BUDMOUTH ACADEMY WEYMOUTH

Curriculum Statement - PHYSICAL EDUCATION

Our Intent:	
What is the vision (big picture) for your subject?	Our PE curriculum is designed to "inspire a passion for Physical Education and healthy lifelong participation".
What are the key concepts that underpin your subject?	Through the 3 pillars of Motor Competence, Rules/Strategies/Tactics and Healthy Participation students build both a passion for a variety of activities, whilst understanding the importance of lifelong participation and the impact on a healthy balanced lifestyle. As the student journey through our curriculum students might move into a more competitive pathway or seek a more participation focus.
Which key themes are repeated over time?	Reoccuring sporting themes covered across the the key stages include Invasion Games, Net/Wall, Athletics, Striking and Fielding, OAA, HRE, Gymnastics, Alternative Games, all of which promote opporutnities to explore our key concepts, allowing students to develop as a performer, leader and official, and gain perspective on the career opportunities linked to PE. Themes are revisited at the start of each new block. Where appropriate trasnfer of learning is discussed to link themes togther. This is relevant also at KS4 where we look at sports education pathways to promote other roles within the sporting environment.
What knowledge and skills will students have at the end of each key stage?	KS2 | Students should arrive to secondary having shown competence to excel in a broad range of physical activities: running, jumping, throwing and catching in isolation and in combination, have played competitive games (e.g. football, netball, tennis, rounders) having applied basic attacking & defending tactics, demonstrated flexibility, strength, technique, control and balance through athletics and gymnastics, taken part in outdoor and adventurous activity challenges (as an indiviudal & team), can reflect & review personal performances, shown resilience by being physically active for sustained periods of time and know what it looks like to lead healthy, active lives. We base line test students in year 7 and differentiate groups to enable challenge and support appropriately - most classes are taught in sets with a couple of exceptions (stem - mixed gender & ability, X/Z - mixed ability).
	KS3 | End of KS3 studetnts should be **Secure** in their competence to excel in a broad range of physical activities, physically active for sustained periods of time, engage in competitive sports and activities, appreciate healthy, active lives and understand the importance of this. This motor competence can start to be challenged in a safe learning environment with adaptive teaching. We base line test students in year 7 and differentiate groups to enable challenge and support appropriately - most classes are taught in sets with a couple of exceptions (stem - mixed gender & ability, X/Z - mixed ability).
	KS4 | End of KS4 students should have developed an understanding of the physical, mental and social benefits to physical activity, remain passionate about competitive or recreational sport and in some cases show leadership characteristics with core PE. If required, students are on the correct examination course based on their next steps, prefered learning/assessment method and their involvemnet in organised sport. Having BTEC/GCSE on the same option block allows for movement between if required.
	KS5 | End of KS5 students should have an understanding as to their next steps which suit their career pathway, BTECs will have completed a work experience and A level will have experiences at higher education establishments like Bath University, Exeter University, Dorset Waterpark, both programmes provide opportunity for vocational experiences gained through primary and secondary sports events. BTEC provision study UK Sport Leadership Programme alongside their main programme of study.
Does your curriculum intent match or exceed the breadth of the National Curriculum/Subject specification?	Our PE curriculum is designed to "inspire a passion for Physical Education and healthy lifelong participation". The 3 pillar pathway ensures all themes are based around National Curriculum requirements, Dance is offered as a seperate subject at Budmouth. At KS4 and KS5 we offer courses that best suit the needs of our learners, giving flexibility between GCSE and BTEC examination types. Pillar 1 - Motor Competence (FMS): Focus in Y7. To develop both fine and gross motor skills (Fundamental movement skills). These should then be refined in sport specific movements, adaptive teaching required as to when appropriate competition is increased. Once core skills are consistent and fluent, more advanced skills can be attempted. Pillar 2 - Rules, strategies and tactics: Focus in Y8/9. Focus now is to cement core and some advanced skills in an adaptive teaching environment. Progressions and competitive situations should involve more decision making/realistic situations. Students should be looking at their own and other strengths/A for I and using tactics to their advantage. Pillar 3 - Healthy participation: Runs through whole of KS4/5. Understand the importance of PA in leading a healthy lifestyle. Learn GCSE HRE/SRE content Methods of training. Due to broad curriculum the intention is to install love for PE/competition or social benefit to participation
How do you ensure that learning is sequenced effectively over time in your subject?	Activity areas are planned and published using a curriculum folder, detailing the sequencing of activites to ensure each group follow the concepts & themes are followed, followed by stafff. Acitvities are based on the National Curriculum programmes of study, staff expertise and facitiies that match the activity areas. This folder allows for the careful planning over KS3 and KS4 to spiral learning effectively, building on previous learning objectives and experiences into full game conditions.
