

| Topic → | | Transition | Invasion | Striking & Fielding |
|------------------------|----------------------------|---|--|---|
| Curriculum Strand ↓ | Overview → | Students are learning the fundamental skills and fitness requirements underpinning the physical activities on offer at LECA. Students demonstrate their skill & fitness capabilities to inform streaming. | Students are learning the fundamentals of two team games. They will gain knowledge of skills, techniques, tactics and basic rules. | Students are learning the fundamentals of a striking and fielding game. They will gain knowledge of skills, techniques, tactics and basic rules. |
| | Skill Development | Students are learning the principles of attacking and defending, finding and creating space, retaining possession, scanning and creating overloads in game scenarios. | Students are learning the preparation, execution and recovery phases of the core skills of passing, receiving, tackling/intercepting and shooting. | Students are learning the preparation, execution and recovery phases of the core skills of throwing, catching, fielding, batting and bowling. |
| Knowledge | Strategy | Students are deciding the most appropriate strategies, tactics and formations in conditioned games. | Students are discovering the core responsibilities of different positions in game settings. | Students are selecting the most appropriate position and technique to field the ball. |
| | Rules | Students are learning why rules exist and the impact of unclear rules. | Students are exploring the current National Governing Body rules relating to common fouls/faults and the start/restart of play, as well as the scoring system used in the sport. | Students are learning the fundamental rules including how to get out and how to score a game. |
| | Responsibility | Students follow prescribed rules and learn how to play safely in self-officated contexts. | Students are learning to award contact and/or footwork fouls and can demonstrate how to start/restart the game. | Students are awarding no balls for illegal bowling delivery and keeping score in a game. |
| | Communication | Students are learning how to resolve disagreement in an amicable manner. | Students are learning how to use verbal communication and body language to demonstrate they are ready to receive possession. | Students are learning how to use verbal communication in the field to inform team mates of the most effective place to throw the ball. |
| | Analysis & Feedback | Students identify their greatest strengths and areas to improve in terms of skill and fitness. | Students are learning the etiquette of observing a performance. | Students are learning how to give verbal feedback to enable a peer to make corrections to their performance. |
| | Healthy, Active Lifestyles | Students are learning the three phases of a warm up and the reasons for warming up. | Students are identifying the major muscles of the human body - gastrocnemius, quadriceps, hamstrings, abdominals, pectorals, deltoids, latissimus dorsi, trapezius. | Students are learning the short term effects of exercise - elevated breathing rate & depth of breathing, increased heart rate, increase in blood pressure and volume of blood being ejected from the heart. |
| | Assessment | Knowledge Quiz | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. |
| Learning Demonstration | | Students complete a series of skill/fitness aptitude assessments. | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. |
| Question | | Which core skills are the most valuable to develop to improve sporting performance across the PE curriculum? | As a beginner in the sport, what are the most important skills to develop first? | How do the core skills, in the role of fielder, influence the outcome of a game? |
| Cultural Capital | Oracy | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. |
| | Challenging perceptions | "Fitness and skill levels are fixed!" | "Why is there a such a significant underrepresentation of the LGBTQ+ community in professional sports teams?" | "Gaining a competitive advantage through deliberate insults, verbal intimidation or bending/breaking of the rules is just part of sport." |
| | Career | N/A | Students explore the responsibilities of a physio and the contribution they make to the world of sport. | Students explore the types of jobs within sports media and the contribution they make to the world of sport. |

| Topic → | | Leadership | Athletics | Aesthetic |
|-------------------------|--------------------------------|--|---|--|
| Curriculum Strand ↓ | Overview → | Students are learning the requisite skills and qualities of an effective leader. | Students are learning the techniques used in a range of track and field disciplines and some of the rules associated with throwing, jumping and running events. | Students are learning the principles of aesthetic performances and beginning to develop choreography skills. |
| | Knowledge | <p>Skill Development Students are exploring the requisite skills and qualities of an effective leader: showing passion & enthusiasm, being an effective communicator, setting a positive example (role model), motivational, demonstrating awareness, being adaptable.</p> <p>Strategy Students are able to work together to problem solve in a range of challenging scenarios.</p> <p>Rules Students are creating and following rules in leadership games to ensure the smooth running of sessions.</p> <p>Responsibility Students are identifying hazards in practical settings and ensuring practical activities are safe.</p> <p>Communication Students are learning how to communicate respectfully in group tasks.</p> <p>Analysis & Feedback Students are learning to listen and respect the opinions of all group members.</p> <p>Healthy, Active Lifestyles Students are learning the importance of motivation in sports settings.