shots used to gain points to outwit opponent</p> <p>Performance Analysis Justify shot selection/decision making as to why a chosen shot is taken Adapt game knowledge from singles to doubles (serving, scoring and umpiring) Make links to components of fitness (aerobic and muscular endurance, speed and agility)</p>	<p>Gymnastics: Control and Balance: To be able to demonstrate a variety of static balances with control. To understand body tension and focus in maintaining balances.</p> <p>Paired Balances: To be able to perform paired balances with a partner. To be able to demonstrate control, body tension and co-operation in partner work. To safely transition in and out of paired balances.</p> <p>Rolling: To be able to perform a variety of rolling techniques (eg. Forward roll, teddy bear roll and backward roll) with control, an accuracy and safe body positioning, demonstrating progression in co-ordination and confidence in movement.</p> <p>Balances on Beam: To be able to perform balances and movements on a floor beam with control and stability. Travel along the beam using different movements. Create and perform a short sequence incorporating the beam as an apparatus.</p> <p>Flight: Students will be able to perform flight movements using a springboard safely.</p> <p>Sequences: Students are to create and perform gymnastic sequence combining balances, rolls and travel. Students will be able to demonstrate control, fluency and creativity in transitions.</p>	<p>Understand and explain the rules of Rounders during a competitive game. Describe each skill used in Rounders and explain the key points of how to perform them. Describe the tactics used in Rounders to gain an advantage over the opposition. Communicate with others to give ideas to overcome problems and challenges faced as an individual and small group. Review my own and others performance against an assessment criteria Suggest ways in which the rules can be applied to tactics in order to gain an advantage over an opponent. Decide on and apply tactics and strategy throughout my performance. Communicate with others and recommend ways in which they can refine their performance. Independently plan, organise and lead a range of tactics to improve an identified area of fitness. Communicate and develop strategy to overcome problems and challenges faced as an individual and small group. Review performances using an advanced assessment criteria, recommending practice to improve future performances.</p>	<p>Sprint running technique (100/200/400m) To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.</p> <p>Middle distance running – 800m To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during a 800m. To evaluate self performance against previous bests.</p> <p>Throwing – shot putt To perform and accurately replicate the shuffle technique for shot putt. To record distance achieved in relation to previous years bests. To understand the rules regarding the shot putt event. To understand the main phases that form the full technique and begin to refine individual elements.</p> <p>Throwing – javelin To perform and accurately replicate the technique for javelin. To incorporate the use of a run up and understand what effective this has on performance. To record distance achieved in relation to previous best. To fully understand the rules regarding the javelin throw.</p> <p>4x400m Relay Relay To accurately replicate sprinting technique and demonstrate knowledge of change over skills. To understand rules regarding sprint relay and adhere to them. To make decisions about pupils strengths and placement in the relay teams legs.</p>

SKILLS
In Year Nine PE lessons, students refine their physical skills and techniques across a range of sports, applying them in more competitive situations. Students develop a deeper understanding of tactics, teamwork, and game strategies, while taking on greater leadership and communication roles. Lessons also focus on fitness and health knowledge, including training principles, the effect of exercise on the body, and the importance of physical activity. Students begin to take more responsibility for their own learning, setting personal goals and evaluating their performance. This year helps prepare students for future PE qualifications and encourage lifelong participation in physical activity.

ASSESSMENT	Football	Netball	Badminton	gymnastics	Rounders	Athletics
	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.	In class observations and Q & A of practical tasks throughout the activity/sport block. Peer assessment - WWW and EBI in lessons. Practical assessment throughout the sport/activity block against marking criteria.

VOCAB	Football	Netball	Badminton	gymnastics	Rounders	Athletics
	Dribbling Passing Attacking Defending Ball Control Turning Fouls Referee Outwit Overload Positioning/formation	Outwit Thirds Footwork Contact Obstruction Relaying Umpiring Defending Attacking Defensive Circle Rebounding Dodging	Forehand Backhand Underarm Serve Overarm Serve Shuttle Lunge Attacking Defending Rally Racket	Sequence Aesthetic Balance Rotation	Bowling Batting Fielding Backstop Bases Stump Pitch Short/Long barrier Overarm/Underarm Throw	Health and Fitness Pacing Power Strides Speed Strength Technique Tactics Training Methods Components of fitness

READING SKILLS
In Year Nine, students will develop their reading skills by building fluency through read-aloud activities and teacher modelling. They will also enhance their vocabulary by engaging with key subject specific words to support their understanding across the curriculum.

