	Year 7	Year 8	Year 9 Games	Year 9 Games 2
	Overview of main concepts/areas: 1. Fundamental Movement Skills 2. Problem solving and communication 3. Teamwork 4. Health and Fitness	**Overview of main concepts/areas:** 1. Attacking and defending 2. Problem solving and communication 3. Teamwork	**Overview of main concepts/ topics:** **Outwitting opponents in games activities**	**Overview of main concepts/ topics:** **Outwitting opponents in games activities**
Autumn term	**Topic:** **HT1: Fundamental Movement skills** **HT2: Problem Solving**	**Topic:** **HT1: Orienteering** **HT2: Accurate replication: Dance**	**Topic:** **HT1: Handball** **HT2: Netball**	**Topic:** **HT1: Volleyball** **HT2: Benchball/Dodgeball**
	Threshold concept focus: The environement is a key defining feature of skill aquisition (Basic movement and skills- kinaesthetic awareness) **+** to compete against an opponent you have to cooperate with them	**Threshold concept focus:** Movement is more than just a physical experience- there is no one way to move and all types of participation matter	**Threshold concept focus:** PE knowledge and skills are transferable	**Threshold concept focus:** PE knowledge and skills are transferable
	Fertile Q: **What key skills do I need to suceed in future physical activity?**	**Fertile Q:** **HT1:** Why is navigation important? **HT2:** Is dance only interesting when you have costumes, lighting and a set design?	**Fertile Q:** There is no I in team- justify this.	**Fertile Q:** There is no I in team- justify this.
	Substantive concepts: Teamwork Communication skills Problem solving Throwing Catching Kicking Creating kinaesthetic awareness and confidence in own performance	**Substantive concepts:** Basic route following skills Life skills Choreographic devices: Canon/unison/ speed/pathways/ Motif development and creativity	**Substantive concepts:** Tactic development Peer assessment Coaching skills identifications of strengths and weaknesses and evaluation	**Substantive concepts:** Substantive concepts: Tactic development Peer assessment Coaching skills identifications of strengths and weaknesses and evaluation
	Content: **1/2 term 1:** Throwing activities Catching activities passing and receiving activities Kicking activities How to perform the above skills in isolation and varied conditioned games with success Teamwork Communication skills- how should we communicate with others to increase their confidence? **1/2 term 2:** Problem solving tasks Non- verbal/verbal communication The importance of planning time What makes a good leader? What does effective teamwork look like? Onsite orienteering challenges- Star orienteering/team orienteering Point to point How to use a basic map How to plan an efficient basic route	**Content:** **1/2 term 1:** Point to Point Bearings Route choices (short / medium / long / extra long) Races **1/2 term 2:** Students will look at what a motif is and how it can be developed using a range of motif developments and choreographic devices. Students will develop their knowledge of a range of different motif developments and choreographic devices. Students will develop their understanding of what choreography is and how to choreograph a dance using a stimulus, creating and developing motifs to show this.	**Content:** **1/2 term 1:** **Handball:** Ball familiarisation Fundamental skills Goalkeeping basics Combination plays / named plays Peer learning Delivery of peer-to-peer sessions Festival **1/2 term 2:** **Netball** Recap netball fundamentals Footwork Use of space/court linkage Attacking principles Defending principles Tactics- Centre pass/within the circle Game play	**Content:** **1/2 term 1:** **Volleyball** Peer assessment Volley/Set development Dig development Serves (underarm or overhead) Tip/Spike Tactics/Outwitting opposition Outwitting Opponents in a competitive game situation **1/2 term 2:** **Benchball/dodgeball** Introduction to rules and roles- coach, umpire, equipment manager, organiser Throwing – side sling shot and underarm Catching – chest, low and high Dodging – ducking and jumping Design a Dodgeball game Officiating
December assessments	**A1 Performance:** Fundamental movement skills assessment in conditioned games against the Head, Heart, Hands criteria **A2 Extended quiz and performance** **Performance:** Assessment in an orienteering team challenge Theory content quiz- Teaching points of fundamental skills/Teamwork/Communication/Problem solving (from Autumn term knowledge organsier)	**A1 Performance:** Navigation speed task, individual and team **A2 Extended quiz and performance:** Students will be required to show a final performance of a piece of choreography created using an allocated stimulus.	**A1 Performance:** Handball competition- assessment of skills, coaching and feedback **A2 Extended quiz and performance** Theory Quiz Netball competitive game- assessment of the tactics and strategies planned and excecuted by the team and individuals	**A1 Performance:** practical assessment- game play against HHH criteria **A2 Extended quiz and performance** Theory quiz practical assessment- game play against HHH criteria
Spring term	**Topic:** **HT3: HRF** **HT4: Aesthetic Appreciation- Dance**	**Topic:** **HT3: HRF** **HT4: Outwitting an opponent- Handball**	**Topic:** **HT3: Benchball/dodgeball** **HT4: Basketball**	**Topic:** **HT3:Netball** **HT4: TT**
	Threshold concept focus: Movement is more than just a physical experience	**Threshold concept focus:** Physical literacy	**Threshold concept focus:** Anyone can lead	**Threshold concept focus:** Anyone can lead
	Fertile Q: **HT3:** How do I know if I am fit and healthy? **HT4:** What is dance and what would the world be without it?	**Fertile Q:** **HT3:** How can I improve my fitness test results? **HT4:** Why is attacking and defending as a team more effective?	**Fertile Q:** The most important role is the performer?	**Fertile Q:** The most important role is the performer?