How have you decided what knowledge and skills you want students to learn in your subject?	Reflecting on the National Curriculum, Ofsted PE report 2023 and knowledge of our students, we aim to build the PE curriculum to to support all students to develop, stretch and challenge and understand importance of a BHAL. The 3 pillars of our PE programme have been instrumental in this area, factoring our limited indoor facilities.
How do you plan to cater for cultural capital e.g. trips, visits, enrichment, careers, applied learning, real word application & power skills development?	Enrichment & Curriculum Links | full extra curricular timetable, strong links with community sports clubs (community, excellence & performance), noted in the Ofsted report also. Budmouths extra curricular programme is one of the strongest in Dorset, given the breadth and depth of qualified staff. Competitive Opportinies | Last year we were involved in over 350 sporting fixtures, trip and visits (PP funding to support attendance on these acitivities). Sports Leadership Progammes in all KS (including KS5) | Traiining provided to promote personal development & community service across KS 3,4 & 5 - interleaving peer, house, primary, Dorset Schools & work experience wider community. European Residential Trips | skiing (France, Switzerland) and watersports (Spain) alongsiide Twickernam, Wimbledon, Netball Superleague, International Netball, Universities & Colleges, Bath University Most Able, Dorset Cricket and most able opportunities - Evolve, Portland Crossfit, morning Functional Movement sessions.
What are your main instruments of the curriculum used to implement, deliver, and assess your curriculum effectively? (Materials should privilege thinking over task completion - memory is the residue of thought)	Scheme of Work (6 weeks) ensures staff have both the support to deliver a sequenced and progressive unit, plus the freedom to adapt to learning needs of the group. Assessment points each 1/2 term allow progress to be tracked and stnadardised (Dev, Sec, Adv, Strong, Exc). KS3 assessment points increase in difficulty through-out the keystage and present results in a cumulative manner. The assessmne tlevel descriptors terminology and structure is closely linked to the GCSE specification. This allows the PE team with MA groups to introduce core/advanced skills and feedback within dept meetings, the best course moving forward into KS4 assessment PE. We follow school policy with regards to developing, secure, advanced, strong and exceptional, allowing students to self assess at the start and end of units to introduce AfL in each activity area. KS4 assessment have been structured with the number of components reflecting the course demands.
How is homework used to encourage, enthuse and develop pupils' skills and understanding?	KS4 homework follows school policy and supports the learning in the class. GCSE - Y10 Seneca, flip learning and towards end of Y10 coursework tasks "know more, remember more" mantra and staff respond to extra work with feedback, praise and recognition. BTEC students have extension tasks to increase coursework depth, cementing PMD criteria. KS5 BTEC homework relates directly to unit research, exam questions and/or coursework tasks. KS5 A Level PE - homework is modelled around assessment questionning, preparing students to apply knowledge rather than the content material (completion of exam practice).
How are you ensuring that each teacher has the requisite subject knowledge to teach effectively?	QA within the dept will highlight any gaps in staff subject knowledge, this is then addressed with CPD dept time where outstanding practice is shared. As our curriculum is planned fully before September, any individual areas for concern are addressed in July. Supportive SOW and dept sharing within meeting times means we are teaching curriculum areas effectively, even though we review this due to professional amneasia.
Our Implementation:	
What will we see when we drop into your subject lessons and why?	Students physically active for sustained periods of time and engaged in competive/recreation activities (NC) KS3 A focus on Pillar 1 and Pillar 2 of our curriculum (Y7 Motor Competence and Y8/9 Rules, regulations and tactics) KS4 - Sport for lifelong participation (competitive or recreational) KS3 should follow Intended outcomes, warm-up, skill development, conditioned practice, plenary - KS4 Intended outcomes, warm-up conditioned/ss side, pleanary. The planning of each activity area is carefully designed to build skills so they do not break down when pressure or competition is added.