CAREERS LINKS
In Year Nine, students will begin to develop a range of transferable skills that will benefit them with future careers. Through various sports and activities, students will explore the qualities of a good leader and begin to understand what effective leadership looks like. Pupils will develop their CORE values by working collaboratively with peers, taking on roles of responsibility and overcoming challenges.

CORE
In PE lessons, Year Nine students will develop their CORE values by showing good Character through teamwork and respect, being organised with their equipment and routines, building resilience by overcoming challenges, and striving for excellence through effort and improvement.

SUPPORTING STUDENTS AT HOME
We support students at home by sharing links to local sports clubs and encouraging them to stay active with friends and family. We also provide resources and activity ideas to help build confidence motivation and a lifelong love of physical activity and sport.




CURRICULUM AND ASSESSMENT PLAN

GCSE PE

YEAR 10

INTENT

Students develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing. Students develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. In the Sports Psychology unit students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. Students will be able to understand and justify appropriate elements of a warm up and a cool down for different sporting activities.

	Prior learning	Students will use their prior learning from KS3 throughout the course of the GCSE drawing upon their knowledge of components of fitness, muscles, bones, the cardiorespiratory system, preparing the body for exercise and rules & regulations of sports. Students will also apply their knowledge of their own performance in the NEA portion of the course by identifying strengths, weaknesses & creating a training plan to improve own performance.
	GCSE course	Exam board and course: AQA GCSE PE Exams: Two - 1hr 15min exams Paper 1 topics: Anatomy & physiology, movement analysis, physical training, use of data Paper 2 topics: sport psychology, socio-cultural influences, health, fitness & wellbeing, use of data
	Practical opportunities	Students will do perform in a number of sports across the 2 year course. They will also attend a rock climbing centre to develop their skills and be assessed in this individual sport.