	Substantive concepts: **HT3:** Following a procedure. Identifying and defining the components of fitness Comparing results to normative data **HT4:** An understanding and appreciation of a range of different dance styles from across the world.	**Substantive concepts:** **HT3: O**rganisation, teamwork and the principles of following procedure An introduction to basic training methods **HT4:** How to outwit an opponent- attacking and defensive skills	**Substantive concepts:** Roles and responsibilities of a coach Roles and responsibilities of an official Decision making TGFU Development of core skills	**Substantive concepts:** Roles and responsibilities of a coach Roles and responsibilities of an official Decision making TGFU
	Content: **1/2 term 1:** Following a procedure- Completing 8 fitness tests, following the procedure accurately- Multistage endurance test/ Illinois agility test/ Sit and reach test/ Wall toss test/ sprint test/ broad jump test/ Ruler drop test/ Standing stork test Identifying and defining the components of fitness: Cardiovascular endurance/ Agility/ Flexibility/ Co-ordination/ Speed/ Power/ Reaction time/ Balance Comparing results to normative data: reading data, making comparissons Learning the rules of the fitness suite, how to use each piece of equipment, how to adjust the equipment, how to perform key exercises such as: squats, pressups, burpees, tricep dips, star jumps, plank, tricep dips Using the fitness suite safely and effectively Introduce heart rate + breathing rate Basic circuit Fitness suite indduction Boxercise Circuits – football specific **1/2 term 2:** Each week students learn a new dance style from around the world including: The Haka, Indian, Irish dancing, Street students identfy key characteristics about each dance style Students create a short routine in groups of 4/5 including 2 of the dance styles they have learnt. Key content embedded: An understanding and appreciation of a range of different dance styles from across the world. Analysis of dance components Canon Unison Formations	**Content:** **1/2 term 1:** fitness tests re-visited- student set up and working through tests in small groups analysis of results against normative sata and year 7 results definitions of compoents and sporting examples Fitness suite-muscular endurance circuit - reps, sets, Basic circuit Boxercise – combination moves Circuits – football specific Methods of training – Interval training **1/2 term 2:** **Handball** Ball familiarisation and small-sided games Fundamental skills in full-sided games Defensive phase- cooperation in defence Attacking phase – arrival at D and ball circulation. Attacking phase – shooting and breaking through the defence Full sided games Festival/comp	**Content:** **1/2 term 1:** **Benchball/dodgeball** Introduction to rules and roles- coach, umpire, equipment manager, organiser Throwing – side sling shot and underarm Catching – chest, low and high Dodging – ducking and jumping Design a Dodgeball game Officiating **1/2 term 2:** **Basketball** Coaching- fundamental skills Develop Passing/Pivoting & Dribbling/Triple Threat Attacking and outwitting an opponent Defending Skills Shooting – Set shot, lay up Develop Shooting – Jump shot Outwitting Opponents in a competitive game situation	**Content:** **1/2 term 1:** **Netball** Recap netball fundamentals Footwork Use of space/court linkage Attacking principles Defending principles Officiating TGFU Tactics- Centre pass/within the circle Game play **1/2 term 2:** **TT** Grip & game familiarisation Serve Forehand topspin/slice Backhand topspin/slice Doubles tactics Outwitting Opponents in competitive games Peer coaching
	S1 Performance: Fitness test results **S1 Performance:** Students perform a group dance containing 2 styles learnt this term	**S1 Performance:** Fitness test results **S1 Performance:** Handball competition/game- looking at attacking and defensive skills against the criteria	**S1 Performance:** Assessment of quality of planned activity and delivery. Assessment of officiating **S1 Performance:** game play- assessment of strategies and roles and responsibilities.	**S1 Performance:** Assessment of quality of planned activity and delivery. Assessment of officiating **S1 Performance:** game play- assessment of strategies and roles and responsibilities.
Summer term	**Topic:** **HT5: Outwitting an opponent- Handball** **HT6: Performing at maximal - Athletics**	**Topic:** **HT5: Performing at Maximal: Athletics** **HT6: Striking and Fielding: Rounders/cricket/tennis**	**Topic:** **HT5: Athletics** **HT6: Rounders/Tennis/Cricket**	**Topic:** **HT5: Athletics** **HT6: Rounders/Tennis/Cricket**
	Threshold concept focus: Physical education knowledge and skills are transferable	**Threshold concept focus:** Physical education knowledge and skills are transferable	**Threshold concept focus:** Physical education knowledge and skills are transferable	**Threshold concept focus:** Physical education knowledge and skills are transferable
	Fertile Q: **HT5:** How do I become an effective performer in Handball? **HT6:** How do I become the quickest or furthest?	**Fertile Q:** **HT5:** How do I become the quickest or reach the furthest? **HT6:** How can skills be transferred across sports?	**Fertile Q:** **HT5:** How do I become the quickest or reach the furthest? **HT6:** How can performance and strategic skills be transferred across sports?	**Fertile Q:** **HT5:** How do I become the quickest or reach the furthest? **HT6:** How can performance and strategic skills be transferred across sports?
	Substantive concepts: Knowledge of basic skills and rules within individual and team activities	**Substantive concepts:** Refining basic skills Working with others to be the best	**Substantive concepts:** Refining and evaluating basic skills Applying tactics to new activities/situations	**Substantive concepts:** Refining and evaluating basic skills Applying tactics to new activities/situations
	Content: **1/2 term 1:** **Handball:** Ball familiarisation Passing on the move and catching Phases of play Defence Full sided games Festival/Competition **1/2 term 2:** **Athletics** Introduce running style (100m/sprint start) Introduce pace running – 800m Throwing – shot putt Throwing - javelin Hurdles	**Content:** **1/2 term 1:** Athletics Sprint running technique (100/200/400m) Middle distance running – 800m Jumping - high jump Throwing – shot putt Throwing - javelin Relay **1/2 term 2:** **Cricket/Rounders:** Ball familiarisation/catching Fielding Bowling Batting Game situations/basic strategies Outwitting Opponents in a competitive game situation **Tennis:** Racket & Ball familiarisation Forehand Outwitting opponents Backhand Basic serves Outwitting Opponents in competitive games	**Content:** **1/2 term 1:** **Athletics:** Sprint running technique (100/200/400m/relays) Middle distance running – 800m Jumping - triple jump Throwing – shot putt Throwing - javelin Jumping - High jump **1/2 term 2:** **Rounders** Throwing / catching / fielding Bowling development Batting development Fielding roles/outwit opponents Evaluation of tactics/peer assessment Game play **Tennis:** Basic ground strokes Serve development Backhand slice Volley Outwitting opponents Outwitting Opponents in competitive games Role of Coach/umpiring **Cricket** Fielding practice Batting-drive shot Batting- pull shot Bowling-run up development Batting calls/basic field placement. Outwitting Opponents in a competitive game situation	**Content:** **1/2 term 1:** **Athletics:** Sprint running technique (100/200/400m/relays) Middle distance running – 800m Jumping - triple jump Throwing – shot putt Throwing - javelin Jumping - High jump **1/2 term 2:** **Rounders** Throwing / catching / fielding Bowling development Batting development Fielding roles/outwit opponents Evaluation of tactics/peer assessment Game play **Tennis:** Basic ground strokes Serve development Backhand slice Volley Outwitting opponents Outwitting Opponents in competitive games Role of Coach/umpiring **Cricket** Fielding practice Batting-drive shot Batting- pull shot Bowling-run up development Batting calls/basic field placement. Outwitting Opponents in a competitive game situation
July assessments	**Assessment question:** Assessment of handball skills in isolation and conditioned games using HHH **S2 Extended quiz and performance** Theory Quiz Circuit of assessed athletics activities	**Assessment question:** Circuit of assessed athletics activities **S2 Extended quiz and performance** Theory quiz Game play- skills and tactic assessment using HHH criteria	**Assessment question:** Circuit of assessed athletics activities against HHH criteria **S2 Extended quiz and performance** Theory quiz Game play- skills and tactic assessment using HHH criteria	**Assessment question:** Circuit of assessed athletics activities against HHH criteria **S2 Extended quiz and performance** Theory quiz Game play- skills and tactic assessment using HHH criteria

	Year 9 HRF	Year 9 Aesthetic Appreciation	Year 9 Sports Leaders	Year 10 Games 1
	Overview of main concepts/ topics: Methods of Training and testing	**Overview of main concepts/ topics:** Aesthetic appreciation Accurate replication	**Overview of main concepts/ topics:** **Changes being made to units- waiting for update from SL**	**Overview of main concepts/ topics:** **Outwitting opponents in games activities**
Autumn term	**Topic:** **HT1: Fitness Testing and HITT** **HT2: Circuit Training**	**Topic:** **HT1: Trampolining** **HT2: Dance**	**Topic:**	**Topic:** **HT1: Handball** **HT2: Netball**
	Threshold concept focus: Movement is more than just a 'physical' experience	**Threshold concept focus:** Movement is more than just a 'physical' experience	**Threshold concept focus:**	**Threshold concept focus:** Physical literacy
	Fertile Q: Am I fit and healthy?	**Fertile Q:** **HT1:** Is it important how a skill looks? **HT2:** How does fluency affect a performance?	**Fertile Q:**	**Fertile Q:** There is no I in team- justify this.
