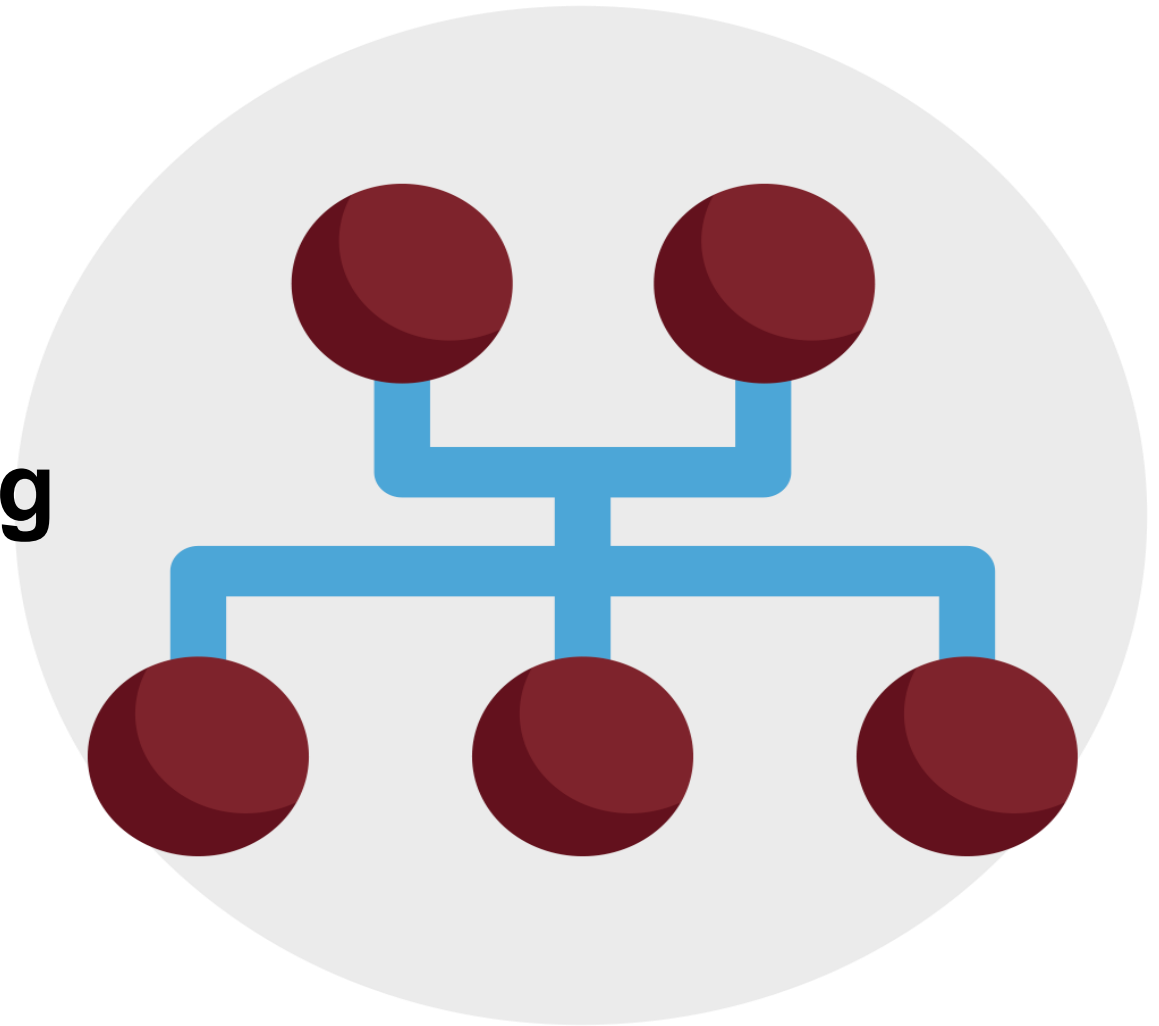


PE/Sport

Curriculum Mapping

2021



Concept	Explanation of concept
1. Attack / Defence	<p>To identify your strengths and weaknesses in both attack and defence</p> <p>To identify and use the correct skill.</p> <p>Variation.</p> <p>Use of space.</p> <p>Develop skills / performance. Students to develop principles of play when selecting and applying tactics for defending and attacking.</p> <p>Making and applying decisions: Students will learn to identify and recognise similarities in principles in attack and defence.</p>
2. Tactical Awareness	<p>How tactics are critical to individual and game performance.</p> <p>To enable students to identify practical problems that arise during a game and respond appropriately.</p> <p>Use of appropriate tactical knowledge. E.g. If a netball shooter is more accurate when shooting close to the ring the defenders should force the player to shoot from further out.</p> <p>To be able to respond to changes in tactics using practical skills.</p> <p>To use off the ball movement such as supporting and covering.</p> <p>Know the oppositions strengths and weaknesses and how to exploit them.</p> <p>Use attack / defence principles to outwit an opponent.</p> <p>Students will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution.</p>
3. Creative Movement	<p>Spatial awareness.</p> <p>Effort.</p> <p>Relationships.</p> <p>Provide students a degree of competence leading to the confidence that encourages them to try and enjoy a variety of movement.</p> <p>Allow students to explore their inner nature through creative movement.</p> <p>Encourage students to explore creative movement using different stimuli.</p> <p>Encourage the development of physical skills, channelling energy in a healthy way that nurtures their creativity.</p>
4. Health Related Fitness / Fitness themes.	<p>Students to make informed choices about Healthy, Active Lifestyle.</p> <p>Highlight the benefits of taking part to long term health.</p> <p>Discuss benefits of being healthy and active.</p> <p>To understand the type of fitness players need to perform at a high level.</p> <p>Identify and explain positive lifestyle factors.</p> <p>To understand the skill and health related components of fitness.</p> <p>To understand the basic and additional principles of training.</p> <p>To know about the difference methods of training.</p> <p>Students will create a fitness training plan.</p> <p>To undertake a fitness training plan.</p> <p>Exercise intensity and the Borg scale.</p> <p>Highlight the benefits of fitness testing for sport.</p> <p>How to create and modify training plans.</p> <p>To know and understand the impact of altitude training.</p> <p>Students will understand the importance of lifestyle factors in the maintenance of health and well-being.</p> <p>Goal setting and SMARTER targets.</p>