</p> | <p>Students are learning the key teaching points for a range of track (sprint technique, pacing) and field (preparation, execution & follow through from a stationary position) disciplines.</p> <p>Students are deciding an appropriate speed for different track events and the most effective angle of release in throwing events.</p> <p>Students are learning the fundamental rules and the most common fouls in a range of track and field disciplines, including false starts, lane discipline and foul throws.</p> <p>Students are learning how to transport equipment and use it safely in athletics lessons.</p> <p>Students are following instructional language used to maintain safety in athletic settings (safety line, collection and return of throwing implements after an attempt)</p> <p>Students are learning how to verbalise the success of an athletics performance, identifying strengths and areas for development.</p> <p>Students are learning the importance of good hydration, particularly when physical activity levels increase.</p> | <p>Students are recapping the five key gymnastic shapes (straight, star, tuck, pike & straddle), learning the five key qualities for performance (timing, level, direction, relationships, dynamics) and are developing individual, paired & counter balances and basic travel.</p> <p>Students demonstrate creativity to independently produce a sequence of movement.</p> <p>Students are learning the performance criteria used in aesthetic activities, including positioning and timing.</p> <p>Students are learning appropriate spectator etiquette when observing others' performances.</p> <p>Students are learning how to communicate effectively when choreographing paired or group work (persuasive or sensitive language, compromise).</p> <p>Students are learning the etiquette of observing performance.</p> <p>Students are exploring self-esteem & self-confidence.</p> |
| Assessment | Knowledge Quiz | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. |
| | Learning Demonstration | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. |
| | Question | What are the most important qualities and attributes of a successful leader? | How do we ensure the safety of participants & minimise the risk of injury in athletics? | How can we use our bodies to produce an aesthetic performance in gymnastics? |
| Cultural Capital | Oracy | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. |
| | Challenging perceptions | "Some people are simply natural-born leaders." | "All athletes need to be strong, toned and muscular if they are going to be successful." | "Aesthetic activities are 'feminine' and are not for boys." |
| | Career | Students explore the responsibilities of a sports coach and the contribution they make to the world of sport. | Students explore the responsibilities of individuals working in a lab-based settings and the contribution they make to the world of sport. | Students explore the responsibilities of a performance analyst and the contribution they make to the world of sport. |

| Topic → | | Net/Wall | Health Related Fitness |
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| Curriculum Strand ↓ | Overview → | Students are learning the fundamentals of a net/wall game. They will gain knowledge of skills, techniques, tactics and basic rules. | Students are learning how to administer and complete the recognised tests used to assess a range of skill and health components of fitness. |
| | Knowledge | | |
| Knowledge | Skill Development | Students are learning and applying the shot cycle (Ready > Prepare > Execute > Recover) to basic strokes (short serve, forehand, overhead). | Students are learning how to measure heart rate and perceived exertion levels. |
| | Strategy | Students are learning the most effective place to stand as a server and receiver in games. | Students are selecting the most appropriate intensity to work at dependent upon activity. |
| | Rules | Students are learning the service rules, common faults and scoring for singles. | Students are learning ways to make a judgement of their own fitness levels |
| | Responsibility | Students are setting up and dismantling equipment safely (with some support) and learning how a game is scored. | Students are taking responsibility for their own warm ups and leading others. |
| | Communication | Students are learning effective methods to settle disagreements in self-officiated matches, resolving conflict of opinion quickly and amicably. | Students are learning to communicate how hard they are working with reference to heart rate and perceived exertion. |
| | Analysis & Feedback | Students are learning the etiquette of observing performance. | Students are learning how to use sensory information to assess personal performance (effort & outcome). |
| | Healthy, Active Lifestyles | Students are learning the three macronutrients and exploring their functions and sources. | Students are learning what health is and the benefits of physical, social and mental wellbeing. |
| Assessment | Knowledge Quiz | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. |
| | Learning Demonstration | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. |
| | Question | What are the most important attributes needed to maintain a rally in badminton? | What is fitness and how can we tell if we are fit? |
| Cultural Capital | Oracy | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. |
| | Challenging perceptions | "Sport has the power to challenge racial inequality and make real change." | "You can tell - simply by looking at somebody - that they are fit and healthy." |
| | Career | Students explore the responsibilities of a sports nutritionist and the contribution they make to the world of sport. | Students explore the responsibilities of a personal trainer/fitness instructor and the contribution they make to the world of sport. |

| Topic → | | Invasion | Striking & Fielding | Leadership |
|-------------------------|--------------------------------|--|---|---|
