

**CURRICULUM MAP****Subject** Physical Education**Head of Department** Mr T Joyce**SCHOOL INTENT****Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

**The school aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

PE is a vital part of school life and ultimately children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support the local clubs within the Merton area and our feeder schools through links with the Merton Schools Sports Partnership. This allows us to positively engage with our local community and be active citizens within it.

**KEY STAGE 3 RATIONALE/ INTENT**

In Year 7 and 8 students will experience 4 hours of Physical Education per fortnight. All students experience a range of Physical Education activities. The range of content within Key Stage 3 includes: - outwitting opponents, working at maximum levels, accurate replication, exploring and communicating ideas and emotions, identifying and solving problems and exercising problems. The main activities that are used to demonstrate these for Rutlish are Rugby, Football, Cricket, Table Tennis, Badminton, Gymnastics/Trampolining, Fitness Testing and Training, Orienteering and Athletics.

**KEY STAGE 4 RATIONALE/ INTENT**

Rutlish has an examination based GCSE course for students with a keen interest in Physical Education Education as well as a Btec Level 2 Sport course. The GCSE course covers a wide range of theoretical content which enables students to develop areas of knowledge about the various body systems including short term and long term effects of exercise upon these systems. It also explores the relationship between Health and Performance.

By taking Btec Sport the students explore areas of Physical Education based upon practical team games, fitness, leadership in Sport and fitness training programming.

All students participate in core Physical Education lessons. Students take part in 3x60 minute lessons per fortnight.

Students who select the GCSE or Btec option will have a further 5 hours per fortnight.

**KEY STAGE 5 RATIONALE/ INTENT**

Rutlish offers the Level 3 Btec Sport Extended Diploma. To complete the course students, explore Body Systems, Fitness, Training and Programming, Professional Development In the Sports Industry and one more optional unit which will depend on the expertise of the cohort.



YEAR 7							
	UNITS OF WORK: INVASION/RUGBY	DANCE	GYMNASTICS	OUTDOOR/ADVENTUROUS	NET GAMES	ATHLETICS	STRIKING AND FIELDING - CRICKET
KNOWLEDGE	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby:</p> <ul style="list-style-type: none"> <li>Core Principles of Play – Go Forward, Support, Continuity, Creating Pressure, Contesting Possession</li> <li>Application of the core skills through constraint games based activities</li> </ul> <p>Self-evaluate own performance using rugby related terminology</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to Dance</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to dance:</p> <ul style="list-style-type: none"> <li>Movements and application to music.</li> <li>Use of space, formations, levels, unison and canon.</li> <li>How to compose of performance as part of a group.</li> </ul> <p>Importance of timing to create an effect</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to gymnastics:</p> <ul style="list-style-type: none"> <li>Explored ways of travel, balance and rotation</li> <li>Use of space, formations, levels as part of sequences.</li> <li>How to develop a performance linking gymnastic actions.</li> </ul> <p>Importance of apparatus safety</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to outdoor adventurous activities:</p> <ul style="list-style-type: none"> <li>Developing solutions as part of a team.</li> <li>Understanding of terminology.</li> <li>Application of map skills in a range of contexts.</li> </ul> <p>To accurately reflect and feedback to each other on how to improve outcomes</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to table tennis:</p> <ul style="list-style-type: none"> <li>Shot selection in a range of competitive contexts</li> <li>Use of deception and simple strategies to outwit opposition</li> <li>Use of sport specific terminology</li> </ul> <p>Application of modified game rules</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> <li>Skill replication in a range of competitive contexts</li> <li>Basic biomechanics to aid core skill execution</li> <li>Simple tactics to improvement performances</li> <li>Application of event rules</li> </ul> <p>Health and safety guidelines when using equipment</p>	<p><b>Knowledge</b></p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to cricket:</p> <ul style="list-style-type: none"> <li>Application of techniques in a range of contexts</li> <li>Sport specific terminology</li> <li>Simple strategies to outwit opposition</li> <li>Application of a set of modified game rules</li> </ul>
	KEY SKILLS	<ul style="list-style-type: none"> <li>Catch &amp; Pass</li> <li>Tackle Technique</li> <li>Body Positioning at Breakdown</li> <li>Scanning (spatial awareness)</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm</li> <li>Timing</li> <li>Gestures</li> <li>Jumps</li> </ul>	<ul style="list-style-type: none"> <li>Rolls</li> <li>Balances (paired and group)</li> <li>Counter balance and counter tension</li> <li>Cartwheel</li> <li>Handstand (supported)</li> <li>Jumps</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Problem solving</li> <li>Teamwork</li> <li>Map reading skills</li> <li>Time management</li> <li>Organisation/Planning</li> </ul>	<ul style="list-style-type: none"> <li>Grip and stance</li> <li>Push – Backhand/Forehand</li> <li>Drive - Forehand</li> <li>Serve</li> </ul>	<ul style="list-style-type: none"> <li>Sprinting</li> <li>Pacing</li> <li>Leg and arm drive</li> <li>Take off, flight, landing</li> <li>Throwing actions</li> <li>Starts</li> </ul>



HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	To build on the fundamental skills required to perform at maximum levels in small sided games. To develop the use of basic principles relating to attack and defence. To offer the opportunities to explore simple tactics and strategies in order to outwit the opposition. To develop physical literacy/body movement competence throughout.	To develop small sequences of movement into a larger performance. To build upon a variety of movements that are progressively complex. Allow students to continually make decisions, assess outcomes and suggest improvements.	To explore core gymnastics skills individually and in combination. To develop stability when holding their own body position and when supporting a partner. To incorporate control, precision and aesthetics into sequences showing creativity. Students will learn to evaluate and assess movements to improve the quality of performance.	To further develop an ability to respond effectively to challenges set using a range of teamwork and character skills. To encourage the use of communication and cooperation skills in a variety of contexts. To develop critical thinkers and promote leadership opportunities.	To develop the basic principles of attack and defence and aim to get the ball to land in a target area so that the opponent cannot return it. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To begin to accurately score and officiate games using the correct terminology throughout.	To accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances. To explore variations in core techniques and use knowledge to become more technically proficient. To record and improve upon personal bests in relation to speed, height and distance.	To replicate and improve core skills in batting, bowling and fielding with the intention of outwitting opponents. To develop an ability to striking the ball using deception in a competitive context. To develop confidence and a competence in body movements relating to striking and fielding games.
LINKS TO THE WORLD i.e. links to careers; equality, gender, class, ethnicity, etc.; different subjects	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related.	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models
ASSESSMENTS Summative and Formative as applicable	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and games.	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the



	each unit to assess progress as part of a summative assessment	given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	place at the end of each unit to assess progress as part of a summative assessment		each unit to assess progress as part of a summative assessment	place at the end of each unit to assess progress as part of a summative assessment	end of each unit to assess progress as part of a summative assessment
<b>SPECILIST VOCABULARY</b>	Restart Breakdown Scrum Formation Decision making	Rhythm Timing Gestures Jumps Sequence Rotation Shape Balance Muscular tension Fluency	Rolls Balances (paired and group) Counter balance and counter tension Cartwheel Handstand (supported) Jumps	Compass Bearing Routes	Contact point Court positioning Anticipation Acceleration Tactics	Drive Rotation Pull Push Pace judgement Acceleration Jumping Coordination	Bowling Batting Fielding Throwing Power Deception Decision making