<p>5. Teamwork & Leadership</p>	<p>Opportunities to coach / referee students or small groups will develop leadership, communication and decision-making skills.</p> <p>Evaluating and improving: Students will evaluate their own and others strengths and weaknesses and suggest areas for improvement.</p> <p>Peer coaching – ‘what makes it good’ targeted differentiated questioning.</p> <p>Encourage students to accept responsibility for their behaviour and show initiative.</p>
<p>6. Energy systems</p>	<p>To understand the structure and function of the cardiorespiratory system.</p> <p>To understand the structure and function of the Musculoskeletal system.</p> <p>Identify major bones/muscles, their type and function.</p> <p>Understand and identify types of movement at specific joints.</p> <p>To know about the aerobic and anaerobic energy systems in the body.</p> <p>The physiological effects of short term and long term adaptations of exercise on the musculoskeletal and cardiorespiratory system.</p> <p>Waste products and how they are produced.</p> <p>Understand the control of the cardiac cycle.</p> <p>Know and understand the 3 different energy systems and how they contribute to different sports.</p> <p>The impact of lifestyle choices on the body systems.</p>
<p>7. Responses, Adaptations and Additional factors</p>	<p>Identify and understand how different factors impact sport performance and participation.</p> <p>To know about the different health problems: injuries/asthma and how it can affect training programmes and how programmes must be adapted and personalised.</p> <p>Understand the additional factors of BP, hypo/hyperthermia and SADS.</p> <p>To know the responses of the cardiovascular system to exercise.</p> <p>To understand the adaptations to sport performance.</p> <p>The skeletal disease and impact of age on the musculoskeletal system.</p> <p>Diabetes and its impact on performance.</p>
<p>8. Evaluation</p>	<p>To know the advantages and disadvantages for each of the fitness training methods.</p> <p>To carry out fitness testing and evaluate the fitness results while setting targets to aim for/goal setting.</p> <p>To understand the links and fitness testing and the impact on sports performance and designing training programmes based on the results.</p> <p>Compare and contrast the roles of sporting officials.</p> <p>To be able to review sports performance in relation to the components of fitness and technical and tactical demands of two selected sports.</p> <p>Self-analysis of the strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.</p> <p>Goal setting/SMARTER and short, medium and long term goals.</p> <p>A review of a 6 week programme, including short term physiological effects, improvements as a result of the programme to meet the activity/sport goal.</p> <p>Evaluate and measure success post training session and provide details of how sessions and programme can be adapted.</p> <p>Compare and contrast how the energy systems are used in different sporting example which have different demands.</p>

September 2021- July 2022	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7						
Learning	Boys: Football & Table Tennis Girls: netball & Rugby	Boys: Handball & Basketball Girls: Table Tennis & Fitness	Boys: Gymnastics & Fitness Girls: Handball & Badminton	Boys: Rugby & Badminton Girls: dance & Gymnastics	Boys: OAA Girls: OAA	Boys & Girls: Athletics, Rounders, Cricket
Concepts	<p>Attack/Defence</p> <p>To be able to stop the ball with feet using a variety techniques & turn with the ball.</p> <p>To be able to travel with the ball at varying speeds under control</p> <p>To be able to pass the ball to a team mate with control & accuracy.</p> <p>To be able to catch the ball using correct technique at vary heights and power.</p> <p>To be able to pass the ball with correct technique accurately and with power.</p> <p>To be in possession of the ball with confidence.</p> <p>Can perform the serve to start a rally.</p> <p>Can perform the forehand push shot.</p> <p>Receiving the ball at varying heights and power.</p> <p>To be able to land safely with balance in accordance to the rules.</p> <p>Tactical Awareness</p> <p>To understand the boundaries and play at least two positions. Be able to pass the ball successfully to a team mate.</p> <p>Team work & leadership</p> <p>Is able to perform a rally working with a partner.</p>	<p>Attack/Defence</p> <p>Can perform the serve to start a rally.</p> <p>Can perform the forehand push shot.</p> <p>Uses the correct technique to pass the ball.</p> <p>Is able to catch the ball when passed to.</p> <p>Is able to take the three steps when in possession of the ball.</p> <p>Teamwork & Leadership</p> <p>Is able to perform a rally working with a partner.</p> <p>Health related exercise</p> <p>Can begin to discuss how exercise can develop fitness using key terminology. Is able to use the correct technique for a number of exercises.</p>	<p>Attack/Defence</p> <p>Uses the correct technique to pass the ball.</p> <p>Is able to catch the ball when passed to.</p> <p>Is able to take the three steps when in possession of the ball.</p> <p>Can perform the correct technique for the overhead clear.</p> <p>Health Related Exercise</p> <p>Can begin to discuss how exercise can develop fitness using key terminology. Is able to use the correct technique for a number of exercises.</p> <p>Tactical Awareness</p> <p>Can perform one technique of the serve abiding by the rules.</p> <p>Teamwork & Leadership</p> <p>Is able to perform a rally working with a partner.</p> <p>Creative Movement</p> <p>Can perform a strong balance using good body tension. Can perform safely to create balances. Can create new balances and simple routines. Understands the use of beats with a phrase. Performs with good body tension and clear strong movements. Is able to replicate a short sequence.</p>	<p>Attack/Defence</p> <p>To be able to catch the ball using correct technique at vary heights and power.</p> <p>To be able to pass the ball with correct technique accurately and with power.</p> <p>To be in possession of the ball with confidence.</p> <p>Can perform the correct technique for the overhead clear.</p> <p>Tactical awareness</p> <p>Can perform one technique of the serve abiding by the rules.</p> <p>Creative Movement</p> <p>Can perform a strong balance using good body tension.</p> <p>Can perform safely to create balances.</p> <p>Can create new balances and simple routines.</p> <p>Understands the use of beats with a phrase. Performs with good body tension and clear strong movements. Is able to replicate a short sequence.</p> <p>Teamwork & leadership</p> <p>Is able to perform a rally working with a partner.</p>	<p>Teamwork & Leadership</p> <p>Can listen patiently to other students Ideas and follow directions.</p> <p>Can contribute practically to the completion of the task.</p> <p>Can make suggestions to help solve basic tasks to individual members of the group</p>	<p>Attack & Defence</p> <p>Is able to compete during running events.</p> <p>Understands the correct techniques/distances for a number of events.</p> <p>Is able to use the correct basic technique in throwing events.</p> <p>Is able to perform the basic underarm bowling technique.</p> <p>Is able to use the correct batting technique.</p> <p>Is able to catch and throw a small ball with accuracy.</p> <p>To be able to strike a moving ball.</p> <p>Tactical Awareness</p> <p>Can move towards the ball and attempt to catch/stop the ball.</p> <p>To understand when to run within the game.</p>
What is needed to master the knowledge	<p>Invasion Games:</p> <p>To be able to move a variety of balls, using various implements, with control.</p> <p>To perfect the necessary skills and teamwork to retain possession.</p> <p>To link the similarities between different games.</p>	<p>Health & Fitness:</p> <p>To understand how the importance of health and fitness and participating in PE lessons.</p> <p>Understanding of the different pathways to fitness.</p> <p>To know what circuit training is and how to set one up.</p>	<p>Creative Movement:</p> <p>What is your opinion of the result? Understanding how a performance went.</p> <p>Be able to use the resource examples and copy.</p> <p>To demonstrate an understanding of how move to a beat.</p>	<p>Net/wall:</p> <p>To be able to follow demonstrations.</p> <p>Resilience to failure, patience to try again.</p>	<p>OAA:</p> <p>Understanding of What is teamwork?</p> <p>Different ways in which they can contribute.</p>	<p>Striking/Fielding & Athletics:</p> <p>Experience of different roles within the game.</p> <p>Ability to follow demonstrations.</p> <p>Positions found in Cricket/Rounders.</p> <p>To understand the relay change over boxes and how to keep the baton moving at speed</p>
Common Misconceptions	<p>Invasion Games:</p> <p>Failure to understand that every player contributes to success.</p> <p>That different positions have similar skills. Unable to contribute in the same way if moved to a different role.</p>	<p>Health & Fitness:</p> <p>That correct technique is not important to the success of the exercise.</p>	<p>Creative Movement:</p> <p>Rushing into a routine without looking at the resources carefully</p> <p>Rushing into a routine without looking at the resources carefully</p> <p>Thinking quantity is more important than quality.</p>	<p>Net/wall:</p> <p>Missing the smaller coaching points when learning a new skill.</p>	<p>OAA:</p> <p>How to approach a new task at the start. Establishing roles.</p> <p>Seeing where they are going wrong, repeating the same mistakes.</p>	<p>Striking/Fielding & Athletics:</p> <p>Trying without thinking about how your body is moving.</p> <p>That you have to stand in the same spot the whole time when fielding.</p>