	Substantive concepts: Training methods - Interval training and circuit training Self assessment **Principles of Training**	**Substantive concepts:** What is fluency? How do I apply choreographic skills? Peer assessment	**Substantive concepts:**	**Substantive concepts:** **Rules** Tactic development Peer assessment identifications of strengths and weaknesses and evaluation Role of the umpire
	Content: **1/2 term 1:** Fitness tests- procedure, completion, evaluation of results strengths and weaknesses What is HITT? What are the components of a HITT session? Prnciples of training F.I.T.T **1/2 term 2:** What is circuit training? What are the components of a circuit training session? the difference between fitness and skills circuits Circuits – netball specific Circuits – basketball specific Group designed circuits	**Content:** **1/2 term 1:** **Trampolining:** Safe practice-set up and pack away Shapes twists seat/front/back landing 10 bounce routine peer and self assessment and feedback **1/2 term 2:** **Dance:** Creating a set phrase reponding to a stimulus Teaching and integrating the set phrase to another pair Refining the set phrase Combining the set phrases Peer assessment and performance	**Content:** **1/2 term 1: 1/2 term 2:**	**Content:** **1/2 term 1:** **Handball:** Rules of the game Overload in attack Defence (blocking / stealing / intercepting / tackling) Decision making in games (attack and defence) Festival **1/2 term 2:** **Netball** Attacking principles Outwitting opposition Defending principles Tactics/team strategies Role of umpire/coaching
December assessments	**A1 Performance:** Retake of fitness tests and comparisson against the normative data **A2 Extended quiz and performance** Theory quiz Group led skills or fitness session plan against HHH fitness criteria	**A1 Performance:** 10 bounce routine marked using the trampoline criteria **A2 Extended quiz and performance** Group dance performance- markedagainst dance criteria with emphasis on fluency	**A1 Performance:** **A2 Extended quiz and performance**	**A1 Performance:** Handball competition- assessment of skills, coaching and feedback **A2 Extended quiz and performance** Theory Quiz Netball competitive game- assessment of the tactics and strategies planned and excecuted by the team and individuals
Spring term	**Topic:** **HT3: Yoga** **HT4: Weight training**	**Topic:** **HT3: Athletics** **HT4: Yoga**	**Topic:**	**Topic:** **HT3: Benchball/dodgeball** **HT4: Basketball**
	Threshold concept focus: Movement is more than just a 'physical' experience	**Threshold concept focus:** Movement is more than just a 'physical' experience and PE knowledge and skills are transferable	**Threshold concept focus:**	**Threshold concept focus:** Physical literacy
	Fertile Q: How do I improve my fitness?	**Fertile Q:** **HT3:** How do I become the quickest or reach the furthest? **HT4:** How can Yoga improve my fitness and wellbeing?	**Fertile Q:**	**Fertile Q:** The most important role is the performer?
	Substantive concepts: Training methods- flexibility and weight training key components Planning tailored sessions	**Substantive concepts:** Transferable skills Refining techniques Working with others to be the best	**Substantive concepts:**	**Substantive concepts:** Roles and responsibilities of a coach Roles and responsibilities of an official Decision making TGFU
	Content: **1/2 term 1:** What is Yoga? What is flexibility training? What are the components of a yoga session? How to plan delivery of session in small groups **1/2 term 2:** What is weight training? What are the components of a weight training session? the difference between muscular strength and muscular endurance training designing an individual session	**Content:** **1/2 term 1:** Sprint running technique (100/200/400m/relays) Middle distance running – 800m Jumping - triple jump Throwing – shot putt Throwing - javelin Jumping - High jump **1/2 term 2:** What is Yoga? What is flexibility training? What are the components of a yoga session? How to plan delivery of session in small groups	**Content:** **1/2 term 1: 1/2 term 2:**	**Content:** **1/2 term 1:** **Benchball/dodgeball** Blocking and tactics Counter attacking from the start Throwing – overarm & snatch Catching – rebound catch and dive catching Variations – Last Man Standing, Team Free for All, The Wall and Nationball Tournaments **1/2 term 2:** **Basketball** Coaching fundamental skills Role of the referee Attacking/Outwitting an opponent. Develop shooting – set shot, jump shot lay up Defence – Zone Strategies for attack/ 3 man weave Game tactics Outwitting Opponents in a competitive game situation
	S1 Performance: Delivery of a yoga session to small groups. **S1 Performance:** Design and completion of a tailored weight training session based on individual needs and fitness test results.	**S1 Performance:** Circuit of assessed athletics activities against HHH criteria **S1 Performance:** Delivery of a yoga session to small groups.	**S1 Performance:** **S1 Performance:**	**S1 Performance:** Assessment of quality of planned activity and delivery. Assessment of officiating **S1 Performance:** game play- assessment of strategies and roles and responsibilities.
Summer term	**Topic:** **HT5: Badminton** **HT6: Athletics**	**Topic:** **HT5: Rounders/Tennis/Cricket** **HT6: Gymnastics**	**Topic:**	**Topic:** **HT5: Athletics** **HT6: Rounders/Tennis/Cricket**
	Threshold concept focus: Physical education knowledge and skills are transferable	**Threshold concept focus:** Physical education knowledge and skills are transferable + movement is more than just a 'physical' experience	**Threshold concept focus:**	**Threshold concept focus:** Physical education knowledge and skills are transferable
	Fertile Q: **HT5:** How can fundamental skills be transferred in net games? **HT6:** How do I become the quickest or reach the furthest?	**Fertile Q:** **HT5:** How can performance and strategic skills be transferred across sports? **HT6:** How can movements be linked to create an interesting performance?	**Fertile Q:**	**Fertile Q:** **HT5:** How do I become the quickest or reach the furthest? **HT6:** How can performance and strategic skills be transferred across sports?