	AUTUMN 1	AUTUMN 2	SPRING	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	<p>The structure and functions of the musculoskeletal system</p> <p>All students will know: How the skeletal system provides a framework for movement (in junction with the muscular system) Understand that types of movement are linked to the appropriate joint type, which enables that movement to take place.</p> <p>The structure and functions of the cardio-respiratory system</p> <p>All students will know: Identification of the pathway of air: mouth/nose trachea bronchi bronchioles alveoli. Gaseous exchange Gas exchange at the alveoli – features that assist in gaseous exchange: large surface area of alveoli moist thin walls (one cell thick) short distance for diffusion (short diffusion pathway) lots of capillaries large blood supply movement of gas from high concentration to low concentration. Blood vessels Structure of arteries, capillaries and veins: size/diameter, wall thickness, valves in veins</p>	<p>The short and long term effects of exercise</p> <p>All students will know: Immediate effects of exercise (during exercise) hot/sweaty/red skin increase in depth and frequency of breathing increased heart rate. Short-term effects of exercise (up to 36 hours after exercise) tiredness/fatigue light headedness nausea aching/delayed onset muscle soreness (DOMS)/cramp. Long-term effects of exercise (months and years of exercising)</p>	<p>Sports Psychology</p> <p>All students will know:</p> <ul style="list-style-type: none"> • Guidance and feedback on performance • Evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers • Mental preparation for performance • Inverted-U theory • How optimal arousal levels vary according to the skill being performed in a physical activity or sport • How arousal can be controlled using stress management techniques • Understand the difference between direct and indirect • Understand the characteristics of introvert and extrovert personality types 	<p>Aerobic & Anaerobic Exercise</p> <p>All students will know: All students will know: Summary of aerobic exercise (glucose + oxygen → energy + carbon dioxide + water). Summary of anaerobic exercise (glucose → energy + lactic acid). Identification of the duration and/or intensity of a physical activity in order to identify and justify why it would be aerobic or anaerobic, eg marathon (aerobic), sprint (anaerobic). Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid</p>	<p>Movement Analysis</p> <p>All students will know:</p> <ul style="list-style-type: none"> • Identification of first, second and third class lever systems. Illustrate the positioning of: fulcrum load (resistance) effort. Draw linear versions of a lever, showing the positioning of the fulcrum, load/resistance and effort. Types of movement: flexion/extension at the shoulder, elbow, hip and knee abduction/adduction at the shoulder rotation of the shoulder circumduction of the shoulder plantar flexion/dorsiflexion at the ankle. This section links specific sporting actions to the types of movement. Axis and planes of movement in sport
SKILLS	<p>Students will develop the following skills that are transferable to different real-life contexts, roles or employment:</p> <ul style="list-style-type: none"> • Analytical Skills – could involve the collection and analysis of, body function, measurement and fitness level information, to problem-solve and inform evaluations and making recommendations to help improve performance. <p>Students will develop the following skills that are transferable to different real-life contexts, roles or employment:</p> <ul style="list-style-type: none"> • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Healthy living and lifestyle skills. • Verbal Communication – creating and delivering information may be formal or informal, with a group or an individual 				
ASSESSMENT	<p>A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks. Students will also be assessed through more formal mock exams at different points during the academic year which will cover all topics delivered up to that point.</p>				
VOCAB	<ul style="list-style-type: none"> • Agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, power/explosive strength • Latissimus dorsi, deltoid, rotator cuffs, pectorals, biceps, triceps Abdominals, hip flexors, gluteals 	<ul style="list-style-type: none"> • specificity, progressive overload, reversibility, tedium. FITT to include: Frequency, intensity, time, type 	<ul style="list-style-type: none"> • Disability, attitudes, role models, accessibility to facilities/clubs /activities, sexism/stereotyping, culture/religion/religion, family commitments, available leisure time, familiarity, socio-economic factors. 	<ul style="list-style-type: none"> • Anabolic steroids, diuretics, blood doping, narcotic analgesics, EPO, stimulants, beta blockers. <p>Trachea, bronchi, alveoli, bronchioles, intercostals, rib cage, diaphragm, tidal volume, expiratory reserve volume, inspiratory reserve volume.</p>	<ul style="list-style-type: none"> • Accurate • Derelict • Enquiry question • Hypothesis • Inner city • Primary data • Secondary data • Qualitative • Quantitative • Stratified sampling • Systematic sampling • Random sampling • Regeneration • Reliable

READING SKILLS

- Compare and contrast
- Analyse physical demands and exercise technique
- Applying components of fitness to a range of sports
- Evaluate relevance of testing

PERSONAL DEVELOPMENT

CAREERS – Students to be exposed to careers involved in ecosystem conservation. Students will also be introduced to other careers during sixth form open evenings.

CORE – Students in year 7 visit Birmingham to see landmarks and a coastal landscape in year 8.

SUPPORTING STUDENTS AT HOME




Students should complete any lessons in their booklets they have missed due to absence.

Students are encouraged to watch/ read about a range of different sports and topic areas- sport can be accessed via the radio, internet and TV. Sport based discussions as podcasts on a range of networks (BBC Sounds/5 Live sports/Spotify etc.)

Exam practice is the best way to improve grades over time. We encourage students to complete as many questions as possible throughout the course and should also do this at home.

INTENT

The curriculum and assessment of students at this stage of education has been carefully designed by building on the knowledge gained and leadership skills developed within a wide range of practical activities. Through studying Applied Anatomy and Physiology students develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. In the Movement Analysis unit, Students develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.

	Prior learning	Students will use their prior learning from KS3 throughout the course of the GCSE drawing upon their knowledge of components of fitness, muscles, bones, the cardiorespiratory system, preparing the body for exercise and rules & regulations of sports. Students will also apply their knowledge of their own performance in the NEA portion of the course by identifying strengths, weaknesses & creating a training plan to improve own performance.
	GCSE course	Exam board and course: AQA GCSE PE Exams: Two - 1hr 15min exams Paper 1 topics: Anatomy & physiology, movement analysis, physical training, use of data Paper 2 topics: sport psychology, socio-cultural influences, health, fitness & wellbeing, use of data NEA: Practical assessment in 3 sports & piece of coursework internally assessed
	Practical opportunities	Students will do perform in a number of sports across the 2 year course. They will also attend a rock climbing centre to develop their skills and be assessed in this individual sport.