Year 8

Learning	Boys: Football & Table Tennis Girls: Netball & Football	Boys: Basketball & Rugby Girls: Fitness and Table Tennis	Boys: Gymnastics & Fitness Girls: Handball & Badminton	Boys: Handball & Badminton Girls: Dance & Gymnastics	Boys: OAA & Athletics Girls: OAA & Rounders	Boys: Cricket & Athletics Girls: Cricket & Athletics
Concepts	<p>Creative Movement Movement to receive a ball from others with control using different parts of the body.</p> <p>To be able to travel with the ball at pace.</p> <p>To catch the ball on the move and release the ball with control.</p> <p>Attack / Defence</p> <p>Be able to intercept the ball with control to set up a counter attack.</p> <p>Can perform the backhand push shot.</p> <p>Teamwork / Leadership</p> <p>Work successfully with team mates to create an effective attack.</p> <p>To be able to pass the ball to a team mate with control & accuracy over a variety of distances.</p> <p>Tactical Awareness</p> <p>Can place the ball to outwit their opponent. Apply the correct rules of the serve. Is able to place the ball to try and beat their opponent.</p>	<p>Creative movement To be able to catch the ball at vary heights and power when on the move in a game.</p> <p>Attack / Defence</p> <p>Can perform the serve to start a rally.</p> <p>Can perform the forehand push shot.</p> <p>Can dribble the ball using both hands using the correct technique to defend the ball.</p> <p>Can perform the set shoot using the correct technique under pressure within a game.</p> <p>To be able to pass the ball with correct technique accurately and with power under pressure.</p> <p>Teamwork / Leadership</p> <p>Is able to perform a rally working with a partner.</p> <p>Be able to create their own small circuit.</p> <p>Tactical Awareness</p> <p>Contributes to a zonal defence.</p> <p>Tactical/Awareness</p> <p>Understands and performs the fast break and zonal defence. Is able to move their opponent around the court within a game. To know when to pass or take the tackle.</p> <p>Health Related Exercise</p> <p>Is able to link specific exercises to specific fitness development. Is able to perform a good number of repetitions for a variety of activities.</p>	<p>Health related Fitness</p> <p>Is able to link specific exercises to specific fitness development.</p> <p>Is able to perform a good number of repetitions for a variety of activities.</p> <p>Attack/Defence</p> <p>Can perform more than one service technique.</p> <p>Can perform the correct technique for more than one type of shot.</p> <p>Can pass the ball accurately over varying distances.</p> <p>Is able to catch the ball on the move.</p> <p>Performs with good body tension and clear strong movements at varying levels.</p> <p>Attack/Defence</p> <p>Can perform more than one service technique.</p> <p>Creative Movement</p> <p>Can move in and out of balances with control and efficiency. Develops balances with linking movements to create a routine.</p> <p>Teamwork/leadership</p> <p>Be able to create their own small circuit. Can think of new ways to include all within larger groups balances.</p>	<p>Tactical/Awareness</p> <p>Understands and performs the fast break and zonal defence.</p> <p>Is able to move their opponent around the court within a game.</p> <p>Creative Movement</p> <p>Can move in and out of balances with control and efficiency.</p> <p>Develops balances with linking movements to create a routine.</p> <p>Teamwork/Leadership</p> <p>Contributes new ideas to create a motif. Can think of new ways to include all within larger groups balances.</p>	<p>Tactical Awareness</p> <p>Is able to think tactically during the relay event.</p> <p>Able to use the correct pace during running events.</p> <p>Begin to adjust their fielding position to match the situation. Can come up with solutions to solve tasks that have been given.</p> <p>Teamwork/Leadership</p> <p>Can verbalise own suggestions to their group to help build upon knowledge already shared. Is able to develop their throwing technique to improve their distance.</p> <p>Attack/Defence</p> <p>Able to use the correct pace during running events.</p> <p>Is able to develop throwing technique to improve their distance.</p> <p>Is able to Judge the type of throw in different situations.</p> <p>Is able to strike a moving ball.</p>	<p>Tactical Awareness</p> <p>Begin to adjust their fielding position when necessary.</p> <p>Is able to think tactically during the relay event.</p> <p>Attack/Defence</p> <p>Is able to bowl using the overarm technique.</p> <p>To be able to strike a moving ball and develop direction.</p> <p>Able to use the correct pace during running events.</p>
What is needed to master the Knowledge	<p>Invasion Games:</p> <p>Can adapt skills to new situations with ease.</p> <p>Can explain where skills are linked and how they differ between sports.</p> <p>To be able to describe the rules for different invasion games.</p> <p>To be able to perform within small sided games.</p>	<p>Health & Fitness:</p> <p>To be able to create a small circuit to improve targeted fitness.</p> <p>To be able to lead an appropriate warm up to a small group of students.</p> <p>To understand the FITT principle of training.</p>	<p>Creative Movement:</p> <p>To have an understanding of the principles of composition.</p> <p>Show an understanding of how involvement in Gym and dance can lead to healthy lifestyle.</p> <p>To have an understanding of the elements of gym and dance routines.</p>	<p>Net/wall:</p> <p>Understanding the principles of attack and defence.</p> <p>Understand the rules and tactics within a game.</p> <p>Be able to take the role of the performer/coach/official.</p>	<p>OAA:</p> <p>Use of communication in useful and mature way.</p> <p>Demonstrate encouragement within the team.</p> <p>Develop skills to solve problems.</p>	<p>Striking/Fielding & Athletics:</p> <p>To be able to throw and catch with consistency.</p> <p>To be able to direct the ball into space to increase scoring opportunities.</p> <p>Understanding rules of the game.</p> <p>To be able to perform the Javelin with a run up.</p> <p>To be able to perform a sprint start.</p> <p>To run the 800m with pace and judgement.</p>
Common misconceptions	<p>Invasion Games:</p> <p>Time pressure & rushing skill.</p> <p>Spatial Awareness of area available.</p>	<p>Health & fitness:</p> <p>Starting off at the right pace.</p> <p>How the body responds to immediate exercise?</p>	<p>Creative Movement:</p> <p>The impact of body tension towards the overall aesthetics of the performance.</p> <p>The importance of timing/speed of body movement and its impact on the clarity of action being demonstrated.</p>	<p>Net/Wall:</p> <p>The importance of using the correct power for different shots.</p> <p>Awareness of their own body position on the court/around the table.</p>	<p>OAA:</p> <p>That the loudest voice is the most important.</p> <p>That all roles no matter how big/small are just as important to the success of the task.</p>	<p>Striking/Fielding & Athletics:</p> <p>That power is more important than technique.</p> <p>Going at you own pace is in individual races is linked to success.</p>