| Curriculum Strand ↓ | Overview → | Students are developing the fundamentals of two team games. They will extend their knowledge of skills, techniques, tactics and rules. | Students are developing the fundamentals of a striking and fielding game. They will extend their knowledge of skills, techniques, tactics and rules. | Students are demonstrating the requisite skills and qualities of an effective leader through the planning and delivery of part of a practical session. |
| | Knowledge | <p>Skill Development Students are developing the preparation, execution and recovery phases of the core skills of passing, receiving, tackling/intercepting and shooting.</p> <p>Strategy Students are making links between attacking and defensive positions in game settings.</p> <p>Rules Students are developing their understanding of the current National Governing Body rules relating to fouls/faulcs and recapping their knowledge of the start/restart of play and the scoring system used in the sport.</p> <p>Responsibility Students are identifying fouls/infringements that result in a changeover of possession or restart in game.</p> <p>Communication Students are learning how to use verbal communication to give team mates valuable information in game settings (time on the ball, defensive/attacking organisation).</p> <p>Analysis & Feedback Students are learning to reflect on success in game settings and devise strategies to improve.</p> <p>Healthy, Active Lifestyles Students are recalling the major muscles of the human body - gastrocnemius, quadriceps, hamstrings, abdominals, pectorals, deltoids, latissimus dorsi, trapezius and identifying the major bones - cranium, ribcage, sternum, radius, ulna, humerus, femur, tibia, fibula, patella, tarsals and carpals.</p> | <p>Students are developing the preparation, execution and recovery phases of the core skills of throwing, catching, fielding, batting and bowling.</p> <p>Students are selecting the most appropriate techniques to bowl, bat and field the ball.</p> <p>Students are learning the fundamental rules including no ball, wide ball, how to get out and how to score a game.</p> <p>Students are awarding no balls/wide balls, scoring games correctly and calling when a player is out.</p> <p>Students are learning how to use verbal communication to support one another when batting and running.</p> <p>Students are developing how they give verbal feedback to enable a peer to make corrections to their performance.</p> <p>Students are recalling the short term effects of exercise - elevated breathing rate & depth of breathing, increased heart rate, increase in stroke volume/cardiac output - and are attributing key terminology to this.</p> | <p>Students are developing their own leadership skills and qualities: showing passion & enthusiasm, being an effective communicator, setting a positive example (role model), motivational, demonstrating awareness, being adaptable.</p> <p>Students are planning an effective game/activity that meets the brief of a wider practical session.</p> <p>Students are devising rules/conditions for their chosen game/activity.</p> <p>Students are foreseeing potential hazards in practical settings and ensuring practical activities are safe.</p> <p>Students are learning how to communicate with clarity as a leader, giving simple instructions supported by demonstrations.</p> <p>Students are learning to reflect on their own and others' planned activity/game and consider the strengths and areas for development.</p> <p>Students are learning how to be a positive role model, demonstrating self-control</p> |
| Assessment | Knowledge Quiz | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. |
| | Learning Demonstration | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. |
| | Question | In your chosen position, how can you contribute effectively to your team in both attack and defence? | How do the core skills, in the role of a batter and bowler, influence the outcome of a game? | What are the desirable behaviours of a participant in a leadership session and how does an effective leader encourage these? |
| Cultural Capital | Oracy | Directed questioning & whole class Q&A using tie+C15:H17r 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. |
| | Challenging perceptions | "Why is there a such a significant underrepresentation of the LGBTQ+ community in professional sports teams?" | "Gaining a competitive advantage through deliberate insults, verbal intimidation or bending/breaking of the rules is just part of sport." | "Some people are simply natural-born leaders." |
| | Career | Students explore the responsibilities of a physio and the skills required to pursue a career in this field. | Students explore the types of jobs within sports media and the skills required to pursue a career in this field. | Students explore the responsibilities of a sports coach and the skills required to pursue a career in this field. |

| Topic → | | Athletics | Aesthetic | Net/Wall |
|-------------------------|--------------------------------|---|--|--|
| Curriculum Strand ↓ | Overview → | Students are developing the techniques used in a range of track and field disciplines and the rules associated with throwing, jumping and running events. | Students are developing the principles of aesthetic performances and beginning to explore choreography skills. | Students are developing the fundamentals of a net/wall game. They will extend their knowledge of skills, techniques, tactics and rules. |
