

**CURRICULUM MAP – Year 11 Core 2023-2024**

<b>SUBJECTS TAUGHT</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English</b>	<p><b>Language:</b></p> <p>Writing to describe or narrate (GCSE Paper 1 Section B - Writing). Emphasis on good communication and punctuation. Considering literary and language methods to improve writing.</p> <p><b>Literature:</b></p> <p>A Christmas Carol. GCSE 19th Century Text Study.</p> <p>NB. Students may opt for another text such as Dr Jekyll and Mr Hyde if this has been studied at previous school).</p> <p>Reading/Lexia lesson timetabled every week.</p>	<p><b>Language:</b></p> <p>Writing for Specific Audiences and Purposes (GCSE Paper 2 Section B - Writing). Considering appropriate styles of writing for letters, articles, speeches etc. Emphasis on function; Entertain, Inform, Persuade.</p> <p><b>Literature:</b></p> <p>Romeo and Juliet – GCSE Shakespeare Text Exam Preparation (including practice GCSE question).</p> <p>NB. Students may opt for another text such as Macbeth if this has been studied at previous school).</p> <p>Reading/Lexia lesson timetabled every week.</p>	<p><b>Language:</b></p> <p>Functional Skills 1 and 2 Preparation and Practice Ensuring readiness for FS level 1 and 2 especially appropriate ways to respond to emails, letters, complaints etc.</p> <p><b>Literature:</b></p> <p>‘Power and Conflict’ - GCSE Poetry Cluster from AQA Anthology.</p> <p>Analysis of poetry texts and selection of texts for detailed understanding.</p> <p>Reading/Lexia lesson timetabled every week.</p>	<p><b>Language:</b></p> <p>Analysing Fiction Texts (GCSE Paper 1 Section A – Reading). Practice reading skills to identify language and structural features in a variety of creative styles and genres. Identifying ways of quoting and evaluating writer’s methods.</p> <p><b>Literature:</b></p> <p>An Inspector Calls – revision of text including exam practice.</p> <p>Reading/Lexia lesson timetabled every week.</p>	<p><b>Language:</b></p> <p>Writers Viewpoints and Perspectives (GCSE Paper 2 Section A - Reading).  Understanding rhetorical devices in non-fiction writing Identifying how tone affects content and perspective.</p> <p><b>Literature:</b></p> <p>Writing about unseen poetry – GCSE Poetry Cluster.</p> <p>Reading/Lexia lesson timetabled every week.</p>	<p><b>Language:</b></p> <p>GCSE Exams</p> <p><b>Literature:</b></p> <p>GCSE Exams</p>
<b>Maths</b>	<p align="center"><b>GCSE</b></p> <p>Simplifying Algebra Solving Equations</p>	<p align="center"><b>GCSE</b></p> <p>Transformations</p>	<p align="center"><b>GCSE</b></p> <p>Past Exam Papers for Revision</p>	<p align="center"><b>GCSE</b></p> <p>Past Exam Papers for Revision</p>	<p align="center"><b>GCSE</b></p> <p>GCSE exams</p>	<p align="center"><b>GCSE</b></p> <p>GCSE exams</p>