September 2021- July 2022	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 9						
Learning	Boys: Football & Table Tennis Girls: Netball & Football	Boys: Basketball & Rugby Girls: Table tennis & Fitness	Boys: Gymnastics & Fitness Girls: Handball & Badminton	Boys: handball & badminton Girls: Gymnastics & Dance	Boys: OAA Girls OAA	Boys: Athletics, cricket & Rounders
Concepts	<p>Attack/Defence</p> <p>Be able to mark a player off the ball.</p> <p>Adjust attacking play in order to beat the defence.</p> <p>To be able to tackle an opponent using effective and safe methods.</p> <p>Development of spin on to their shots.</p> <p>Tactical Awareness</p> <p>To understand positional play within a full sided game.</p> <p>Can place the ball to outwit their opponent with spin.</p> <p>Is able to place the ball to try and beat their opponent with power and accuracy.</p> <p>Teamwork & leadership</p> <p>To play a number of positions effectively.</p> <p>To be able to work with team mates to create attacking scenarios.</p>	<p>Attack/Defence</p> <p>Development of spin on to their shots.</p> <p>To understand and perform using the defensive line.</p> <p>Can collect the ball on the move smoothly.</p> <p>Can adjust own position within the Key to create space for attacking play.</p> <p>Tactical Awareness</p> <p>Is able to place the ball to try and beat their opponent with power and accuracy.</p> <p>Can place the ball to outwit their opponent with spin.</p> <p>Is able to identify tactics within the game to improve own teams performance.</p> <p>Be able to visualise the gaps in defence and attempt execute effective runs.</p> <p>Health Related Exercise</p> <p>Is able to participate in a number of different training methods.</p> <p>Is able to work at varying intensities during a training session.</p> <p>Understands how to adapt sessions to make them easier or harder.</p> <p>Teamwork & Leadership</p> <p>Be able to work with team to win in a competitive game situation.</p>	<p>Health Related Fitness</p> <p>Is able to participate in a number of different training methods.</p> <p>Is able to work at varying intensities during a training session.</p> <p>Understands how to adapt sessions to make them easier or harder.</p> <p>Attack/Defence</p> <p>Being able to move into space to help creating a scoring opportunity.</p> <p>Can perform the correct technique for more than one type of shot with power and accuracy.</p> <p>Tactical Awareness</p> <p>Being able to make suggestions to outwit the opposition.</p> <p>Decision making within the zonal defence</p> <p>Position self in order to prepare for the next shot.</p> <p>Development of shot selection in order to beat the opponent.</p> <p>Creative Movement</p> <p>Can perform linking movements with a smooth transition.</p> <p>Is able to identify areas of strength and improvement and give suggestions to improve.</p> <p>Can think of new ways to link balances together to create a smooth routine.</p>	<p>Creative Movement</p> <p>Can perform linking movements with a smooth transition.</p> <p>Is able to identify areas of strength and improvement and give suggestions to improve.</p> <p>Can think of new ways to link balances together to create a smooth routine.</p> <p>Is able to adapt to different dance styles.</p> <p>Performs with good body tension and clear strong movements with increased difficulty</p> <p>Is able to identify strengths and areas of improvement in other dances.</p> <p>Tactical Awareness</p> <p>Decision making within the zonal defence</p> <p>Being able to make suggestions to outwit the opposition.</p> <p>Position self in order to prepare for the next shot.</p> <p>Development of shot selection in order to beat the opponent.</p> <p>Attack/Defence</p> <p>Being able to move into space to help creating a scoring opportunity.</p> <p>Can perform the correct technique for more than one type of shot with power and accuracy.</p>	<p>Teamwork & Leadership</p> <p>Can lead their own group in a commanding and positive way.</p> <p>Their practical contribution has a direct impact on the success of the task.</p> <p>Can provide innovative solutions to improve on the success of the task.</p> <p>Tactical awareness</p> <p>Can provide innovative solutions to improve on the success of the task.</p>	<p>Tactical Awareness</p> <p>Is able to think tactically during and individual race.</p> <p>Be able to field the ball and return the ball to try and get someone out.</p> <p>Able to make quick decisions.</p> <p>Teamwork & Leadership</p> <p>Is able to identify areas of development in others.</p> <p>Attack/Defence</p> <p>Is able to deal with the ball approaching them at different intensities.</p> <p>To be able to play defensively.</p> <p>Is able to control the ball at different speeds and heights.</p> <p>Is able to strike a moving ball with direction.</p> <p>Able to use the correct pace during running events to enable a competitive result.</p>
What is needed to master the knowledge	<p>Invasion Games</p> <p>Understanding of the rules and tactics required in the game.</p> <p>Understanding of the benefits of passing and where different types of passes should be used.</p> <p>Be able to take the role of a performer / coach / official.</p>	<p>Health & Fitness</p> <p>To be able to lead an appropriate warm up to a larger group of students.</p> <p>Development of in depth knowledge of different techniques at each station.</p> <p>Understanding of how to use the principle of fitness within a circuit</p>	<p>Creative Movement</p> <p>Have an understanding of the principles of composition of dance / gym routines.</p> <p>To develop in depth knowledge of different styles, including common movements associated with these styles.</p> <p>To analyse your performance, identifying strengths and weaknesses for how to improve.</p>	<p>Net/Wall</p> <p>To be able to demonstrate a variety of techniques in conditioned, small-sided games.</p>	<p>OAA</p> <p>Appreciate previous mistakes made using them as a starting point then learning from them.</p> <p>Development of listening skills & patience to take the lead in group discussions.</p>	<p>Striking/Fielding & Athletics</p> <p>To be able to direct the ball into space to increase scoring opportunities.</p> <p>To develop in depth knowledge of different styles, including different bowling and batting techniques.</p> <p>To use teacher feedback to improve your throwing & running technique.</p>
Common misconceptions	<p>Invasion Games</p> <p>Thinking that they need to be involved within every movement not thinking ahead of the game.</p> <p>Not adjusting their choices & keep making same mistake.</p>	<p>Health & Fitness</p> <p>Working to their own strengths.</p> <p>Giving up too easily & not understanding how their body should be responding.</p>	<p>Creative Movement</p> <p>Working with the different abilities within the group can still make a successful performance.</p> <p>To visualise their own dance and how it will look to the audience.</p>	<p>Net/Wall</p> <p>That power is everything.</p> <p>Not making changes to their tactics to match their opponents.</p>	<p>OAA</p> <p>That small changes can make a big difference.</p> <p>Thinking before you start holds you back. Time management.</p>	<p>Striking/Fielding & Athletics</p> <p>Not visualising the end outcome & thinking ahead.</p> <p>Not Focusing on how the technique feels instead looking at the end result.</p>

