Physical Education - 7 Year Curriculum Plan

Vision & Purpose	Assessment – Starting and End Points	Spiritual, Moral, Social & Cultural Development
The PE Department at Blue Coat School pride themselves on delivering a diverse curriculum which promotes a 3 key aspects of developing motor skills, promoting knowledge of rules, tactics and strategies, all whilst encouraging a healthy active lifestyle and an enjoyment for physical activity. Students engage in a variety of activities across the Core Key Stage 3/4 curriculum in line with the national curriculum, improving a wide range of knowledge, skills, and understanding through Physical Education, thereby influencing and growing involvement. Offering over ten sporting activities each academic year allows our students to immerse themselves in a variety of different experiences while also expanding their knowledge and understanding of factors underpinning performance, factors affecting performance, evaluating performance, and finally, coaching and leading sessions. We acknowledge the critical role that PE plays in allowing our students to live life to the fullest, so we make sure that our practise is ingrained in our C.H.R.I.S.T values, which underpin everything we do as a department. The Physical Education curriculum at Blue Coat Church of England School and Music College is designed to develop **physically competent**, **confident**, and **motivated** young people who choose to live active, healthy lifestyles well beyond their time at school. Across the **7-year journey (Years 7–13)**, students will: • Develop **fundamental and advanced motor skills** • Gain **powerful knowledge** of rules, tactics, strategies, physiology and performance • Learn to **analyse, evaluate and improve performance** • Experience a **wide breadth of sporting activities** • Progress into **leadership, coaching and officiating** • Build character in line with **C.H.R.I.S.T values** The curriculum is sequenced to ensure **cumulative knowledge**, **progressive challenge**, and **clear transition** from **participation → performance → leadership → lifelong engagement**	**Assessment Methodologies** **KS3** • A01 / A02 – Knowledge & understanding of skills, rules, tactics and factors affecting performance. • A03 – Analysis and evaluation of performance (introduced Year 9) • A04 – Practical application across a wide sporting curriculum • Assessment via: • Practical performance in conditioned games • Self and peer evaluation • Ongoing knowledge and understanding checks **KS4** · Practical competency, leadership and coaching · Evaluation of performance and tactics · Personal best and fitness monitoring · Accreditation pathways: • GCSE PE/ NCFE • BTEC **KS5** · Advanced theoretical understanding · Applied anatomy & physiology, sports psychology, skill acquisition · Independent analysis, evaluation and coursework · A Level & BTEC Sport pathways & examinations	• **Spiritual (SONG) –** Developing resilience, self-belief, perseverance and reflection through challenge, competition and personal goal setting. **Physical Education** provides pupils with meaningful opportunities to explore **self-belief, purpose and resilience** through physical challenge and personal reflection. Through participation in a wide range of individual and team activities, pupils are encouraged to reflect on **who they are as performers**, how they respond to success and challenge, and how physical activity contributes to a healthy and fulfilling life. **Self:** Pupils reflect on their own abilities, confidence and progress, particularly when learning new skills or overcoming physical and mental challenges. Activities such as cross country, gymnastics and invasion games encourage pupils to recognise personal strengths, identify areas for improvement and build self-esteem through perseverance. • **Moral –** Fair play, respect for officials and opponents, integrity in competition, understanding rules and ethical behaviour. Physical Education develops pupils' understanding of **right and wrong** within competitive and cooperative contexts. Pupils learn the importance of **fairness, respect and integrity** through adherence to rules, respect for officials and opponents, and reflection on behaviour in physical activity. Pupils explore what it means to be a **good sport**, including: • Playing within the rules and accepting decisions • Showing honesty and integrity during competition • Taking responsibility for behaviour and actions • Understanding the impact of actions on others Through game situations, pupils evaluate moral choices such as fairness, inclusion and respect, learning that success in PE is not solely measured by winning, but by attitude, effort and respect for self and others. • **Social –** Teamwork, communication, leadership, inclusivity, cooperation and responsibility within groups. Physical Education plays a vital role in developing pupils' **social skills and sense of belonging**. Through team games, paired activities and leadership opportunities, pupils learn how to communicate effectively, cooperate with others and build positive relationships. Pupils develop: • Teamwork through invasion, net and wall and striking and fielding games • Communication skills through leadership roles, peer feedback and group tasks • Confidence in working with a range of peers from different backgrounds and abilities • Respectful interaction, including listening to others and resolving disagreements constructively PE lessons actively promote **inclusion**, ensuring that all pupils feel valued and supported regardless of ability, encouraging participation and shared success.

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		• **Cultural** - Exposure to a diverse range of sports, roles, pathways and role models from different cultures and backgrounds. Physical Education introduces pupils to the **diverse cultural landscape of sport and physical activity**, helping them understand how sport reflects and shapes society. Pupils explore: • A wide range of sports and activities with different cultural origins • How sport is played, celebrated and valued in different communities • British sporting values such as teamwork, fair play and respect • The role of sport in bringing people together across social and cultural differences Through exposure to varied activities and role models, pupils develop an appreciation for diversity within sport and recognise physical activity as a universal language that promotes inclusion, respect and shared experience.
Adjustment – Foundational Skills & Disciplinary Literacy	**Enrichment & Careers**	**Excellence – Outcomes & Destinations**
• **Reading** – Command words, sporting terminology, rules, tactics, knowledge organisers. • **Writing** – Performance analysis, evaluation responses, leadership reflections, exam-style answers, mini whiteboards • **Numeracy** – Scoring systems, timing, distances, fitness data, percentages, heart rate zones. • **Oracy** – Coaching conversations focusing on core skills, peer feedback, leadership communication, officiating, keywords **Whole-School Literacy in PE** We promote literacy by consistently teaching and revisiting subject-specific vocabulary, encouraging pupils to communicate using accurate sporting terminology, and embedding reading, speaking and writing opportunities within practical learning. Literacy tasks are appropriately scaffolded to ensure all pupils, including those with SEND, can successfully access the curriculum and demonstrate their understanding in a range of ways.	**KS3** · School teams and fixtures · Sports clubs and festivals · Leadership opportunities in lessons **KS4** · Sports leaders · Officiating roles · Coaching younger students · Community and inter-school competition **KS5** Fixtures & Pathways including into: • Sports science • Physiotherapy • Coaching • Teaching • Armed forces • Health and fitness sector	**End of Year 7 – Students should:** Securely perform **core skills** across a range of sports and activities. • Begin to **apply simple tactics and strategies** in conditioned and small-sided activities. • **Describe and identify strengths and areas for improvement** in their own and others' performance using key words. • Understand the **benefits of physical activity** and make positive choices to be active in and beyond lessons. • Know key GCSE Paper 1 physical factors vocabulary, including bones, joints and warm-ups. **End of Year 8 – Students should:** • Perform core skills with **confidence, control, consistency and accuracy** across a range of sports and activities. • **Apply tactics and strategies** effectively in competitive and game-based situations. • **Analyse and evaluate performance**, identifying strengths and improvements using subject vocabulary. • Make **informed choices** about physical activity, performance, fitness and health. • Know further GCSE Paper 1 vocabulary, including the respiratory system and training methods. **End of Year 9 – Students should:** • Be physically competent across a range of sports/activities, showing core and advanced skills. • Apply tactics and strategies effectively • Analyse/evaluate their own and others' performance and suggest improvements.

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		• Make informed choices about physical activity **End of year 11 core PE- Students should:** • Lead groups of students in physical activity. • Develop leadership skills such as organisation and communication. • Understand healthy active lifestyles. • Understand how to exercise safely • Understand the benefits of exercise. • Understand different roles in sport **End of Year 11 (GCSE) – Students should:** • Demonstrate leadership and coaching skills, working effectively as individuals and as part of a team. • Critically analyse and evaluate physical performance, applying practical experience to develop knowledge and understanding. • Understand long-term health, fitness and wellbeing, including physiological, psychological and socio-cultural influences on performance. • Perform effectively using skills, tactics and strategies across practical activities. • Develop sports science knowledge and become confident, independent thinkers and effective decision makers, prepared for KS5 study or lifelong participation. **By the End of the NCFE Course, Students Will Be Able To:** • Apply knowledge of health, fitness and training principles to real-life scenarios. • Analyse and evaluate health and fitness needs, programmes and outcomes using evidence and data. • Understand how physical, psychological and lifestyle factors influence health and fitness. • Recommend appropriate strategies to improve health, fitness and wellbeing. • Become confident, independent learners who justify decisions and communicate effectively. • Work successfully as individuals and collaboratively with others to achieve shared outcomes. • Develop transferable skills including communication, leadership, planning, evaluation and critical thinking. **End of Year 13 (A Level) – Students should:** · Apply advanced sports science knowledge · Perform independent analysis and evaluation · Transition confidently to higher education, training or employment

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Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vision & Purpose *Skills, knowledge & understanding*	During Year 7 Autumn 1, the intent is for students to establish a secure foundation in understanding and applying core skills within Physical Education. Through A01/A02, students are introduced to the concept of core skills and are expected, lesson by lesson, to identify, state and define these skills, explaining why they are essential to performance within different sports and activities. Alongside this, A04 practical learning following Set 1's activity map, where students participate in **cross country, outdoor education and creative movement** to practise fundamental skills including running, pacing, breathing techniques, teamwork, communication, problem solving, and the basic principles of dance actions, performance and choreographing movement. Students demonstrate understanding by accurately identifying	During **Year 7 Autumn 2**, the intent is for students to progress from identifying core skills to **accurately explaining their purpose and importance** within different sporting contexts. Through A01/A02, students develop their ability to identify a range of core skills and clearly explain why each skill is fundamental to effective performance, while beginning to recognise how these skills are transferable across sports. Alongside this, A04 practical learning, following Set 1's activity map, focuses on **invasion games**, where students practise and apply skills such as passing, receiving, moving and dribbling under pressure, participating in conditioned games, working as part of a team and demonstrating basic leadership and understanding of rules. Understanding is demonstrated when students can identify core skills, justify why they are core, and confidently explain how these skills apply across **multiple activities.**	During **Year 7 Spring 1**, students develop greater depth in their understanding of core skills by identifying, explaining and ranking their effectiveness while beginning to recognise personal strengths and weaknesses. Through A01/A02, pupils compare transferable skills across activities, while A04 practical learning focuses on completing invasion games and transitioning into additional sports (including **table tennis)**, where students practise serving, returning, rallying and attacking and defensive shots through both conditioned and competitive play. Understanding is demonstrated when students can explain how and why skills transfer across different sporting contexts eg badminton/table tennis- **outwitting performers.** **GCSE anatomy knowledge- Science link. Antagonistic muscle pairs. Tendons, ligaments and cartilage.**	During **Year 7 Spring 2**, students deepen their understanding of core skills by identifying, exemplifying and ranking their strongest skills, while recognising how these skills transfer across different sports. Through A01/A02, students explain key teaching points and apply the concept of transferability, while A04 practical learning develops core skills within **conditioned invasion games**, with a focus on effective passing, receiving under pressure, movement and teamwork, alongside increasing expectations of teamwork and collaboration. Sports include **Netball, Basketball and Rugby.** **GCSE anatomy knowledge and Science link- Types of synovial joint and types of movement.**	During **Year 7 Summer 1**, students begin to reflect on their skill development by identifying weaker core skills and explaining how and why these need to be improved. Through A01/A02, pupils consider strategies for improvement, while A04 practical learning focuses on **athletics**, where students practise a range of running, jumping and throwing techniques, identify the core requirements of each event and recognise key fitness components to support performance. **GCSE anatomy knowledge science links. Components of Fitness- Speed, strength, Power, Coordination**	During **Year 7 Summer 2**, students develop a deeper understanding of performance by identifying **barriers that may limit improvement**, with a clear focus on factors affecting performance rather than participation. Through **A01/A02**, students explain how specific barriers impact skill development and consider strategies to overcome them. Alongside this, **A04** practical learning focuses on **striking and fielding activities**, where students practise and apply core skills including throwing, catching, bowling, striking, running, teamwork and communication, with challenge and complexity increased through conditioned game play. **GCSE anatomy knowledge and Science links- short term effects of exercise.**

