



| KS3- Core PE | Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 | Activity7 | Activity 8 |
|-----------------|--|--|--|--|--|--|--|---|
| 7 | OAA | Netball | Basketball | Rugby | Table Tennis | Hockey | Cricket | Athletics |
| Core Knowledge: | <p>In this unit pupils will know:</p> <p>How to critical think and form ideas and strategies to solve challenges.</p> <p>The rules and scoring system.</p> <p>The key terminology within OAA.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in netball (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within netball.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in basketball (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within basketball.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in rugby (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within rugby.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in table tennis (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within table tennis.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in hockey (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within hockey.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in cricket (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within cricket.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in different disciplines of track and field events (Please see below a list of key skills taught).</p> <p>The rules and scoring system of each event.</p> <p>The key terminology within different athletic events.</p> |
| Core skills: | <p>Pupils will be taught the skills:</p> <p>Orienteering a map Cardinal directions Pacing Grid referencing: 4 & 6 figure grid referencing Strategy Critical thinking Trust</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Pivoting Chest pass Bounce pass Shoulder pass Overhead pass Shooting</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Chest pass Bounce pass Overhead pass Set shot Lay up Dribbling Shooting False and drive Cross over step</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Passing Running on the ball Tackling Rucking Jackling</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Forehand Backhand Push Flick Smash Serving High toss serve Block Back spin</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Push pass Hit pass Slap pass Receiving the ball Push dribble Tap dribble Indian dribble Block Tackle Jab Tackle</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Fielding Bowling Batting Defensive shots- Attacking shots- Drive Pull Cut</p> | <p>Pupils will be taught the core and advanced skills while being taught the following athletic disciplines:</p> <p>Track running – Starting Finishing Posture Head carriage Leg action Arm action</p> |



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| | | | Pivoting/footwork | | Top spin Back spin. | Reverse stick | Hook Sweep | Pacing Throwing – Grip Throwing action Release- angle and speed Travel- Stationary Travel- Use of cross step/glide/ rotation Jumping- Synchronisation of arm & legs Take off- speed and timing Basic and safe landing Technical flight phase Technical landing |
| Departmental Assessment: | In order to monitor progress, pupils are assessed against activity specific criteria that assesses pupils through three domains; 'Physical Me', 'Social Me' and 'Thinking Me'. All pupils are assessed via each domain using the 1-20 assessment which is consistent with BWCS's whole school assessment policy. Teacher summative assessment will take place after each activity, providing each pupil a mark (1-20) which is a level of 'best fit' recorded on the PE Core assessment sheet. Pupils will additionally be assessed on character and mind-set throughout the year and pupils will be given a grade from Poor- Outstanding. All grades are recorded on SIMS in line with the whole school assessment calendar and shared with parents/ guardians and pupils. Formative assessment is used in day-to-day T&L, often to explore and develop pupils' pupils knowledge and understanding. | | | | | | | |
| Resources: | Maps Stopwatches Orienteering cards Compasses Cones | Netballs Bibs Cones Spots/dots Stop watches | Basketballs Bibs Cones Spots/dots Stop watches | Rugby balls Bibs Cones Tackle shields | Table tennis tables Bats Table tennis balls Paper (A4) Spots | Hockey balls Hockey sticks Bibs Cones and markers | Cricket bats Tennis balls/ Wind balls Batting T Cones/ Spot Stumps Bibs | Stopwatches/measuring equipment- pace running and sprinting. Discus Shot Javelin Hurdles Cones |
| Learning Cycles | | | | | Learning Cycle 1 | | | Learning Cycle 2 |