YEAR 8							
	UNITS OF WORK: INVASION- RUGBY	GYMNASTICS _ TRAMPOLINING	DANCE	INVASION - FOOTBALL	NET GAMES - BADMINTON	ATHLETICS	STRIKING AND FIELDING
KNOWLEDGE	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby:</p> <ul style="list-style-type: none"> <li>Core Principles of Play – Go Forward, Support, Continuity, Creating Pressure, Contesting Possession</li> <li>Application of the core skills through constraint games based activities</li> </ul> <p>Self-evaluate own performance using rugby related terminology</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to trampolining:</p> <ul style="list-style-type: none"> <li>Develop understanding of how to replicate core skills using coordination, timing and body control.</li> <li>Understanding of how core movements can be linked.</li> </ul> <p>Use of sport specific terminology</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to dance:</p> <ul style="list-style-type: none"> <li>Interpret music with appropriate movements.</li> <li>Use of space, formations, levels, unison and canon.</li> <li>Develop the ability to compose a sequence.</li> </ul> <p>Evaluative skills of own or others' performance</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to football:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence</li> <li>Finding, using and denying space</li> <li>Making decisions quickly and efficiently</li> <li>Application of game rules</li> </ul> <p>Understanding how to work as a team effectively</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to badminton:</p> <ul style="list-style-type: none"> <li>Shot selection in a range of competitive contexts</li> <li>Using space</li> <li>More complex strategies to outwit opposition</li> </ul> <p>Application of a set of game rules</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> <li>Skill replication in a range of competitive events</li> <li>Application of a set of rules when competing</li> <li>Understanding of own strengths and limitations</li> </ul> <p>Knowledge of personal running, jumping &amp; throwing capacity</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to cricket:</p> <ul style="list-style-type: none"> <li>Application of techniques in a competitive context</li> <li>Sport specific terminology relating to a performer and official</li> <li>Strategies to outwit opposition</li> </ul> <p>Application of a set of modified game rules</p>
KEY SKILLS	<ul style="list-style-type: none"> <li>Catch &amp; Pass</li> <li>Tackle Technique</li> <li>Body Positioning at Breakdown</li> <li>Scanning (spatial awareness)</li> </ul> <p>Communication</p>	<ul style="list-style-type: none"> <li>Jumps-Tuck, Pike, Straddle</li> <li>Twisting/Turning movements</li> <li>Seat drop + combinations</li> <li>Swivel hips</li> <li>Front drop + combinations</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm</li> <li>Timing</li> <li>Gestures</li> <li>Jumps</li> </ul>	<ul style="list-style-type: none"> <li>Passing/Receiving</li> <li>Shooting</li> <li>Dribbling</li> <li>Ball control</li> </ul> <p>Defending/Marking/Tackling</p>	<ul style="list-style-type: none"> <li>Sending/Receiving – forehand/backhand</li> <li>Clear</li> <li>Drop shot</li> <li>Flick shot</li> <li>Smash</li> </ul> <p>Service action – variety</p>	<ul style="list-style-type: none"> <li>Sprinting/Speed/Power</li> <li>Pacing/Cardiovascular endurance</li> <li>Starts</li> <li>Drive</li> <li>Take off, flight, landing</li> <li>Throwing actions</li> </ul> <p>Relay</p>	<ul style="list-style-type: none"> <li>Batting – Drive shot</li> <li>Batting – Pull shot</li> <li>Bowling</li> <li>Fielding - Sending/Receiving</li> </ul> <p>Fielding – Positioning</p>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>To encourage students to select and apply the appropriate core skills, use them tactically with the intention of outwitting their opponents. To develop team play through the principles of play To develop an improved knowledge of small sided competitive games and rules than underpin them.</p>	<p>To develop the use of core skills and techniques individually and in combination with other link movements focusing on the control and aesthetics. To demonstrate creativity and fluency in developed sequences. To develop an ability to</p>	<ul style="list-style-type: none"> <li>Develop the process of creating a dance sequence.</li> <li>Use musical stimulus to direct timings and movement patterns</li> <li>Allow students to continually make decisions, assess outcomes and</li> </ul>	<p>To focus on developing team attacking and defending strategies and associated core techniques required to support this. To encourage students to select and apply the appropriate core football skills, using them tactically with the intention of outwitting their opponents. To develop an improved knowledge of small sided competitive games and</p>	<p>To develop consistency in replicating core skills through conditioned situations. To develop the ability to land the shuttle in a target area and refining game strategies with the intention of outwitting an opponent. Students will develop confidence in movement and demonstrate the ability</p>	<p>To use knowledge of athletics events, strategies and core techniques to develop skill replication and performance. To develop an understanding of fitness and its relationship to performance. To improve core skills and personal bests in relation to speed, height, distance and accuracy. Develop confidence in movement</p>	<p>To provide opportunities to accurately replicate and further develop/refine techniques for batting, bowling and fielding. To develop the ability to place the ball in a target area and improve game strategies with the intention of outwitting an opponent. To build</p>



		evaluate and assess movements and sequences to produced refined outcomes. To understand the basic safety around the trampoline	suggest improvements. Develop confidence in dance movements	rules than underpin the game.	to score and officiate games.	and challenge mental capacity	student confidence in movement and test mental capacity through scoring and officiating games
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models
<b>ASSESSMENTS</b> Summative and Formative as applicable	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment



SPECIALIST VOCABULARY

Restart Breakdown Scrum Formation Decision making Tactics	Sequence Shape Muscular tension Fluency Spotting Jumps-Tuck, Pike, Straddle Twisting/turning Drops Combination moves/swivel hips/turntable Rotation Somersault	Rhythm Timing Gestures Jumps Sequence Rotation Shape Balance Muscular tension Fluency	Passing Receiving Marking Dodging Formation Decision making Tactics	Contact point Court positioning Anticipation Acceleration Tactics	Drive Rotation Pull Push Jumping Coordination Pace judgement Acceleration	Bowling Batting Fielding Throwing Power Deception Decision making
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YEAR 9							
	UNITS OF WORK: INVASION - RUGBY	GYMNASTICS - TRAMPOLINING	DANCE	INVASION - FOOTBALL	FITNESS	ATHLETICS	STRIKING AND FIELDING
KNOWLEDGE	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby:</p> <ul style="list-style-type: none"> <li>Applying the principles of play to score tries and/or get the ball back in defence</li> <li>Application of the core skills through games based scenarios</li> <li>Self-evaluate own performance using rugby related terminology</li> </ul> <p>Reflect on decision making process and articulate desired improvements in performances</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to trampolining:</p> <ul style="list-style-type: none"> <li>Develop understanding of how to replicate core skills using coordination, timing and body control.</li> <li>Understanding of how core movements can be linked.</li> </ul> <p>Use of sport specific terminology</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to dance:</p> <ul style="list-style-type: none"> <li>Chorography of small sequences as part of a group.</li> <li>Use of space, formations, levels, unison and canon.</li> </ul> <p>Evaluative skills of own or others' performance</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to football:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence</li> <li>Using deception to create space and opportunities for others</li> <li>Decision making for skill execution</li> </ul> <p>Working effectively as a team while applying a set of game rules</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to fitness:</p> <ul style="list-style-type: none"> <li>Skill replication in a range of fitness activities.</li> <li>Use a range of health and fitness terminology.</li> <li>Understanding of the way the body responds to exercise using appropriate terminology.</li> </ul> <p>Lead warm up &amp; cool down routines</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> <li>Skill replication in a range of competitive events</li> <li>Experienced a number of sprint &amp; pacing races.</li> <li>Understanding of own strengths and limitations</li> </ul> <p>Knowledge of the effect of exercise and ways to improve</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to cricket:</p> <ul style="list-style-type: none"> <li>Application of techniques in a range of competitive contexts</li> <li>Sport specific terminology</li> <li>Strategies to outwit opposition</li> </ul> <p>Application of game rules as a performer and official</p>
KEY SKILLS	<ul style="list-style-type: none"> <li>Catch &amp; Pass</li> <li>Tackle Technique</li> <li>Body Positioning at Breakdown</li> <li>Scanning (spatial awareness)</li> </ul> <p>Communication</p>	<ul style="list-style-type: none"> <li>Tuck, Pike, Straddle</li> <li>Twisting movements</li> <li>Seat drop</li> <li>Swivel hips</li> <li>Front drop</li> <li>Rotation</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm</li> <li>Timing</li> <li>Gestures</li> <li>Jumps</li> <li>Lifts</li> </ul>	<ul style="list-style-type: none"> <li>Passing/Receiving</li> <li>Shooting</li> <li>Dribbling</li> <li>Ball control</li> </ul> <p>Defending/Marking/Tackling</p>	<ul style="list-style-type: none"> <li>Circuit movements</li> <li>Tests for components of fitness</li> <li>Running for speed/endurance</li> </ul>	<ul style="list-style-type: none"> <li>Sprinting/Speed/Power</li> <li>Pacing/Cardiovascular endurance</li> <li>Starts/Drive Phase</li> <li>Stride length</li> <li>Take off, flight, landing</li> <li>Throwing actions</li> </ul> <p>Relay</p>	<ul style="list-style-type: none"> <li>Batting – Drive shot</li> <li>Batting – Cut shot</li> <li>Bowling – Pace and Spin</li> <li>Fielding - Sending/Receiving</li> <li>Fielding – Positioning</li> <li>Wicket Keeping</li> </ul>
HOW DO WE BUILD ON SKILLS AND	<p>To use core skills and implement them in different competitive situations to achieve an outcome. To focus on developing, implementing and refining team and individual game plans to outwit opponents. To</p>	<p>To develop the use of core skills and techniques individually and in combination with other link movements focusing on the control and aesthetics. To demonstrate creativity</p>	<p>Develop the process of creating a dance sequences. Use music as a stimulus to create movement patterns. Allow students to continually make decisions, assess</p>	<p>To focus on developing, implementing and refining team and individual game plans to outwit opponents. Students will be expected to use core skills, implement them in different competitive situations and refine unsuccessful attempts. To understand</p>	<p>To further develop specific fitness based skills in a range of different contexts. To evaluate and refine movements to produce a more effective performance. To understand the broad range of training</p>	<p>To allow students to accurately replicate techniques across a range of disciplines. To develop a detailed understanding of fitness and its effect on performance. To allow planning and preparation prior to competing in a range of athletic events.</p>	<p>To demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. To improve the skill of outwitting an opponent as a batting and fielding team and develop decision</p>





