



Alderman White School

A member of The White Hills Park Trust

PE Department Curriculum Vision

Our subject area allow pupils to develop a wide range of unique, transferrable and lifelong skills that promote personal and social well-being. Our department develops more than just excellence in sport, it teaches inquisitiveness, creativity, confidence and leadership. We offer a wide range of relevant enrichment activities that contribute to the positive reputation of the Trust within the community. Staff and students build meaningful relationships characterised by respect and a shared ethos where students strive to reach their potential within a culture of excellence.

Curriculum Mapping – linking the department intent to the National Curriculum.

How to use this document: Each NC strand is coded and mapped out within the intent document. ie NC1, NC2 etc

Pupils should be taught to:

NC1: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

NC2: develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

NC3: perform dances using advanced dance techniques within a range of dance styles and forms

NC4: take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

NC5: analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

NC6: take part in competitive sports and activities outside school through community links or sports clubs

Our Intent

Our Key Stage 3 Physical Education curriculum is designed to provide a broad, balanced and ambitious program that enables all students to develop competence, confidence and a lifelong engagement in physical activity. Through carefully sequenced learning across activity areas—including outwitting opponents, dance, gymnastics, and Outdoor and Adventurous Activities (OAA)—students build both physical literacy and transferable personal skills.

Our curriculum is structured to ensure progression from fundamental movement skills in Year 7 to more complex, refined and strategic performances by Year 9. Students revisit key concepts across different activities, allowing them to deepen understanding, make connections, and apply skills in varied contexts.

Across all areas, our curriculum promotes key concepts: **developing physical competence, making decisions, evaluating performance, and building character**. Students are encouraged to reflect on their own and others' performances, fostering a deeper understanding of how to improve. Opportunities for leadership, collaboration and resilience are embedded throughout.

YEAR 7 PHYSICAL EDUCATION

	Autumn Term	Spring Term	Summer Term
<p align="center">Core Knowledge/Topics</p> <p>Colour coded to highlight the sequencing and interleaving of content throughout key stages</p> <p>Red demonstrates SMSC topics cross curricular</p>	<p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (NC1):</p> <ul style="list-style-type: none"> • Football • Rugby • Badminton • Gymnastics (NC2) • Analysis of performance (NC6) <p>Theoretical</p> <ol style="list-style-type: none"> 1. Leadership running throughout 2. Why warming up is important 3. How to stretch 4. How to exercise safely 5. <i>Benefits of exercise and importance of physical exercise and time outdoors on mental wellbeing and happiness</i> 6. Names & locations of bones in skeleton 	<p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (NC1):</p> <ul style="list-style-type: none"> • Basketball • Hockey • OAA (NC4) • Handball • Dance (NC3) • Gymnastics (NC2) • Analysis of performance (NC6) <p>Theoretical</p> <ol style="list-style-type: none"> 1. Leadership running throughout 2. Types of fitness components 3. Link types of fitness to specific activities 4. Names & locations of muscles in the body 5. <i>Personal hygiene, and prevention of infection</i> 	<p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (NC1):</p> <ul style="list-style-type: none"> • Athletics (NC2) • Cricket • Rounders • Softball • Analysis of performance (NC6) <p>Theoretical</p> <ol style="list-style-type: none"> 1. Leadership running throughout 2. Methods of training 3. Link methods of training to specific activities 4. <i>Exercise effects on the body short/long term</i>