How do you adapt or tailor your curriculum to meet the needs of students with different starting points (KS2 data)?	We base line test students during the first 2 weeks. If timetabled is allow we then group the students into an environment where they have the best chance to develop their motor competence. Adaptive teaching within class by task or outcome allows for appropriate levels of challenge. As all students are focussed on the fundamental movement patterns and gross motor skills, this allows teaching to cement the basics for those with a different base starting point.
How do you stretch students who are high prior attainment?	Before curricular support in class, we run a most able programme, fitness suite sessions, most able meetings, trips and semeners. There is also a Bath university aspire type trip. In class we : Use most able to coach small groups, umpire referee or analyse others (and support) We also differentiate by task or outcome to stretch and challenge skills within the activity area. There is a comprehensive competitive timetable for students looking to compete at a higher level.
How do you support and scaffold (visual, verbal & written) for students who are SEND?	KS3, Modelling (live) and whole part whole teaching strategies, Conditioned practices to allow students to explore skills in a more secure environment (Diff pitches, rules and equipment) KS4 Examination PE (seating plan to support initially identification) Low level starter DNT which interleaves month back, week then last lesson. This should engage whole class during first 6 mins. I do, we do, you do support framework
How do you support students who are disadvantaged?	KS3/KS4 Early contact home if any issues arise, parental meeting and use of google class for notes. Examination PE, google class used for theory notes and missed lessons (g slides) Establish routines in class and core PE, pe kit lend no sanction, storage ot pe kit under desk. KS4 use of relevant data to suggest correct course selection.
Our Impact:	
How are you monitoring implementation in your subject area?	QA walks from SC, DSC and courseleaders of BTEC L2, GCSE, A level and BTEC L3. These are then discussed in dept meeting as sharing good practice or feed into professional growth reviews. QA assurance walks, book scrunity always have a focus for the dept. This is discussed during staff briefing and also dept feedback and review Monday reports
How do you check the rigour in planning and resourcing in your subject area?	Curriculum Planning - Based on a fully dept SWOT and student feedback in Y11. Sports captains and student voice also reviewed to take into concderation student perspective. Once planning is complete, dept have the opportunity to review next years curriculum and problem shoot before delivery. This working document is also reviewed during department meetings and the team can make professional adaptations if agredd by SC or DSC. KS4 Examination PE, staff work in pairs to make sure all grades are moderated, tests are blind and interleavered for accuracy and consistency. The resources for each course are carefully concidered to give the students access to all resources, folders and work books. Texts books are researched and checked to make sure the specifications are correct, clear with appropriate guidence. Google class is used for external papers with mark schemes for stretch and challenge. Students can also purchase specialised PE kit with supports the development of excellence in the PE environment.
How do you use assessment in your subject area?	KS3 Assessment Grid (visual diagram), KS3 Assessment Sheets (Target vocab based on GCSE terminology of core and advanced skills, decision making and fitness) Tracking document (google docs) which supports the tracking and also report writing)ind/team sport average) GCSE Interleavered blind exams (exam builder) Data inputted into examination spreadsheet (support accrate predictions in Y11 with AEP and practical scores) BTEC use a course tracker with sample scenario questions termly. A level course folders with small and big assessment points. All data discussed during each dept meeting and examination board used for any students of concern. These are invited to early intervention (Arbor tracked).
How do assessments identify gaps in students' knowledge and their ability to apply that knowledge fluently and accurately?	After assessment have been inputted and moderated, course leaders analyse data for common misconceptions or teacher pedagogy. CPD sessions based on areas of weaknesses. These are also stated for intervention sessions to make sure all delivers are away of areas needed attention.
How is knowledge remembered in your subject?	KS4/5 - DNTs at start of lesson are low stakes retention questions, these questions can be booked or MWB tasks. The curriculums are planned to build upon previous knowledge and challenge can be focussed around A01 A02 and A03 question formats. A03 synopic questions can be used to stretch and challenge the more able but all students have the opportunity to experience these formats (no limits) Use of mark schemes and moderator reports are used here for structure and support, allowing students to see perfect models and compare and contrast their own writing. DIRT feedback is vital post progress tests for students to receieve quality feedback, react and redo as this is where the learning takes place. Live marking in class is used for more immediate feedback on question responses and students given time to act upon this.