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	core skills, using appropriate terminology and categorising skills across sporting contexts, providing a clear foundation for progression throughout Key Stage 3. **GCSE knowledge- Stages of a warm up**	**GCSE Knowledge. Science links. Bones and functions of the skeleton.**				
Sequence of Learning *What order is content learnt?*	During **Year 7 autumn 1**, students develop their knowledge of core skills in their activity pathway, **A04** practical learning focuses on varied activities depending on the class code including**; OAA, Dance, Basketball and Netball**, where students learn and apply fundamental core skills and techniques, with expectations adapted to prior KS2 experience, ensuring all students can identify the basic core skills required for each activity while applying them in class-level competitive contexts where appropriate,.	During **Year 7 Autumn 2,** students progress from identifying core skills to explaining their purpose and application within game situations. Through A01/A02, students identify multiple core skills and explain key teaching points using success criteria. In A04, learning focuses on **invasion games, OAA, Table Tennis and Dance** which is class dependent on the activity pathway. Developing passing, receiving, movement and basic defending, while learning how to outwit opponents through dodging and directional movement in controlled, non-contact situations.	During Year 7 Spring 1, students consolidate prior learning before developing greater depth in their understanding of core skills through identifying, explaining and ranking their effectiveness. Through A01/A02, students recognise personal strengths and weaknesses and compare how core skills transfer across different sports. For A04, students complete learning within their second invasion game before transitioning to T**able tennis/Badminton**, where they practise serving, returning, rallying and attacking and defensive shots, applying skills in both conditioned and competitive situations.	During Year 7 Spring 2, students build on prior learning by identifying core skills within invasion and net and wall activities, with a continued focus on understanding what makes a skill "core" and how it transfers across sporting categories. Through A01/A02, students recognise and apply core skills across similar sports, while A04 practical learning develops effective performance through passing, receiving, movement, striking, returning, tackling and defending in conditioned games, alongside the continued development of teamwork, communication and leadership. As all students follow a different pathway dependent on their class code. By the end of spring 1 students will have taken part and been assessed in; **Invasion games (Including Football, Rugby, Netball, Basketball, Handball), OAA, Creative**	During Year 7 Summer 1, students develop a deeper understanding of performance by identifying, listing and ranking their weaker core skills, explaining why these skills have been prioritised and how they can be improved, while also recognising transferable skills across activities. Through A01/A02, students justify their rankings from strongest to weakest using appropriate terminology. Alongside this, A04 practical learning focuses on **athletics**, where students learn and apply fundamental running, jumping and throwing techniques, with expectations adapted to prior KS2 experience, ensuring all students can identify the basic core skills required for each event	During Year 7 Summer 2, students develop their understanding of performance by revisiting and defining the concept of barriers to improvement, exploring factors that may limit progression and understanding how a core skill can be developed into a more advanced skill. Through A01/A02, students identify ways to improve performance and recognise obstacles that may prevent success, supported by increasingly challenging tasks. Alongside this, A04 practical learning focuses on **tennis or striking and fielding activities**, where students apply and develop skills such as throwing, catching, striking, fielding and

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				movement (Dance), Racket sports (Table tennis, Badminton).	while applying them in class-level competitive contexts.	bowling within conditioned and game-based situations, while demonstrating teamwork, communication and the ability to **lead a warm-up.**
End Point Assessments or Retrieval Points *What content is assessed & when?*	During **Year 7 Autumn 1**, assessment focuses on students' ability to identify, demonstrate and explain core skills across a range of sports through regular retrieval activities and teacher observation. Practical assessment is embedded within cross country, outdoor education and creative movement activities, with the half term concluding in a **summative practical assessment week** where students demonstrate and accurately identify core skills in context.	During **Year 7 Autumn 2**, assessment focuses on students' ability to identify and **explain core skills**, justifying why they are essential to performance and recognising how they transfer across sports. Regular retrieval activities and teacher observation are used to assess knowledge of core skills, rules and basic tactics, while practical assessment is embedded within **invasion games, OAA and Dance.**, focusing on passing, receiving, movement, teamwork and leadership in conditioned games. The half term concludes with a **summative assessment**, where students demonstrate and explain core skills within a game context within the activity that they are on.	During **Year 7 Spring 1**, assessment focuses on students' ability to **identify, explain and rank core skills**, recognising personal strengths and weaknesses and comparing transferable skills across activities. Retrieval activities and teacher observation assess knowledge and understanding, while practical assessment is embedded within **invasion games and table tennis**, focusing on serving, returning, rallying and decision-making in competitive situations. The half term concludes with an **optional summative assessment**, where students demonstrate skill application and explain how core skills transfer across sporting contexts. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered*	During **Year 7 Spring 2**, assessment focuses on students' ability to **identify, explain and apply core skills** across invasion and net and wall activities, with particular emphasis on transferability. Retrieval activities assess students' understanding of what makes a skill core, while practical assessment is embedded within conditioned games, focusing on passing, receiving, movement, striking and decision-making, alongside teamwork, communication and leadership. The half term concludes with a **summative assessment**, where students demonstrate and explain core skills within a game-based context. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment* **Retrieval focus- Antagonistic muscle pairs.**	During **Year 7 Summer 1**, assessment focuses on students' ability to **identify weaker core skills**, explain why these require improvement and suggest appropriate strategies for development. Retrieval activities assess understanding of skill strengths, weaknesses and transferability, while practical assessment is embedded within **athletics**, focusing on students' ability to demonstrate and identify core running, jumping and throwing techniques, alongside recognition of relevant fitness components. The half term concludes with a **summative assessment**, where students apply and explain core skills across a range of athletic events.	During **Year 7 Summer 2**, assessment focuses on students' ability to **identify and explain barriers to performance**, showing an understanding of how these may limit skill development and suggesting ways to overcome them. Retrieval activities assess students' understanding of barriers, improvement strategies and skill progression, while practical assessment is embedded within **tennis or striking and fielding activities**, focusing on throwing, catching, striking, fielding, teamwork and communication in conditioned and game-based situations. The half term concludes with a **summative assessment**, where students demonstrate core and emerging advanced skills and explain how barriers impact performance.

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	Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment. **Retrieval focus-** **Students regularly retrieve and apply knowledge of core skills by accurately identifying, explaining and demonstrating them across a range of activities, culminating in a summative practical assessment in context.**	*Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment* **Retrieval focus-** **Stages of a warm up.** **Naming core skills from previous activity and any that overlap to new sport.**	*alongside the practical assessment* **Retrieval focus-Functions of the skeleton.** **Explain some core skills from previous activity and those that may overlap to the new sport.**	**Ranking of core skills and which they will focus on improving this half term.**	*Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment* **Retrieval focus- Types of joint.** **Explain some core skills from previous activity and talk about how they can transfer into new sport.**	*Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment* **An overall assessment grade is given which provides an average of all assessments from throughout the year.** An overall grade is also given for **AO1-AO2 Knowledge and Understanding** **Retrieval focus-** **Components of fitness.** **Rank components and identify areas of weakness. How can they be improved and where do you see these components being used in your new sport?**

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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vision & Purpose *Skills, knowledge & understanding*	During **Year 8 Autumn 1**, the intent is for students to continue establishing a secure foundation in understanding and applying core skills within Physical Education. Through A01/A02, students are able to revisit and recall the concept of core skills that were focussed on in Year 7. A01/A02 will still expect the students, lesson by lesson, to identify, state and define these skills, explaining why they are essential to performance within different sports and activities. Alongside this, A04 practical learning following Set 1's activity map, where students participate in **cross country, outdoor education and creative movement** to practise fundamental skills including running, pacing, breathing techniques, teamwork, communication, problem solving, and the basic principles of dance actions, performance and choreographing movement. Students demonstrate understanding by accurately identifying core skills, using appropriate terminology and categorising skills across sporting contexts, providing a clear foundation for	During **Year 8 Autumn 2**, the intent is for students to continue progression from identifying core skills to **accurately explaining their purpose and importance** within different sporting contexts. Through A01/A02, students develop their ability to identify a range of core skills and clearly explain why each skill is fundamental to effective performance, while beginning to recognise how these skills are transferable across sports. Alongside this, A04 practical learning, following Set 1's activity map, focuses on **invasion games**, where students revisit and continue to practise and apply skills such as passing, receiving, moving and dribbling under pressure, participating in conditioned games, working as part of a team and demonstrating basic leadership and understanding of rules. Understanding is demonstrated when students can identify core skills, justify why they are core, and confidently explain how these skills apply across **multiple activities.** <u>GCSE/Science Link</u> Goal setting	During **Year 8 Spring 1**, students continue to further develop in their understanding of core skills by identifying, explaining and ranking their effectiveness while beginning to recognise personal strengths and weaknesses. Through A01/A02, pupils compare transferable skills across the activities that they have looked at in Year 7 and into the start of Year 8, while A04 practical learning focuses on completing invasion games and transitioning into additional sports (including **table tennis)**, where students revisit core skills from Year 7 including: serving, returning, rallying and attacking and defensive shots through both conditioned and competitive play. Understanding is demonstrated when students can explain how and why skills transfer across different sporting contexts eg badminton/table tennis - **outwitting performers.** <u>GCSE/Science Link:</u> Risks & Hazards	During **Year 8 Spring 2**, students will continue to deepen their understanding of core skills by identifying, exemplifying and ranking their strongest skills, while recognising how these skills transfer across different sports. Through A01/A02, students explain key teaching points and apply the concept of transferability, while A04 practical learning revisits core skills within **conditioned invasion games**, with a focus on effective passing, receiving under pressure, movement and teamwork, alongside increasing expectations of teamwork and collaboration. Sports include **Netball, Basketball and Rugby.** <u>GCSE/Science Link</u> Classification of skill	During **Year 8 Summer 1**, students continue to reflect on their skill development by identifying weaker core skills from Year 7 and 8, and explaining how and why these need to be improved. Through A01/A02, pupils consider strategies for improvement, while A04 practical learning focuses on **athletics**, where students will have the opportunity to revisit a range of core skills in Athletics, such as: running, jumping and throwing techniques, identify the core requirements of each event and recognise key fitness components to support performance. <u>GCSE/Science Link:</u> Components of Fitness	During **Year 8 Summer 2**, students continue to develop a deeper understanding of performance by identifying **barriers that may limit improvement**, with a clear focus on factors affecting performance rather than participation. Through **A01/A02**, students should already have some prior knowledge from Year 7 on how specific barriers impact skill development and consider strategies to overcome them, students should be able to provide examples in Year 8. Alongside this, **A04** practical learning continues to focuses on **striking and fielding activities**, where students revisit and apply core skills including throwing, catching, bowling, striking, running, teamwork and communication, with challenge and complexity increased through conditioned game play. <u>GCSE/Science Link:</u> Cardiovascular System