YEAR 7 PHYSICAL EDUCATION

<p align="center">Assessment</p>	<p>Formal assessments for unit rotation – Week 4</p> <p>Practical - Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances</p> <p>Theory - Assessment of whether they can complete a safe warm up that is appropriate to the activity</p>	<p>Formal assessments for unit rotation – Week 4</p> <p>Practical - Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances</p> <p>Theory - Explanation of why certain types of fitness are more important in some sports than others</p>	<p>Formal assessments for unit rotation – Week 4</p> <p>Practical- Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances</p> <p>Theory - To devise their own training session using a specific method of training as part of a small group</p>
<p align="center">Links To Prior Knowledge from KS2</p>	<p>Our Year 7 curriculum builds on assumptions of what students have been taught at KS2:</p> <ul style="list-style-type: none"> • Running, jumping, throwing and catching in isolation and in combination. • Playing in competitive games. • Understanding and illustrating basic tactics for major games. • Gymnastics – performing basic locomotion, flight, balance, creating basic sequences. • Being able to demonstrate flexibility, strength, technique, control and balance. • Being able to sustain a period of running for at least 1min. • Understanding and being able to perform a basic warm up which includes stretching. • Having a basic sporting vocabulary. 		
<p align="center">Year 7 Curriculum coverage</p>	<p>In Year 7, the focus is on establishing core skills (explore different passing/shooting types for games) and movement patterns (dance and gymnastics). In invasion and net/wall games (outwitting opponents), students develop basic tactics such as passing, maintaining possession, spatial awareness and simple decision-making. In gymnastics and dance, students explore body control, balance, rhythm and basic floor compositional ideas. OAA introduces teamwork, communication and problem-solving through simple challenges and map reading.</p>		
<p align="center">Careers Links</p>	<ul style="list-style-type: none"> • Modelling of skill using video clips of professional athletes 	<ul style="list-style-type: none"> • Sports coaches delivering external clubs opportunities to see this profession at work 	<ul style="list-style-type: none"> • Youth Sports trust links –inspiring talks from athlete visits

YEAR 7 PHYSICAL EDUCATION

Disciplinary Literacy	<ul style="list-style-type: none">• Developing motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life• Understanding and demonstration of key theoretical terms	<ul style="list-style-type: none">• Planning and delivering sports sessions using leadership skills	<ul style="list-style-type: none">• Observing, analysing and offering feedback for the improvement of performance
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YEAR 8 PHYSICAL EDUCATION

	Autumn Term	Spring Term	Summer Term
<p>Core Knowledge/ Topic</p> <p>Colour coded to highlight the sequencing and interleaving of content throughout key stages</p> <p>Red demonstrates SMSC topics cross curricular</p>	<p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (NC1):</p> <ul style="list-style-type: none"> • Football • Rugby • Badminton • Gymnastics (NC2) • Analysis of performance (NC6) <p>Theoretical</p> <ol style="list-style-type: none"> 1. Leadership running throughout 2. How the body systems react to different kinds of exercise 3. Names of muscles & locations in the body 4. Positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress 	<p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (NC1):</p> <ul style="list-style-type: none"> • Basketball • Hockey • Handball • Dance (NC3) • OAA (NC4) • Gymnastics (NC2) • Analysis of performance (NC6) <p>Theoretical</p> <ol style="list-style-type: none"> 1. Leadership running throughout 2. Types of fitness continued .. 3. Link types of fitness to specific activities 4. How to maintain healthy eating and links between a poor diet and health risks 	<p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (NC1):</p> <ul style="list-style-type: none"> • Athletics (NC2) • Cricket • Rounders • Softball • Analysis of performance (NC6) <p>Theoretical</p> <ol style="list-style-type: none"> 1. Leadership running throughout 2. Methods of training continued... 3. Link methods of training to specific activities
<p>Assessment</p>	<p>Formal assessments for unit rotation – Week 4</p> <p>Practical - Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances</p> <p>Theory - Explanation of what happens to the body systems during exercise specific to the body systems</p>	<p>Formal assessments for unit rotation – Week 4</p> <p>Practical - Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances</p> <p>Theory- Explanation of why certain types of fitness are more important in some sports than others</p>	<p>Formal assessments for unit rotation – Week 4</p> <p>Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances</p> <p>To devise their own training session using a specific method of training with a partner to include names of muscles bones within their warm up</p>