	<p>Simultaneous Equations Sequences Graphs Constructions Loci</p>	<p>Pythagoras' Theorem Trigonometry Questionnaires Venn Diagrams Tree Diagrams Experimental Probability</p>				
<p><b>Science (AF 11A)</b></p>	<p><b>B4 Bioenergetics</b></p> <ul style="list-style-type: none"> <li>- Photosynthesis</li> <li>- The rate of photosynthesis</li> <li>- Respiration and metabolism</li> <li>- Aerobic and anaerobic respiration</li> <li>- Exercise</li> </ul> <p><b>C5 Energy changes</b></p> <p>Exothermic and endothermic reactions Measuring energy changes Reaction profile</p>	<p><b>B5 Homeostasis and response</b></p> <p>Homeostasis The nervous system Synapses and reflexes Investigating reaction time The endocrine system Controlling blood glucose Puberty and the menstrual cycle Controlling fertility More on controlling fertility</p>	<p><b>B6 Inheritance, Variation and evolution</b></p> <p>DNA Reproduction Meiosis X and Y chromosomes Genetic diagrams Inherited disorders Family trees and embryo screening Variation Evolution Antibiotic resistant bacteria Selective breeding Genetic engineering Fossils Classification</p>	<p><b>B7 Ecology</b></p> <p>Competition Abiotic and biotic factors Adaptations Food chains Using quadrats and transects Water cycle Carbon cycle Biodiversity and waste management Global warming Deforestation and land use Maintaining ecosystems and biodiversity</p> <p><b>C8 Chemical analysis</b></p> <p>Purity and formulations Paper chromatography Using chromatograms Tests for gases</p>	<p><b>C10 Using resources</b></p> <p>Finite and renewable Reuse and recycling Life cycle assessments Potable water Desalination Waste water treatment</p> <p>Revision</p>	<p>Exams</p>
<p><b>Science (JW 11A)</b></p>	<p><b>C4 Chemical changes</b></p> <p>Acids and bases Reactions of acids</p>	<p><b>P5 Forces 1</b></p> <p>Contact and non-contact forces Weight, mass and gravity</p>	<p><b>P6 Waves</b></p> <p>Transverse and longitudinal waves Frequency, period, speed</p>	<p><b>P7 Magnetism and electromagnetism</b></p> <p>Permanent and induced magnets Electromagnetism</p>	<p><b>P5 Forces 2</b></p> <p>Distance, displacement, speed and velocity Acceleration</p>	<p>Exams</p>

	<p>Reactivity series and extracting metals Electrolysis</p> <p><b>P4 Atomic structure</b></p> <p>The current model of the atom Isotopes and nuclear radiation Nuclear equations Half-life Irradiation and contamination</p>	<p>Resultant forces and work done Forces and elasticity Investigating springs</p> <p><b>C6 Rate and extent of chemical change</b></p> <p>Rates of reaction – factors affecting, measuring Graphs of reaction experiments Working out reaction rates and reversible reactions</p>	<p>Investigating waves Refraction EM waves and their uses Investigating IR radiation and absorption Dangers of EM waves</p> <p><b>C7 Organic chemistry</b></p> <p>Hydrocarbons Crude oil Fractional distillation Cracking</p>	<p><b>C9 Chemistry of the atmosphere</b></p> <p>Evolution of the atmosphere Greenhouse gases and climate change Carbon footprints Air pollution</p>	<p>Distance-Time graphs Velocity-time graphs Newton's laws Investigating motion Stopping distances /braking/reaction times</p> <p>Revision</p>	
<p><b>Science (AF 11B)</b></p>	<p><b>B4 Bioenergetics</b></p> <ul style="list-style-type: none"> <li>- Photosynthesis</li> <li>- The rate of photosynthesis</li> <li>- Respiration and metabolism</li> <li>- Aerobic and anaerobic respiration</li> <li>- Exercise</li> </ul>	<p><b>C5 Energy changes</b></p> <p>Exothermic and endothermic reactions Measuring energy changes Reaction profile</p> <p><b>B6 Inheritance, Variation and evolution</b></p> <p>DNA Reproduction Meiosis X and Y chromosomes</p>	<p><b>B6 Inheritance, Variation and evolution</b></p> <p>Genetic diagrams Inherited disorders Family trees and embryo screening Variation Antibiotic resistant bacteria</p>	<p><b>B7 Ecology</b></p> <p>Competition Abiotic and biotic factors Adaptations Food chains Using quadrats and transects Water cycle Carbon cycle</p>	<p><b>B7 Ecology</b></p> <p>Biodiversity and waste management Global warming Deforestation and land use Maintaining ecosystems and biodiversity</p>	<p>Exams</p>