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	progression throughout Key Stage 3. <u>GCSE/Science Link:</u> Effects of exercise on the body.					
Sequence of Learning *What order is content learnt?*	During **Year 8 Autumn 1**, students will get the opportunity to revisit and enhance their knowledge of core skills in their activity pathway, **A04** practical learning focuses on varied activities depending on the class code including**; OAA, Dance, Basketball and Netball**, where students continue to learn and apply fundamental core skills and techniques, brought through from KS2 and Year 7, ensuring all students can identify the basic core skills required for each activity while applying them in class-level competitive contexts where appropriate.	During **Year 8 Autumn 2,** students will revisit Year 7 core skills and should be able to recall core skills. Year 8 will progress from core skills quickly and move to explaining their purpose and application within game situations. Through A01/A02, students revisit and multiple core skills and explain key teaching points using success criteria. In A04, learning focuses on **invasion games, OAA, Table Tennis and Dance** which is class dependent on the activity pathway. Developing passing, receiving, movement and basic defending, while learning how to outwit opponents through dodging and directional movement in controlled, non-contact situations.	During **Year 8 Spring 1**, students recap prior learning from Year 7 and will be able to demonstrate a greater depth in their understanding of core skills through identifying, explaining and ranking their effectiveness. Through A01/A02, students recognise personal strengths and weaknesses and compare how core skills transfer across different sports. For A04, students complete learning within their second invasion game before transitioning to **Table tennis/Badminton**, where they will revisit core skills from Year 7 such as serving, returning, rallying and attacking and defensive shots, applying skills in both conditioned and competitive situations.	During **Year 8 Spring 2**, students recap and build on prior learning from Year 7 by identifying core skills within invasion and net and wall activities, with a continued focus on understanding what makes a skill "core" and how it transfers across sporting categories. Through A01/A02, students recognise and apply core skills across similar sports, while A04 practical learning revisits and develops effective performance through passing, receiving, movement, striking, returning, tackling and defending in conditioned games, alongside the continued development of teamwork, communication and leadership. As all students follow a different pathway dependent on their class code. By the end of spring 1 students will have revisited and been reassessed in; **Invasion games**	During **Year 8 Summer 1**, students will get the opportunity to recap prior knowledge from Year 7 and develop a deeper understanding of performance by identifying, listing and ranking their weaker core skills identified from Year 7 and Year 8, explaining why these skills have been prioritised and how they can be improved, while also recognising transferable skills across activities. Through A01/A02, students justify their rankings from strongest to weakest using appropriate terminology. Alongside this, A04 practical learning focuses on **athletics**, where students revisit and apply fundamental running, jumping and throwing techniques, with expectations adapted to prior KS2	During **Year 8 Summer 2**, students recap their understanding of performance by revisiting and defining the concept of barriers to improvement, exploring factors that may limit progression and understanding how a core skill can be developed into a more advanced skill. Through A01/A02, students identify ways to improve performance and recognise obstacles that may prevent success, supported by increasingly challenging tasks. Alongside this, A04 practical learning revisits **tennis or striking and fielding activities**, where students apply and develop skills such as throwing, catching, striking, fielding and bowling within conditioned and game-based situations, while demonstrating teamwork, communication and will be able to independently conduct a **warm-up**.

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				(Including Football, Rugby, Netball, Basketball, Handball), OAA, Creative movement (Dance), Racket sports (Table tennis, Badminton).	and Year 7 experience, ensuring all students can identify the basic core skills required for each event while applying them in class-level competitive contexts.	
End Point Assessments or Retrieval Points *What content is assessed & when?*	During **Year 8 Autumn 1**, assessment focuses on students' ability to identify, demonstrate and explain core skills across a range of sports through regular retrieval activities and teacher observation. Practical assessment is embedded within cross country, outdoor education and creative movement activities, with the half term concluding in a **summative practical assessment week** where students demonstrate and accurately identify core skills in context. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment.* **Retrieval focus-** **Students regularly retrieve and apply knowledge of core skills by**	During **Year 8 Autumn 2**, assessment focuses on students' ability to identify and **explain core skills**, justifying why they are essential to performance and recognising how they transfer across sports. Regular retrieval activities and teacher observation are used to assess knowledge of core skills, rules and basic tactics, while practical assessment is embedded within **invasion games, OAA and Dance.**, focusing on passing, receiving, movement, teamwork and leadership in conditioned games. The half term concludes with a **summative assessment**, where students demonstrate and explain core skills within a game context within the activity that they are on. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment*	During **Year 8 Spring 1**, assessment focuses on students' ability to **identify, explain and rank core skills**, recognising personal strengths and weaknesses and comparing transferable skills across activities. Retrieval activities and teacher observation assess knowledge and understanding, while practical assessment is embedded within **invasion games and table tennis**, focusing on serving, returning, rallying and decision-making in competitive situations. The half term concludes with an **optional summative assessment**, where students demonstrate skill application and explain how core skills transfer across sporting contexts. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of th e activity/core skills will be assessed throughout as part of Afl and will also be*	During **Year 8 Spring 2**, assessment focuses on students' ability to **identify, explain and apply core skills** across invasion and net and wall activities, with particular emphasis on transferability. Retrieval activities assess students' understanding of what makes a skill core, while practical assessment is embedded within conditioned games, focusing on passing, receiving, movement, striking and decision-making, alongside teamwork, communication a nd leadership. The half term concludes with a **summative assessment**, where students demonstrate and explain core skills within a game-based context. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be*	During **Year 8 Summer 1**, assessment focuses on students' ability to **identify weaker core skills**, explain why these require improvement and suggest appropriate strategies for development. Retrieval activities assess understanding of skill strengths, weaknesses a nd transferability, while practical assessment is embedded within **athletics**, focusing on students' ability to demonstrate and iden tify core running, jumping and throwing techniques, alongside recognition of relevant fitness components. The half term concludes with a **summative assessment**, where students apply and explain core skills across a range of athletic events.	During **Year 8 Summer 2**, assessment focuses on students' ability to **identify and explain barriers to performance**, showing an understanding of how these may limit skill development and suggesting ways to overcome them. Retrieval activities assess students' understanding of barriers, improvement strategies and skill progression, while practical assessment is embedded within **tennis or striking and fielding activities**, focusing on throwing, catching, striking, fielding, teamwork and communication in conditioned and game-based situations. The half term concludes with a **summative assessment**, where students demonstrate core and emerging advanced skills and explain how barriers impact performance. *Lessons will follow a head, heart, hands approach and*

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	accurately identifying, explaining and demonstrating them across a range of activities, culminating in a summative practical assessment in context.	**Retrieval focus-** **Stages of a warm up.** **Naming core skills** **from previous activity and any that overlap to new sport.**	*considered alongside the practical assessment* **Retrieval focus-Functions of the skeleton.** **Explain some core skills from previous activity and those that may overlap to the new sport.**	*considered alongside the practical assessment.* **Retrieval focus** **- Antagonistic muscle pairs.**	*Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO 2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment* **Retrieval focus- Types of joint.** **Explain some core skills** **from previous activity and talk about how they can transfer into new sport.**	*the knowledge and understanding (AO1/AO2) o f the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment* **An overall assessment grade is given which provides an average of all assessments from throughout the year.** An overall grade is also given for **AO1-AO2 Knowledge and Understanding** **Retrieval focus-** **Components of fitness.** **Rank components** **and identify areas of weakness. How can they be improved and where do you see these components being used in your new sport?**

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Year 9	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Vision & Purpose *Skills, knowledge & understanding*	During **Year 9 Autumn 1**, the intent is for students to use their understanding of core skills from Year 7 and 8 and apply this knowledge to more advanced skills and concepts. Through A01/A02, students are able to revisit and recall the concept of core skills that were focussed on in Year 7. A01/A02 will still expect the students, lesson by lesson, to identify, state and define these skills, explaining why they are essential to performance within different sports and activities. Alongside this, A04 practical learning following Set 1's activity map, where students participate in **cross country, outdoor education and creative movement** to practise fundamental skills including running, pacing, breathing techniques, teamwork, communication, problem solving, and the basic principles of dance actions, performance and choreographing movement. Students demonstrate understanding by accurately identifying core skills, using appropriate terminology and categorising skills across sporting contexts, providing a clear foundation for progression throughout Key Stage 3. <u>GCSE/Science Link:</u> Effects of exercise on the body.	During **Year 9 Autumn 2**, the intent is for students to continue progression from accurately explaining their purpose and importance within different sporting contexts to using these core skills to identify and apply advanced skills. Through A01/A02, students develop their ability to identify a range of core skills and clearly explain why each skill is fundamental to effective performance, while beginning to recognise how these skills are transferable across sports. Alongside this, A04 practical learning, following Set 1's activity map, focuses on **invasion games**, where students revisit and continue to practise and apply skills such as passing, receiving, moving and dribbling under pressure, participating in conditioned games, working as part of a team and demonstrating basic leadership and understanding of rules. Understanding is demonstrated when students can identify core skills, justify why they are core, and confidently	During **Year 9 Spring 1**, students continue to further develop in their understanding of core skills by identifying, explaining and ranking their effectiveness while beginning to recognise personal strengths and weaknesses. Through A04, pupils compare transferable skills across the activities that they have learnt from Year 7 and 8 and into Year 9, while A04 practical learning focuses on completing invasion games and transitioning into additional sports (including **table tennis)**, where students revisit core skills from Year 7 including: serving, returning, rallying and attacking and defensive shots through both conditioned and competitive play. Understanding is demonstrated when students can explain how and why skills transfer across different sporting contexts eg badminton/ta	During **Year 9 Spring 2**, students will continue to deepen their understanding of **advanced skills** by identifying, exemplifying and ranking their strongest skills, while recognising how these skills transfer across different sports. Through A03, students explain key teaching points and apply the concept of transferability, while A04 practical learning revisits core skills within **conditioned invasion games**, with a focus on effective passing, receiving under pressure, movement and teamwork, alongside increasing expectations of teamwork and collaboration. Sports include **Netball, Basketball and Rugby.**	During **Year 9 Summer 1**, students continue to reflect on their skill development by identifying weaker core skills from Year 7 and 8, while also identifying weaker advanced skills learnt from Year 9, and explaining how and why these need to be improved. A04 practical learning focuses on **athletics**, where students will have the opportunity to revisit a range of core skills in Athletics, such as: running, jumping and throwing techniques, identify the core requirements of each event and recognise key fitness components to support performance.	During **Year 9 Summer 2**, students continue to develop a deeper understanding of performance by identifying **barriers that may limit improvement**, with a clear focus on factors affecting performance rather than participation. Alongside this, **A04** practical learning continues to focuses on **striking and fielding activities**, where students revisit and apply core skills including throwing, catching, bowling, striking, running, teamwork and communication, with challenge and complexity increased through conditioned game play.