<p>Links To Prior Knowledge in Year 7</p>	<p>Games activities</p> <ul style="list-style-type: none"> • Using a range of the basic skills of passing, throwing, catching and shooting with regular consistency and accuracy. • Being able to explain and implement the basic concepts of outwitting opponents, attack and defend in conditioned and small sided games by showing decision making and the ability to create space. • Knowing the basic rules and positions of each activity. • Being able to evaluate and provide basic feedback on a student’s performance against a set criteria. <p>Individual Activities</p> <ul style="list-style-type: none"> • Understanding and demonstrating safe performance. • Performing a range of basic movements and skills. • Being able to design and perform a simple routine either as an individual or in a small group. • Knowing and applying the competitive rules for each individual activity. <p>Heath & Fitness</p> <ul style="list-style-type: none"> • Understanding the importance of a warm up • Being able to undertake a comprehensive warm up by themselves. • Understanding and explaining the impact that an active lifestyle has on personal health. <p>Leadership</p> <ul style="list-style-type: none"> • Being able to lead a planned warm up. • Being able to plan an activity for a small group of students. • Being able to lead a small group using a ‘session’ plan. 		
<p>Year 8 Curriculum coverage and development from Year 7</p>	<p>In Year 8, students build on their Year 7 foundation by applying skills with increasing consistency and control. Tactical awareness in games develops further, with students beginning to analyse and adapt strategies to outwit opponents. In gymnastics, sequences become more complex (introducing vaulting), incorporating transitions and partner work, while dance emphasises expressive quality and choreographic intent. OAA activities challenge students to collaborate more effectively, taking on roles and refining leadership and navigation skills.</p>		
<p>Careers Links</p>	<ul style="list-style-type: none"> • Modelling of skill using video clips of professional athletes 	<ul style="list-style-type: none"> • Sports coaches delivering external clubs opportunities to see this profession at work 	<ul style="list-style-type: none"> • Youth Sports trust links –inspiring talks from athlete visits
<p>Disciplinary Literacy</p>	<ul style="list-style-type: none"> • Setting achievable goals and evaluating targets 	<ul style="list-style-type: none"> • Thinking critically and analytically to improve personal performance 	<ul style="list-style-type: none"> • Developing motivation and self confidence through improved competence in skill execution

YEAR 9 PHYSICAL EDUCATION

	Autumn Term	Spring	Summer Term
<p>Core Knowledge/ Topics</p> <p>Colour coded to highlight the sequencing and interleaving of content throughout key stages</p> <p>Red demonstrates SMSC topics cross curricular</p>	<p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (NC1):</p> <ul style="list-style-type: none"> • Football • Rugby • Badminton • Gymnastics (NC2) • Analysis of performance (NC6) <p><u>Theoretical</u></p> <ol style="list-style-type: none"> 1. Leadership running throughout 2. Types of fitness and how they can be used to maximise performance 3. The different body systems and how they work together: skeletal/muscular/cardiorespiratory systems 4. <i>Maintaining a healthy weight, including the links between an inactive lifestyle and ill health/weight gain</i> 	<p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (NC1):</p> <ul style="list-style-type: none"> • Basketball • Hockey • OAA (NC4) • Handball • Trampolineing • Analysis of performance (NC6) <p><u>Theoretical</u></p> <ol style="list-style-type: none"> 1. Leadership running throughout 2. <i>Health Fitness & well being</i> 3. <i>Lifestyle choices</i> 4. Energy, nutrition & hydration 5. Fitness testing methods and how tests are used to improve performance 	<p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (NC1):</p> <ul style="list-style-type: none"> • Athletics (NC2) • Cricket • Rounders • Softball • Analysis of performance (NC6) <p><u>Theoretical</u></p> <ol style="list-style-type: none"> 1. Leadership running throughout 2. Principles of Training FITT/SPORT 3. SMART goals to improve performance 4. Mental preparation 5. Extrinsic v intrinsic motivation 6. Effects of self-confidence on performance