| | Knowledge | <p>Skill Development Students are developing the key teaching points for a range of track and field disciplines. Students continue to improve sprint technique and pacing & learn the methods of changing the baton in relays. Students are developing the correct preparation, execution and follow through of throwing events with a one step or glide approach.</p> <p>Strategy Students are selecting an appropriate speed in middle distance track events, a strategy for changing the baton in relay events and the most effective preparation phase in throwing events.</p> <p>Rules Students are developing their understanding of rules and fouls in a range of track and field disciplines, consolidating their knowledge from Year 7 and learning the possible infringements that may lead to disqualification in relay races.</p> <p>Responsibility Students are following instructional language used to maintain safety in athletic settings (safety line, collection and return of throwing implements after an attempt)</p> <p>Communication Students are following instructional language used to maintain safety in athletic settings and are using effective verbal and non-verbal communication to work as a team in relay events.</p> <p>Analysis & Feedback Students are learning how to give verbal feedback to enable a peer to make corrections to their performance.</p> <p>Healthy, Active Lifestyles Students are exploring the potential negative impacts of excessive sugar, salt and fat consumption on health and fitness.</p> | <p>Students are developing the five key qualities for performance (timing, level, direction, relationships, dynamics) and are linking more advanced balances and travel to form sequences.</p> <p>Students are selecting a range of compositional tools (unison, canon, partner relationships) and applying these to sequence work.</p> <p>Students are following the performance criteria used in aesthetic activities for their own and others' performances.</p> <p>Students are maintaining focus and showing maturity when working in small groups on independent choreography tasks.</p> <p>Students are learning how to communicate in sequences without the use of words.</p> <p>Students are learning to self-reflect following a performance, identifying ways to bring about improvement with links made to the success criteria.</p> <p>Students are exploring anxiety and how this may impact sports performance.</p> | <p>Students are recapping the shot cycle (Ready > Prepare > Execute > Recover) and are applying it to basic and more developed strokes (long serve, backhand, clear, net drop)</p> <p>Students are able to decide on the most appropriate choice of serve based on the variables they observe, eg. Position of opponent, previous types of serves, opponent's weaknesses.</p> <p>Students are recalling the service rules and scoring for singles, and are being introduced to the ways a foul can be committed at the net.</p> <p>Students are setting up and dismantling equipment safely (without support) and are able to self-officiate games effectively, picking up on common faults and keeping score.</p> <p>Students are learning how to announce the score after each point and the use of non-verbal communication to signal infringements.</p> <p>Students are comparing their own performance to a perfect model and identifying areas to improve.</p> <p>Students are learning about the importance of micronutrients (vitamins and minerals) in our diets & the sources of these.</p> |
| Assessment | Knowledge Quiz | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. |
| | Learning Demonstration | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. |
| | Question | What are the most important physical fitness attributes required for success in athletics? Are these the same for all events? | How can we link movements in gymnastics to create fluent routines? | How can you control a point in badminton? |
| Cultural Capital | Oracy | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. |
| | Challenging perceptions | "All athletes need to be strong, toned and muscular if they are going to be successful." | "Aesthetic activities are 'feminine' and are not for boys." | "Sport has the power to challenge racial inequality and make real change." |
| | Career | Students explore the responsibilities of individuals working in a lab-based settings and the skill set required for these roles. | Students explore the responsibilities of a performance analyst and the skills required to pursue a career in this field. | Students explore the responsibilities of a sports nutritionist and the skills required to pursue a career in this field. |

| Topic → | | Health Related Fitness |
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| Curriculum Strand ↓ | Overview → | Students are developing their understanding of skill and health related components of fitness and how these can be improved through different training methods. |
| Knowledge | Skill Development | Students are learning how to train using different methods: Continuous, Interval, Circuit, Fartlek and HIIT. |
| | Strategy | Students are selecting the most appropriate intensity to work at dependent upon training method. |
| | Rules | Students are identifying the conditions for each training method to ensure they are training the targeted component of fitness. |
| | Responsibility | Students are taking responsibility for their own warm ups and leading others, in addition to working responsibly and safely in each training method. |
| | Communication | Students are developing how to communicate how hard they are working with reference to heart rate and perceived exertion. They are learning to communicate effectively with peers when working collaboratively in training (instructions, praise and encouragement) |
| | Analysis & Feedback | Students are learning how to use sensory information to assess personal performance (effort & outcome) and giving targeted feedback to peers. |
| | Healthy, Active Lifestyles | Students are learning the components of skill and health related fitness: balance, co-ordination, reaction time, agility, power, muscular endurance, aerobic endurance, muscular strength, flexibility, body composition and speed. |
| Assessment | Knowledge Quiz | Students complete an end of unit, computer based theory assessment. |