September 2021- July 2022	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10						
Learning	Invasion Games Net / Wall Games	Invasion games Health related exercise	Net / Wall games Creative movement Health related exercise	Net / Wall games Health related exercise	Athletic Activities Striking and fielding games	Athletic Activities Striking and fielding games
Concepts	<p>Attack / Defence</p> <p>Develop the principles in invasion games.</p> <p>Develop key attacking and defending principles in invasion games.</p> <p>Teamwork & Leadership</p> <p>Develop communication and emotional intelligence by performing in a team sport.</p> <p>Tactical Awareness</p> <p>Develop innovation and assertiveness through intellectual and physical challenges.</p>	<p>Tactical Awareness</p> <p>Safety principles of circuit training.</p> <p>Incorporate different methods training into a fitness programme.</p> <p>Know and understand the safety principles in boxing.</p> <p>Teamwork & Leadership</p> <p>Personalise a fitness programme.</p> <p>Develop independence, resilience and determination.</p> <p>Health Related Exercise</p> <p>Improve mental and physical health and wellbeing.</p> <p>How does this impact life skills?</p> <p>Attack / Defence</p> <p>Develop the correct techniques for different shots in boxing.</p> <p>Create and perform different combinations in boxing.</p> <p>Understand the importance of the counter punch.</p> <p>Understand and develop how to defend in boxing.</p>	<p>Creative Movement</p> <p>Develop safety principles of Dance.</p> <p>Develop skills and learn how to follow a routine.</p> <p>Develop routines of creative movement.</p> <p>Develop key skills such as extension, tension and height.</p> <p>Develop creativity and organisation through compositional ideas.</p> <p>Health Related Exercise</p> <p>Develop the required fitness in order to carry out a performance.</p>	<p>Tactical Awareness</p> <p>Develop safety principles of resistance training.</p> <p>Develop safety rules in net / wall games.</p> <p>Teamwork & Leadership</p> <p>Plan a personalised training programme to improve fitness.</p> <p>Lead a personalised fitness programme to a group of students.</p> <p>Attack / Defence</p> <p>Develop key skills in net /wall games.</p> <p>Health Related Exercise</p> <p>Develop confidence and positive attitudes in physical activity and sport.</p>	<p>Teamwork & Leadership</p> <p>Develop safety rules in striking and fielding games.</p> <p>Attack Defence</p> <p>Develop skills in striking and fielding games.</p> <p>Improve throwing, batting and catching skills.</p> <p>Health Related Fitness</p> <p>Develop confidence and positive attitudes in physical activity and sport.</p>	<p>Know and understand the safety principles involved in throwing / jumping events such as Javelin and long jump.</p> <p>Develop techniques in throwing events.</p> <p>Develop determination through performing at maximum levels for competition and trying to improve personal bests.</p>
What is needed to master the knowledge	<p>Knowledge and understanding of a variety of techniques in conditioned, small-sided games.</p> <p>An understanding and the ability to describe the similarities and differences in different types of invasion game.</p> <p>To be able to perform in a small-sided game to retain possession and outwit the opposition.</p>	<p>The ability to create and perform a circuit that will benefit personal fitness.</p> <p>An in depth knowledge of different techniques at each station.</p> <p>The ability to demonstrate an understanding of how to use FITT and overload in their circuit.</p>	<p>Analyse and evaluate sequences, identifying strengths, and areas of weaknesses for improvement.</p> <p>An in depth knowledge of different styles, including common movements associated with these styles.</p> <p>Show an understanding of how involvement in gym and dance activities can help in leading an active and healthy lifestyle.</p>	<p>Demonstrate an understanding of how to work with others in attack and defence.</p> <p>Understand how to play in different formations, in a full sided game.</p> <p>Students will be able to show different tactics in small-sided games.</p>	<p>To develop in depth knowledge of different styles, including different bowling and batting techniques.</p> <p>Understand the tactics required in striking and fielding games.</p> <p>Apply directional batting skills in relation to attack and defence, direct the ball into space and develop good judgement of the type of ball.</p> <p>Apply your knowledge to umpire a game using the correct signals and rules with limited support</p>	<p>Understand the relay changeover boxes and how to keep the baton moving at speed.</p> <p>Know and understand how to measure and record different times.</p> <p>Analyse others performances and be able to give them relevant feedback on what they did well and how they can improve.</p> <p>Apply existing techniques to improve performance.</p> <p>Apply your knowledge of athletics when officiating.</p>
Common misconceptions	<p>Not moving into space to receive the ball.</p> <p>The offside rule in all team sports.</p> <p>How to correctly pivot in netball.</p>	<p>The stronger you are the harder you hit.</p> <p>You need to have a certain body type.</p> <p>Students use excessive movement to avoid shots.</p> <p>Students lead (jab) with the wrong hand.</p>	<p>Serving overarm in Badminton.</p> <p>Showing the ball when serving in table tennis.</p> <p>Travelling in basketball.</p> <p>Double dribble in basketball.</p>	<p>Aerobic v Anaerobic.</p> <p>Reliability v Validity in fitness testing.</p> <p>Pace judgement during the multistage fitness test.</p> <p>FITT principle when applied to improve aerobic / anaerobic fitness.</p>	<p>Power is more important than technique when striking the ball.</p> <p>It is correct to throw the ball to the base where the batter is close to in rounders.</p>	<p>Stop when changing over the baton in the relay.</p> <p>Make sure you're using the correct unit of measurement.</p> <p>The angle of release in throwing events.</p> <p>Power is better than technique.</p>

September 2021- July 2022	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11						
Learning	Invasion Games Net / Wall Games	Invasion games Health related exercise	Creative movement Health related exercise / Boxing	Striking and fielding games	Exams	Exams
Concepts	<p>Students will experience a range of different invasion games: This half term would include football & netball.</p> <p>Net / Wall games include Table Tennis & Badminton.</p> <p>Students will be able to lead warm-ups and understand rules and key terminology.</p> <p>Students will be able to set up their own games and organise tournaments.</p> <p>Creativity, enhanced communication, leadership opportunities, knowledge and understanding of rules, tactics and strategies.</p>	<p>Students will experience a range of different invasion games: This half term would include basketball, handball, dodgeball & Futsal</p> <p>Health Related Exercise include Circuit Training.</p> <p>Students will be able to gain confidence in demonstrating exercises and teaching others as well as developing their physical and mental wellbeing.</p> <p>Students to actively continue at home.</p> <p>Students can actively get ideas from a range of apps including FITT.</p>	<p>Creative Movement</p> <p>Develop safety principles of Dance.</p> <p>Develop skills and learn how to follow a routine.</p> <p>Develop routines of creative movement.</p> <p>Develop key skills such as extension, tension and height.</p> <p>Develop creativity and organisation through compositional ideas.</p> <p>Attack / Defence</p> <p>Develop the correct techniques for different shots in boxing.</p> <p>Create and perform different combinations in boxing.</p> <p>Understand the importance of the counter punch.</p> <p>Understand and develop how to defend in boxing.</p>	<p>Looking at advanced tactics and strategies that can be used to outwit opponents.</p> <p>Teamwork & Leadership</p> <p>Develop safety rules in striking and fielding games.</p> <p>Attack Defence</p> <p>Develop skills in striking and fielding games.</p> <p>Improve throwing, batting and catching skills.</p>		
What is needed to master the knowledge	<p>Students will incorporate a range of drills for the specific games and focus on a skill for example attacking, passing, shooting.</p> <p>There will be opportunities to coach and referee games.</p> <p>Students will be assessed on their improvements throughout the unit of work and their knowledge and understanding of each of the games studied.</p> <p>Students will develop teamwork skills, communication, leadership and resilience. They will be guided towards participating in clubs outside of school.</p> <p>Invasion games;</p> <p>-Tactical knowledge of positional play in attack and defence.</p> <p>-Knowledge of when to pass to feet and when to pass into space.</p>	<p>Students will know different methods of Fitness.</p> <p>This would include HITT, Aerobics/Dance workout and Circuit Training.</p> <p>Students will be assessed on their ongoing improvements throughout the term and their individual fitness programs.</p> <p>Students can actively get ideas from a range of apps including FITT.</p>	<p>Students will understand how to technically perform the movements with control, fluency and safety. They will be taught the different key.</p> <p>Analyse and evaluate sequences, identifying strengths, and areas of weaknesses for improvement.</p> <p>An in depth knowledge of different styles, including common movements associated with these styles.</p> <p>Show an understanding of how involvement in gym and dance activities can help in leading an active and healthy lifestyle.</p> <p>The ability to create and perform a circuit that will benefit personal fitness.</p> <p>An in depth knowledge of different techniques at each station.</p> <p>The ability to demonstrate an understanding of how to use FITT and overload in their circuit</p>	<p>Students will develop skills relating to fielding, bowling and batting.</p> <p>Different warm-up drills and skill development activities will be delivered, and conditioned games will be played.</p> <p>An extra-curricular club will be run alongside this unit of work as well as interschool tournaments.</p> <p>Students will be assessed on their improvements throughout the unit of work and their knowledge and understanding of each the game.</p> <p>Skills: Key skills include: Organisational, leadership, communication, batting, bowling and fielding.</p>		
Common Misconceptions	<p>Not moving into space to receive the ball.</p> <p>The offside rule in all team sports.</p> <p>Positional sense in football.</p> <p>The rules of service in table tennis (double bounce)</p> <p>The side of service in badminton.</p>	<p>Not moving into space to receive the ball.</p> <p>The offside rule in all team sports.</p> <p>Positional sense in football.</p> <p>Lack of clarity as to how to implement Intensity in FITT.</p> <p>Incorrect technique on certain exercises (press ups)</p> <p>Travelling in basketball.</p>	<p>The stronger you are the harder you hit.</p> <p>You need to have a certain body type.</p> <p>Students use excessive movement to avoid shots.</p> <p>Students lead (jab) with the wrong hand</p>	<p>Bowling in cricket with a bent arm</p> <p>Always having to run in cricket when they have hit the ball</p> <p>Throwing to the wrong base or end.</p> <p>Trying to hit the ball too hard.</p>		