<p>Assessment</p>	<p>Formal assessments for unit rotation – Week 4</p> <p>Practical - Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances</p> <p>Theory - Analysis of types of fitness used and the benefit they have within specific activities</p>	<p>Formal assessments for unit rotation – Week 4</p> <p>Practical - Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances</p> <p>Theory - Mini presentation on a nutrient of their choice</p>	<p>Formal assessments for unit rotation – Week 4</p> <p>Practical- Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances</p> <p>Theory - Design a 2 week training program using FIT/SPORT</p>
<p>Links To Prior Knowledge in Year 8</p>	<p>Games activities</p> <ul style="list-style-type: none"> • Demonstrating a competent level of skill, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation. • Building on position-specific skills and techniques performed competently. • Skills and techniques continue to be used competently with some accurate timing and consistency of application. • Having influence on the performance and motivation of self and others. • Communication during the full sided game. • Attempts to respond to environmental conditions. • Attempts to adapt to changes in a competitive situation to dominate opponents, with some success. <p>Individual Activities</p> <ul style="list-style-type: none"> • Understanding and demonstrating safe performance • Performing a wide range of basic movements with consistency and control. • Being able to perform more complex movements that involve turning or twisting. • Being able to design and perform a simple routine either as an individual or in a small group with precision and control. • Being able to judge a performance using the competitive rules for each individual activity. <p>Health & Fitness</p> <ul style="list-style-type: none"> • Understanding how an efficient Cardiovascular system helps maintain a healthy lifestyle. • Understanding and being able to explain the role of the lungs and supply of oxygen to maintain performance. • Being able to sustain a level of exercise for a period of time in excess of 20 minutes. <p>Leadership</p> <ul style="list-style-type: none"> • Working collaboratively with another student to organise a whole class into groups and then lead a warm up • Demonstrating a skill to a whole group. • Being able to plan an activity for larger groups of students. • Being able to support staff with feeder school activity sessions. 		

Year 9 Curriculum coverage and development from Year 8	<p>By Year 9, students demonstrate greater fluency, creativity and independence. In games, they make informed decisions under pressure, adapting tactics dynamically. Gymnastics and dance performances show precision, creativity and technical control, with students confidently composing and evaluating routines using technology. OAA activities require resilience, strategic thinking and effective communication in more demanding and unfamiliar environments. Student design their own orienteering courses.</p>		
Careers Links	<ul style="list-style-type: none"> • Modelling of skill using video clips of professional athletes • Assembly on sports apprenticeships 	<ul style="list-style-type: none"> • Sports coaches delivering external clubs opportunities to see this profession at work 	<ul style="list-style-type: none"> • Youth Sports trust links –inspiring talks from athlete visits •
Disciplinary Literacy	<ul style="list-style-type: none"> • Ability to describe, explain and evaluate physical movements confidentially 	<ul style="list-style-type: none"> • Setting achievable goals and evaluating targets • Observing, analysing and offering feedback for the improvement of performance 	<ul style="list-style-type: none"> • Planning and delivering sports sessions using leadership skills • Observing, analysing and offering feedback for the improvement of performance

YEAR 10 CORE PHYSICAL EDUCATION/GCSE/BTEC SPORT

	Autumn Term	Spring Term	Summer Term
<p>Core Knowledge/ Topics</p> <p>Colour coded to highlight the sequencing and interleaving of content throughout key stages</p> <p>Red demonstrates SMSC topics cross curricular</p>	<p>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (NC1/2/3/4/5):</p> <ul style="list-style-type: none"> • Fitness • Basketball • leadership unit • Football 	<p>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games NC1/2/3/4/5):</p> <ul style="list-style-type: none"> • Netball • Leadership unit • Badminton • Dodgeball • Preparation for primary festival 	<p>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (NC1/2/3/4/5):</p> <ul style="list-style-type: none"> • Athletics • Rounders • Cricket
	<p>GCSE Theory Paper 1 Health, Fitness & Wellbeing, Anatomy & Physiology (Muscular & Skeletal Systems)</p> <p>AEP coursework</p>	<p>GCSE Theory Paper 1</p> <ul style="list-style-type: none"> • Anatomy & Physiology (Cardiovascular System, Respiratory System, Energy Sources) <p>AEP coursework</p>	<p>GCSE Theory Paper 1</p> <ul style="list-style-type: none"> • Theory Content: Anatomy & Physiology (Levers, Movement, joints) Sports Psychology, <p>AEP coursework</p>