	Substantive concepts: Transferable skills Refining techniques Working with others to be the best	**Substantive concepts:** Transferable skills Refining techniques Linking movements and sequences	**Substantive concepts:**	**Substantive concepts:** Refining and evaluating basic skills Applying tactics to new activities/situations
	Content: **1/2 term 1:** Movement and forehand rallying Overhead Clear Smash/Jump Smash Drop shot (underarm and overarm) Doubles and singles tactics Outwitting Opposition **1/2 term 2:** Sprint running technique (100/200/400m/relays) Middle distance running – 800m Jumping - triple jump Throwing – shot putt Throwing - javelin Jumping - High jump	**Content:** **1/2 term 1:** **Rounders** Throwing / catching / fielding Bowling development Batting development Fielding roles/outwit opponents Evaluation of tactics/peer assessment Game play **Tennis:** Basic ground strokes Serve development Backhand slice Volley Outwitting opponents Outwitting Opponents in competitive games Role of Coach/umpiring **Cricket** Fielding practice Batting-drive shot Batting- pull shot Bowling-run up development Batting calls/basic field placement. Outwitting Opponents in a competitive game situation 1/2 term 2: **Gymnastics:** Basic jumps/rolls/shapes Advanced skills- cartwheel/handstand forward roll Choreographic devices Pair Routine creation Counter tension and counter balance	**Content:** **1/2 term 1: 1/2 term 2:**	**Content:** **1/2 term 1:** **Athletics:** Sprint running (100/200/400m/Hurdles) Middle distance running – 800m Long jump/Triple jump Shot putt Javelin High jump **1/2 term 2:** **Rounders/Tennis** Throwing / catching / fielding Bowling development Batting development Fielding roles/outwit opponents Evaluation of tactics/peer assessment Game play **Tennis:** Ground strokes / Outwitting opponents Topspin Service development Lob/smash Drop shot Outwitting Opponents in competitive games Role of coach/umpire Cricket: Fielding fundamentals Batting-defensive shots Batting- cut Bowling-spin/pace Wicket keeping Competitive game situations Role of umpire/coaching
July assessments	**Assessment question:** Doubles badminton game Assessment of skills in isolation and game conditions against HHH criteria **S2 Extended quiz and performance** Circuit of assessed athletics activities against HHH criteria	**Assessment question:** Game play- skills and tactic assessment using HHH criteria **S2 Extended quiz and performance** Performance of pair routine assessed against HHH criteria	**Assessment question:** **S2 Extended quiz and performance**	**Assessment question:** Circuit of assessed athletics activities against HHH criteria **S2 Extended quiz and performance** Theory quiz Game play- skills and tactic assessment using HHH criteria

	Year 10 Games 2	Year 10 HRF	Year 10 Multi-games & Wellbeing	Year 10 GCSE	Year 10 BTEC
	Overview of main concepts/ topics: **Outwitting opponents in games activities**	**Overview of main concepts/ topics:** Methods of Training and testing	**Overview of main concepts/ topics:** Enjoyment through physical activity	**Overview of main concepts/ topics:** 1. Physical Training 2. Movement Analysis 3. Anatomy and Physiology	**Overview of main concepts/ topics:** 1. Unit 1 2. Unit 2
Autumn term	**Topic:** **HT1: Volleyball** **HT2: Benchball/Dodgeball**	**Topic:** **HT1: Fitness Testing and HITT** **HT2: Circuit Training**	**Topic:** **HT1:** Boxercise/body combat **HT2:** Yoga	**Topic:** **Physical Training**	**Topic:** Unit 1: Fitness for Sport and Exercise
	Threshold concept focus: Physical literacy	**Threshold concept focus:** Movement is more than just a 'physical' experience	**Threshold concept focus:** Movement is more than just a 'physical' experience	**Threshold concept focus:** The body is not just a collection of discrete systems	**Threshold concept focus:** A know about the components of fitness and the principles of training B explore different fitness training methods C investigate fitness testing to determine fitness levels
	Fertile Q: There is no I in team- justify this.	**Fertile Q:** Am I fit and healthy?	**Fertile Q:** Am I leading a healthy active lifestyle and how do I organise activity to continue to post 16?	**Fertile Q:** How can you improve your health and fitness?	**Fertile Q:** What are the components of fitness? What are the principles of training? How can we determine our fitness levels through testing?
	Substantive concepts: Substantive concepts: Tactic development Peer assessment Coaching skills identifications of strengths and weaknesses and evaluation	**Substantive concepts:** Training methods - Interval training and circuit training Self assessment	**Substantive concepts:** Lifelong participation through love of physical activity How to engage in PA post 16	**Substantive concepts:** The components of fitness Fitness Testing Limitations of fitness testing Qualitative and quantitive data The principles of training The principles of overload Types of training Safety principles when training Effective use of warm up and cool down	**Substantive concepts:** Topic A.1 Components of physical fitness, Topic A.2 Components of skill-related fitness, Topic A.3 Why fitness components are important for successful participation in given sport, Topic A.4 Exercise intensity and how it can be determined, Topic A.5 The basic principles of training (FITT), Topic A.6 Additional principles of training, Topic B.1 Requirements for each of the following fitness training
	Content: **1/2 term 1:** Develop volley/Setting effectively Develop dig/One handed dig/lift Overarm serves Spike Team defense/Block Formations-attacking + defending **1/2 term 2:** **Benchball/dodgeball** Blocking and tactics Counter attacking from the start Throwing – overarm & snatch Catching – rebound catch and dive catching Variations – Last Man Standing, Team Free for All, The Wall and Nationball Tournaments	**Content:** **1/2 term 1:** Fitness tests- procedure, completion, evaluation of results strengths and weaknesses What is HITT? What are the components of a HITT session? **1/2 term 2:** Recap- What are the components of a circuit training session? Circuits – netball specific Circuits – basketball specific Group designed circuits student designed skills circuit Student designd fitness circuit	**Content:** **1/2 term 1:** Les Mills boxercise and body combat workouts/dance workouts Structure of a fitness programme/workout Creation of own workouts, teaching to another group **1/2 term 2:** Refining basic skills familiarisation with safety protocols Completion of yoga sessions Creating a routine Peer teaching	**Content:** **1/2 term 1:** Health and Fitness- definitions and the relationship between health and fitness The components of fitness- Speed/agility/balance/cardiovascular endurance/co-ordination/flexibility/muscular endurance/ power/reaction time/strength Fitness Testing- the reasons for carrying out fitness testing, fitness test procedure and recording of results: Illinois Agility test/ the 'Stork' balance test/ Multistage fitness test/ Wall toss test/ Sit and reach test/ Abdominal curl test/ Sergeant jump test/ Ruler drop test/ One rep max test/ hand grip dynamometer test/ 30m sprint test. Limitations of fitness testing Qualitative and quantitive data- a measure of opinions vs a quantified number. identification of each type of data in tests and sporting performances/activities **1/2 term 2:** The principles of training- Specificity/ Progressive overload/ Reversibility/ Tedium - definitions, their use in planning a training programme The principles of overload- Frequency/ Intensity/ Time/ Type- definitions and application to training programmes Types of training- Circuit/ Continuous/ Fartlek/ Interval/ Plyometric/ Static stretching/ Weight/ - how to complete each training method, their suitability to each component and sport, strengths and weanesses of each training method. Safety principles when training- Specific training technique, the three training seasons, effective use of warming up and cooling down Effective use of warm up and cool down	**Content:** 1/2 term 1: A.1 Components of physical fitness: •aerobic endurance •muscular endurance •flexibility •speed •muscular strength •body composition A.2 Components of skill-related fitness: agility: •balance •coordination •power •reaction time •recognition A.3 Why fitness components are important for successful participation in given sports in terms of: ● being able to successfully meet the physical demands of the sport in order to reach optimal performance ● being able to successfully meet the skill-related demands of the sport in order to reach optimal performance ● being able to perform efficiently ● giving due consideration to the type of event/position played. Topic A.4 Exercise intensity and how it can be determined: ● intensity be able to measure heart rate (HR) and apply HR intensity to