BUDMOUTH ACADEMY WEYMOUTH

Curriculum Overview: PHYSICAL EDUCATION - CORE

	Invasion Games	Striking and Fielding	Net/Wall	Athletics	Health Related Exercise (HRE)	Outdoor and Adventures Activities/Alternative Games	Gymnastic Activities
Year 7	Motor Competence (P1, 3) Skills should be developed initially in isolation so students can cement the motor competence of the skills. Games should be small sided in nature to increase student confidence. Conditioned games and modifications can be added to ensure the correct skills are being developed. Core/Advanced Skills to include: Passing, Dribbling, Shooting, Marking, Tackling, Movement on and off ball, Control Healthy Participation - Students should be able to discuss the importance of a BHAL	Motor Competence (1, 3) Skills should be developed initially in isolation so students can cement the motor competence of the skills. Games should be small sided in nature to increase student confidence. Conditioned games and modifications can be added to ensure the correct skills are being developed. Core/Advanced Skills to include:- Batting, Bowling, Fielding, Specialised positions, Running/movement, Speed/agility Healthy Participation - Students should be able to discuss the importance of a BHAL	Motor Competence (1, 3) Skills should be developed initially in isolation so students can cement the motor competence of the skills. Games should be conditioned and focused to increase student confidence. Conditioned games and modifications can be added to ensure the correct skills are being developed. Core/Advanced Skills to include:- Body position and grip, Forehand shots, Backhand shots, Overhead and Underhand techniques, Serving, Application of spin, Footwork and positioning Healthy Participation - Students should be able to discuss the importance of a BHAL	Motor Competence (1, 3) Skills should be developed initially in isolation so students can cement the motor competence of the skills. Events should be individualised in nature to increase student confidence. Conditioned competition and modifications can be added to ensure the correct skills are being developed. Core Skills - Starting/finishing, Posture. Arm & leg action., Head carriage, Stance,. Grip, Throwing action, Release phase, Follow through, Approach , Arm & leg action, Take off, Flight, Landing Advanced Skills - Foot strike/stride pattern, Cadence / pacing, Bend running, Angle of release , Transitions , Take off speed, Transitions Healthy Participation - Students should be able to discuss	Motor Competence (1) Pupils are introduced to the components of fitness and how each of these types are tested. Students will develop knowledge of key definitions and apply to different sporting scenarios. Core/Advanced content to include: Health related - CV endurance, muscular endurance, strength, flexibility, body composition. Skill related - Power, coordination, agility, speed, reaction time, balance, Students are able to identify major muscle groups. Healthy Participation - Students should be able to discuss the importance of a BHAL. FMS Development Skill related fitness/Training methods, Cardiovascular Endurance/continuous Aerility/ interval	Motor Competence (1, 3) Pupils should be aware of why they are learning these skills and how to improve their own and others Emphasis is soft skills of teamwork, communication, resilience, empathy, teamwork and problem solving. Core/Advanced Skills to include:- Orienteering, Fleet walk ,Team Building, Archery, Leadership, Problem solving, Team work, Communication, Resilience, Empathy Healthy Participation - Students should be able to discuss the importance of a BHAL	Motor Competence (1, 3) Skills should be developed initially in isolation so students can cement the motor competence of the skills. Games should be small sided in nature to increase student confidence. Conditioned games and modifications can be added to ensure the correct skills are being developed. Core/Advanced Skills to include:-Rolls, Balance, Weight on Hands, Jumps, Leaps, Ind/Pair/Group, Cannon, union and mirroring, Transitions Healthy Participation - Students should be able to discuss the importance of a BHAL, FMS Development Skill related fitness/Training methods: Balance, Strength (core), Power, Flexibility