<p>Assessment</p>	<p>GCSE SPORT</p> <ul style="list-style-type: none"> • Formal assessments for unit rotation • Pre / Post tests • Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances • End of unit test 	<p>GCSE SPORT</p> <ul style="list-style-type: none"> • Formal assessments for unit rotation • Pre / Post tests • Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances • 6 mark exam questions on Paper 1 	<p>GCSE SPORT</p> <ul style="list-style-type: none"> • Formal assessments for unit rotation • Pre / Post tests • Assessment of key skills; performance, subject knowledge, preparation and execution of skill, evaluating performances • Controlled assessment – 6 week coaching analysis writeup • End of year exam
<p>Resources/ Extended Learning at home</p>	<ul style="list-style-type: none"> • End of unit test paper & mark scheme • Powerpoint & pupil booklet • Revision Kos, MATs, A0 1-3 • Regular revision • Seneca • Regular training in own sports • Videoing of practical performance outside of school 	<ul style="list-style-type: none"> • End of unit test paper & mark scheme • Powerpoint & pupil booklet • Revision Kos, MATs, A0 1-3 • Regular revision • Seneca • Regular training in own sports • Videoing of practical performance outside of school 	<ul style="list-style-type: none"> • End of unit test paper & mark scheme • Powerpoint & pupil booklet • Revision Kos, MATs, A0 1-3 • Regular revision • Seneca • Regular training in own sports • Videoing of practical performance outside of school

<p>Links To Prior Knowledge in KS3</p>	<p>Games activities</p> <ul style="list-style-type: none"> • Demonstrating good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation. • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application. • Being able to influence the performance and motivation of self and others. • Effective communication with good impact during the full sided game. • Responding to environmental conditions with some success. • Adapting effectively to changes in a competitive situation to dominate opponents. <p>Individual Activities</p> <ul style="list-style-type: none"> • Understanding and demonstrating safe performance. • Performing a wide range of basic movements with consistency and control. • Being able to perform more complex movements that involve turning or twisting with consistency and control. • Being able to design and perform a more complex routine in trampolining. • Being able to judge a performance using the competitive rules for each individual activity. <p>Health & Fitness</p> <ul style="list-style-type: none"> • Being able to plan and perform a training plan over a sustained period of session or weeks. • Being able to evaluate and improve a fitness plan in response to changing needs. • Being able to explain the impact that a training programme can have on physical, mental and social well-being. <p>Leadership</p> <ul style="list-style-type: none"> • Being able to effectively write a session plan with the aim of improving a specific skill with progressive practices and conditioned games. • Being able to write a specific risk assessment for the session plan. • Being able to evaluate a session and offer recommendations for development. 		
<p>Year 10 curriculum development</p>	<p>In KS4, students are involved in officiating and developing leagues and running tournaments through 2 optional routes: competitive or participation classes.</p>		
<p>Careers Links</p>	<ul style="list-style-type: none"> • Collaboration with BAS: visits from their sports development team delivering leadership and coaching schemes 	<ul style="list-style-type: none"> • Working with BAS to deliver festivals to primary schools. Developing knowledge on coaching and leadership careers 	<ul style="list-style-type: none"> • STEM careers in sports science • Sports coaching and fitness testing & instruction careers • Apprenticeships in Sport
<p>Disciplinary Literacy</p>	<ul style="list-style-type: none"> • Ability to describe, explain and evaluate physical movements confidentially • Setting achievable goals and 	<ul style="list-style-type: none"> • Developing motivation and self confidence through improved competence in skill execution • Thinking critically and analytically to 	<ul style="list-style-type: none"> • Developing motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in