<p><b>Science (JF 11B)</b></p>	<p><b>B5 Homeostasis and response</b></p> <p>Homeostasis The nervous system Synapses and reflexes Investigating reaction time</p>	<p><b>B5 Homeostasis and response</b></p> <p>The endocrine system Controlling blood glucose Puberty and the menstrual cycle Controlling fertility More on controlling fertility</p>	<p><b>B6 Inheritance, Variation and evolution</b></p> <p>Evolution Selective breeding Genetic engineering Fossils Classification</p>	<p><b>C8 Chemical analysis</b></p> <p>Purity and formulations Paper chromatography Using chromatograms Tests for gases</p>	<p><b>C10 Using resources</b></p> <p>Finite and renewable Reuse and recycling Life cycle assessments Potable water Desalination Waste water treatment</p>	<p>Exams</p>
<p><b>Science (JW 11B)</b></p>	<p><b>C4 Chemical changes</b></p> <p>Acids and bases Reactions of acids Reactivity series and extracting metals Electrolysis</p> <p><b>P4 Atomic structure</b></p> <p>The current model of the atom Isotopes and nuclear radiation Nuclear equations Half-life Irradiation and contamination</p>	<p><b>P5 Forces 1</b></p> <p>Contact and non-contact forces Weight, mass and gravity Resultant forces and work done Forces and elasticity Investigating springs</p> <p><b>C6 Rate and extent of chemical change</b></p> <p>Rates of reaction – factors affecting, measuring Graphs of reaction experiments Working out reaction rates and reversible reactions</p>	<p><b>P6 Waves</b></p> <p>Transverse and longitudinal waves Frequency, period, speed Investigating waves Refraction EM waves and their uses Investigating IR radiation and absorption Dangers of EM waves</p> <p><b>C7 Organic chemistry</b></p> <p>Hydrocarbons Crude oil Fractional distillation Cracking</p>	<p><b>P7 Magnetism and electromagnetism</b></p> <p>Permanent and induced magnets Electromagnetism</p> <p><b>C9 Chemistry of the atmosphere</b></p> <p>Evolution of the atmosphere Greenhouse gases and climate change Carbon footprints Air pollution</p>	<p><b>P5 Forces 2</b></p> <p>Distance, displacement, speed and velocity Acceleration Distance-Time graphs Velocity-time graphs Newton's laws Investigating motion Stopping distances /braking/reaction times</p> <p>Revision</p>	<p>Exams</p>
<p><b>Science (JW 10/11 static group)</b></p>	<p><b>Energy</b></p> <p>Changes in energy stores Energy conservation Energy transfer by heating</p>	<p><b>Speed and stopping distance</b></p> <p>Speed braking distance Distance-time graphs</p>	<p><b>Mixtures and compounds</b></p> <p>Covalent molecules Ionic compounds</p>	<p><b>Electrical current</b></p> <p>Electrical current Types of current Resistance Investigating components</p>	<p><b>Domestic electricity</b></p> <p>Power National grid</p>	<p><b>Energy and the rate of reaction</b></p> <p>Energy transfers Rate of reaction Monitoring rate of reaction Reaction profiles</p>