	understand games rules, play a number of roles and physically exert themselves throughout.	and fluency in developed sequences. To develop an ability to evaluate and assess movements and sequences to produced refined outcomes. To understand the basic safety around the trampoline	outcomes and suggest improvements. Develop confidence and independence.	games rules, play a number of roles and physically exert themselves throughout.	methods and different outcomes. To develop knowledge of the immediate effects of exercise and reasoning for these bodily responses.	To develop an understanding of the immediate effects of exercise and fatigue factors.	making skills through game play. Students to work independently and demonstrate an ability to score and officiate small sided games.
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related.	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models



<b>ASSESSMENTS</b> Summative and Formative as applicable	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment.	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment
<b>SPECIALIST VOCABULARY</b>	Restart Breakdown Scrum Line outs Formation Decision making Tactics	Jumps-Tuck, Pike, Straddle Twisting/turning Drops Combination moves/swivel hips/turntable Rotation Somersault	Rhythm Timing Gestures Jumps Sequence Rotation Shape Balance Muscular tension Fluency	Passing Receiving Marking Dodging Set plays Formation Decision making Tactics	Aerobic Anaerobic Continuous Interval Fartlek Resistance Personal Exercise Plan	Drive Rotation Pull Push Jumping Coordination Pace judgement Acceleration	Bowling Batting Fielding Throwing Power Deception Decision making



## YEAR 10

**GCSE – Students will also take part in a variety of sports. Practical assessment is based on skills and tactical play. Sports must be a mixture of individual and team activities.**