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		explain how these skills apply across **multiple activities.** GCSE/Science Link - Goal setting	ble tennis - **outwitting performers.**			
Sequence of Learning *What order is content learnt?*	During **Year 9 Autumn 1**, students will get the opportunity to revisit core skills from Year 7/8 while introduced to new advanced skills from their sporting pathway, **A04** practical learning focuses on varied activities depending on the class code including**; OAA, Dance, Basketball and Netball**, where students continue to learn and apply fundamental core skills and techniques, brought through from KS2 and Year 7, ensuring all students can identify the basic core skills required for each activity while applying them in class-level competitive contexts where appropriate.	During **Year 9 Autumn 2,** students will revisit Year 7/8 core skills and explaining their use while introduced to new advanced skills in a variety of activities. In A04, learning focuses on **invasion games, OAA, Table Tennis and Dance** which is class dependent on the activity pathway. Developing passing, receiving, movement and basic defending, while learning how to outwit opponents through dodging and directional movement in controlled, non-contact situations.	During **Year 9 Spring 1**, students recap prior learning from Year 7 and 8 will be able to demonstrate a greater depth in their understanding of core skills through identifying, explaining and ranking their effectiveness. They should do this to be able to start looking at advanced skills and using core skills as a baseline to being able to use advanced skills. Through For A04, students complete learning within their second invasion game before transitioning to **Table tennis/Badminton**, where they will revisit core skills from Year 7 such as serving, returning, rallying and attacking and defensive shots, applying skills in both conditioned and competitive situations.	During **Year 9 Spring 2**, students recap their core knowledge of core skills and the cognitive aspect to be able to attempt and master more advanced skills in the sport they have chosen. Students should be looking to identify transferable skills from core skills in other activities to understand advanced skills. A04 practical learning revisits and develops effective performance through passing, receiving, movement, striking, returning, tackling and defending in conditioned games, alongside the continued development of teamwork, communication and leadership. As all students follow a different pathway dependent on their class code. By the end of spring 1 students will have revisited and been reassessed in; **Invasion games (Including Football, Rugby, Netball,**	During **Year 9 Summer 1**, students will continue to use their understanding of core skills from Year 7 & 8 to be able to build on their advanced skills from their different sports. At this stage, students should be able to identify some key transferable skills across the different activities. A04 practical learning focuses on **athletics**, where students revisit and apply fundamental running, jumping and throwing techniques, with expectations adapted to prior KS2 and Year 7 experience, ensuring all students can identify the basic core skills required for each event while applying them in class-level competitive contexts.	During **Year 9 Summer 2**, students recap their understanding of performance by revisiting and defining the concept of barriers to improvement, exploring factors that may limit progression and understanding how a core skill can be developed into a more advanced skill. A04 practical learning revisits **tennis or striking and fielding activities**, where students apply and develop skills such as throwing, catching, striking, fielding and bowling within conditioned and game-based situations, while demonstrating teamwork, communication and will be able to independently conduct a **warm-up**.

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				Basketball, Handball), OAA, Creative movement (Dance), Racket sports (Table tennis, Badminton).		
End Point Assessments or Retrieval Points *What content is assessed & when?*	During **Year 9 Autumn 1**, assessment focuses on students' ability to identify, demonstrate and explain advanced skills across a range of sports through regular retrieval activities and teacher observation. Practical assessment is embedded within cross country, outdoor education and creative movement activities, with the half term concluding in a **summative practical assessment week** where students demonstrate and accurately identify core skills in context. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment.* **Retrieval focus-** **Students regularly retrieve and apply knowledge of core skills by accurately identifying, explaining and demonstrating them across a range of activities, culminating in a summative practical assessment in context.**	During **Year 9 Autumn 2**, assessment focuses on students' ability to identify and **explain core and advanced skills**, justifying why they are essential to performance and recognising how they transfer across sports. Regular retrieval activities and teacher observation are used to assess knowledge of core skills, rules and basic tactics, while practical assessment is embedded within **invasion games, OAA and Dance.**, focusing on passing, receiving, movement, teamwork and leadership in conditioned games. The half term concludes with a **summative assessment**, where students demonstrate and explain core skills within a game context within the activity that they are on. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be*	During **Year 9 Spring 1**, assessment focuses on students' ability to **identify, explain and rank core and advanced skills**, recognising personal strengths and weaknesses and comparing transferable skills across activities. Retrieval activities and teacher observation assess knowledge and understanding, while practical assessment is embedded within **invasion games and table tennis**, focusing on serving, returning, rallying and decision-making in competitive situations. The half term concludes with an **optional summative assessment**, where students demonstrate skill application and explain how core skills transfer across sporting contexts. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2)*	During **Year 9 Spring 2**, assessment focuses on students' ability to **identify, explain and apply core and advanced skills** across invasion and net and wall activities, with particular emphasis on transferability. Retrieval activities assess students' understanding of what makes a skill core, while practical assessment is embedded within conditioned games, focusing on passing, receiving, movement, striking and decision-making, alongside teamwork, communication and leadership. The half term concludes with a **summative assessment**, where students demonstrate and explain core skills within a game-based context. *Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills*	During **Year 9 Summer 1**, assessment focuses on students' ability to **identify weaker advanced skills** explain why these require improvement and suggest appropriate strategies for development. Retrieval activities assess understanding of skill strengths, weaknesses and transferability, while practical assessment is embedded within **athletics**, focusing on students' ability to demonstrate and identify core running, jumping and throwing techniques, alongside recognition of relevant fitness components. The half term concludes with a **summative assessment**, where students apply and explain core skills across a range of athletic events. *Lessons will follow a head, heart, hands approach and the knowledge and*	During **Year 9 Summer 2**, assessment focuses on students' ability to **identify and explain barriers to performance**, showing an understanding of how these may limit skill development and suggesting ways to overcome them. Retrieval activities assess students' understanding of barriers, improvement strategies and skill progression, while practical assessment is embedded within **tennis or striking and fielding activities**, focusing on throwing, catching, striking, fielding, teamwork and communication in conditioned and game-based situations. The half term concludes with a **summative assessment**, where students demonstrate core and emerging advanced skills and explain how barriers impact performance.

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		assessed throughout as part of Afl and will also be considered alongside the practical assessment	*of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment*	*will be assessed throughout as part of Afl and will also be considered alongside the practical assessment.*	*understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment*	*Lessons will follow a head, heart, hands approach and the knowledge and understanding (AO1/AO2) of the activity/core skills will be assessed throughout as part of Afl and will also be considered alongside the practical assessment* **An overall assessment grade is given which provides an average of all assessments from throughout the year.** An overall grade is also given for **AO1-AO2 Knowledge and Understanding**

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Year 10 GCSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vision & Purpose *Skills, knowledge & understanding*	**AEP Overview:** Students to complete the Overview section of the AEP with guidance including using the NEA OCR Guidance document, which equips students with the knowledge of what Core, Advanced and Tactical skills are required for their sport. **AEP Assessment** Students to complete the Assessment section of coursework using their own knowledge of their performance to identify the strengths and weaknesses of the core, advanced and tactical skills. **Skeletal System** Students to develop knowledge and understanding of the skeletal system to include: Name and location of bones Functions of the skeleton Types of synovial joints including hinge and ball and socket Types of movements at joints The role of soft tissues at the joint Students develop the A01/A02/A03 skills of how to answer exam questions on this topic	**AEP Movement Analysis Part 1:** Students to complete part one of the Movement Analysis tasks using their knowledge and understanding from the Skeletal and Muscular systems. This will first take the form of a practice assessment using a different sport to their AEP, which they will complete as homework as AP2 assessment and get feedback, before attempting the real AEP task. **Skill Classification** Paper 2 topic taught for the AEP movement analysis task. Students to learn knowledge and understanding of the environmental and difficulty skill continua. Students develop the A01/A02/A03 skills of how to answer exam questions on this topic **AEP Movement Analysis Part 2** Students to add skills classification section to movement analysis **Components of Fitness:**	**AEP Analysis** Students to complete the Analysis task using their knowledge and understanding from the components of fitness unit. This will first take the form of a practice assessment using a different sport to their AEP, which they will complete as homework as AP2 assessment and get feedback, before attempting the real AEP task. **AEP Evaluation Task** Students to complete the Evaluation task using their knowledge and understanding from the Components of Fitness unit and their test results **Principles of Training** Students to develop knowledge and understanding of principles of training to include: • Specificity • Progression • Overload • Reversibility • F.I.T.T principle Students develop the A01/A02/A03 skills of how to	**Goal Setting** Paper 2 topic taught for the AEP movement analysis task. Students to learn knowledge and understanding of creating a SMART goal. Students develop the A01/A02/A03 skills of how to answer exam questions on this topic **AEP Action Plan Practice** Give Action Plan Guidance and set homework task using a different sport to the AEP **AEP Action Plan** Students to complete the AEP action plan task having been given guidance and using their knowledge and understanding from throughout the year 10 content. **Homework Tasks** - Action Plan Practice (In different AEP sport)	**Types of Training** Students to develop knowledge and understanding of types of training to include: • Continuous • Fartlek • Interval • Circuit • Weight • Plyometrics • H.I.T.T Students develop the A01/A02/A03 skills of how to answer exam questions on this topic **Cardiovascular System** Students to develop knowledge and understanding of the cardiovascular system to include: • Types of blood vessels • Double circulatory system • Pathway of blood flow around the heart and around the body • Label the heart • Definition of HR,SV and Cardiac Output Students develop the A01/A02/A03 skills of how to answer exam questions on this topic **Respiratory System**	**Movement Analysis** Students to develop knowledge and understanding of movement analysis to include: • 3 lever systems • Mechanical advantage • 3 planes of movement • 3 axis of rotation Students develop the A01/A02/A03 skills of how to answer exam questions on this topic **Revision for mock** Students to be guided through revision of paper 1 content ready for the mock exam **Homework Tasks** - Revision for Paper 1 Mock **Feedback** - AP6 – Paper 1 mock