	<p>Energy resources Energy efficiency Energy and the environment</p> <p><b>Forces and work</b></p> <p>Force Work Weight Work done and power Forces and elasticity</p>	<p>Investigating acceleration Speed-time graphs</p> <p><b>Mixtures and compounds</b></p> <p>States of matter Mixtures Chromatography Structure of carbon Polymers Pure substances and formulations Concentrations</p>	<p><b>Atoms and Nuclear Radiation</b></p> <p>Atoms and radiation Alpha, Beta, Gamma radiation Using radiation Half life Radioactive contamination</p>	<p>Series and parallel circuits</p> <p><b>Domestic electricity</b></p> <p>Wiring a plug Fuses and earth wires Transferring energy</p>	<p><b>Magnetism and electromagnetism</b></p> <p>Magnetic fields Magnetic fields around an electric current Electromagnets Plotting magnetic fields</p>	<p>Measuring the rate of reaction Investigating rate of reaction</p>
<p><b>Science (AF 10/11 static group)</b></p>	<p><b>Atoms, elements and compounds</b></p> <p>Atoms and the p-table Groups in the p-table Making compounds The model of the atom Atoms and electrons</p>	<p><b>Atoms, elements and compounds</b></p> <p>Metals and the p-table Non-metals and the p-table</p> <p><b>Metals and alloys</b></p> <p>Metals Alloys</p>	<p><b>Metals and alloys</b></p> <p>Extracting metals Recycling metals Reactivity series Electrolysis Sustainability</p>	<p><b>Feeding relationships</b></p> <p>Photosynthesis Adaptations Food chains and webs Decay Interdependence</p>	<p><b>Feeding relationships</b></p> <p>Factors affecting photosynthesis Investigating photosynthesis The carbon cycle</p> <p><b>Reactions of acids</b></p> <p>Neutralisation Metals and acids</p>	<p><b>Reactions of acids</b></p> <p>Investigating acids and carbonates pH scale balanced symbol equations</p>
<p><b>Science (JW 11 static group)</b></p>	<p><b>P1 Energy</b></p> <p>Energy resources and their uses - Wind, solar geothermal, hydro, wave, tide - Biofuels and non-renewables Trends in energy use</p> <p><b>P5 Forces</b></p>	<p><b>P5 Forces</b></p> <p>Newton's laws Investigating motion</p> <p><b>C2 Bonding and structure</b></p> <p>Formation of ions Ionic bonding Ionic compounds Covalent bonding Simple molecular substances</p>	<p><b>P4 Atomic structure</b></p> <p>The current model of the atom Isotopes and nuclear radiation Nuclear equations</p>	<p>Revision consolidation</p>	<p>Revision consolidation</p>	<p>Exams</p>

	Contact and non-contact forces Weight, mass and gravity Resultant forces and work done					
<b>Science (HW 11 static group)</b>	<b>How the body works</b>  Respiration Healthy diet Lifestyle and disease Investigating pulse rate Anaerobic respiration Increasing the risk of disease	<b>How the body is coordinated</b>  Nervous system Testing reactions Hormones and the menstrual cycle	<b>How the body is coordinated</b>  Controlling fertility The menstrual cycle and contraception Homeostasis	Revision mats and past papers	Revision mats and past papers	Exams
<b>ELC Science (JC 11C)</b>	The Human Body 1 <ul style="list-style-type: none"> <li>Laboratory safety</li> <li>A healthy diet</li> <li>Digestive system</li> <li>Respiratory system</li> <li>Circulator system</li> </ul>	The Human body 2 <ul style="list-style-type: none"> <li>Nervous system</li> <li>Immune system / infection and disease</li> <li>Reproductive system</li> <li>Excretory system</li> </ul>	Elements, Mixtures and Compounds 1 <ul style="list-style-type: none"> <li>Elements, compounds, and chemical reactions</li> <li>The Periodic Table</li> </ul>	Elements, Mixtures and Compounds 2 <ul style="list-style-type: none"> <li>Structure of the Atom: subatomic particles</li> <li>Structure of the Atom: Electron configuration</li> </ul>	Energy. Forces and the Structure of Matter 1 <ul style="list-style-type: none"> <li>Introduction to energy</li> <li>Energy and Electricity</li> <li>Electricity: an introduction to circuits</li> <li>Simple Electrical circuits</li> </ul>	Energy. Forces and the Structure of Matter 2 <ul style="list-style-type: none"> <li>Particle theory</li> <li>Forces</li> <li>Gravity</li> <li>Magnetism</li> <li>Energy resources – renewable and non-renewable</li> </ul>
<b>History</b>	<b>Optional Element for GCSE</b>  Health and the People (Paper 2 Section A).	<b>Optional Element for GCSE</b>  America 1920 – 1973 (Paper 1 Section B) – Opportunity and Inequality.	<b>Compulsory elements for GCSE</b>  Conflict – either The Origins of WW1 or Conflict in Asia (Paper 1 Section A)	<b>Optional Element for GCSE</b>  The Tudors (Paper 2 section B) Social History Political History	<b>Revision for GCSE examinations</b>  World War 1 Medicine	<b>Revision for GCSE</b>  America 1920 – 1973 The Tudors