| | Learning Demonstration | Students complete an end of unit practical assessment. |
| | Question | What factors influence a person's choice of training method(s)? |
| Cultural Capital | Oracy | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. |
| | Challenging perceptions | "You can tell - simply by looking at somebody - that they are fit and healthy." |
| | Career | Students explore the responsibilities of a personal trainer/fitness instructor and the skills required to pursue a career in this field. |

| Topic → | | Invasion | Striking & Fielding | Leadership | Athletics |
|------------------------|----------------------------|--|--|--|---|
| Curriculum Strand ↓ | Overview → | Students are refining their skills, techniques and tactics in two invasion games and are applying the rules to competitive game situations as a performer and official. | Students are refining their skills, techniques and tactics in striking and fielding games, and are applying the rules to competitive game situations as a performer and official. | Students are exhibiting the requisite skills and qualities of an effective leader through the planning and delivery of an entire practical session with a focus on developing performance. | Students are refining their skill and technique in a range of track and field disciplines, verbalising the rules they must adhere to and recognising when a foul has been committed. |
| | Skill Development | Students are refining the preparation, execution and recovery phases of the core skills of passing, receiving, tackling/intercepting and shooting, and exploring more advanced techniques. | Students are refining the preparation, execution and recovery phases of the core skills of throwing, catching, fielding, batting and bowling, and exploring more advanced techniques. | Students are refining their own leadership skills and qualities: showing passion & enthusiasm, being an effective communicator, setting a positive example (role model), motivational, demonstrating awareness, being adaptable. | Students are refining the key teaching points for a range of track and field disciplines. Students hone sprint technique and pacing & refine the methods of changing the baton in relays. Students are demonstrating the correct preparation, execution and follow through of throwing events, exploring more advanced techniques such as a glide or spin approach. |
| Knowledge | Strategy | Students are deciding the most appropriate formation and tactics to adopt in competitive game situations to outwit opponents. | Students are selecting the most suitable fielding set up to outwit opponents in competitive situations. | Students are planning an effective practical session that meets the brief of a wider unit of work. | Students are selecting appropriate in-race tactics in track events (order, lane positioning, kicking for home) and selecting the most effective preparation phase in throwing events. |
| | Rules | Students are continuing to develop their understanding of the current National Governing Body rules including more complex infringements such as offside. | Students are recapping the fundamental rules (no ball, wide ball, how to get out and how to score a game) and exploring some of the more complex rules. | Students are devising rules, conditions and scoring systems for the practices and games in their practical sessions to maximise player safety and secure engagement of learners. | Students are continuing to develop their understanding of rules and fouls in a range of track and field disciplines, building on their knowledge from Year 8. |
| | Responsibility | Students are assuming a key officiating role within the invasion game: referee/umpire, assistant or scorekeeper. Students understand and fulfil the responsibilities of this role. | Students are awarding no balls/wide balls, scoring games correctly and calling when a player is out, using the appropriate signals and effective verbal communication. | Students are taking responsibility for the welfare of all members of their teaching group through the implementation of a risk assessment and the use of clearly communicated rules and conditions. | Students are following instructional language used to maintain safety in athletic settings (safety line, collection and return of throwing implements after an attempt) |
| | Communication | Students are contributing to discussions in their teams to share their views on the most appropriate formation, tactics and strategies to use in conditioned and competitive games. | Students are contributing to discussions in their teams to share their views on the most appropriate formation, tactics and strategies to use in conditioned and competitive games. | Students are learning how to use questioning to check for understanding and support participants in reflecting on their work. | Students are offering clear, constructive feedback to support a peer in improving their athletic performance. |
| | Healthy, Active Lifestyles | Students are revisiting the names and locations of major muscles and bones and exploring the long term benefits of exercise on the musculoskeletal system. | Students are recalling the short term effects of exercise (increased heart rate, blood pressure, stroke volume and cardiac output) and learning the long term effects of exercise on the cardiorespiratory system. | Students are learning the importance of selective attention and positive thinking in sports settings and guiding other students to utilise these methods in their sessions. | Students are learning about specialist diets and why high-performing athletes consume large quantities of carbohydrates prior to endurance events (carbo-loading) and lots of proteins following training/competition. |
| | Assessment | Knowledge Quiz | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. |
| | Learning Demonstration | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. |
| | Question | | | | |