December assessments	**A1 Performance:** practical assessment- game play against HHH criteria **A2 Extended quiz and performance** Theory quiz practical assessment- game play against HHH criteria	**A1 Performance:** Retake of fitness tests and comparisson against the normative data **A2 Extended quiz and performance** Theory quiz Group led skills or fitness session plan against HHH fitness criteria	**A1 Performance:** Assessment of student planned and lead boxercise session **A2 Extended quiz and performance** Completion of Yoga assessment piece based on assessment criteria	**A1 Performance:** Extended writing 2 x 6 mark questions and 2x 9 mark questions e.g Discuss the components of fitness most needed by an 800m swimmer, make reference to their event Practical sport assessment- netball **A2 Extended quiz and performance** Extended writing 2 x 6 mark questions and 2x 9 mark questions (1 question from the previous term) e.g- How can ... improve their performance within their sport of ...? Use sporting examples to explain how improvements in performance and fitness can be made.	**A1 Performance: End of unit assessn** **A2 Extended quiz and performance: I**
Spring term	**Topic:** **HT3:Netball** **HT4: TT**	**Topic:** **HT3: Interval training** **HT4: Weight training/continuous training**	**Topic:** **HT3: Dance workout/Sha'bam** **HT4: Netball**	**Topic:** **HT3: Antaomy and Physiology** **HT4: Movement Analysis**	**Topic:** **Unit 2: Practical Performance in Sport**
	Threshold concept focus: Physical literacy	**Threshold concept focus:** Self and peer assessment of fitness Session planning	**Threshold concept focus:** Physical literacy	**Threshold concept focus:** The body is not just a collection of discrete systems	**Threshold concept focus:**A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports
	Fertile Q: The most important role is the performer?	**Fertile Q:** How do I improve my fitness?	**Fertile Q:** The most important role is the performer?	**Fertile Q:** **HT3:** Could we function without either the skeleton or the muscular system, explain? **HT4:**	**Fertile Q:** What are the rules, regulations and scoring systems for selected sports? Can you practically demonstrate skills, techniques and tactics in selected sports?
	Substantive concepts: Roles and responsibilities of a coach Roles and responsibilities of an official Decision making TGFU	**Substantive concepts:** Training methods- interval, weight and continuuous training key components Planning tailored sessions	**Substantive concepts:** Roles and responsibilities of a coach Roles and responsibilities of an official Decision making TGFU	**Substantive concepts:** **HT3:** The structure of the skeleton The functions of the skeleton Synovial Joints Bones that from joints Types of movement **HT4:** Levers Mechanical Advantage Muscle Action Planes and Axis Movement Analysis Analysis of selected movements	**Substantive concepts:** **Topic A.1 Rules (or laws)** Topic A.2 Regulations Topic A.3 Scoring systems Topic A.4 Application of the rules/laws of sports in different situations Topic A.5 Sports Topic A.6 Roles of officials Topic A.7 Responsibilities of officials Topic B.1 Components of physical fitness Topic B.2 Technical demands Topic B.3 Tactical demands Topic B.4 Safe and appropriate participation Topic B.5 Relevant skills and techniques Topic B.6 Relevant tactics Topic B.7 Effective use of skills and techniques, and the correct application of each component Topic B.8 Effective use of skills, techniques and tactics Topic B.9 Isolated practices Topic B.10 Conditioned practices Topic B.11 Competitive situations
	Content: **1/2 term 1:** **Netball** Attacking principles Outwitting opposition Defending principles Tactics/team strategies Role of umpire/coaching **1/2 term 2:** **TT** Recap push shot & game play Slice Backhand/forehand topspin Serve Competitive games & Personal best	**Content:** **1/2 term 1:** What is interval training? What are the components of an interval session? How to plan delivery of session in small groups **1/2 term 2:** What is weight training? What are the components of a weight training session? the difference between muscular strength and muscular endurance training designing an individual session What is continuuous training? What are the components of a continuuous training session? designing an individual session	**Content:** **1/2 term 1:** Completion of dance workout/sh'bam plan How to safely lead a session Planing and delivering a session to a small group **1/2 term 2:** Attacking principles Outwitting opposition Defending principles Tactics/team strategies Role of umpire/coaching	**Content:** **1/2 term 1:** The structure of the skeleton- the 14 key bones in the body The 6 functions of the skeleton: Support/ Protection/ Movement/ Structural shape and points for attchment / Mineral storage/ Blood cell production Synovial Joints: structure: Cartilage/capsule/synovial membrane/ligaments/tendons/bursae and their functions. Bones that from joints: the elbow joint/shoulder joint/ chest joint/ hip joint/ knee joint/ ankle joint. The bones that form each of the named joints and the movements that occur at each joint. Definitions, identification and understanding off hinge joints and ball and socket joints. Types of movement: Definition and sporting examples of the types of movement in the body. Identifying which movements take place at which joints. Extension/ Flexion/ Adduction/ Abduction/ Rotation/ Plantar Flexion/ Dorsi Flexion **1/2 term 2:** Levers: 1st 2nd and 3rd class levers. Identification and explanation of each type of lever with sporting examples. The ability to draw and accurately label a lever. Restance/Fulcrum/Effort definitions. Mechanical Advantage: Definition and knowledge of the mechanical advantage/diadvantage of each lever. Mechanical advantage equation. Resitance and Effort arm calculations and additions to lever diagrams. Muscle Action: Definitions: Antagonist/ Agonist/ Isotonic/ Concentric/ Eccentric/ Isometric. Sporting examples for each type of muscle	**Content:** **1/2 term 1:** Topic A.1 Rules (or laws) Rules (or laws) as regulated by the national or international governing body for the sport. Topic A.2 Regulations For example, relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper). Topic A.3 Scoring systems For example, the method of scoring goals or points, method and/or requirements of victory. Topic A.4 Application of the rules/laws of sports in different situations For example, when a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, charging in lead up to scoring in basketball, forward pass resulting in a try in rugby. Topic A.5 Sports For example, cricket, hockey, netball, rounders, volleyball, wheelchair basketball, golf, trampolining, table tennis, archery, judo, cross-country running, boccia, fencing, orienteering, skiing, canoeing, sailing, mountain biking. Topic A.6 Roles of officials For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials,
	S1 Performance: Assessment of quality of planned activity and delivery. Assessment of officiating **S1 Performance:** game play- assessment of strategies and roles and responsibilities.	**S1 Performance:** planning and completion of a interval training session **S1 Performance:** Design and completion of a tailored weight training/continuuous session based on individual needs and fitness test results.	**S1 Performance:** planning and completion of a dance workout session **S1 Performance:** game play- assessment of strategies and roles and responsibilities.	**S1 Performance:** Extended writing 2 x 6 mark questions and 2x 9 mark questions e.g: Explain how the muscular system and skeletal system work together to produce movement. **S1 Performance:** Extended writing 2 x 6 mark questions and 2x 9 mark questions e.g look at Image A, describe the movements occuring at the identified joints and how these movements occur.	**S1 Performance:** Self/peer assessment **S1 Performance:** Video analysis/teacher observation
Summer term	**Topic:** **HT5: Athletics** **HT6: Rounders/Tennis/Cricket**	**Topic:** **HT5: Badminton** **HT6: Athletics**	**Topic:** **HT5: Rounders/Tennis/Cricket** **HT6: Athletics**	**Topic:** **HT5: Anatomy and Physiology** **HT6: Sports Psychology**	**Topic:** **Unit 2: Practical Performance in Sport**
	Threshold concept focus: Physical education knowledge and skills are transferable	**Threshold concept focus:** Performing at maximum levels Developing knowledge of net games	**Threshold concept focus:** Physical education knowledge and skills are transferable	**Threshold concept focus:** The body is not just a collection of discrete systems	**Threshold concept focus:** How do we review sports performance?