Year 8	Rules, Strategies and Tactics (1,2,3) Once the skills are being performed with speed, accuracy and technique, we now need to add decision making and tactical awareness plus knowledge of rules Core/Advanced skills developed with increased competition: When and where to perform (Decision making), Assign strengths and weaknesses of opponents, Attack/Defence Formations, Set plays/pieces, Awareness of rules Regulations Healthy Participation - Physical, Social and Mental well being importance	Rules, strategies and tactics (1,2,3) Once the skills are being performed with speed, accuracy and technique, we now need to add decision making and tactical awareness plus knowledge of rules Core/Advanced skills developed with increased competition:- Variation of core skills, When and where to perform (Decision making), Assess strengths and weaknesses of opponents, Positions, Set plays/pieces, Awareness of rules regulations, Development of specific positions fundamentals Healthy Participation - Physical, Social and Mental well being importance	Rules, strategies and tactics (1,2,3) Once the skills are being performed with control, technique, accuracy and consistency; we now need to add decision making and tactical awareness plus knowledge of rules Core/Advanced skills developed with increased competition:- When and where to perform (Decision making), Assign strengths and weaknesses of opponents, Attacking and defensive stroke differentiation, Tactical awareness, Advanced/Paired Positioning, Set plays/pieces Awareness of rules and regulations Healthy Participation - Physical, Social and Mental well being importance	Rules, strategies and tactics (1,2,3) Once the skills are being performed with appropriate speed, accuracy and technique, we now need to add decision making and tactical awareness plus knowledge of rules. Core/Advanced skills developed with increased competition:- Track: Pre/during race tactics (changing & adapting), Positioning (eg. running in a pack, when to lead?), Timing of kick & dip Throw: Tactics for qualifying throws, Changing & adapting tactics (eg. weather) Jump: Tactics for qualifying jumps/entry heights, Changing & adapting tactics (eg. weather, distance/step count for run up) *Awareness of rules / regulations and performance standards (including hand signals) Healthy Participation - Physical, Social and Mental well	Healthy participation (3) Benefits of exercise should be understood and consequences of a sedentary lifestyle. This includes Physical, Emotional, Social well being of an individual. Students will develop knowledge of methods of training with comparisons to normative data. Core/Advanced content developed with increased competition in performance- Continuous, Fartlek, Interval,; HIIT, plyometrics, weight, circuit,. Focus on five stages of a warm up/cool down. Students reference SPORT/FITT/components of training with reference to form and technique. Healthy Participation - Physical, Social and Mental well being importance Motor competency, Skill related fitness/Training methods, Speed/interval, Power/plyometric	Rules, strategies and tactics (1,2,3) Students begin to develop more confidence, communication and problem solving by undertaking additional responsibilities within the group. Core/Advanced skills developed with increased competition:- Orienteering, Fleet walk, Team Building, Archery, Leadership, Problem solving, Team work, Communication, Resilience, Empathy Healthy Participation - Physical, Social and Mental well being importance	Rules, strategies and tactics (1,2,3) Once the skills are being performed with control, fluidity and body tension, routines should be developed Core/Advanced skills developed with increased competition: Variation of core skills, When and where to perform (Decision making), Assess strengths and weaknesses of own and peers, Routine design, Increased dynamic movemen, Twists, pivots, Tumbling if appropriate, Flight (if trampolines are available), Addition of music, themes and stories Healthy Participation - Physical, Social and Mental well being importance Motor Competence - Skill related fitness/Training methods, Power/plyometric, Coordination, Muscular Endurance
Year 9	Examination PE, Competition & Participation (3) Sept - Jan: Students' core and advanced skills, knowledge, tactics and will be challenged in realistic sporting situations. Officiating, refereeing (hand signals) and sport leadership will be developed Jan - July: Examination - Introducing BTEC/GCSE fitness, anatomy/physiological content to support transition into KS4 Participation pathway - Challenge misconception/restricted understanding as to importance of participation in lifelong PA. Metacognitive approach to learning to highlight soft. employability skills. Teamwork, resilience and empathy Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body	Examination PE, Competition,participation (3) Jan - July Examination - Introducing BTEC/GCSE fitness, anatomy/physiological content to support transition into KS4 Participation pathway - Challenge misconception/restricted understanding as to importance of participation in lifelong PA. Metacognitive approach to learning to highlight soft. employability skills. Teamwork, resilience and empathy Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body	Examination PE, Competition,participation (3) Sept - Jan Students' core and advanced skills, knowledge, tactics and will be challenged in realistic sporting situations. Officiating, umpiring (hand signals) and sport leadership will be developed Jan - July Examination - Introducing BTEC/GCSE fitness, anatomy/physiological content to support transition into KS4 Participation pathway - Challenge misconception/restricted understanding as to importance of