| KS3- Core PE | Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 | Activity 7 | Activity 8 |
|-----------------|--|--|--|--|--|--|--|---|
| 8 | OAA | Tennis | Badminton | Rugby | Netball | Football | Volleyball | Athletics |
| Core Knowledge: | <p>In this unit pupils will know:</p> <p>How to critical think and form ideas and strategies to solve challenges.</p> <p>The rules and scoring system.</p> <p>The key terminology within OAA.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in tennis (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within tennis.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in badminton (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within badminton.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in rugby (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within rugby.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in netball (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within netball.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in football (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within football.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in volleyball (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within volleyball.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in different disciplines of track and field events (Please see below a list of key skills taught).</p> <p>The rules and scoring system of each event.</p> <p>The key terminology within different athletic events.</p> |
| Core skills: | <p>Pupils will be taught the skills:</p> <p>Orienteering a map Cardinal directions Intercardinal directions Compass work Pacing Grid referencing: 4 & 6 figure grid referencing Strategy</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Serving Groundstrokes Top spin Slice spin Lob Smash Volley</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Flick serve Underarm serve Underarm clear Overhead clear Smash Drop shots Net shots</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Passing Running on the ball Tackling Rucking Jackling</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Pivoting Chest pass Bounce pass Shoulder pass Overhead pass Shooting</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Passing Shooting Dribbling Tackling Jockeying</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Underarm serve Overarm serve Set Dig Spike Block</p> | <p>Pupils will be taught the core and advanced skills while being taught the following athletic disciplines:</p> <p>Track running – Starting Finishing Posture Head carriage Leg action Arm action Pacing Throwing – Grip</p> |



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| | Critical thinking Trust | | | | | | | Throwing action Release- angle and speed Travel- Stationary Travel- Use of cross step/glide/ rotation Jumping- Synchronisation of arm & legs Take off- speed and timing Basic and safe landing Technical flight phase Technical landing |
| Departmental Assessment: | In order to monitor progress, pupils are assessed against activity specific criteria that assesses pupils through three domains; 'Physical Me', 'Social Me' and 'Thinking Me'. All pupils are assessed via each domain using the 1-20 assessment which is consistent with BWCS's whole school assessment policy. Teacher summative assessment will take place after each activity, providing each pupil a mark (1-20) which is a level of 'best fit' recorded on the PE Core assessment sheet. Pupils will additionally be assessed on character and mind-set throughout the year and pupils will be given a grade from Poor- Outstanding. All grades are recorded on SIMS in line with the whole school assessment calendar and shared with parents/ guardians and pupils. Formative assessment is used in day-to-day T&L, often to explore and develop pupils' pupils knowledge and understanding. | | | | | | | |
| Resources: | Maps Stopwatches Orienteering cards Compasses Cones | Tennis nets Tennis rackets Tennis balls Spots Dots Cones White boards | Shuttlecocks Rackets Net and posts Spots/dots/Hula hoops. | Rugby balls Bibs Cones Tackle shields | Netballs Bibs Cones Spots/dots Stop watches | Footballs Bibs Cones Stop watches | Volleyballs Volleyball net and post Cones Spots/dots | Stopwatches/measuring equipment- pace running and sprinting. Discus Shot Javelin High jump bar Mats- High jump Hurdles Cones |
| Learning Cycles | | | | | Learning Cycle 3 | | | Learning Cycle 4 |



| KS3- Core PE | Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 | Activity 7 | Activity 8 |
|-----------------|--|--|--|--|--|--|--|--|
| 9 | Hockey | Tennis | Badminton | Volleyball | Basketball | Table Tennis | Football | Cricket |
| Core Knowledge: | <p>In this unit pupils will know:</p> <p>The technique of all key skills in hockey (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within hockey.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in tennis (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within tennis.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in badminton (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within badminton.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in volleyball (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within volleyball.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in basketball (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within basketball.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in table tennis (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within table tennis.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in football (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within football.</p> | <p>In this unit pupils will know:</p> <p>The technique of all key skills in cricket (Please see below a list of key skills taught).</p> <p>The correct strategy/tactics in competitive situations.</p> <p>The rules and scoring system.</p> <p>The key terminology within cricket.</p> |
| Core skills: | <p>Pupils will be taught the core and advanced skills:</p> <p>Push pass Hit pass Slap pass Receiving the ball Push dribble Tap dribble Indian dribble Block Tackle Jab Tackle</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Serving Groundstrokes Top spin Slice spin Lob Smash Volley</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Flick serve Underarm serve Underarm clear Overhead clear Smash Drop shots Net shots</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Underarm serve Overarm serve Set Dig Spike Block</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Chest pass Bounce pass Overhead pass Set shot Lay up Dribbling Shooting False and drive Cross over step Pivoting/footwork</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Forehand Backhand Push Flick Smash Serving High toss serve Block Back spin Top spin</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Passing Shooting Dribbling Tackling Jockeying</p> | <p>Pupils will be taught the core and advanced skills:</p> <p>Fielding Bowling Batting Defensive shots- Attacking shots- Drive Pull Cut Hook Sweep</p> |