	Fertile Q: **HT5:** How do I become the quickest or reach the furthest? **HT6:** How can performance and strategic skills be transferred across sports?	**Fertile Q:** **HT5:** How can fundamental skills be transferred in net games? **HT6:** How do I become the quickest or reach the furthest?	**Fertile Q:** **HT5:** How do I become the quickest or reach the furthest? **HT6:** How can performance and strategic skills be transferred across sports?	**Fertile Q:** **HT5:** Why does my breathing rate increase when I exercise? **HT6:** If I fail to prepare, should I prepare to fail?	**Fertile Q:**Are you able to review sports performance?
	Substantive concepts: Refining and evaluating basic skills Applying tactics to new activities/situations	**Substantive concepts:** Transferable skills Refining techniques Working with others to be the best	**Substantive concepts:** Refining and evaluating basic skills Applying tactics to new activities/situations	**Substantive concepts:** **HT5:** The respiratory system The cardiovascular system Anaerobic and aerobic exercise **HT6:** What is skill and what is ability? Classification of skills Goal setting Basic model of information processing	**Substantive concepts:**Topic C.1 Observation checklist Topic C.2 Review performance
	Content: **1/2 term 1:** **Athletics:** Sprint running (100/200/400m/Hurdles) Middle distance running – 800m Long jump/Triple jump Shot putt Javelin High jump **1/2 term 2:** **Rounders/Tennis** Throwing / catching / fielding Bowling development Batting development Fielding roles/outwit opponents Evaluation of tactics/peer assessment Game play **Tennis:** Ground strokes / Outwitting opponents Topspin Service development Lob/smash Drop shot Outwitting Opponents in competitive games Role of coach/umpire Cricket: Fielding fundamentals Batting-defensive shots Batting- cut Bowling-spin/pace Wicket keeping Competitive game situations Role of umpire/coaching	**Content:** **1/2 term 1:** Recap Badminton Basics Develop Overhead Clear Serves – Short & Long Backhand Clear Doubles and singles game play Doubles and singles game play **1/2 term 2:** Sprint running technique (100/200/400m/relays) Middle distance running – 800m Jumping - triple jump Throwing – shot putt Throwing - javelin Jumping - High jump	**Content:** **1/2 term 1:** **Athletics:** Sprint running (100/200/400m/Hurdles) Middle distance running – 800m Long jump/Triple jump Shot putt Javelin High jump **1/2 term 2:** **Rounders/Tennis** Throwing / catching / fielding Bowling development Batting development Fielding roles/outwit opponents Evaluation of tactics/peer assessment Game play **Tennis:** Ground strokes / Outwitting opponents Topspin Service development Lob/smash Drop shot Outwitting Opponents in competitive games Role of coach/umpire Cricket: Fielding fundamentals Batting-defensive shots Batting- cut Bowling-spin/pace Wicket keeping Competitive game situations Role of umpire/coaching	Content: **1/2 term 1:** The respiratory system: Structure and fuction of the respiratory system. Describing the process of gaseous exchange. Explaining the process of breathing- inspiration and expiration and the parts of the body involved in this process. Identifying, defining and drawing a graph of the different lung volumes: Tidal volume/ Inspiratory reserve volume/ Expiratory reserve volue/ Residual volume. The cardiovascular system. Identification and explanation of the three blood vessels and their characteristics- Vein, Artery and capillary. Understanding the mechanics behind vasodilation and vasoconstriction in the body. The structure and function of the heart, the cardiac cycle- the travel of blood flow, diastole and systole. Cardiac output/ stroke volume/ heart rate- the relationship and equation between all three. Anaerobic and aerobic exercise: Exercise definitions and sporting examples. EPOC- what is it and how does the body use this? Immediate effects of exercise (during exercise), short term effects of exercise (24 to 36 hours after exercise), the recovery process from vigorous exercise, long term effects of exercise (months and years of exercising) **1/2 term 2:** What is skill and what is ability?- Definitions and relationship between skill and abilities. Classification of skills: The 4 different skill continuums: Basic to complex/ Open to closed/ Self paced to externally paced/ Gross to fine. using sporting examples. Goal setting: the use of performance and outcome goals. SMART target setting: Specific/Measurable/ Accepted/ Realistic/ Time-bound.	**Content:** **1/2 term 1:** Topic C.1 Observation checklist For example, to review performance in selected sports using video analysis: ● components of physical fitness ● technical demands of sport (skills and techniques) ● production of a checklist suitable for self-analysis of performance in selected sports ● § tactical demands of sport. 1/2 term 2: Topic C.2 Review performance ● Strengths and areas for improvement: components of fitness, skills and techniques, specific to the sport and non-specific, e.g. fitness. ● Self-analysis: completion of observation checklist, e.g. use of video. ● Strengths and areas for improvement: tactics, the effectiveness of decision making. ● Activities to improve performance (short-term and long-term goals): e.g. training programmes, use of technology, attending courses, where to seek help and advice.