participation in lifelong PA. Metacognitive approach to learning to highlight soft. employability skills. Teamwork, resilience and empathy Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body	Examination PE, Competition,participation (3) April - July Students' core and advanced skills, knowledge, tactics and will be challenged in realistic sporting situations. Officiating, (hand signals) and sport leadership will be developed. Competition as an individual and as a team. Examination - Introducing BTEC/GCSE fitness, anatomy/physiological content to support transition into KS4. Participation pathway - Challenge misconception/restricted understanding as to importance of participation in lifelong PA. Metacognitive approach to learning to highlight soft. employability skills. Teamwork, resilience and empathy. * Introduction to triple jump *Awareness of rules / regulations and performance standards (including hand signals) Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body.	Examination PE, Competition,participation (3) Sept - Jan Students' core and advanced skills, knowledge, tactics and will be challenged in realistic sporting situations. Officiating, refereeing (hand signals) and sport leadership will be developed. Jan - July Examination - Introducing BTEC/GCSE fitness, anatomy/physiological content to support transition into KS4 Participation pathway - Challenge misconception/restricted understanding as to importance of participation in lifelong PA. Metacognitive approach to learning to highlight soft. employability skills. Teamwork, resilience and empathy Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body Motor competency Skill related fitness/Training methods Muscular Endurance/fitness suite Muscular Strength/ circuit	Pupils should be aware of why they are learning these skills and how to improve their own and others. Examination PE, Competition,participation (3) Sept - Jan Students' core and advanced skills, knowledge, tactics and soft skills will be challenged in realistic outdoor situations. Team work, problem solving and sport leadership will be developed Jan - July Examination - Introducing BTEC/GCSE fitness, anatomy/physiological content to support transition into KS4 Participation pathway - Challenge misconception/restricted understanding as to importance of participation in lifelong PA. Metacognitive approach to learning to highlight soft. employability skills. Teamwork, resilience and empathy Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body	
Year 10 & 11	**Pathway 1: Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC.** **Pathway 2: Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation** **Pathway 3: Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.** Opportunities within Invasion Games: Rugby (tag), Netball, Football, Basketball, Handball, Ultimate frisbee, Sport Education, Hockey, unihoc. Opportunities within Striking and Fielding: Cricket, Rounders, Softball, Longball, Adapted variations, quik cricket Opportunities within Net and Wall Activities: Tennis, Table Tennis, Volleyball, Spike Ball, Badminton, Pickleball and Short Tennis Opportunities within Athletics: Sprinting, middle distance, long distance track events, Throwing events, Jumping event Opportunities within HRE: Demonstrate appropriate levels of physical fitness and psychological control to perform effectively. Suggest any local providers that students can access in the community. E.g boxing, pilates, gyms. Opportunities within OAA: Orienteering, Archery, Fleet walk and teamwork At the end of each unit, students should be aware of rules, co-ach, activity, tactics, officiating/refereeing, lead/guide active participation. Could they set up a mini tournament?					

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Curriculum Overview: PHYSICAL EDUCATION - EXAM

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
OCR GCSE PE	Year 10	**1.1 Applied Anatomy & Physiology** 1.1a Structure & function of skeletal system 1.1b Structure & function of the muscular system	**1.1 Applied Anatomy & Physiology** 1.1c Movement Analysis (Levers, Planes & Axes) 1.1d Cardiovascular system	**1.1 Applied Anatomy & Physiology** 1.1d Respiratory system 1.1d Aerobic & anaerobic exercise	**1.1 Applied Anatomy & Physiology** 1.1e Short-term effects of exercise 1.1e Long-term effects of exercise	**1.2 Physical Training** 1.2a Components of Fitness 1.2b Principles of Training 1.2b Warm up & Cool down **1.2 Injury Prevention** 1.2c Reducing risk of injury 1.2c Potential hazards	**05 AEP** Introduction/sportography Section 1 Evaluation of fitness components Section 2 Analysis of fitness components Section 3 Skills Overview **2.2 Sports Psychology** Motor skill, characteristics of Skilful movement (FPACE) Skill classification (difficulty & environmental)