	AUTUMN 1	AUTUMN 2 and SPRING 1	SPRING 2	SUMMER 1
TOPIC/KNOWLEDGE	PHYSICAL TRAINING »Decreased fitness because of ill health, i.e. poor health can result in an inability to train, lowers fitness. »Increased fitness despite ill health, i.e. unhealthy but able to train, increases fitness. The components of fitness benefits for sport and how fitness is measured and improved »Definitions of the components of fitness: »Reasons for and limitations of fitness testing »Linking sports and physical activity to the required components of fitness »Why the components of fitness are needed when performing certain physical Activities	PHYSICAL TRAINING All students will know: Key principles of training. SPORT to include: »specificity »progressive overload »reversibility »medium. Key principles of overload. FITT to include: »frequency »intensity »time »type. How to optimise training and prevent injury Students should be taught to understand and justify appropriate elements of a warm up and a cool down for different sporting activities CLASSIFICATION OF SKILLS All students will know: Basic definition of the following skill classifications: »basic/complex »open/closed »self-paced/externally paced »gross/fine. Goal setting and SMART targets to improve performance Basic information processing » decision making, output and feedback of the model. »Feedback The role of each stage (input, - received via self (intrinsic) and/or others (extrinsic)).	SOCIOCULTURAL INFLUENCES All students will: »Engagement patterns of different social groups and the factors affecting participation Commercialisation of physical activity and sport »Types of sponsorship and the media »Positive and negative impacts of sponsorship and the media »Positive and negative impacts of technology	REVISION All students will: •Complete walking talking exam papers. •Break down 9-mark questions and practice them. •Complete mini whiteboard quizzes. •Use flash cards to revise. •Go through model answers. •Complete independent revision.
SKILLS	•Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Analytical Skills – could involve the collection and analysis of, body function, measurement and fitness level information, to problem-solve and inform evaluations and making recommendations to help improve performance • Creative Thinking – this will involve them exploring and generating ideas, making original connections possibly to find solutions and outcomes that are of value. •Using a variety of revision skills to prepare for the GCSE exams.			
ASSESSMENT	A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks. Students will also be assessed through more formal mock exams at different points during the academic year which will cover all topics delivered up to that point.			
CAB	•basic/complex, open/closed, self-paced/externally paced, gross/fine, positive/negative, knowledge of results/knowledge of performance, extrinsic/intrinsic. •Visual (seeing), verbal (hearing), manual (assist movement – physical), mechanical (use of objects/aids), introvert and extrovert.	aerobic exercise, anaerobic exercise. EPOC (oxygen debt) hypertrophy), lower resting heart rate (bradycardia). Fulcrum, load (resistance), effort, Planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal)	Students to recap all keywords from the GCSE course using flash cards and knowledge organisers.	Students to recap all keywords from the GCSE course using flash cards and knowledge organisers.

READING SKILLS

Compare and contrast
 Analyse physical demands and exercise technique
 Applying components of fitness to a range of sports
 Evaluate relevance of testing

PERSONAL DEVELOPMENT

CAREERS – Students to be exposed to careers involved in ecosystem conservation. Students will also be introduced to other careers during sixth form open evenings.

CORE – Students in year 7 visit Birmingham to see landmarks and a coastal landscape in year 8.

SUPPORTING STUDENTS AT HOME

Students should complete any lessons in their booklets they have missed due to absence.

Students are encouraged to watch/ read about a range of different sports and topic areas - sport can be accessed via the radio, internet and TV. Sport based discussions as podcasts on a range of networks (BBC Sounds/ 5 Live sports/ Spotify etc.) Exam practice is the best way to improve grades over time. We encourage students to complete as many questions as possible throughout the course and should also do this at home.