September 2020- July 2022	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10						
Learning	<p><u>Unit 1 – Fitness for sport exam</u></p> <p>Introduction and define components of physical fitness – aerobic endurance (see alternative names) / muscular endurance</p> <p>Flexibility/ speed/ muscular strength and body composition. Give practical examples linking components to optimal sports performance in varying positions and sports/events.</p> <p>Consolidation of learning /Green pen (Exam questions)</p> <p>The cardiorespiratory system – heart, blood and blood vessels</p> <p>The respiratory system – lungs and airways</p> <p>Define components of skill related fitness – agility / balance / co-ordination/ power / reaction time</p> <p>Give practical examples of skill related fitness linking to optimal sports performance.</p> <p>Exercise intensity – measure HR and apply to training methods</p> <p>Target zones and training thresholds – Max HR (220-age) /60/85%</p> <p>Basic principles of training (FITT)</p> <p>Additional principles of training</p> <p><u>Unit 2 – practical performance in sport</u></p> <p>Badminton – setting up the court and ladders to assess students</p> <p>Badminton singles rules/laws – complete booklet</p> <p>Badminton singles regulation and scoring system – complete booklet</p>	<p><u>Unit 1 – Fitness for sport exam</u></p> <p>Requirements for fitness tests</p> <p>Warm up and cool down</p> <p>Flexibility training methods (static, ballistic and PNF)</p> <p>Strength training methods (circuit training, free weights and plyometric)</p> <p>Aerobic training methods (continuous, fartlek, interval and circuit training)</p> <p>Speed training methods (hollow sprint, acceleration sprint and interval)</p> <p>Fitness testing</p> <p>Importance of fitness testing to performer and coach</p> <p>Interpretation of fitness results</p> <p>Revision for exam</p> <p><u>Unit 2 – practical performance in sport</u></p> <p>Football – rules/ laws – complete booklet</p> <p>Football - regulation and scoring system – complete booklet</p>	<p><u>Unit 1 – Fitness for sport exam</u></p> <p>Revision poster and material in preparation for exam</p> <p>Example exam in pairs</p> <p>Green pen in pairs example exam</p> <p>Exam technique (time, number of questions, weighting, 8 mark questions)</p> <p>MOCK EXAM</p> <p>Review mock exam and green pen</p> <p>Revision (validity, reliability and practicality)</p> <p>Revision (SPOR and FITT) (areas which pupils are struggling with – lowest marks on the exam)</p> <p>Revision focused on classes area for development</p> <p>Practice exam (in classroom)</p> <p>Review exam</p> <p><u>Unit 2 – practical performance in sport</u></p> <p>Demonstrate skills and techniques in badminton conditioned practice (P1/P2) and competitive situation (M) FILM & observation record</p>	<p><u>Unit 1 – Fitness for sport exam</u></p> <p>Revision focused on review of exam</p> <p>8 mark questions (IDEAL)</p> <p>Past papers</p> <p>EXTERNAL EXAM</p> <p><u>Unit 2 – practical performance in sport</u></p> <p>Football FILM & observation record throughout all football lessons. Football booklet must be completed throughout this football unit.</p> <p>Passing and control in isolation and in conditioned game</p> <p>Tackling in isolation and in conditioned game</p> <p>Possession and marking in isolation and in conditioned game</p> <p>Dribbling in isolation and in conditioned game</p>	<p><u>Unit 2 – practical performance in sport</u></p> <p>Final completion of football booklet</p> <p>Rounders FILM & observation record throughout all rounder's lessons.</p> <p>Catching in isolation and in a conditioned game</p> <p>Practical booklet - skills section</p> <p>Practical booklet – tactical section</p> <p>Rounders bowling in isolation and in a conditioned game</p> <p>Practical booklet – components of fitness</p> <p>Observation checklist for rounders</p> <p>Mark draft booklet</p>	<p><u>Unit 2 – practical performance in sport</u></p> <p>Fielding – long and short barrier</p> <p>Full sided rounders game</p> <p>Coursework catch up lessons</p> <p>Full sided rounders game</p> <p>Moderation of practical – rounders</p> <p>Moderation of practical – football</p>

	<p>Badminton officials roles and responsibilities (Line judge, service judge, umpire and referee) perform in each of these roles within the lesson Video and/or photographic evidence and explanation of applying the rules in 4 situations FILM & observation record</p>	<p>Football officials roles and responsibilities perform each of these roles within the lesson</p> <p>Video and or photographic evidence of applying the rules in 4 situations FILM & observation record</p> <p>Assignment 1 – understand the rules, regulations and scoring systems for selected sports</p>	<p>Demonstrate skills and techniques in football conditioned practice (P1/P2) and competitive situation (M) FILM & observation record</p>	<p>Practical booklet – skills section</p> <p>Practical booklet – tactical section</p> <p>Heading and shooting in isolation and in conditioned game</p> <p>Observation checklists for football</p> <p>Practical booklet – components of fitness</p> <p>Mark draft booklet</p> <p>Green pen draft booklet and hand out assignment brief.</p> <p>Complete final neat copy of booklet for the assignment.</p> <p>Full sided game of football – competitive</p>	<p>Rounders throwing in isolation and in a conditioned game</p> <p>Green pen draft booklet and hand out assignment brief.</p> <p>Complete final neat copy of booklet for the assignment.</p> <p>Final completion of rounders booklet</p> <p>To be reviewed and dependant on cohort of student and chosen sports.</p>	<p>To be reviewed and dependant on cohort of student and chosen sports.</p>
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Concepts	Attack/Defence	Attack/Defence	Attack/Defence	Attack/Defence	Attack/Defence	Attack/Defence
	Tactical/Awareness	Tactical/Awareness	Tactical/Awareness	Tactical/Awareness	Tactical/Awareness	Tactical/Awareness
	Evaluation	Evaluation	Evaluation	Fitness Themes	Evaluation	Evaluation
	Fitness Themes	Fitness Themes	Fitness Themes		Fitness Themes	Fitness Themes
	Body systems	Body systems	Body systems			