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	Muscular System Students to develop knowledge and understanding of the muscular system to include: Name and location of major muscle groups Role of the major muscle groups and examples from sport The roles of muscles in movement including antagonistic muscle pairs and the fixator Students develop the A01/A02/A03 skills of how to answer exam questions on this topic **Homework Tasks** - Skeletal system homework sheet - AP1 Revision for Skeletal/Muscular test **Feedback** - Skeletal homework - AP1 Test	Students to learn the 10 components of fitness to include: - Definition of each component - Examples from sport for each component - Fitness tests and relevant protocols for each component Students to complete fitness test for all 10 components in theory lessons and record scores for Evaluation section of AEP. **Homework Tasks** - Movement Analysis Practice (In different AEP sport) - Components of fitness task **Feedback** - AP2 – Practice Movement Analysis Task - Components of fitness task	answer exam questions on this topic **Prevention of Injury** Students to develop knowledge and understanding of the prevention of injury to include: • Warm up • Cool Down • Risks • Hazards Students develop the A01/A02/A03 skills of how to answer exam questions on this topic **Homework Tasks** - Analysis Practice (In different AEP sport) - Principles of training homework task **Feedback** - AP3 – Practice Analysis Task - Principles of training task	**Feedback** - AP4 – Practice Action Plan Task	Students to develop knowledge and understanding of the respiratory system to include: • Pathway of air • Role of respiratory muscles • Gaseous exchange at the alveoli • Definition of breating rate, tidal volume and minute ventilation • Aerobic and anaerobic exercise Students develop the A01/A02/A03 skills of how to answer exam questions on this topic **Short and long-term effects of exercise** Students to develop knowledge and understanding of the short and long term effects of exercise on the body systems Students develop the A01/A02/A03 skills of how to answer exam questions on this topic **Homework Tasks** - Revise for Cardo/respiratory test - Short/long term effects of exercise task **Feedback** - AP5 – Cardio/Respiratory Test - Short/long term effects task	

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Sequence of Learning *What order is content learnt?*	*X 2 hours practical* *X 3 hours paper 1 Physical Factors + AEP* *Practical* Practical skill development and assessment of a variety of sports including: Football, Netball, Table-Tennis, Handball, Badminton, Athletics (Order determined by facility availability) AEP: - *Overview* - *Assessment* *Paper 1* - Skeletal System - Muscular System **Retrieval focus-** - Warm Up - Skeletal System	*X 2 hours practical* *X 3 hours paper 1 Physical Factors + AEP* *Practical* Practical skill development and assessment of a variety of sports including: Football, Netball, Table-Tennis, Handball, Badminton, Athletics (Order determined by facility availability) *AEP* - *Movement Analysis* *Paper 2* - Skill Classification *Paper 1* - Components of fitness **Retrieval focus-** - Skeletal system - Muscular System	*X 2 hours practical* *X 3 hours paper 1 Physical Factors + AEP* *Practical* Practical skill development and assessment of a variety of sports including: Football, Netball, Table-Tennis, Handball, Badminton, Athletics (Order determined by facility availability) *AEP* - *Analysis* - *Evaluation* *Paper 1* - Principles of training - Warm up/ Cool down - Prevention of Injury **Retrieval focus-** - Components of fitness -Skeletal System	*X 2 hours practical* *X 3 hours paper 1 Physical Factors + AEP* *Practical* Practical skill development and assessment of a variety of sports including: Football, Netball, Table-Tennis, Handball, Badminton, Athletics (Order determined by facility availability) *AEP* - *Action Plan* - *Paper 2* - *Goal Setting* **Retrieval focus-** - Muscular system - Skill classification	*X 2 hours practical* *X 3 hours paper 1 Physical Factors* *Practical* Practical skill development and assessment of Athletics: *Paper 1* - Types of training - Cardiovascular System - Respiratory System - Short and long-term effects of exercise **Retrieval focus-** - Principles of training - Prevention of injury - Skeletal system - Muscular system	*X 2 hours practical* *X 3 hours paper 1 Physical Factors* *Practical* Practical skill development and assessment of Tennis and Cricket Students to select 3 assessment sports *Paper 1* - *Movement analysis* **Retrieval focus-** - All paper 1 content
End Point Assessments or Retrieval Points *What content is assessed & when?*	AP1 – Skeletal/Muscular Test NEA Practical sport assessments. To include 1-2 of: football, badminton, basketball, netball, table-tennis, handball	AP2 – Practice Movement Analysis Task NEA Practical sport assessments. To include 1-2 of: football, badminton, basketball, netball, table-tennis, handball	AP3 – Practice Analysis Task NEA Practical sport assessments. To include 1-2 of: football, badminton, basketball, netball, table-tennis, handball	AP4 – Action plan practice Task NEA Practical sport assessments. To include 1-2 of: football, badminton, basketball, netball, table-tennis, handball	AP5 – Cardio/respiratory test NEA Practical sport assessment in Athletics, including 2 events	AP6 – Paper 1 Mock NEA Practical sport assessment in Tennis and Cricket Selection of 3 assessment sports based on year 10 marks

Vision - Living Life in all its Fullness

Values - Care **H**ard work **R**espect **I**ntegrity **S**ervanthood **T**ogetherness

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Year 10 – NCFE Health and Fitness	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Vision & Purpose *Skills, knowledge & understanding*	**Vision & Purpose** Students will develop a secure understanding of the structure and function of the skeletal system and its importance in health, fitness and physical activity. They will explore how bones, joints and posture contribute to movement, stability and performance. Through applying anatomical knowledge to practical health and fitness contexts, students will understand how the skeletal system enables participation in physical activity and responds to the demands placed upon it.	**Vision & Purpose** Students will develop an understanding of the muscular system and its role in supporting movement, exercise and physical performance. They will explore how muscles work independently and in partnership to produce movement, and how different muscle fibre types and contractions contribute to sporting and fitness performance. Students will apply this knowledge to health and fitness activities and understand how training can influence muscular function and development.	**Vision & Purpose** Students will develop a secure understanding of the cardiovascular system and its vital role in maintaining health, fitness and physical performance. They will explore the structure and function of the heart, blood vessels and blood, and understand how these components work together to transport oxygen and nutrients around the body. Students will investigate both the short-term and long-term effects of exercise on the cardiovascular system and apply this knowledge to health and fitness activities, enabling them to make informed decisions when planning and evaluating fitness programmes.	**Vision & Purpose** Students will develop a secure understanding of the respiratory system and its essential role in supporting health, fitness and physical performance. They will explore how the respiratory system works alongside the cardiovascular system to supply oxygen to working muscles and remove carbon dioxide during exercise. Students will investigate the structure and function of the respiratory system, the mechanics of breathing and the body's response to physical activity. Through applying this knowledge to health and fitness contexts, students will understand how efficient respiratory function contributes to improved performance, recovery and	**Vision & Purpose** The purpose of this unit is to enable students to understand how the body responds and adapts to exercise through the study of aerobic and anaerobic energy systems, and the short- and long-term effects of physical activity. Students will apply their knowledge to a range of health and fitness activities, developing the ability to analyse performance, explain physiological responses, and evaluate the benefits of exercise for health, fitness and sporting achievement. Through both theoretical and practical learning, students will gain the skills needed to support active, healthy lifestyles and prepare for further study within the sport and health sectors.	**Vision & Purpose** Students will develop a secure understanding of how to structure an effective health and fitness programme. They will apply prior knowledge of body systems, components of fitness, training principles, fitness testing, lifestyle factors and goal setting to plan a programme that meets individual needs. Through this content area, students will understand how warm-ups, main activities, intensity, progression, rest, recovery and cool-downs work together to improve health, fitness and performance safely and effectively.
Sequence of Learning	***Content Area 1:*** *Structure and function of body systems (Learned in Terms 1 & 2)*	***Content Area 1:*** *Structure and function of body systems*	***Content Area 2:*** *Effects of health and fitness activities*	***Content Area 5:*** *Testing and developing components of fitness (Learned in Term 4)*	***Content Area 6:*** *Impact of lifestyle on health and fitness (Learned in Term 5)*	***Content Area 8:*** *Structure of a health and fitness programme (Learned in Term 6)*

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What order is content learnt?		*(Learned in Terms 1 & 2)* ***Content Area 2:*** *Effects of health and fitness activities on the body (Learned in Terms 2 & 3)*	*on the body (Learned in Terms 2 & 3* ***Content Area 3:*** *Health and fitness and components of fitness (Learned in Term 3)* ***Content Area 4:*** *Principles of training (Learned in Term 3)*		***Content Area 7:*** *Applying health and fitness analysis and goal setting (Learned in Term 5)*	
End Point Assessments or Retrieval Points *What content is assessed & when?*	30-40-minute end of topic assessment about the skeletal/cardiovascular system and prior learning taken from past exam papers, including • Multiple choice questions • 2-4-mark questions (identify, describe & define) 6-9-mark questions (describe, explain and analyse) To ensure all learners grasp the technical complexity of the NCFE course, checks for understanding must be explicitly linked to a scaffolded, tiered vocabulary framework. Tier 2 high-frequency academic words (e.g., *analyze*, *evaluate*, *contrast*) are deliberately embedded into daily retrieval tasks alongside Tier 3 subject-specific terminology (e.g., *hypertrophy*, *glycolysis*, *antagonistic*). Teachers regularly check for understanding using targeted	30-40-minute end of topic assessment Assessment of prior learning taken from past exam papers, including • Multiple choice questions • 2-4-mark questions (identify, describe & define) 6-9-mark questions (describe, explain and analyse) ,	30-40-minute end of topic assessment Assessment of prior learning taken from past exam papers, including • Multiple choice questions • 2-4-mark questions (identify, describe & define) 6-9-mark questions (describe, explain and analyse) ,	30-40-minute end of topic assessment Assessment of prior learning taken from past exam papers, including • Multiple choice questions • 2-4-mark questions (identify, describe & define) 6-9-mark questions (describe, explain and analyse) ,	30-40-minute end of topic assessment Assessment of prior learning taken from past exam papers, including • Multiple choice questions • 2-4-mark questions (identify, describe & define) 6-9-mark questions (describe, explain and analyse) ,	30-40-minute end of topic assessment Assessment of prior learning taken from past exam papers, including • Multiple choice questions • 2-4-mark questions (identify, describe & define) 6-9-mark questions (describe, explain and analyse) ,

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	hinge questions and mini-whiteboard tasks, verifying that students can not only define this technical vocabulary but accurately apply it when explaining physiological changes in exam-style responses.					