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| | Reverse stick | | | | | Back spin. | | |
| Departmental Assessment: | In order to monitor progress, pupils are assessed against activity specific criteria that assesses pupils through three domains; 'Physical Me', 'Social Me' and 'Thinking Me'. All pupils are assessed via each domain using the 1-20 assessment which is consistent with BWCS's whole school assessment policy. Teacher summative assessment will take place after each activity, providing each pupil a mark (1-20) which is a level of 'best fit' recorded on the PE Core assessment sheet. Pupils will additionally be assessed on character and mind-set throughout the year and pupils will be given a grade from Poor- Outstanding. All grades are recorded on SIMS in line with the whole school assessment calendar and shared with parents/ guardians and pupils. Formative assessment is used in day-to-day T&L, often to explore and develop pupils' pupils knowledge and understanding. | | | | | | | |
| Resources: | Hockey balls Hockey sticks Bibs Cones and markers | Tennis nets Tennis rackets Tennis balls Spots Dots Cones White boards | Shuttlecocks Rackets Net and posts Spots/dots/Hula hoops. | Volleyballs Volleyball net and post Cones Spots/dots | Basketballs Bibs Cones Spots/dots Stop watches | Table tennis tables Bats Table tennis balls Paper (A4) Spots | Footballs Bibs Cones Stop watches | Cricket bats Tennis balls/ Wind balls Batting T Cones/ Spot Stumps Bibs |
| Learning Cycles | | | Learning Cycle 5 | | | | | Learning Cycle 6 |

| GCSE PE KS4- Yr 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Core Knowledge: | <p>The structure and function of the skeletal system</p> <ul style="list-style-type: none"> -Location of major bones -Functions of the skeleton -Types of synovial joint -Types of movement at hinge joints and ball and socket joints -Other components of joints <p>The structure and function of the muscular system</p> <ul style="list-style-type: none"> -Location of major muscle groups -The roles of muscle in movement | <p>Movement analysis</p> <ul style="list-style-type: none"> -Lever system -Planes of movement and axes of rotation <p>The cardiovascular and respiratory systems</p> <ul style="list-style-type: none"> -Structure and function of the cardiovascular system -Structure and function of the respiratory system -Aerobic and anaerobic exercise | <p>Effects of exercise on body systems</p> <ul style="list-style-type: none"> -Short-term effects of exercise -Long-term (training) effects of exercise <p>Physical training</p> <ul style="list-style-type: none"> Components of fitness Applying the principles of training -Principles of training - Optimising training | <p>Preventing injury in physical activity and training</p> <p>Analysis and Evaluation of Performance</p> | <p>Analysis and Evaluation of Performance</p> | <p>Analysis and Evaluation of Performance</p> |
| Core skills: | <p>Locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions</p> <p>Identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip.</p> <p>Knowledge of the types of movement at different joints and apply these movements to examples from physical activities.</p> <p>The location of the major muscle groups and be able</p> | <p>Three classes of lever and will be able to use examples showing where these levers might operate to produce movement.</p> <p>Mechanical advantage provided by levers in movement.</p> <p>Planes of movement and axes of and be able to give examples.</p> <p>Structure and function of the cardiovascular system.</p> <p>Blood vessels and blood cells with their pathway through the heart will be understood.</p> | <p>The short and long-term effects of exercise on muscles and bones, the heart and the respiratory system.</p> <p>Understanding of the components of fitness required for physical activities and sports and how each can be measured.</p> <p>Define each principle of training and understand the physical benefits of the warm up and cool down applied to physical activities and sports.</p> | <p>How to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of sports settings.</p> <p>Know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.</p> | <p>Pupils will demonstrate their ability to analyse and evaluate their own practical performance.</p> <p>Analyse aspects of personal performance</p> <p>Evaluate the strengths and weaknesses of the performance produce an action plan which aims to improve the quality and effectiveness of the performance.</p> | <p>Pupils will demonstrate their ability to analyse and evaluate their own practical performance.</p> <p>Analyse aspects of personal performance</p> <p>Evaluate the strengths and weaknesses of the performance produce an action plan which aims to improve the quality and effectiveness of the performance.</p> |