<p>What is needed to master the knowledge</p>	<p>To practically demonstrate skills, techniques and tactics in selected sports. To understand apply the principles of attack and defence in football and badminton.</p> <p>To understand the rules, regulations and scoring systems for a selected sport.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports Understand the roles and responsibilities of each official in football and badminton. Practically demonstrate skills, techniques and tactics in selected sports</p> <p>Additional requirements for each of the fitness training methods as well as advantages and disadvantages.</p> <p>To know the importance of fitness testing to sports performers and coaches and how they can design a training programme based on test results and determine if training programmes are working.</p> <p>To evaluate the fitness results and set targets to aim for/goal setting.</p>	<p>To practically demonstrate skills, techniques and tactics in selected sports. To understand apply the principles of attack and defence in football and badminton.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports.</p> <p>The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p> <p>Compare and contrast the roles of the officials for the two sports.</p> <p>To suggest valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport.</p>	<p>To practically demonstrate skills, techniques and tactics in selected sports. To understand apply the principles of attack and defence in football and badminton.</p> <p>Decision making and strategies to overcome an opponent, including using personal strengths.</p> <p>The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p> <p>To be able to review sports performance in relation to the components of fitness and technical and tactical demands of two selected sports.</p>	<p>To understand apply the principles of attack and defence in football and badminton. Decision making and strategies to overcome an opponent, including using personal strengths.</p> <p>Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.</p> <p>The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p> <p>To apply the health and skill related components of fitness in practical performance.</p>	<p>To understand apply the principles of attack and defence in football and badminton. Decision making and strategies to overcome an opponent, including using personal strengths.</p> <p>Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.</p> <p>The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p> <p>Analysing the strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.</p> <p>Being able to improve performance by goal setting (short-term and long-term goals).</p>	<p>To understand apply the principles of attack and defence in football and badminton. Decision making and strategies to overcome an opponent, including using personal strengths.</p> <p>Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.</p> <p>The use of skills and techniques within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p> <p>To evaluate and review the performance in 2 selected sports using video analysis and the observation checklists including: components of physical fitness, technical demands of sport (skills and techniques), production of a checklist suitable for self-analysis of performance in selected sports and the tactical demands of sport.</p> <p>Being able to improve performance by goal setting (short-term and long-term goals)</p>
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<p>Know about the components of fitness and the basic and additional principles of training.</p> <p>Know about the skill-related components of fitness.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods.</p> <p>Investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p> <p>To understand the components of fitness in relation to aerobic endurance – and muscular endurance.</p> <p>To understand the structure and function of the cardiorespiratory system.</p>	<p>Know about the components of fitness and the basic and additional principles of training.</p> <p>Know about the skill-related components of fitness.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods.</p> <p>Investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p> <p>To understand the components of fitness in relation to aerobic endurance – and muscular endurance.</p> <p>To understand the structure and function of the cardiorespiratory system.</p>	<p>Know about the components of fitness and the basic and additional principles of training.</p> <p>Know about the skill-related components of fitness.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods.</p> <p>Investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p> <p>To understand the components of fitness in relation to aerobic endurance – and muscular endurance.</p> <p>To understand the structure and function of the cardiorespiratory system.</p>	<p>Know about the components of fitness and the basic and additional principles of training.</p> <p>Know about the skill-related components of fitness.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods.</p> <p>Investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p>	<p>Self-analysis and being able to clearly identify strengths and areas for improvement in practical performance.</p> <p>To apply the health and skill related components of fitness in practical performance.</p> <p>Know about the components of fitness and the basic and additional principles of training.</p> <p>Know about the skill-related components of fitness.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods.</p> <p>Investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p>	<p>To apply the health and skill related components of fitness in practical performance.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods.</p> <p>Investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/ skill-related component of fitness.</p>
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<p>Assessment criteria</p>	<p>P1 P2 M2 D2</p>	<p>P1 P2 M2 D2</p>	<p>P1 P2 M2 D2 1A.1 1A.2 1A.3 2A.P1 2A.P2 2A.P3 2A.M1 2A.D1</p>	<p>P1 P2 M2 D2 1B.4 1B.5 2B.P4 2B.P5 2B.M2</p>	<p>1C.6 1C.7 2C.P6 2C.P7 2C.M3 2C.D2</p>	<p>1C.6 1C.7 2C.P6 2C.P7 2C.M3 2C.D2</p>
<p>Common Misconceptions</p>	<p>Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness and skill related components of fitness Exercise intensity Setting up a badminton court Court dimensions in singles and doubles Singles rules and doubles rules The difference between the officials in badminton</p>	<p>Warm up and cool down Static and dynamic stretches Difference between the aerobic training methods Difference between the anaerobic training methods Football officials and their various duties Stance in badminton Badminton serving rules</p>	<p>Basic and additional principles of training Reversibility and adaptation Validity, reliability and practicality The different types of speed training: Hollow sprints Acceleration sprints Interval training The different body composition tests: BMI BIA Jackson pollock</p>	<p>Advantages/disadvantages of fitness testing Application of exercise intensity including RPE and intensity thresholds and target zones to fitness training methods The different types of flexibility training: Static Ballistic Proprioceptive Neuromuscular Facilitation The difference between strength and power How to train for muscular endurance, strength and power</p>	<p>The different body composition tests: BMI BIA Jackson pollock The terms 'reliability', 'validity' and 'practicality' related to each fitness test method. The terms 'reliability', 'validity' and 'practicality' related to each fitness test method.</p>	<p>The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required The different body composition tests: BMI BIA Jackson pollock The terms 'reliability', 'validity' and 'practicality' related to each fitness test method.</p>