Year 10 Core PE (Games)	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Vision & Purpose *Skills, knowledge & understanding*	**Vision & Purpose** During Year 10 Autumn 1, the intent is for students to establish the foundations of effective coaching by developing the knowledge, confidence and leadership skills required to lead warm-ups safely and effectively. Through A01/A02, students are introduced to the role of the coach and the purpose of preparation for physical activity. Students learn the stages of a warm-up and are expected, lesson by lesson, to identify, describe	**Vision & purpose** During Year 10 Autumn 2, the intent is for students to progress from leading warm-ups to delivering focused coaching activities that develop specific skills within games. Through A01/A02, students develop their understanding of coaching styles, communication methods, demonstrations and feedback techniques. Students begin to identify strengths and areas for development in performers and explain how coaching	**Vision & purpose** During Year 10 Spring 1, the intent is for students to develop their ability to analyse performance and use coaching feedback to improve performers and help motivate others to improve. Through A01/A02, students identify strengths and weaknesses in performance and learn to provide constructive feedback using appropriate sporting terminology. Students begin to evaluate the effectiveness of	**Vision & Purpose** During Year 10 Spring 2, the intent is for students to transition from coaching performers to officiating competitive activities. Through A01/A02, students develop an understanding of the roles and responsibilities of officials, the importance of rules and regulations, and how officiating contributes to fairplay, respect and safe participation. Alongside this, A04 practical learning focuses on officiating within a	**Vision & purpose** During Year 10 Summer 1, the intent is for students to refine both coaching and officiating skills through discipline in leading the planning and delivery of extended sessions. Through A01/A02, students evaluate their effectiveness as leaders and consider how coaching and officiating influence participation and performance. Students begin to justify decisions using evidence and reflect on their own leadership	**Vision & purpose** During Year 10 Summer 2, the intent is for students to consolidate their coaching and officiating knowledge through leadership of competitive events and festivals. Through A01/A02, students evaluate their own performance as leaders, identify barriers to effective coaching and officiating, and propose strategies for future development. Alongside this, A04 practical learning focuses on planning, organising and delivering tournaments and

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	and lead each component, including a pulse raiser, mobility exercises, stretching activities and dynamic movements specific to the activity being undertaken. Alongside this, A04 practical learning focuses on planning and delivering short warm-up activities within a range of games activities. Students develop communication, organisation, demonstration and leadership skills while considering participant safety and engagement. Understanding is demonstrated when students can independently plan and lead an appropriate warm-up, justify their exercise selection and explain the physiological benefits of each stage.	interventions can improve performance. Alongside this, A04 practical learning focuses on designing and leading skill-based practices within invasion games. Students practise coaching techniques including observation, demonstration, questioning and feedback while leading small groups through conditioned practices and modified games. Understanding is demonstrated when students can plan and deliver a simple coaching activity and explain how their coaching supports skill development.	coaching strategies and suggest improvements. Alongside this, A04 practical learning focuses on coaching within net and wall games, invasion games and striking and fielding activities. Students observe performance, identify technical errors and deliver coaching points through practices and conditioned games. Understanding is demonstrated when students can accurately analyse performance and provide specific, actionable feedback to support improvement.	range of games activities. Students practise applying rules, making decisions, using signals and managing game situations. Leadership expectations increase as students take responsibility for officiating competitive scenarios and supporting peers. Understanding is demonstrated when students can confidently apply rules, communicate decisions clearly and manage games effectively.	strengths and areas for improvement. Alongside this, A04 practical learning focuses on athletics and summer games activities. Students design and lead skill-development activities, officiate events and provide feedback to participants. Understanding is demonstrated when students can independently organise, coach and officiate activities while maintaining safe and effective learning environments.	competitive events. Students take responsibility for scheduling, officiating, scoring, coaching participants and evaluating the success of the event. Understanding is demonstrated when students can effectively lead and manage a sporting event while reflecting critically on their contribution and impact.
Sequence of Learning *What order is content learnt?*	**Autumn 1 – Confidence** **Activities:** Fitness, Football, Badminton, Netball Students begin the year by developing confidence in leading others through structured warm-ups and introductory coaching tasks. They learn the purpose and stages of an effective warm-up,	**Autumn 2 – Communication** **Activities:** Handball, Fitness, Basketball, Football/Rugby Building on confidence developed in Autumn 1, students focus on effective communication as coaches and leaders. They develop verbal and non-verbal communication techniques,	**Spring 1 – Motivation** **Activities:** Table Tennis, Football, Basketball, Tri-Sports Students explore the role of motivation in participation and performance. They learn how coaches motivate performers through goal setting, positive reinforcement and appropriate challenge.	**Spring 2 – Fair Play** **Activities:** Badminton, Tri-Sports, Netball, Volleyball Students develop an understanding of fair play, ethics and sportsmanship through both coaching and officiating roles. They learn the responsibilities of officials and the importance of applying rules consistently and fairly.	**Summer 1 – Discipline and Leadership** **Activities:** Athletics, Rounders, Tennis, Cricket Students build upon previous leadership experiences by taking greater responsibility for planning and delivering activities. Through Athletics, Rounders, Tennis and Cricket, students	**Summer 2 – Organisation** **Activities:** Athletics, Rounders, Tennis, Cricket Students culminate their learning by developing organisational skills through the planning and delivery of competitions, festivals and leadership events. They organise equipment, allocate roles, manage timings, officiate

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	including pulse raisers, mobility exercises, stretching and dynamic movements, before progressing to leading small groups. Within Fitness, Football, Badminton and Netball, students develop confidence in demonstrating skills, communicating instructions and organising simple practices. By the end of the term, students should be able to independently deliver a safe and effective warm-up and demonstrate increasing confidence when leading peers.	learn how to give clear demonstrations and practise delivering constructive feedback. Through Handball, Basketball, Football/Rugby and Fitness activities, students refine their ability to communicate instructions, question performers and adapt coaching points to meet the needs of participants. Students begin officiating small-sided games, communicating decisions clearly and confidently.	Through coaching activities in Table Tennis, Football, Basketball and Tri-Sports, students develop strategies to engage participants, maintain effort and encourage improvement. Students analyse the effectiveness of different motivational techniques and apply these within practical coaching situations.	Through Badminton, Tri-Sports, Netball and Volleyball, students officiate competitive situations, make decisions under pressure and manage disputes appropriately. Students are encouraged to model positive behaviours and promote respect for opponents, teammates and officials.	demonstrate discipline by preparing equipment, managing groups and leading practices effectively. They develop leadership qualities including decision-making, resilience and accountability while planning skill-development activities and officiating competitive scenarios. Students begin to evaluate their own leadership effectiveness and identify areas for improvement.	fixtures and support participants throughout activities. Through Athletics, Rounders, Tennis and Cricket, students demonstrate independence and responsibility while applying the coaching, communication, motivation, fair play and leadership skills developed throughout the year. By the end of the term, students should be able to organise and deliver a structured sporting event with minimal teacher support.
End Point Assessments or Retrieval Points *What content is assessed & when?*	**Autumn 1 – Confidence** **Activities: Fitness, Football, Badminton, Netball** **Retrieval Points** • Recall components and stages of an effective warm-up from previous PE experiences. • Retrieve fundamental movement skills including running, changing	**Autumn 2 – Communication** **Activities: Handball, Fitness, Basketball, Football/Rugby** **Retrieval Points** • Retrieve the stages and purpose of a warm-up from Autumn 1. • Recall effective communication methods used when leading activities.	**Spring 1 – Motivation** **Activities: Table Tennis, Football, Basketball, Tri-Sports** **Retrieval Points** • Retrieve communication and leadership skills from Autumn 2. • Recall coaching techniques including demonstrations and verbal feedback. • Revisit goal-setting approaches used	**Spring 2 – Fair Play** **Activities: Badminton, Tri-Sport, Netball, Volleyball** **Retrieval Points** • Retrieve concepts of motivation and resilience from Spring 1. • Recall officiating and rule application introduced during practical activities. • Revisit communication strategies used within team and individual sports.	**Summer 1 – Discipline and Leadership** **Activities: Athletics, Rounders, Tennis, Cricket** **Retrieval Points** • Retrieve principles of fair play and officiating from Spring 2. • Recall effective communication and organisation skills. • Revisit coaching techniques including demonstrations,	**Summer 2 – Organisation** **Activities: Athletics, Rounders, Tennis, Cricket** **Retrieval Points** • Retrieve leadership skills developed throughout Summer 1. • Recall organisational skills required for planning and delivering activities. • Revisit officiating roles and responsibilities from Spring 2.

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	direction, balance and coordination. • Revisit teamwork and participation expectations established in Key Stage 3. • Recall basic rules and safety considerations within games activities. • Retrieve communication techniques used within team sports. • Revisit fitness components and their importance for sporting performance. • Recall leadership qualities required when leading small groups.	• Revisit leadership skills developed through warm-up delivery. Retrieve invasion game principles including creating space, attacking and defending. • Recall key rules and decision-making processes from Football and Netball. • Revisit components of fitness and safe exercise practices. • Retrieve confidence-building strategies used in practical performance.	to improve performance. • Retrieve invasion game concepts such as movement, support play and decision making. • Recall rules and tactical awareness from Football and Basketball. • Revisit fitness principles and methods for maintaining effort and engagement. • Retrieve self-assessment techniques used to evaluate performance.	• Retrieve leadership skills when managing peers and small groups. • Recall scoring systems and game regulations from previous activities. • Revisit respectful behaviour, sportsmanship and teamwork expectations. • Retrieve feedback techniques used to support performer improvement.	observation and feedback. • Retrieve knowledge of fitness components and their impact on performance. • Recall leadership expectations when leading warm-ups and activities. • Revisit self-management skills including preparation, focus and responsibility. • Retrieve knowledge of rules and scoring systems from previous sports.	• Retrieve communication techniques required for managing groups and events. • Recall principles of fair play, discipline and professional conduct. • Revisit scoring, timing and recording procedures across activities. • Retrieve coaching and feedback strategies developed throughout the year. •