	<p>evaluating targets</p> <ul style="list-style-type: none">• Observing, analysing and offering feedback for the improvement of performance	<p>improve personal performance</p> <ul style="list-style-type: none">• The ability to select and proficiently execute movement vocabulary suitable to an environment or setting	<p>physical activities for life</p> <ul style="list-style-type: none">• Create Personal Fitness Programs emphasising Goal Setting, Integration of Exercise Principles, Muscle and Exercise Identification
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YEAR 11 CORE PHYSICAL EDUCATION/GCSE/BTEC SPORT

	Autumn Term	Spring	Summer Term
<p align="center">Core Knowledge</p> <p>Colour coded to highlight the sequencing and interleaving of content throughout key stages</p> <p align="center">Red demonstrates SMSC topics cross curricular</p>	<p>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (NC1/2/3/4/5):</p> <ul style="list-style-type: none"> • Fitness • Basketball • leadership unit • Football <p>GCSE SPORT Theory Paper 2</p> <ul style="list-style-type: none"> • Physical training and components of fitness • Practical activity practice in preparation • for practical exam (40%): • x1 individual activity x1 team activity • x1 team/individual activity • feedback from external video sources 	<p>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (NC1/2/3/4/5):</p> <ul style="list-style-type: none"> • Netball • Leadership unit • Badminton • Dodgeball • Preparation for primary festival <p>GCSE SPORT Theory Paper 2</p> <ul style="list-style-type: none"> • Sports injury, Social & Cultural influences, Revision • Practical activity practice in preparation • for practical exam (40%): • x1 individual activity x1 team activity • x1 team/individual activity 	<p>Intervention</p> <p>GCSE SPORT Theory</p> <p>Revision of paper 2 Revision of paper 1</p>
<p align="center">Assessment</p>	<p>GCSE SPORT</p> <p>Practice questions Year 11 Progress exams November Practical moderation mock November</p>	<p>GCSE SPORT</p> <p>GCSE practical exam for internal sports Practical Video assessment for external sports Year 11 Mocks (March time)</p>	<p>GCSE SPORT</p> <p>Practice papers GCSE exams – Paper 2 & 1</p>

Resources/ Extended Learning at home	<ul style="list-style-type: none"> • Powerpoint & pupil booklet • Revision Kos, MATs, A0 1-3 • End of unit test paper & mark scheme • Powerpoint & pupil booklet • Revision Kos, MATs, A0 1-3 • Regular revision • Seneca • Regular training in own sports • Videoing of practical performance outside of school 	<ul style="list-style-type: none"> • Powerpoint & pupil booklet • Revision Kos, MATs, A0 1-3 • End of unit test paper & mark scheme • Powerpoint & pupil booklet • Revision Kos, MATs, A0 1-3 • Regular revision • Seneca • Regular training in own sports • Videoing of practical performance outside of school 	<ul style="list-style-type: none"> • Powerpoint & pupil booklet • Revision Kos, MATs, A0 1-3 • Seneca • End of unit test paper & mark scheme • Powerpoint & pupil booklet • Revision Kos, MATs, A0 1-3 • Regular revision • Seneca • Regular training in own sports • Videoing of practical performance outside of school
Careers Links	<ul style="list-style-type: none"> • Collaboration with BAS: visits from their sports development team delivering leadership and coaching schemes. • November visit from the Army. Sports focused careers taster session • Apprenticeships in Sport 	<ul style="list-style-type: none"> • Working with BAS to deliver festivals to primary schools. Developing knowledge on coaching and leadership careers • Visit from NFFC to discuss L3 Btec college course and links to football coaching career. 	<ul style="list-style-type: none"> • STEM careers in sports science • Sports coaching and fitness testing & instruction careers
Disciplinary Literacy	<ul style="list-style-type: none"> • Ability to describe, explain and evaluate physical movements confidentially • Setting achievable goals and evaluating targets • Observing, analysing and offering feedback for the improvement of performance 	<ul style="list-style-type: none"> • Developing motivation and self confidence through improved competence in skill execution • Thinking critically and analytically to improve personal performance • Read, record, and analyse fitness test or heart monitor data or Personal Fitness Progress 	<ul style="list-style-type: none"> • Developing motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life