	Skeletal System	Muscular System	Cardiovascular System	Respiratory System	Aerobic and Anaerobic exercise	Short/long term effects of Exercise	Movement Analysis	Physical training	PEP
KNOWLEDGE	<ul style="list-style-type: none"> <li>Structure</li> <li>Function</li> <li>Labelling bones</li> <li>Classification of bones</li> <li>Classification of joints and ranges of movement</li> <li>Role of ligaments and tendons</li> </ul>	<ul style="list-style-type: none"> <li>Classification of muscles</li> <li>Location and function of main muscles</li> <li>Antagonistic Pairs</li> <li>Classification of Muscle fibres and link to sporting activities</li> </ul>	<ul style="list-style-type: none"> <li>Function and components of CV system</li> <li>Heart</li> <li>Differences in blood vessels</li> <li>Vascular shunting</li> <li>Importance of the components of blood</li> </ul>	<ul style="list-style-type: none"> <li>Inhaled and exhaled air</li> <li>Components of respiratory system</li> <li>Movement of oxygen and carbon dioxide</li> <li>Gas exchange</li> <li>Vital capacity/tidal volume</li> </ul>	<ul style="list-style-type: none"> <li>Difference between aerobic and anaerobic activity</li> <li>Aerobic respiration</li> <li>Lactic Acid</li> <li>Different energy sources</li> </ul>	<ul style="list-style-type: none"> <li>Short and Long term effects on</li> <li>Muscular</li> <li>Cardiovascular</li> <li>Respiratory</li> </ul>	<ul style="list-style-type: none"> <li>Levers</li> <li>Mechanical Advantages/ Disadvantages of lever system</li> <li>Use of lever systems in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Health</li> <li>Fitness</li> <li>Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Components of fitness</li> <li>Fitness testing</li> <li>Principles of training</li> <li>Methods of training</li> <li>Data collection</li> <li>Interpretation of data</li> </ul>
KEY SKILLS	<p>Understanding of key words.</p> <p>To be able to name and locate key areas.</p> <p>Be able to explain their role in the body.</p> <p>Be able to link their use to specific sporting movement</p>	<p>Understanding of key words.</p> <p>To be able to name and locate key areas.</p> <p>Be able to explain their role in the body.</p> <p>Be able to link their use to specific sporting movement</p>	<p>Understanding of key words.</p> <p>To be able to name and locate key areas.</p> <p>Be able to explain their role in the body.</p> <p>Be able to link their use to specific sporting movement</p>	<p>Understanding of key words.</p> <p>To be able to name and locate key areas.</p> <p>Be able to explain their role in the body.</p> <p>Be able to link their use to specific sporting movement</p>	<p>Understanding of key words.</p> <p>To be able to name and locate key areas.</p> <p>Be able to explain their role in the body.</p> <p>Be able to link their use to specific sporting movement</p>	<p>Understanding of key words.</p> <p>To be able to name and locate key areas.</p> <p>Be able to explain their role in the body.</p> <p>Be able to link their use to specific sporting movement</p>	<p>Understanding of key words.</p> <p>To be able to name and locate key areas.</p> <p>Be able to explain their role in the body.</p> <p>Be able to link their use to specific sporting movement</p>	<p>Understanding of key words.</p> <p>To be able to name and locate key areas.</p> <p>Be able to explain their role in the body.</p> <p>Be able to link their use to specific sporting movement</p>	<ul style="list-style-type: none"> <li>Participation</li> <li>Collection of data</li> <li>Recording of data</li> <li>Analysis of data</li> </ul>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness
LINKS TO THE WORLD	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ASSESSMENTS</b></p>	<p>-End of Unit test -Intervention -External Exam Paper 1 - Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of Unit test -Intervention -External Exam Paper 1 -- Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of Unit test -Intervention -External Exam Paper 1 -- Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of Unit test -Intervention -External Exam Paper 1 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of Unit test -Intervention -External Exam Paper 1 - Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of Unit test -Intervention -External Exam Paper 1 --- Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of Unit test -Intervention -External Exam Paper 1 --- Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of Unit test -Intervention -External Exam Paper 1 - Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of PEP: Teacher Marked Assessment -Course work -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>SPECIALIST VOVCABULARY</b></p>	<p>All anatomical names including Vertebral column Femur Tibia Fibula Clavicle Scapula Sternum Humerus Radius Ulna</p>	<p>All anatomical names including Quadriceps Hamstrings Biceps Triceps Latissimus Dorsi Gastrocnemius Soleus Pectorals Deltoid Gluteus Maximus</p>	<p>All anatomical names including Cardiac Deoxygenated blood Oxygenated blood Ventricle Atrium Tricuspid valve Bicuspid valve Semi-lunar valves Septum Arteries Veins Capillaries Systolic blood pressure Diastolic blood pressure Vascular shunting Vasoconstriction Casodilation Blood Plasma White blood cells Red blood cells Platelets</p>	<p>All anatomical names including Exhalation/expiration Inhalation/inspiration Trachea Bronchus Bronchioles Lungs Alveoli Gaseous exchange Tidal volume Vital capacity</p>	<p>Aerobic Anaerobic Oxygen debt Intensity Anaerobic respiration Aerobic respiration Lactic Acid By-product</p>	<p>Short term effects Adaptations Lactate Muscle fatigue Oxygen debt Recovery rates Ventilation rates Hypertrophy Aerobic training Mitochondria Anaerobic training</p>	<p>Lever systems Components of lever system First class levers Second class levers Third class levers Load Fulcrum Effort Planes Sagittal plane Frontal plane Transverse Plane Axis Frontal axis Sagittal axis Vertical axis</p>	<p>Definitions of Health Fitness Exercise</p>	<p>Plan Implement Analyse Evaluate Agility Balance Co-ordination Reaction Time Power Cardiovascular fitness Body composition Muscular strength Muscular endurance Flexibility Speed Testing methods and training methods for each component ParQ Baseline data Test protocol Normative data tables Principles of training Reversibility Progressive Overload Specificity Individual needs Thresholds of training FITT Overtraining Circuit raining Continuous raining Resistance training Weight training Interval training Plyometrics Body pump Pilates Yoga Aerobics Spinning</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>QUALITY FIRST TEACHING</b></p>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>								