<p style="text-align: center;">Learning</p>	<p>Unit 3 – Applying the principles of personal training</p> <p>Aims (what do you want to achieve) and objectives (how you intended to meet aims using appropriate methods of training). Short, medium and long term goals. Components/method recap.</p> <p>Personal goals: SMARTER (specific, measurable, achievable, realistic, time-related, evaluated, recognized/rewarded)</p> <p>Lifestyle and physical activity history, medical history questionnaire</p> <p>Attitudes, the mind and personal motivation</p> <p>Programme design – selection of training method/activity for improving/maintaining the selected component of fitness. Analysis of fitness results from year 10.</p> <p>FITT and additional principles recap</p> <p>Introduction to 6 week training plan – warm up and cool down (refer to spec for more detail must cover all points)</p> <p>Design 6 week training plan</p> <p>How FITT and additional have been applied to 6 week programme</p> <p>Intensity – target zones, HR Max, Borg and RPEX10=HR calculations</p> <p>Unit 3 – practical element (6-week training plan)</p> <p>Training method – circuit training (aerobic) reps, sets Training method – circuit training (anaerobic) reps, sets Interval training (aerobic and anaerobic)</p> <p>Safely implement training plan FILM</p>	<p>Unit 3 – Applying the principles of personal training</p> <p>Musculoskeletal system – location of major muscles</p> <p>Musculoskeletal system – Location of major bones and structure and function of synovial joints hip, shoulder and knee)</p> <p>Short term effects of musculoskeletal system</p> <p>Cardio respiratory system – structure of the cardiovascular system and structure of respiratory system</p> <p>Short term effects of the cardiorespiratory system</p> <p>Assignment B leaflet and poster</p> <p>Unit 3 – practical element (6-week training plan)</p> <p>Safely implement training plan and diary FILM</p> <p>Improvements to diary’s – merit (outcomes) and distinction (evaluate progress) Measures for success</p>	<p>Unit 3 – Applying the principles of personal training</p> <p>Review and evaluation of the personal fitness training programme.</p> <p>Unit 5 – The sports performer in action</p> <p>Short-term effects of exercise on the musculoskeletal system</p> <p>Short-term effects of exercise on the musculoskeletal system</p> <p>Short-term effects of exercise on the cardiorespiratory system:</p> <p>Long-term adaptations of the musculoskeletal system</p> <p>Long-term adaptations of the cardiorespiratory system</p> <p>Long-term adaptations of the musculoskeletal system</p> <p>Long-term adaptations of the cardiorespiratory system</p>	<p>Unit 5 – The sports performer in action</p> <p>Short-term effects of exercise on the musculoskeletal system</p> <p>Short-term effects of exercise on the cardiorespiratory system:</p> <p>Long-term adaptations of the musculoskeletal system</p> <p>Long-term adaptations of the cardiorespiratory system</p> <p>The anaerobic energy system</p> <p>Glycolysis/lactic acid anaerobic system</p> <p>The aerobic energy system</p>	<p>Unit 5 – The sports performer in action</p> <p>The anaerobic energy system</p> <p>Glycolysis/lactic acid anaerobic system</p> <p>The aerobic energy system</p>	<p>Unit 5 – The sports performer in action</p> <p>Any resubmission opportunity – till 30th of June.</p>
<p style="text-align: center;">Concepts</p>	<p>Attack/Defence</p> <p>Evaluation</p> <p>Fitness Themes</p> <p>Body systems</p>	<p>Attack/Defence</p> <p>Evaluation</p> <p>Fitness themes</p> <p>Body systems</p> <p>Responses, Adaptations and Additional factors</p>	<p>Attack/Defence</p> <p>Evaluation</p> <p>Fitness Themes</p> <p>Body systems</p> <p>Responses, Adaptations and Additional factors</p>	<p>Evaluation</p> <p>Fitness Themes</p> <p>Body systems</p> <p>Responses, Adaptations and Additional factors</p>	<p>Evaluation</p> <p>Fitness Themes</p> <p>Body systems</p> <p>Responses, Adaptations and Additional factors</p>	

<p>What is needed to master the knowledge</p>	<p>Understand their role in their own sports performance.</p> <p>Evaluation of personal information and link their personal goals including SMARTER, short-term/medium-term and long-term goals to their personalised programme.</p> <p>To be able to evaluate personal information and link personal goals including SMARTER, short-term/medium-term and long-term goals to their personalised programme. To provide details of what they would like to achieve for their selected activity/sport.</p> <p>Design a personal fitness training programme using a selection of appropriate training methods.</p> <p>Identify and implement intensity: target and training thresholds for cardiovascular health and endurance, as well as the relationships between the Borg scale and the heart rate.</p> <p>The short-term effects on the body systems during fitness training.</p> <p>The musculoskeletal system and the cardiorespiratory system.</p>	<p>Understand their role in their own sports performance.</p> <p>Justification of a training programme design and evaluate their success post session and provide details of how their sessions and programme are adapted to ensure commitment at the highest level.</p> <p>Evaluate and measure success post session and provide details of how sessions and programme can be adapted.</p> <p>Safely implement a self-designed personal fitness training programme to achieve their own goals.</p> <p>Application of the basic and additional principles of training.</p> <p>Identify and label the location of the major muscles, the location of the major bones as well as the structure and the function of the synovial joints.</p> <p>Identify and label the structure and location of the cardiovascular system and the structure of the respiratory system.</p> <p>Waste products.</p> <p>Identify the adaptations that occur during exercise and a training plan.</p>	<p>Understand their role in their own sports performance.</p> <p>A review of a 6 week programme, including short term physiological effects, improvements as a result of the programme to meet the activity/sport goal.</p> <p>Students will be able to implement and provide evidence of modifying a fitness training plan to achieve personal goals.</p> <p>Evidence of modifying and making changes to a programme to meet the personal needs and aims.</p> <p>They will take full responsibility for completing and recording details for each training session.</p> <p>Details of programme intensity using % HR max and RPE during their weekly sessions.</p> <p>The physiological impact fitness training has on the musculoskeletal and cardiorespiratory system.</p> <p>Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.</p>	<p>Explain long-term adaptations of the musculoskeletal system to relevant exercises and sporting examples.</p> <p>Compare and contrast how the musculoskeletal and cardiorespiratory systems respond and adapt to various exercise.</p> <p>How fitness training impacts the body's energy systems.</p> <p>Short term and long term adaptations of the body systems to exercise</p> <p>To know the different energy systems used during sports performance</p> <p>Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.</p> <p>Compare and contrast how the energy systems are used in different sporting example which have different demands.</p> <p>How fitness training impacts the body's energy systems.</p>	<p>Compare and contrast how the energy systems are used in different sporting example which have different demands.</p> <p>How fitness training impacts the body's energy systems.</p> <p>Which methods of training uses which energy systems.</p> <p>To understand the aerobic and anaerobic energy systems</p> <p>to understand and apply the function of the three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance.</p> <p>Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.</p>	
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They will be able to suggest and implement changes when adaptation occurs e.g. utilising the FITT and additional principles of training when the session becomes somewhat easier.

Which methods of training uses which energy systems.

To understand the aerobic and anaerobic energy systems

		Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.		to understand and apply the function of the three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.	
	1A.1 2A.P1 2A.M1 2A.D1	1B.2 1B.3 2B.P2 2B.P3 2B.M2	1C.4 2C.P4 2C.M3 2C.D2 1D.5 2D.P5 2D.M4 2D.D3	1A.1 1A.2 1A.3 1A.4 2A.P1 2A.P2 2A.P3 2A.P4 2A.M1 2A.M2 2A.M3 2A.M4 2A.D1	1B.5 2B.P5 2B.M5 2B.D2
Common Misconceptions	Distinguish between aims and objectives FITT principle Intensity and target zones Borg scale Difference between HIIT and Circuit training Aerobic and anaerobic endurance Static and dynamic stretches Warm up and cool down	Location of the major bone Location of the major muscles The components in the musculoskeletal system The components in the cardiorespiratory system Progressive overload Impact of weight training or weight bearing exercises When lactic acid is produced Impact of a steady warm up	Static and dynamic stretches Warm up and cool down Difference between HIIT and Circuit training Difference between muscular endurance and aerobic endurance Physiological and psychological effects of exercise	The difference between the short-term/long-term effects of exercise on the musculoskeletal system The difference between the short-term/long-term effects of exercise on the cardiorespiratory system Cardiac output and stroke volume Systolic and diastolic blood pressure Resting heart rate Vasoconstriction Vasodilation	Alactic acid Lactic acid Aerobic and anaerobic systems Sporting examples of aerobic and anaerobic energy systems ATP and CP Glycolysis production