INTENT

The course uses a combination of assessment styles to help students apply their knowledge to succeed in the workplace and develop study skills to continue on to Higher Education. Students will study each unit in depth to acquire a range of practical and transferable skills. The range of assessments – both practical and written – help students showcase their learning and achievements to best effect. Building on the knowledge, leadership opportunities and wide range of practical skills gained in Key Stage 4.

Prior learning

Students will have been introduced to all the topics at BTEC National in some way at both KS3 and KS4. For example, students will have learnt about bones, muscles, the heart and lungs, rules & regulations of sports, self & peer assessment as well as possible career pathways in sport. Throughout this course they will explore them in more depth. Students will demonstrate their understanding and application in a range of ways.

BTEC National course

Exam board: Pearson, Edexcel
Exams: 1, 1hr 30 min exam, 1 2hr 30min controlled assessment
Unit 1 topics: Skeletal system, Muscular system, Respiratory system, Cardiovascular system, Energy systems
Unit 2 topics: Lifestyle factors, diet & nutrition, components of fitness, training methods,
Unit 3: 2 pieces of internally assessed coursework based on career pathways
Unit 7: 2 pieces of internally assessed coursework based on individual & team sports

Enrichment opportunities

Extra-curricular clubs, supporting fixtures to develop a range of leadership/transferable work-related skills to improve employability. The school has an extensive Extra-curricular programme after school, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching. Within BTEC Sport we aim to instil the core values of PE through our leadership programme.

AUTUMN

SPRING

SUMMER

TOPIC/KNOWLEDGE

Unit 1
 Aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.
 Structure and functions of the skeletal system, Joints and muscle groups Understanding how bones and muscles work together to cause movement How different sports require different body types How diet can be manipulated by athletes to improve endurance (carbohydrate loading) and aid recovery (timing protein intake) Explaining both the short and long-term effects of sport and exercise on both body systems. Be able to evaluate and make connections between body systems in response to short and long-term exercise and sport participation.
Unit 2
 » The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.
 » Examine lifestyle factors and their effect on health and well-being.
 » Positive lifestyle factors and their effects on health and well-being Understand the importance of lifestyle factors in the maintenance of health and well-being.
 » Negative lifestyle factors and their effects on health and well-being Understand the factors contributing to an unhealthy lifestyle.
 » Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.

Unit 2
All students will know:
 » The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme.
 » To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.
 » Examine lifestyle factors and their effect on health and well-being.
 » Positive lifestyle factors and their effects on health and well-being Understand the importance of lifestyle factors in the maintenance of health and well-being.
 » Negative lifestyle factors and their effects on health and well-being Understand the factors contributing to an unhealthy lifestyle.
 » Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.
Unit 3
All students will know:
 » How economies can be classified.
 » Functions within different places.
 » How connections have shaped the characteristics of place.
 » Economic and social inequalities within areas.
 » How a place can be successful or become unsuccessful.
 » Lived experience and engagement within places.
 » The range of ways that the need for regeneration can be evaluated.
 » How UK government decisions play a role in regeneration.
 » How local governments play a role in regeneration.
 » How locals and environmental groups play a role in regeneration.
 » How rebranding can make an area more attractive for investment.
 » How to assess the success of regeneration.
 » How different urban and rural stakeholders will judge urban regeneration.

Unit 3
All students will know:
 » Research roles in the sports industry, then plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on
 » knowledge and skills from across the qualification to identify your
 » own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific technical knowledge and skills required
 » to access and progress in a selected career pathway in the sports industry. This unit will prepare your progression to a career in the sports industry either directly or through higher education,
 » by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.
Unit 7
Students will:
 » This unit gives you the opportunity to improve your own
 » knowledge and practical ability in a selection of individual and
 » team sports. You will develop your own practical performance
 » in selected sports, focusing on the application of skills,
 » techniques and tactics and reflecting on your performance.
 » This will be achieved through participation in practical activities,
 » followed by a reflection on your performance. You will have
 » the opportunity to practise and refine your individual skills
 » and techniques, investigating and experiencing different areas
 » of tactics and techniques.