## YEAR 11

**GCSE – Students will also take part in a variety of sports. Practical assessment is based on skills and tactical play. Sports must be a mixture of individual and team activities.**

	<b>Injury Prevention</b>	<b>Performance Enhancing Drugs</b>	<b>Health, Fitness and Well-being</b>	<b>Diet and Nutrition</b>	<b>Classification of skills</b>	<b>Goal Setting</b>	<b>Guidance and feedback/Mental Preparation/Participation in Sport</b>	<b>Commercialisation</b>	<b>Ethical and Socio-Cultural Issues</b>
<b>KNOWLEDGE</b>	Identify common sports injuries <ul style="list-style-type: none"> <li>• RICE</li> <li>• Injury prevention</li> <li>• Purpose of warmup/cool down</li> <li>• Phases of warm up</li> </ul>	Different types of PED <ul style="list-style-type: none"> <li>• Positive effects of drugs on sporting performance</li> <li>• Negative effects of drugs on sporting performance</li> </ul>	Physical health Emotional health Social health Impact of lifestyle Consequences of sedentary lifestyle	Balanced diet Role of macronutrients/micronutrients How sporting activity can affect optimum weight Optimum weight in physical activity and sport	Classification of a range of sports skills Practice	SMART Targets Goal setting and reviewing	Verbal/manual/Mechanical guidance Advantages and disadvantages of guidance Feedback Mental preparation Reasons for participating in sport	Commercialisation Sponsorship	Deviance Gamesmanship Sledging Deviancy
<b>KEY SKILLS</b>	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness
<b>LINKS TO THE WORLD</b> <small>i.e. links to careers: equality: gender, class, ethnicity, etc.; different subjects</small>	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business,	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business,	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business,	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business,	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business,	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business,	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business,	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business,



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<b>ASSESSMENTS</b>	-End of unit test -Intervention -Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of unit test -Intervention -Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of unit test -Intervention -Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of unit test -Intervention Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of unit test -Intervention -Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of unit test -Intervention -Final Assessment – external Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of unit test -Intervention -Final Assessment – External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of unit test -Intervention -Final Assessment – External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of unit test -Intervention -Final Assessment – External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.
<b>SPECIALIST VOCABULARY</b>	Concussion Fractures Dislocation Soft tissue Preventative measure Warm ups Cool downs Risk assessments Protective equipment	Performance enhancing drugs (PEDs) Anabolic steroid Beta Blocker Diuretics Narcotic Analgesics Peptide hormones Stimulants	Physical Health Emotional health Social health Lifestyle choices Passive smoking Alcohol Activity level Sedentary lifestyle Leisure time	Balanced diet Carbohydrates Fats Protein Macronutrients Minerals Vitamins Proteins Hydration Water Optimum weight Bone structure Muscle girth	Skill continua Continuum Open skill Closed skill Basic skill Complex skill Low-organisational skill High-organisational skill Massed practice Distributed practice Fixed practice Variable practice	SMART Specific goal Measurable goal Achievable goal Realistic goal Time-bound	Visual guidance Verbal guidance Manual guidance Mechanical guidance Intrinsic feedback Extrinsic feedback Concurrent feedback Terminal feedback Mental rehearsal Imagery Home Nations Sport England Gender Age Socio-economic Cost Status Stereotypes Disability Barriers Access Time Money Health problems	Commercialisation Sponsorship Golden Triangle	Sportsmanship Gamesmanship Sledging Deviancy Violence in sport Use of PEDs Match fixing Racism Sexism
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>								