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| | <p>to apply muscle use to examples</p> <p>The roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs, applying examples.</p> | <p>Definitions of key cardiac terms.</p> <p>The pathway of air through the respiratory system</p> <p>Know the role of the respiratory muscles and alveoli during breathing.</p> <p>An understanding of respiratory terms.</p> <p>Able to define aerobic and anaerobic exercise and be able to give practical examples.</p> | | | | |
| Departmental Assessment: | Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on a question covering the skeletal and muscular system. | Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on a question covering the movement analysis, cardiovascular and respiratory systems. | Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on a question covering the Effects of exercise, physical training and principles of training. | Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on a question covering injury prevention. | Assessment of analysis and Evaluation of Performance | Assessment of analysis and Evaluation of Performance |
| Resources: | <p>Knowledge Organiser Booklet</p> <p>Glossary of key terms</p> <p>Retrieval Questions</p> <p>PowerPoint</p> <p>50 mark low stake quiz</p> | <p>Knowledge Organiser Booklet</p> <p>Glossary of key terms</p> <p>Retrieval Questions</p> <p>PowerPoint</p> <p>50 mark low stake quiz</p> | <p>Knowledge Organiser Booklet</p> <p>Glossary of key terms</p> <p>Retrieval Questions</p> <p>PowerPoint</p> <p>50 mark low stake quiz</p> | <p>Knowledge Organiser Booklet</p> <p>Glossary of key terms</p> <p>Retrieval Questions</p> <p>PowerPoint</p> <p>50 mark low stake quiz</p> | <p>Knowledge Organiser Booklet</p> <p>Glossary of key terms</p> <p>Retrieval Questions</p> <p>PowerPoint</p> <p>50 mark low stake quiz</p> | <p>Knowledge Organiser Booklet</p> <p>Glossary of key terms</p> <p>Retrieval Questions</p> <p>PowerPoint</p> <p>50 mark low stake quiz</p> |
| Learning Cycles | | Learning Cycle 1 | | | Learning Cycle 2 | |

| GCSE PE KS4 Yr 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Core Knowledge: | <p>Engagement patterns of different social groups in physical activities and sports -Physical activity and sport in the UK -Participation in physical activity and sport</p> <p>Commercialisation of physical activity and sport -Commercialisation of sport</p> <p>Analysis and Evaluation of Performance</p> | <p>Ethical and socio-cultural issues in physical activity and sport -Ethics in sport -Drugs in sport -Violence in sport</p> <p>Sports psychology -Characteristics of skilful movement -Classification of skills -Goal setting</p> | <p>Sports psychology Mental preparation -Types of guidance -Types of feedback</p> | <p>Health, fitness and well-being -Health, fitness and well-being -Diet and nutrition</p> | <p>Revision/ Retrieval Exam technique</p> | |
| Core skills: | <p>Current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using examples.</p> <p>Commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and</p> | <p>Ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with examples.</p> <p>How movement skills are learned and performed in sports.</p> <p>The characteristics and classification of skilful movement will be</p> | <p>Guidance and feedback that affects the learning and performance of movement skills.</p> <p>Identify key terms and describe psychological concepts, using examples</p> <p>Evaluate sports psychology theories and principles and be able to apply theory to practice.</p> | <p>The benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness.</p> <p>The physical, emotional and social benefits as well as the consequences of a sedentary lifestyle.</p> <p>Understanding of the main components of a balanced diet, including the effects of these components and</p> | <p>Revision/ Retrieval Exam technique</p> | |