	Year 11	**2.2 Sports Psychology** RECAP Skilful movement RECAP Classification of skill RECAP Goal setting Mental preparation Types of guidance Types of feedback	**2.3 Health, Fitness & Well-being** Health, fitness & wellbeing Diet & nutrition **2.1 Socio-cultural** 2.1a Engagement patterns 2.1a Factors affecting participation in physical activity & sport 2.1a Strategies to improve participation	**2.1 Socio-cultural cont'd** 2.1b Media & Commercialisation of sport, golden triangle 2.1c Ethics in sport 2.1c Drugs in sport 2.1c Violence in sport	**REVISION & INTERVENTION** Paper 1 Exam Questions Paper 2 Exam Questions	**Study Plan (Responsive to whole school programme)**	**Study Plan (Responsive to whole school programme)**
OCR A Level PE	Year 12	**01 Physiological factors affecting performance** Skeletal and Muscular systems **02 Psychological factors affecting performance** Classification and methods of practice of skills **03 Socio-cultural issues in sport** Emergence and evolution of modern sport	01 Cardiovascular and respiratory System 02 Transfer of Skills / Theories of learning 03 Emergence and evolution of modern sport	01 Diet/Nutrition and preparation for training 02 Stages of learning, guidance and feedback 03 Emergence and evolution of modern sport	01 Biomechanical Principles 02 Individual differences 03 Global sporting events	01 Insight into energy for exercise (A2) 02 Group and team dynamics / goal setting 05 EAPI development	01 Revision activities and exam technique 02 Revision for EOY mock 05 EAPI development
	Year 13	**01 Physiological factors affecting performance** Continuing - Energy for Exercise Environmental effects on the body system. **02 Psychological factors affecting performance** Memory models / Attribution **03 Socio-cultural issues in sport** d deviance in Sport **05 Finalise EAPI**	01 Injury prevention and the rehabilitation of injury. 02 Confidence and self-efficacy in sport 03 Commercialisation and media.	01 Review of biomechanical principles & types of motion. 02 Leadership in sport 03 Routes to sporting excellence	01 Fluid mechanics and projectile motion 02 Stress management to optimise performance echnology & its impact on sport **(Moderation Window)**	20-mark question response prep Targeted revision from mock paper Revision / Exam Revision/Exam	Revision activities and exam technique Revision / Exam Revision/Exam
BTEC L2 Sport	Year 10	**BSP02: Taking Part and Improving Other Participants Sporting Performance** **A) Understand how different components of fitness are used in different physical activities**	**BSP02: Taking Part and Improving Other Participants Sporting Performance** **B) Be able to participate in sport and understand the roles and responsibilities of officials**	**BSP02: Taking Part and Improving Other Participants Sporting Performance**	**BSP02: Taking Part and Improving Other Participants Sporting Performance** **C) Demonstrate ways to improve participants sporting techniques.**	**Taking Part and Improving Other Participants Sporting Performance** **A) Explore types and provision of sport and physical activity for different types of participant**	
	Year 11	**BSP02: Taking Part and Improving Other Participants Sporting Performance"** **B) Examine equipment and technology required for participants to use when taking part in sport and physical activity**		**Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** **C) Be able to prepare participants to take part in sport and physical activity.**	**Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**	**Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**	**Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**
BTEC L3 Sport Diploma	Year 12	Unit 1 (Anat & Phsy), Unit 4 (Sports Leadership), Unit 24 (Sports Performance Analysis	Unit 1 (Anat & Phsy), Unit 4 (Sports Leadership), Unit 24 (Sports Performance Analysis	Unit 1 (Anat & Phsy), Unit 4 (Sports Leadership), Unit 24 (Sports Performance Analysis	Unit 2 (Fitness programming exma), Unit 7 (Practical Sports Performance), Unit 8 (Coaching for Performance)	Unit 7 (Practical Sports Performance), Unit 8 (Coaching for Performance), Unit 18 (Work Experience)	Unit 18 (Work Experience)
	Year 13	Unit 19 (Development in sport exam), Unit 22 (Investigation of Business), Unit 23 (Skill Acquisition)	Unit 19 (Development in sport exam), Unit 22 (Investigation of Business), Unit 23 (Skill Acquisition)	Unit 19 (Development in sport exam), Unit 22 (Investigation of Business), Unit 23 (Skill Acquisition)	Unit 10 (Sports Event Organisation), Unit 3 (Professional Development), Unit 32 (Sports Massage	Unit 10 (Sports Event Organisation), Unit 3 (Professional Development), Unit 32 (Sports Massage	Unit 9 (Research Methods)
BTEC L3 Sport Cert	Year 12	Y12 - Unit 1 (Anat & Phys),	Y12 - Unit 1 (Anat & Phys)	Y12 - Unit 2 (Fitness training exam),	Y12 - Unit 2 (Fitness training exam),	Y12 Unit 7 (Practical Sports Performance)	Y12 Unit 7 (Practical Sports Performance)
	Year 13	Y13 Unit 7 (Practical Sports Performance)	Y13 Unit 7 (Practical Sports Performance)	Y13 - Unit 3 (Professional Development	Y13 - Unit 3 (Professional Development	Y13 - Unit 3 (Professional Development	Y13 - Unit 3 (Professional Development