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Year 11 GCSE PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vision & Purpose *Skills, knowledge & understanding*	**Vision & Purpose** Students develop an understanding of socio-cultural influences on participation and performance. They analyse engagement patterns using data from Sport England, NGBs and the DCMS, exploring how participation differs across social groups and activities. Students examine barriers such as age, gender, ethnicity, religion, family, education, time, cost, disability, access, discrimination, environment, media coverage and role models, before evaluating strategies to improve participation through promotion, provision and access. Students also explore commercialisation, developing their ability to analyse the relationship between media, sponsorship and	**Vision & Purpose** Students develop their understanding of ethical issues in sport, exploring why performers may move away from fair play through gamesmanship, deviance, performance-enhancing drugs or player violence. They examine motivations such as pressure to win, financial reward, recovery demands, rivalry, provocation and spectator influence, before evaluating the impact on performers, officials, spectators and the credibility of sport using real-world examples. Students also develop their knowledge of skill classification and goal setting. They define motor skills, identify the characteristics of skilful movement and justify where practical skills sit on the simple-complex and open-closed continua. Through SMART goal	**Vision & Purpose** Students develop their understanding of sports psychology by exploring how mental preparation, guidance and feedback support performance and skill development. They apply imagery, mental rehearsal, selective attention and positive thinking to understand how performers improve focus, confidence, consistency and readiness. Students evaluate visual, verbal, manual and mechanical guidance, considering the strengths and limitations of each method. They also explore intrinsic and extrinsic feedback, knowledge of performance and results, and positive and negative feedback, applying these to practical contexts. This links to health, fitness and wellbeing through physical, emotional and social factors, sedentary lifestyles, diet, nutrition, hydration and health data across different age groups.	**Vision & Purpose** Students consolidate Paper 2 knowledge by applying their understanding of sports psychology, health, fitness and wellbeing to exam-style contexts. They strengthen their ability to explain how mental preparation, guidance and feedback influence learning and performance, while also analysing how physical, emotional and social health, sedentary behaviour, diet and hydration affect wellbeing and participation. The purpose of this half term is to develop confident application, analysis and evaluation across Paper 2 topics, using practical examples and health data to justify responses. Students continue to revisit Paper 1 physical factors through fortnightly recall so that knowledge remains secure and connected across the GCSE course.	**Vision & Purpose** Students prepare for final assessment by bringing together knowledge, skills and understanding from across Paper 1 and Paper 2. They revisit key content on physical factors affecting performance, socio-cultural influences, sports psychology and health, fitness and wellbeing, strengthening recall, application and interpretation of exam questions. The purpose of this half term is to secure examination confidence through retrieval, targeted practice and feedback. Students refine their ability to explain, analyse and evaluate using accurate terminology, practical examples and evidence, while addressing gaps in knowledge and improving the quality of extended responses.	

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	sport through the golden triangle. They evaluate the positive and negative effects of media and sponsorship on performers, organisations and audiences, using real-world sporting examples. A fortnightly Paper 1 recall focus revisits physical factors affecting performance, including body systems, effects of exercise, data use and movement analysis.	setting, students apply this knowledge to improve performance and deepen their understanding of purposeful targets. A fortnightly Paper 1 recall focus revisits physical factors affecting performance.					
Sequence of Learning *What order is content learnt?*	*X 2 hours practical* *X 2 hours paper 2. Socio-cultural* *X 1 hour paper 1. Physical factors a fortnight.* *Practical* Practical skill development and assessment of a variety of sports including: Football, Netball, Table-Tennis, Handball, Badminton, Athletics (Order determined by facility availability) *Paper 2* - Engagement Patterns - Commercialisation *Paper 1* -Recall/revision **Retrieval focus-** **-**Short/long term effects of exercise -Levers/planes/axis - Components of fitness	*X 2 hours practical* *X 2 hours paper 2. Socio-cultural* *X 1 hour paper 1. Physical factors a fortnight.* *Practical* Practical skill development and assessment of a variety of sports including: Football, Netball, Table-Tennis, Handball, Badminton, Athletics (Order determined by facility availability) *Paper 2* - Ethics in Sport - Drugs - Violence - Characteristics of skill - Skill classification *Paper 1* -Recall/revision **Retrieval focus-** - Skeletal system - Muscular System	*X 2 hours practical* *X 2 hours paper 2. Socio-cultural* *X 1 hour paper 1. Physical factors a fortnight.* *Practical* Practical skill development and assessment of a variety of sports including: Football, Netball, Table-Tennis, Handball, Badminton, Athletics (Order determined by facility availability) *Paper 2* - Metal preparation - Guidance	*Practical reduced/removed following moderation in spring 2.* *Practical* Practical skill development and assessment of a variety of sports including: Football, Netball, Table-Tennis, Handball, Badminton, Athletics (Order determined by facility availability) *Paper 2* - Revision and exam technique - 6-mark questions	*X 3 hours paper 2* *X 2 hours paper 1* *Paper 2* -Revision and exam technique -Data analysis -Application to sporting examples	

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			- Feedback - Health, fitness and wellbeing - Diet *Paper 1* - Recall/revision **Retrieval focus-** -Principles of training -Methods/types of training -	- Command words - A01-AO3 understanding *Paper 1* -Recall/revision **Retrieval focus-** - Prevention of injury: risks/hazards/ 5 part warm up -Goal setting -	*Paper 1* -Recall/revision **Retrieval focus-** - 6-mark questions - Command words - A01-AO3 understanding - Cardiovascular system - Respiratory System	
End Point Assessments or Retrieval Points *What content is assessed & when?*	AP1 – Test on Aut 1 paper 2 topics. Engagement patterns and commercialisation. NEA Practical sport assessments. Various sports based on individuals.	AP2 – Y11 mock paper 1 Practical sport assessments ongoing in preparation for moderation. Mock moderation of chosen sports.	AP3 – Test on ethics in sport Practical sport assessments ongoing in preparation for moderation. Contingency mock moderation option if required of specific sports.	AP4 – Paper 2 mock in lessons Practical cluster moderation.		

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Year 11 Core PE (Games)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vision & Purpose *Skills, knowledge & understanding*	**Vision & Purpose** Learners develop knowledge of healthy active lifestyles, health-related fitness and SMART goal setting. They build confidence in safe participation, reflect on personal fitness and understand how regular physical activity supports lifelong physical, mental and social wellbeing.	**Vision & Purpose** Learners develop teamwork, communication, leadership and officiating skills through inclusive team activities. They understand how cooperation, fair play and respect support positive participation in sport, physical activity and wider life.	**Vision & Purpose** Learners experience individual and recreational activities that promote independence, enjoyment and lifelong participation. They refine personal performance, develop resilience and identify accessible activities they may continue beyond school.	**Vision & Purpose** Learners understand how physical activity, nutrition, hydration, sleep and recovery support mental wellbeing and healthy lifestyles. They develop personal responsibility for making informed choices that sustain long-term health.	**Vision & Purpose** Learners consolidate their Year 11 PE journey through outdoor, recreational and student-led activities. They reflect on progress, explore community opportunities and plan how to maintain an active, healthy lifestyle beyond school.	
Sequence of Learning *What order is content learnt?*	**Healthy Active Lifestyles & Personal Fitness** • **L1:** Introduction to active lifestyles and baseline fitness. • **L2:** Components of health-related fitness. • **L3:** SMART goals and personal fitness targets. • **L4:** Safe participation, warm ups and training methods. • **L5:** Barriers to participation and strategies to overcome them. **L6:** Review progress and create a simple active lifestyle plan.	**Teamwork, Leadership & Inclusive Participation** • **L1:** Communication in team activities. • **L2:** Leadership through warm-ups and peer support. • **L3:** Cooperation, decision making and problem solving. • **L4:** Officiating, rules, fair play and respect. • **L5:** Adapting activities for inclusive participation. **L6:** Leadership challenge and reflection.	**Lifelong Participation Through Individual & Recreational Activities** • **L1:** Explore individual and recreational activities. • **L2:** Develop personal performance through practice. • **L3:** Physical activity for physical and mental wellbeing. • **L4:** Independence in warm-ups,	**Healthy Lifestyles, Wellbeing & Personal Responsibility** • **L1:** Physical activity and mental wellbeing. • **L2:** Healthy lifestyle choices, nutrition and hydration. • **L3:** Recovery, sleep and injury prevention. • **L4:** Building positive habits and routines. • **L5:** Making activity part of everyday life.	**Preparing for Active Adulthood & Lifelong Participation** • **L1:** Active recreation and community participation. • **L2:** Personal challenge and outdoor fitness. • **L3:** Planning an active future and overcoming barriers. • **L4:** Student leadership and independent organisation. • **L5:** Celebrate progress,	

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			equipment and decisions. • **L5:** Community opportunities for lifelong activity. **L6:** Personal choice, reflection and future participation.	**L6:** Personal wellbeing review and action plan.	resilience and participation. **L6:** Final reflection and commitment to lifelong activity.	
End Point Assessments or Retrieval Points *What content is assessed & when?*	**Retrieval Focus** • Benefits of regular physical activity. • Components of health-related fitness. • SMART goal setting. • Safe participation, warm ups and cool downs. • Identifying barriers to participation. • Personal fitness reflection. Learners revisit previous learning through practical discussion, questioning and personal reflection during lessons to reinforce understanding of healthy active lifestyles. Retrieval is embedded throughout the Year 11 Core Physical Education curriculum through regular questioning, practical application, learner reflection and discussion. Students revisit previously taught knowledge and apply their understanding within a variety of practical contexts, enabling them to make informed choices about physical activity, health and wellbeing. Retrieval activities encourage learners to connect new learning with prior experiences whilst reinforcing the importance of lifelong participation in physical activity.	**Retrieval Focus** • Communication and teamwork. • Leadership skills. • Fair play and respect. • Officiating and applying rules. • Inclusive participation. • Personal responsibility within physical activity. Learners revisit learning through leadership opportunities, peer feedback and practical application within team activities.	**Retrieval Focus** • Recreational and lifelong activities. • Personal improvement. • Community participation opportunities. • Physical activity for mental wellbeing. • Independent participation. • Reflection on personal progress. Learners revisit previous knowledge through practical participation and discussion, identifying activities that can be continued beyond school.	**Retrieval Focus** • Healthy lifestyle choices. • Nutrition and hydration. • Recovery and sleep. • Exercise and mental wellbeing. • Building positive habits. • Overcoming barriers to participation. Learners apply previous learning through practical activities, reflective discussion and personal wellbeing reviews.	**Retrieval Focus** • Benefits of lifelong participation. • Personal fitness goals. • Leadership and communication. • Community opportunities for physical activity. • Planning for an active future. • Personal commitment to lifelong health and wellbeing. Learners consolidate their understanding by reflecting upon their Year 11 Core Physical Education journey and producing a personal action plan for maintaining an active lifestyle beyond compulsory education.	