July assessments	**Assessment question:** Circuit of assessed athletics activities against HHH criteria **S2 Extended quiz and performance** Theory quiz Game play- skills and tactic assessment using HHH criteria	**Assessment question:** Doubles badminton game Assessment of skills in isolation and game conditions against HHH criteria **S2 Extended quiz and performance** Circuit of assessed athletics activities against HHH criteria	**S2 Extended quiz and performance** Theory quiz Game play- skills and tactic assessment using HHH criteria **Assessment question:** Circuit of assessed athletics activities against HHH criteria	Extended writing 2 x 6 mark questions and 2x 9 mark questions e.g State the three long term effects of steady state running and explain why these occur? (9) **S2 Extended quiz and performance:** Mock paper 1	**Assessment question:** checklist of performance **S2 Extended quiz and performance**

Students in each year group will experience all of the content above, however this may be in a different order for some individuals due to facilities and equipment. In year 10 CORE students select one of the options and follow this curriculum for the year.

Wet Weather- wet weather or relocated lessons due to exams will be basic first aid

https://kaa.org.uk/teaching-learning/curriculum/dance/

Year 11 GCSE	Year 11 BTEC	Year 11 Core- Games 1	Year 11 Core- Games 2	Year 11 Core- HRF	Year 11 Core- Multi-games & wellbeing
Overview of main concepts/ topics: 1. Sports Psychology 2. Socio-cultural influences 3. Health and Fitness	**Overview of main concepts/ topics:** 1. Unit 3 2. Unit 6	**Overview of main concepts/ topics:** **Outwitting an opponent**	**Overview of main concepts/ topics:**	**Overview of main concepts/ topics:** **Fitness Testing** **HRF**	**Overview of main concepts/ topics:** **Multi-games**
Topic: **HT1: Health, Fitness and Wellbeing** **HT2: Sport Psychology**	**Topic:** Unit 3: Applying the Principles of Personal Training	**Topic:** **Football**	**Topic:** Volleyball Benchball	**Topic:** **HT1:** Fitness Testing + dealing with exam stress **HT2:** Weight training/Fitness suite	**Topic:** **HT1:** Boxercise/body combat **HT2:** Yoga
Threshold concept focus: The body is not just a collection of discrete systems	**Threshold concept focus:**A design a personal fitness training programme B know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training C implement a self-designed personal fitness training programme to achieve own goals and objectives D review a personal fitness training programme.	**Threshold concept focus:** Movement is more than just a 'physical' experience	**Threshold concept focus:** Movement is more than just a 'physical' experience	**Threshold concept focus:** Movement is more than just a 'physical' experience	**Threshold concept focus:** Movement is more than just a 'physical' experience
Fertile Q: **HT1:** How can I be socially, mentally and physically fit and healthy? **HT2:** How do I know if I am performing as I should be?	**Fertile Q:** Can you design a personal fitness training programme? Do you know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training? Can you implement a self-designed personal fitness training programme to achieve own goals and objectives? Are you able to review a personal fitness training programme?	**Fertile Q:** Am I leading a healthy active lifestyle and how do I organise activity to continue to post 16?	**Fertile Q:** Am I leading a healthy active lifestyle and how do I organise activity to continue to post 16?	**Fertile Q:** Am I leading a healthy active lifestyle and how do I organise activity to continue to post 16?	**Fertile Q:** Am I leading a healthy active lifestyle and how do I organise activity to continue to post 16?
Substantive concepts: **HT1:** Physical, emotional and social health, fitness and wellbeing Fitness The consequences of a sedentary lifestyle Obesity and how it may affect performance in physical activity and sport Somatotypes Energy use, diet,nutritiion and hydration **HT2:** Information processing Guidance Feedback	**Substantive concepts:** Topic A.1 Personal information to aid training programme design Topic A.2 Programme design Topic B.1 Musculoskeletal system Topic B.2 Cardiorespiratory system Topic C.1 Safely implement a personal fitness training programme Topic C.2 Training diary for each session recording § Topic C.3 Measures for success Topic D.1 Review programme	**Substantive concepts:** Outwitting an opponent Lifelong participation through love of physical activity self officiating and rules	**Substantive concepts:** Outwitting an opponent Lifelong participation through love of physical activity	**Substantive concepts:** Fitness test procedures Analysis of fitness data Diet Dealing with exam stress Using the fitness suite correctly to improve fitness	**Substantive concepts:** Lifelong participation through love of physical activity
Content: **1/2 term 1:** Physical, emotional and social health, fitness and wellbeing- definitions of health, fitness and wellbeing and how they relate to each other. Physical health and well-being/ mental health and well-being/ social health and well-being. The benefits of each of these to the individual Fitness- definition and what affect this has on the body when it is improved. The consequences of a sedentary lifestyle- definition and explanation of what a sedentary lifetyle is, how it can happen, the effects on the body. Obesity and how it may affect performance in physical activity and sport- Obesity and its effects on fitness, obesity and its effects on health and wellbeing. Somatotypes: the three different somatotypes: Mesomorph, Ectomorph and endomorph. Traits of each of these body tyes and how they can be identified. The suitability of each somatotype to sporting activities Energy use, diet,nutritiion and hydration- average calorie requirements, why we have a balanced diet, the components of a balanced diet. carbohydrates, fat,	**Content:** **1/2 term 1:** Topic A.1 Personal information to aid training programme design ● Personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): o short-term goals (set over a short period of time, between one day and one month) o medium-term goals (should give progressive support towards achievement of long-term goals) o long-term goals (what they want to achieve in the long term, and the best way of doing this). ● Aims (details of what they would like to achieve for the selected activity/sport). ● Objectives (how they intend to meet their aims using an appropriate component of fitness and method of training) ● Lifestyle and physical activity history. ● § Medical history questionnaire. ● § Attitudes, the mind and personal motivation for training. Topic A.2 Programme design ● Use personal information to aid training programme design. ● Selection of appropriate training method/activity for	**Content:** **1/2 term 1:** The Use of Width Attacking as a unit/team Defending and defensive roles Formations + roles in a team Corners, Free kicks and strategies The Role of the Referee	**Content:** **1/2 term 1:** **Volleyball** Develop volley/Setting effectively Develop dig/One handed dig/lift Overarm serves Spike Team defense/Block Formations-attacking + defending Organising a Small Sided Tournament **1/2 term 2:** Principles of attack – 2/3 balls, counter attacking, splitting V and low/high ball Principles of defence – positioning, faking to throw, sieve, protecting throwers, corners and 1/0 balls Wall blocking and tactics Positions – catchers, throwers, runners, dodgers, blockers and wall blockers Tournaments	**Content:** **1/2 term 1:** Fitness test- set up/completion/analysis of results Mentall wellbeing of exercise: Participation in taster lessons of new activities for mental wellbeing including: Yoga, ultimate frisbee, circuits, les mills boxercise **1/2 term 2:** Using free weights, weight machines and cardiovacular machines safely and appropriately 4-6 session training programme -pre/post testing -target setting -selection of method -application of principles	**Content:** **1/2 term 1:** Les Mills boxercise and body combat workouts/dance workouts Structure of a fitness programme/workout Creation of own workouts, teaching to another group **1/2 term 2:** Refining basic skills familiarisation with safety protocols Completion of yoga sessions Creating a routine Peer teaching
A1 Performance: **Mastery quiz- interleaved** Extended writing 2 x 6 mark questions and 2x 9 mark questions e.g Explain how a balanced diet can help improve an athlete's performance (9)	**A1 Performance: End of unit assessm**	**A1 Performance:** skills in a football match	**A1 Performance:** Volleyball match	**A1 Performance:** Analysis of fitness test results	**A1 Performance:** Students create a boxercise/bodycombat session and deliver it to the rest of the group.