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| | negative effects on participation. | understood, along with the role of goal setting and mental preparation to improve performance in sports. | | hydration on performers using a range of examples. | | |
| Departmental Assessment: | Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on questions covering engagement patterns in sport, commercialisation and ethical and socio-cultural issues in physical activity and sport. | Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on a question covering sports psychology. | Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on a question covering health, fitness and well-being | | | |
| Resources: | Knowledge Organiser Booklet Glossary of key terms Retrieval Questions PowerPoint 50 mark low stake quiz | Knowledge Organiser Booklet Glossary of key terms Retrieval Questions PowerPoint 50 mark low stake quiz | Knowledge Organiser Booklet Glossary of key terms Retrieval Questions PowerPoint 50 mark low stake quiz | Knowledge Organiser Booklet Glossary of key terms Retrieval Questions PowerPoint 50 mark low stake quiz | Knowledge Organiser Booklet Glossary of key terms Retrieval Questions PowerPoint 50 mark low stake quiz | |
| Learning Cycles | | Learning Cycle –School Mock exams | | Learning Cycle 4 - additional mock exams | Public Examinations | |

| Cambridge National in Sports Science KS4- Yr 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Core Knowledge: | <p>R181 – Task 1 Components of fitness applied in sports</p> <ul style="list-style-type: none"> -Relevance of components of fitness applied in sport -Assessing components of fitness -Application of components of fitness to skill performance | <p>R181 – Task 2 Principles of training in sport</p> <ul style="list-style-type: none"> -SPOR principle, FITT principle, SMART goals -Methods of training and their benefits. Advantages and disadvantages -Aerobic and Anaerobic exercises | <p>R181 – Task 3 Organising and planning a fitness training programme</p> <ul style="list-style-type: none"> -Considerations to inform planning -Planning a fitness based training programme -Recording results from a fitness training programme | <p>R181 – Task 4 Evaluate own performance in planning and delivery of a fitness training programme</p> <ul style="list-style-type: none"> -Effectiveness of a fitness training programme | <p>R183 – Task 1 Nutrition and sports performance</p> <ul style="list-style-type: none"> -Nutrition needed for a healthy, balanced nutrition plan -The role of nutrients in sports and their sources | <p>R183 – Task 2 Applying differing dietary requirements to varying types of sporting activity</p> <ul style="list-style-type: none"> -The dietary requirements of endurance / aerobic activities -The dietary requirements of short intense / aerobic activities -The dietary requirements of strength based activities |
| Core skills: | <p>Define all 10 components of fitness and identify which relevant tests are used to measure the component.</p> <p>Apply the relevant components of fitness to their two chosen sports and identify why the component is relevant in their sports.</p> <p>Asses their own fitness testing results against the normative data and what it means for them and their sports</p> | <p>Knowledge of the principles of training and how it is applied. SPOR, FITT and SMART goals.</p> <p>Different methods of training, identify which sports require the methods of training and the advantages and disadvantages of doing the different methods of training.</p> <p>Knowledge of what aerobic and anaerobic is and provide sporting examples.</p> | <p>Create individual fitness training programmes highlighting the aims, goals and objectives for the programme.</p> <p>Identify what considerations they need to consider when creating the fitness training programme</p> <p>Apply the principles of training to the fitness training programme.</p> | <p>Reflect on the fitness training programme. To be able to identify the strengths and weakness of their fitness training programme.</p> <p>Suggest further development for improvements of their fitness training programme.</p> | <p>Knowledge of the characteristics of a balanced nutrition plan</p> <p>Identify the role of nutrients in sports and their sources</p> | <p>Know the dietary requirements of endurance and aerobic activities. Before activity, during activity and after activity.</p> <p>Know the dietary requirements of short intense and anaerobic activities. Before, during and after activity.</p> <p>Know the dietary requirements of strength based activities. Before activity, during activity and after activity.</p> |