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Hyperlink to resources	· **Sport England – Join the Movement** https://www.sportengland.org · **NHS Better Health** https://www.nhs.uk/better-health/ · **UK Chief Medical Officers' Physical Activity Guidelines** https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report · **Youth Sport Trust** https://www.youthsporttrust.org · **This Girl Can** https://www.thisgirlcan.co.uk					

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KS5 – BTEC Sport	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Vision & Purpose *Skills, knowledge & understanding*	**Extended Certificate** • **Unit 1: Anatomy & Physiology (External)** **Diploma** • **Unit 5: Application of Fitness Testing** • **Unit 6: Sports Psychology** **Skills, Knowledge & Understanding** • Structure and function of body systems • Components of fitness and testing methods • Introduction to psychological factors in sport • Data collection and baseline analysis	**Autumn 2** **Extended Certificate** • **Unit 1: Anatomy & Physiology (continuation)** **Diploma** • **Unit 5 & Unit 6 (coursework development and evidence gathering)** **Skills, Knowledge & Understanding** • Effects of exercise on body systems • Fitness test interpretation and evaluation • Psychological skills (motivation, arousal, confidence) • Coursework structure and applied vocational tasks	**Spring 1** **Extended Certificate** • **Unit 2: Fitness Training & Programming (External)** **Diploma** • **Unit 5 & Unit 6 (completion and submission)** **Skills, Knowledge & Understanding** • Principles of training (FITT, overload, specificity) • Training methods and programme design • Application of fitness data to improve performance • Independence in coursework completion	**Spring 2** **Extended Certificate** • **Unit 2: Fitness Training & Programming (continuation)** **Diploma** • **Unit 7: Practical Sports Performance** • **Unit 22: Investigating Business in Sport & Active Leisure** **Skills, Knowledge & Understanding** • Performance analysis and programme justification • Practical performance in selected sports • Introduction to sport business	**Summer 1** **Extended Certificate** • **Unit 3: Professional Development in the Sports Industry** **Diploma** • **Unit 7 & Unit 22 (coursework development)** **Skills, Knowledge & Understanding** • Career pathways in sport • Skills audit and personal development planning • Coaching and leadership application • Understanding roles within the sport industry	**Extended Certificate** • **Unit 3: Professional Development (completion)** **Diploma** • **Unit 7 & Unit 22 (completion and assessment)** **Skills, Knowledge & Understanding** • CV writing, interview preparation and employability skills • Reflection and evaluation of personal progress • Final practical performance evidence • Application of business and industry knowledge

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				structures and operations • Leadership and communication in practical settings		
Sequence of Learning *What order is content learnt?*	**Skeletal system** **Content** • Functions of the skeleton • Types of bones • Structure of joints • Types of joints and movements **Muscular system,** **Content** • Major muscle groups • Muscle structure and fibre types • Types of muscular contraction • Agonists, antagonists and synergists	**Cardiovascular System** **Content** • Structure of the heart • Blood vessels and circulation • Cardiac cycle • Blood pressure and components of blood **Respiratory System** **Content** • Structure of the respiratory system • Mechanics of breathing • Gaseous exchange • Lung volumes and capacities	**Unit 2 Lifestyle knowledge → (AO1)** **Training theory → (AO2)** **Testing & data → (AO3)** **Analysis → (AO3/4)** **Programme design → (AO5)** **Evaluation → (AO4)** • Lifestyle factors (positive & negative) • Lifestyle modification • Screening & health testing • Data interpretation • Nutrition basics • Applied nutrition • Components of fitness • Training methods (physical) • Training methods (skill-related)	**Unit 2 Lifestyle knowledge → (AO1)** **Training theory → (AO2)** **Testing & data → (AO3)** **Analysis → (AO3/4)** **Programme design → (AO5)** **Evaluation → (AO4)** • Lifestyle factors (positive & negative) • Lifestyle modification • Screening & health testing • Data interpretation • Nutrition basics • Applied nutrition • Components of fitness • Training methods (physical) • Training methods (skill-related)	Unit 3: Professional Development in the Sports Industry (Sequence A → B) • Sports industry overview • Careers exploration • Skills, qualifications & legislation • CPD • **Career pathway report (Assessment A)** • Personal skills audit • Career planning • Portfolio building • **Career development action plan (Assessment B)** **Diploma**	Unit 3: Professional Development in the Sports Industry (Sequence A → B) • Sports industry overview • Careers exploration • Skills, qualifications & legislation • CPD • **Career pathway report (Assessment A)** • Personal skills audit • Career planning • Portfolio building **Career development action plan (Assessment B)** **Diploma** **Unit 7** • Rules, laws & officiating

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	Energy Systems **Content** • ATP production • Aerobic and anaerobic systems • Energy continuum • Sports examples **Diploma:** Unit 5AB: **Sequenced Learning** 1. Principles of testing (validity, reliability, ethics) 2. Fitness components & test selection 3. Planning a testing battery 4. Conducting tests (practical) 5. Justifying test selection 6. Analysing results & profiling 7. Giving feedback 8. Evaluating testing process	**Effects of Exercise on Body Systems** **Content** Short-term responses to exercise: Heart rate, stroke volume, cardiac output Breathing rate and depth Long-term adaptations: Cardiovascular and respiratory adaptations Muscular and skeletal adaptations **Diploma:** Unit 5C: **Sequenced Learning** Principles of testing (validity, reliability, ethics) Fitness components & test selection Planning a testing battery Conducting tests (practical) Justifying test selection Analysing results & profiling Giving feedback Evaluating testing process **Unit 6** Personality & motivation Arousal theories	• Programme design • Synoptic application & evaluation **Diploma:** Unit 5C: **Sequenced Learning** Principles of testing (validity, reliability, ethics) Fitness components & test selection Planning a testing battery Conducting tests (practical) Justifying test selection Analysing results & profiling Giving feedback Evaluating testing process **Unit 6** Personality & motivation Arousal theories Stress, anxiety, confidence Group development Cohesion Leadership Sociograms & team dynamics Psychological skills PST programme design	• Programme design • Synoptic application & evaluation **Diploma** **Unit 7** • Rules, laws & officiating • Technical skills • Tactical understanding • Practical performance • Performance analysis • Reflection • Improvement planning **Unit 22** 1. Introduction to the Sport & Active Leisure Industry 2. Types of Sport Businesses (Public, Private, Voluntary) 3. Key Business Functions in Sport (Marketing,	**Unit 7** • Rules, laws & officiating • Technical skills • Tactical understanding • Practical performance • Performance analysis • Reflection • Improvement planning **Unit 22** 10. Introduction to the Sport & Active Leisure Industry 11. Types of Sport Businesses (Public, Private, Voluntary) 12. Key Business Functions in Sport (Marketing, Finance, HR, Operations) 13. Business Aims and Objectives in Sport 14. Internal Factors Affecting Sport Businesses	• Technical skills • Tactical understanding • Practical performance • Performance analysis • Reflection • Improvement planning **Unit 22** 19. Introduction to the Sport & Active Leisure Industry 20. Types of Sport Businesses (Public, Private, Voluntary) 21. Key Business Functions in Sport (Marketing, Finance, HR, Operations) 22. Business Aims and Objectives in Sport 23. Internal Factors Affecting Sport Businesses 24. External Influences (Political,

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		Stress, anxiety, confidence Group development Cohesion Leadership Sociograms & team dynamics Psychological skills PST programme design		Finance, HR, Operations) 4. Business Aims and Objectives in Sport 5. Internal Factors Affecting Sport Businesses 6. External Influences (Political, Economic, Social, Technological) 7. Trends in the Sport & Active Leisure Industry 8. Types of Business Data in Sport (Financial, Participation, Feedback) 9. Interpreting Business Data and Identifying Trends	15. External Influences (Political, Economic, Social, Technological) 16. Trends in the Sport & Active Leisure Industry 17. Types of Business Data in Sport (Financial, Participation, Feedback) 18. Interpreting Business Data and Identifying Trends	Economic, Social, Technological) 25. Trends in the Sport & Active Leisure Industry 26. Types of Business Data in Sport (Financial, Participation, Feedback) 27. Interpreting Business Data and Identifying Trends
End Point Assessments or Retrieval Points *What content is assessed & when?*	**Unit 1: Anatomy and Physiology** Assessed through a **written examination** set and marked by Pearson Focus on:	**Unit 1: Anatomy and Physiology** Assessed through a **written examination** set and marked by Pearson Focus on:	**Unit 2: Fitness Training and Programming for Health, Sport and Well-being** Assessed through a **written examination** (including	**Unit 2: Fitness Training and Programming for Health, Sport and Well-being** Assessed through a **written examination** (including	**Unit 3: Professional Development in the Sports Industry (AB) (Internally Assessed)** Students are assessed through a **multi-part coursework assignment**	**Unit 3: Professional Development in the Sports Industry (AB) (Internally Assessed)** Students are assessed through a **multi-part coursework assignment**

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	Structure and function of body systems Effects of exercise on the body Assessment features: Short and extended-response questions Application of knowledge to sporting contexts Exam sat under formal conditions with national standardisation **Diploma:** **Internally Assessed Units** **Units 5, 6 and 7** *(Application of Fitness Testing, Sports Psychology, Practical Sports Performance)* Assessed through **Pearson-set or centre-devised assignment briefs** (BTEC authorised) Marked internally by teachers and **verified internally and externally**	Structure and function of body systems Effects of exercise on the body Assessment features: Short and extended-response questions Application of knowledge to sporting contexts Exam sat under formal conditions with national standardisation. **Diploma:** **Internally Assessed Units** **Units 5, 6 and 7** *(Application of Fitness Testing, Sports Psychology, Practical Sports Performance)* Assessed through **Pearson-set or centre-devised assignment briefs** (BTEC authorised) Marked internally by teachers and **verified internally and externally**	case study/application elements) Focus on: Components of fitness Training methods and principles Programme design and lifestyle factors Assessment features: Scenario-based questions Applied knowledge and evaluation Encourages students to demonstrate **decision-making and justification skills.** **Diploma:** **Internally Assessed Units** **Units 5, 6 and 7** *(Application of Fitness Testing, Sports Psychology, Practical Sports Performance)* Assessed through **Pearson-set or centre-devised assignment briefs** (BTEC authorised) Marked internally by teachers and **verified internally and externally**	case study/application elements) Focus on: Components of fitness Training methods and principles Programme design and lifestyle factors Assessment features: Scenario-based questions Applied knowledge and evaluation Encourages students to demonstrate **decision-making and justification skills** **Diploma:** **Internally Assessed Units** **Units 5, 6 and 7** *(Application of Fitness Testing, Sports Psychology, Practical Sports Performance)* Assessed through **Pearson-set or centre-devised assignment briefs** (BTEC authorised) Marked internally by teachers and **verified internally and externally**	based on their own career development within the sport and active leisure sector. **Assessment Components Include:** **Career research and progression pathways** **Skills audit and self-assessment** **Development plan with short- and long-term goals** **Evidence of applied employability skills** **Reflective evaluation of progress** **Diploma:** **Internally Assessed Units** **Units 5, 6 and 7** *(Application of Fitness Testing, Sports Psychology, Practical Sports Performance)* Assessed through **Pearson-set or centre-devised assignment briefs** (BTEC authorised) Marked internally by teachers and **verified internally and externally**	based on their own career development within the sport and active leisure sector. **Assessment Components Include:** **Career research and progression pathways** **Skills audit and self-assessment** **Development plan with short- and long-term goals** **Evidence of applied employability skills** **Reflective evaluation of progress** **Diploma:** **Internally Assessed Units** **Units 5, 6 and 7** *(Application of Fitness Testing, Sports Psychology, Practical Sports Performance)* Assessed through **Pearson-set or centre-devised assignment briefs** (BTEC authorised) Marked internally by teachers and **verified internally and externally**

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Hyperlink to resources	Specification - BTEC National Extended Certificate in Sport Specification - BTEC National Diploma in Sport					