SKILLS

- Analyse data & information from preset scenarios
- Select and apply knowledge to specific individuals
- Research skills to identify, select and use information specific to their career pathway
- Analyse information from questionnaires/interviews
- Use of evaluative techniques
- Creation of training programmes based on individual data
- Collecting quantitative data
- Collecting qualitative data
- Use of video analysis

ASSESSMENT

Assessments at BTEC National will be assessed in the following ways:
Unit 1: A 1hr 30min external exam set by Pearson to be sat in half term 3 of Y12 with an opportunity to resit in half term 3 of Y13.
Unit 2: A 2hr 30min external exam set by Pearson to be sat in half term 5 of Y12 with an opportunity to resit in half term 3 of Y13.
Unit 3: Internally assessed coursework in addition to video evidence of mock interviews and set tasks related to career pathways selected by each individual student.
Unit 7: Internally assessed coursework in addition to video evidence of practical performance in both an individual & a team sport.

KEY WORDS

Sesamoid, Appendicular, Cardiovascular, Respiratory, Skeletal, Synovial, Osteoblasts, Osteoclasts, Cirrhosis, Hypertension, Obesity, Bronchitis, Sedentary, Blood pressure, Resting heart rate, Body mass index (BMI), Waist to hip ratio Agonist, Antagonist, Synergist, Fixator, Isometric, Concentric, Eccentric, Tidal volume, Vital capacity, Residual volume, Total lung volume, Minute ventilation (VE), Plyometrics,

READING SKILLS

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

PERSONAL DEVELOPMENT

CAREERS – Students will be exposed to careers in the sport industry through the unit 3. Students will explore careers when looking at universities & career pathways.
CORE – Students to complete team building activities as well as having opportunities to lead younger students through the sports leadership qualification & during EC clubs.

SUPPORTING STUDENTS AT HOME

Students should complete any lessons they have missed due to absence by emailing/speaking with the class teacher.
 Students will be given a booklet to complete revision at home.
 We encourage students to complete as many questions as possible throughout the course and should also do this at home. Students will be provided with past papers for examined units as well as assignment briefs for coursework based units.

INTENT

The course uses a combination of assessment styles to help students apply their knowledge to succeed in the workplace and develop study skills to continue on to Higher Education. Students will study each unit in depth to acquire a range of practical and transferable skills. The range of assessments – both practical and written – help students showcase their learning and achievements to best effect. Building on the knowledge, leadership opportunities and wide range of practical skills gained in Key Stage 4.

Prior learning

Students will have been introduced to all the topics at BTEC National in some way at both KS3 and KS4. For example, students will have learnt about bones, muscles, the heart and lungs, rules & regulations of sports, self & peer assessment as well as possible career pathways in sport. Throughout this course they will explore them in more depth. Students will demonstrate their understanding and application in a range of ways.

BTEC National course

Exam board: Pearson, Edexcel
Exams: 1, 1hr 30 min exam, 1 2hr 30min controlled assessment
Unit 1 topics: Skeletal system, Muscular system, Respiratory system, Cardiovascular system, Energy systems
Unit 2 topics: Lifestyle factors, diet & nutrition, components of fitness, training methods,
Unit 3: 2 pieces of internally assessed coursework based on career pathways
Unit 7: 2 pieces of internally assessed coursework based on individual & team sports

Enrichment opportunities

Extra-curricular clubs, supporting fixtures to develop a range of leadership/transferable work-related skills to improve employability. The school has an extensive Extra-curricular programme after school, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching. Within BTEC Sport we aim to instil the core values of PE through our leadership programme.

AUTUMN

SPRING

SUMMER

TOPIC/KNOWLEDGE

Unit 1
 Aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.
 Structure and functions of the skeletal system, Joints and muscle groups
 Understanding how bones and muscles work together to cause movement
 How different sports require different body types
 How diet can be manipulated by athletes to improve endurance (carbohydrate loading) and aid recovery (timing protein intake)
 Explaining both the short and long-term effects of sport and exercise on both body systems. Be able to evaluate and make connections between body systems in response to short and long-term exercise and sport participation.