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| Departmental Assessment: | Pupils will complete coursework on the task – teacher will assess and mark live whilst students are completing the task | Pupils will complete coursework on the task – teacher will assess and mark live whilst students are completing the task | Pupils will complete coursework on the task – teacher will assess and mark live whilst students are completing the task | Pupils will complete coursework on the task – teacher will assess and mark live whilst students are completing the task | Pupils will complete coursework on the task – teacher will assess and mark live whilst students are completing the task | Pupils will complete coursework on the task – teacher will assess and mark live whilst students are completing the task |
| Resources: | Booklet Glossary of key terms Retrieval Questions PowerPoint Internet access – part of the course to find their own information. | Booklet Glossary of key terms Retrieval Questions PowerPoint Internet access – part of the course to find their own information. | Booklet Glossary of key terms Retrieval Questions PowerPoint Internet access – part of the course to find their own information. | Booklet Glossary of key terms Retrieval Questions PowerPoint Internet access – part of the course to find their own information. | Booklet Glossary of key terms Retrieval Questions PowerPoint Internet access – part of the course to find their own information. | Booklet Glossary of key terms Retrieval Questions PowerPoint Internet access – part of the course to find their own information. |
| Learning Cycles | | Learning Cycle 1 | | | Learning Cycle 2 | |
| Cambridge National in Sports Science KS4- Yr 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Core Knowledge: | R183 – Task 3 Developing a balanced nutrition plan for a selected sporting activity -How to design and develop a balanced nutrition plan -Key factors when considering the success / impact of a nutrition plan R183 – Task 4 The effect of overeating on sports performance | R180 – Task 1 Different factors which influence the risk of injury -Extrinsic factors -Intrinsic factors R180 – Task 2 Warm up and cool down routines -Key components of a warm up | R180 – Task 3 Different types and causes of sport injuries -Acute injuries -Chronic injuries R180 – Task 4 Reducing risk, treatment and rehabilitation of sports injuries and medical conditions -measures that can be taken in sport to reduce | R180 – Task 5 Causes, symptoms and treatment of medical conditions -Asthma -Diabetes -Epilepsy -Sudden cardiac arrest -Other medical conditions | Revision/ Retrieval Exam technique | |

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| | <p>-The effects of overeating on sports performance</p> <p>-The effects of undereating on sports performance</p> <p>-The effects of dehydration on sports performance</p> | <p>-Physiological and psychological benefits of a warm up</p> <p>-Key components of a cool down</p> <p>-Physiological benefits of a cool down</p> | <p>risk and severity of injury and medical conditions</p> <p>-responses and treatment to injuries and medical conditions in a sporting context</p> | | | |
| Core skills: | <p>Know how to design and develop a balanced nutrition plan</p> <p>Adapt a nutrition plan to suit a chosen sporting activity</p> <p>Identify the effects of over eating can have on sports performance</p> <p>Identify the effects of under eating can have on sports performance</p> <p>Identify the effects of being hydrated can have on sports performance</p> | <p>Gain an understanding of extrinsic and intrinsic factors which influence the risk and severity of injury</p> <p>Knowledge of the key components included within a warm up. Be able to identify what the physiological and psychological benefits are of performing a warm up before activity.</p> <p>Knowledge of the key components of a cool down and the physiological benefits of performing a cool down after activity</p> | <p>Compare and contrast causes, symptoms and treatment of acute injuries</p> <p>Compare and contrast causes, symptoms and treatment of chronic injuries</p> <p>Identify examples of measures and responses for different injuries</p> <p>Knowledge of advantages of using different types of responses and treatment for different Injuries and medical conditions</p> | <p>Compare and contrast causes, symptoms, and treatments of different medical conditions</p> | <p>Revision/ Retrieval</p> <p>Exam technique</p> | |
| Departmental Assessment: | <p>Pupils will complete coursework on the task – teacher will assess and mark live whilst students are completing the task</p> | <p>Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on questions covering factors which influence the risk of injury and components of warm ups and cool downs.</p> | <p>Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on questions covering different types and causes of sports injuries and factors that can reduce, treat and rehabilitation processes of</p> | <p>Teacher assessed pieces of work as outlined in booklet and within the SOW. Pupils will be assessed on questions covering causes, symptoms and treatment of medical conditions.</p> | | |



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| | | | sports injuries and medical conditions | | | |
| Resources: | Booklet Glossary of key terms Retrieval Questions PowerPoint Internet access – part of the course to find their own information. | Knowledge Organiser Booklet Glossary of key terms Retrieval Questions PowerPoint 50 mark low stake quiz | Knowledge Organiser Booklet Glossary of key terms Retrieval Questions PowerPoint 50 mark low stake quiz | Knowledge Organiser Booklet Glossary of key terms Retrieval Questions PowerPoint 50 mark low stake quiz | Knowledge Organiser Booklet Glossary of key terms Retrieval Questions PowerPoint 50 mark low stake quiz | |
| Learning Cycles | | Learning Cycle –School Mock exams | | Learning Cycle 4 - additional mock exams | Public Examinations | |