A2 Extended quiz and performance: Extended writing 2 x 6 mark questions and 2x 9 mark questions e.g Explain how guidance can be used to improve performance in physical activity (6) **or** Paper 1 mock- 2020 paper	**A2 Extended quiz and performance: r**	**A2 Extended quiz and performance** Skills in a football match and when officiating	**A2 Extended quiz and performance** Benchball game play and matches	**A2 Extended quiz and performance** Retake of fitness tests	**A2 Extended quiz and performance** Students create a yoga session and deliver it to the rest of the group.
Topic: **HT3: Sport Psychology** **HT4: Socio-cultural influences**	**Topic:** **Unit 6: Leading Sports Activities**	**Topic: Outwitting an opponent- Football /Rounders**	**Topic: Outwitting an opponent- Netball and TT**	**Topic: HAL- Planning and completing a training plan**	**Topic:** **HT3:** Badminton **HT4:** Rounders/Ultimate frisbee
Threshold concept focus: The body is not just a collection of discrete systems	**Threshold concept focus:** A know the attributes associated with successful sports leadership B undertake the planning and leading of sports activities C review the planning and leading of sports activities.	**Threshold concept focus:** Movement is more than just a 'physical' experience	**Threshold concept focus:** Movement is more than just a 'physical' experience	**Threshold concept focus:** Movement is more than just a 'physical' experience	**Threshold concept focus:** Movement is more than just a 'physical' experience
Fertile Q: **HT3:** Does my personality affect my performance? **HT4:** Does the pressure on atheltes encourage them to cheat?	**Fertile Q:** What are the attributes associated with successful sports leadership? Can you undertake the planning and leading of sports activities? Are you able to review the planning and leading of sports activities?	**Fertile Q:** What does it look like to be the best team?	**Fertile Q:** What does it look like to be the best team?	**Fertile Q:** How can I maintain my fitness post 16?	**Fertile Q:** How can I maintain my fitness post 16?
Substantive concepts: **HT3:** Arousal Aggression Introvert and Extrovert Personality Types Motivation **HT4:** Participation Commercialisation Technological developments in sport Player's conduct Prohibited substances Spectator behaviour	**Substantive concepts:** Topic **A.1: Sports Leaders** Topic A.2: Attributes Topic A.3: Responsibilities Topic B.1: Sports activities Topic B.2: Plan Topic B.3: Lead § Topic B.4: Measures of success Topic C.1: Review § Topic C.2: Targets for development	**Substantive concepts:** Refining of skills to maximal ability and levels Applying tactics to outwit an opposition Planning a tournament	**Substantive concepts:** Refining of skills to maximal ability and levels Applying tactics to outwit an opposition Planning a tournament	**Substantive concepts:** Developing a circuit/interval training plan completing a circuit/interval training plan Evaluating the effectiveness of the plan	**Substantive concepts:** Refining of skills to maximal ability and levels Applying tactics to outwit an opposition Planning a tournament
Content: **1/2 term 1:** Arousal: The inverted U theory of arousal. Controlling arousal levels: Deep breathing/ mental rehearsal/visualisation/imagery/ positive self talk- associating which sports need to control their arousal and why? Aggression: Direct aggression and indirect agression- what are they? do they benefit performance? sporting examples Introvert and Extrovert Personality Types: What are introverts and extroverts and what traits do each have? Are they suited better to particular activities and why? Motivation: intrinsic and extrinsic motivation. What are thye? sporting examples and merits of each type of motivation in sport. **1/2 term 2:** Participation: What are social groups, engagement patterns and barriers to participation? What affects participation by women? What affects participation by ethnicity? What other factors affect participation? Disability participation and adapted sports. Barriers to participation- role	**Content:** **1/2 term 1:** Topic A.1: Sports Leaders For example, sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches. Topic A.2: Attributes ● Skills (communication, organisation of equipment, knowledge). ● § Advanced skills (activity structure, target setting, use of language, evaluation). ● Qualities (appearance, enthusiasm, confidence). ● § Additional qualities (leadership style, motivation, humour, personality). Topic A.3: Responsibilities ● Core responsibilities (professional conduct, health and safety, equality). ● § Wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations). Topic B.1: Sports activities For example, individual sports, team sports, fitness activities. Topic B.2: Plan ● Participants, e.g. age, ability, gender, numbers, medical and specific needs. ● Aims and objectives, e.g. target	**Content:** Keeping Possession Attack/Beating an opponent Ball control Shooting Organising a Small Sided Tournament Organising a Small Sided Tournament	**Content:** **1/2 term 1:** Attacking principles Shooting/attacking principles Defending principles Tactics/team strategies Role of umpire/coaching **1/2 term 2:** Recap range of shots Backhand/forehand topspin Serve Tactics and analysis of strengths Organising a Small Sided Tournament	**Content:** **1/2 term 1:** 4-6 session training programme -pre/post testing -target setting -selection of method -application of principles **1/2 term 2:** 4-6 session training programme -pre/post testing -target setting -selection of method -application of principles	**Content:** **1/2 term 1:** Recap range of shots Serves Tactics and analysis of strengths Doubles and singles tactics Organising a Small Sided Tournament **1/2 term 2:** Fielding fundamentals Batting Bowling Positional roles Tactical ideas & concepts Competitive matches
S1 Performance: Extended writing 2 x 6 mark questions and 2x 9 mark questions e.g Using sporting examples, describe a personality type and how it is particularly suited to a named physical activity (6)	**S1 Performance:** self/peer assessment	**S1 Performance:** Skills in a football match and when officiating	**S1 Performance:** Netball match play and umpiring	**S1 Performance:** Retake of fitness test and evaluation of plan	**S1 Performance:** singles and doubles competitive game play
S1 Performance: Mock paper 2020 paper 2	**S1 Performance:** video analysis/ teacher observation	**S1 Performance:** Skills in a football match and when officiating	**S1 Performance:** Tournament organisation, roles and responsibilities during the tournament	**S1 Performance:** Retake of fitness test and evaluation of plan	**S1 Performance:** rounders/ultimate frisbee conditioned game/ match
External exams	**External exams**	**External exams**	**External exams**	**External exams**	**External exams**
S2 Extended quiz and performance	**S2 Extended quiz and performance**	**S2 Extended quiz and performance**	**S2 Extended quiz and performance**	**S2 Extended quiz and performance**	**S2 Extended quiz and performance**