Unit 2
 » The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme.
 To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.
 » Examine lifestyle factors and their effect on health and well-being.
 » Positive lifestyle factors and their effects on health and well-being
 Understand the importance of lifestyle factors in the maintenance of health and well-being.
 » Negative lifestyle factors and their effects on health and well-being
 Understand the factors contributing to an unhealthy lifestyle.
 » Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.

Unit 2
 » The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme.
 • To work in the health and fitness industry, you will need to know how to assess clients and then
 • be able to plan appropriate training programmes to take into account individual needs.
 » Examine lifestyle factors and their effect on health and well-being.
 » Positive lifestyle factors and their effects on health and well-being
 Understand the importance of lifestyle factors in the maintenance of health and well-being.
 » Negative lifestyle factors and their effects on health and well-being
 Understand the factors contributing to an unhealthy lifestyle.
 » Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.

Unit 3:
 Research roles in the sports industry, then plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a
 • career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on
 • knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required
 • to access and progress in a selected career pathway in the sports industry. This unit will prepare you for progression to a career in the sports industry either directly or through higher education,
 • by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.

Unit 3
 • Research roles in the sports industry, then plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a
 • career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on
 • knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required
 • to access and progress in a selected career pathway in the sports industry. This unit will prepare you for progression to a career in the sports industry either directly or through higher education,
 • by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.
Unit 7
 • This unit gives you the opportunity to improve your own knowledge and practical ability in a selection of individual and team sports. You will develop your own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance.
 • This will be achieved through participation in practical activities, followed by a reflection on your performance. You will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques.

SKILLS

- Analyse data & information from preset scenarios
- Select and apply knowledge to specific individuals
- Research skills to identify, select and use information specific to their career pathway
- Analyse information from questionnaires/interviews
- Use of evaluative techniques
- Creation of training programmes based on individual data
- Collecting quantitative data
- Collecting qualitative data
- Use of video analysis.

ASSESSMENT

Assessments at BTEC National will assessed in the following ways:
Unit 1: A 1hr 30min external exam set by Pearson to be sat in half term 3 of Y12 with an opportunity to resit in half term 3 of Y13.
Unit 2: A 2hr 30min external exam set by Pearson to be sat in half term 5 of Y12 with an opportunity to resit in half term 3 of Y13.
Unit 3: Internally assessed coursework in addition to video evidence of mock interviews and set tasks related to career pathways selected by each individual student.
Unit 7: Internally assessed coursework in addition to video evidence of practical performance in both an individual & a team sport.

OCAB

Sesamoid, Appendicular, Cardiovascular, Respiratory, Skeletal, Synovial, Osteoblasts, Osteoclasts, Cirrhosis, Hypertension, Obesity, Bronchitis, Sedentary, Blood pressure, Resting heart rate, Body mass index (BMI), Waist to hip ratio, Agonist, Antagonist, Synergist, Fixator, Isometric, Concentric, Eccentric, Tidal volume, Vital capacity, Residual volume, Total Lung volume, Minute ventilation (VE), Plyometrics, Periodisation, Macronutrients, Micronutrients, Hydration, deadlines, timeframe, profit, awareness, team bonding, SMART (specific, measurable, achievable, realistic, timebound), Arteries, arterioles, veins, venuoles, capillaries, aorta, vena cava, pulmonary artery, pulmonary vein, coronary arteries, normative data, informed consent form, data protection, client confidentiality, Sudden arrhythmic death syndrome (SADS), High blood pressure/low blood pressure, Hyperthermia/hypothermia, Anaerobic, Chemical source (phosphate and creatine), Resynthesis of ATP,

READING SKILLS

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

PERSONAL DEVELOPMENT

CAREERS – Students will be exposed to careers in the sport industry through the unit 3. Students will explore careers when looking at universities & career pathways.

CORE – Students to complete team building activities as well as having opportunities to lead younger students through the sports leadership qualification & during EC clubs.

SUPPORTING STUDENTS AT HOME

Students should complete any lessons they have missed due to absence by emailing/speaking with the class teacher.

Students will be given a booklet to complete revision at home.

We encourage students to complete as many questions as possible throughout the course and should also do this at home. Students will be provided with past papers for examined units as well as assignment briefs for coursework based units.