| Cultural Capital | Oracy | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. |
| | Challenging perceptions | "Why is there a significant underrepresentation of the LGBTQ+ community in professional sports teams?" | "Gaining a competitive advantage through deliberate insults, verbal intimidation or bending/breaking of the rules is just part of sport." | "Some people are simply natural-born leaders." | "All athletes need to be strong, toned and muscular if they are going to be successful." |
| | Career | Students recap the responsibilities and skill set of a physio and explore the potential pathways and requisite qualifications to undertake this role. | Students recap the responsibilities and skill set of those working in sports media and explore the potential pathways and requisite qualifications to undertake these roles. | Students recap the responsibilities and skill set of sports coaches and explore the potential pathways and requisite qualifications to undertake this role. | Students recap the responsibilities and skill set of people working in lab-based settings and explore the potential pathways and requisite qualifications to undertake these roles. |

| Topic → | | Aesthetic | Net/Wall | Health Related Fitness |
|------------------------|----------------------------|---|---|---|
| Curriculum Strand ↓ | Overview → | Students are refining the principles of aesthetic performances and developing more advanced choreography skills. | Students are refining their skills, techniques and tactics of a net/wall sport and are applying the rules to competitive game situations as a performer and official. | Students are applying their knowledge of health and fitness related components of fitness, fitness testing and training methods to devise an individualised training programme. |
| | Skill Development | Students are refining the five key qualities for performance (timing, level, direction, relationships, dynamics) and learning basic vaulting technique (7 phases – run up, hurdle step, take off, first flight, push from the vault, second flight and landing) | Students are applying the shot cycle (Ready > Prepare > Execute > Recover) to advanced, attacking strokes (smash, drop) with a focus on winning the rally. | Students are learning the principles of planning individualised training programmes - use of baseline data to identify a focus, selecting a suitable method of training and reflecting on sessions to modify activities to secure progress. |
| Knowledge | Strategy | Students are deciding their own level of confidence and competency in gymnastics, applying this to flight work to secure safe practice. | Students are attempting to outwit an opponent by exploiting his/her weaknesses, showing consideration for the placement of the shuttlecock. | Students are learning how to use personal information to understand an individual's fitness needs and create a targeted programme. |
| | Rules | Students are helping to develop a vaulting performance criteria to assess performance. | Students are revisiting the fundamental rules relating to the serve, fouls at the net and how to score/lose a point. | Students are identifying the conditions for each training method to ensure they are training the targeted component of fitness. |
| | Responsibility | Students understand their responsibilities with 'spotting' during flight lessons and act appropriately to ensure the safety of themselves and their peers. | Students are learning to officiate singles matches with some support, communicating decisions effectively and using some appropriate signalling. | Students are setting up and safely putting away all equipment required for their sessions. Students are taking individual responsibility for preparing the body for exercise. |
| | Communication | | | Students are learning how to share their experiences of the training programme with relation to how hard they are working. |
| | Healthy, Active Lifestyles | Students are learning how energy in our food is measured and the benefits & limitations of calorie counting. | Students are recapping the macronutrients and micronutrients that make up our diets and describing the functions of each. | Students are revisiting the 11 components of skill and health related fitness: balance, co-ordination, reaction time, agility, power, muscular endurance, aerobic endurance, muscular strength, body composition, flexibility, speed - and exploring how they help us to perform in different sports and physical activities. |
| | Assessment | Knowledge Quiz | Students complete an end of unit, computer based theory assessment. | Students complete an end of unit, computer based theory assessment. |
| | Learning Demonstration | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. | Students complete an end of unit practical assessment. |
| | Question | | | What personal information is required to tailor a training programme to meet individual needs and secure fitness improvement? |
| Cultural Capital | Oracy | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. | Directed questioning & whole class Q&A using tier 2/3 language, communicating constructive and balanced feedback. |
| | Challenging perceptions | "Aesthetic activities are 'feminine' and are not for boys." | "Sport has the power to challenge racial inequality and make real change." | "You can tell - simply by looking at somebody - that they are fit and healthy." |
| | Career | Students recap the responsibilities and skill set of performance analysts and explore the potential pathways and requisite qualifications to undertake this role. | Students recap the responsibilities and skill set of a sports nutritionist and explore the potential pathways and requisite qualifications to undertake this role. | Students recap the responsibilities and skill set of a personal trainer/fitness instructor and explore the potential pathways and requisite qualifications to undertake this role. |