	Developments in medicine and surgery – changes in public health in the Renaissance and the 18th century and leading to the 20th Century and development of the NHS.	Origins of the Great Depression – leading to recovery in the war years and America’s change towards international conflicts, Roosevelt and Kennedy, Watergate.				
<b>Geography</b>	<p><b>Urban issues and challenges</b></p> <p>Key areas studied;</p> <ul style="list-style-type: none"> <li>• Growing urban population.</li> <li>• Opportunities and challenges of urban population growth.</li> <li>• Urban change in cities in the UK.</li> <li>• Urban sustainability and the management it requires of resources and transport.</li> </ul>	<p><b>The changing economic world</b></p> <p>Key areas to look at;</p> <ul style="list-style-type: none"> <li>• The global varieties in economic development and quality of life.</li> <li>• The variety of ways to reduce the development gap.</li> <li>• LIC and NEE rapid growth – leading to significant social, environmental and cultural change.</li> <li>• Changes in the UK economy – changes in employment patterns and regional growth.</li> </ul>	<p><b>Challenge of resource management</b></p> <p>We will choose topics from the following areas;</p> <ul style="list-style-type: none"> <li>• Resource management – the changing demands for food, water and energy. The opportunities and challenges for this changing demand in the UK.</li> <li>• Food management – rising global demand for food. Supply can be insecure and we will look at the different strategies to cope with this conflict and ways to increase food supplies.</li> <li>• Water management – rising global demand for water. Supply can be insecure and we will look at the different strategies to cope with this conflict and ways to increase water supplies.</li> <li>• Energy management – rising global demand for energy. Supply can be insecure and we will look at the different strategies to cope with this conflict and ways to increase energy supplies.</li> </ul>			
<b>Arts Award</b>	<p><b>Project Introduction or Development</b></p> <p><b>Artform Knowledge &amp; Understanding/ Creativity:</b></p> <ul style="list-style-type: none"> <li>• Take part in a range of practical arts activities; learn about the arts through practical experience</li> </ul>	<p><b>Project Development</b></p> <p><b>Artform Knowledge &amp; Understanding/ Creativity:</b></p> <ul style="list-style-type: none"> <li>• Explore the work of an arts practitioner through active research/ experience</li> </ul>	<p><b>Project Completion</b></p> <p><b>Artform Knowledge &amp; Understanding/ Creativity:</b></p> <ul style="list-style-type: none"> <li>• Develop audio/written commentary using Arts Award guidance</li> <li>• Show creative problem-solving when reviewing how creative ventures turned out</li> </ul>			

	<ul style="list-style-type: none"> <li>• Development of more personalised creative and practical responses</li> <li>• Explore the work of an arts practitioner through active research/ experience.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Record how creative work was completed using subject specific language</li> <li>• Take part in discussions or reflective activities with support from others</li> <li>• Present information to others</li> <li>• Reflect upon and evaluate practical experiences using Arts Award templates.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the arts through practical experience</li> <li>• Review an arts organisation or an experience of an arts event/experience</li> <li>• Demonstration of commitment to more personal creative and practical explorations within arts activities.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Record how creative work was completed using subject specific language</li> <li>• Take part in discussions or reflective activities</li> <li>• Present information to others</li> <li>• Reflect upon and evaluate practical experiences using Arts Award templates.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure review work has a personal response as well as a critique of creative elements</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Share information with others using clear communication and presentation skills-record this process</li> <li>• Reflect upon and evaluate practical experiences using Arts Award templates</li> <li>• Clear compilation of all portfolio work in preparation for internal and external moderation.</li> </ul>
<b>Esports</b>	<p style="text-align: center;"><b>BTEC Level 2 Award</b></p> <p><b>Unit 1:</b></p> <p>Learners investigate different genres of esports games and the professional teams that play them. They will study the online and live tournaments and leagues in which these esports team compete.</p> <p>Learning aims:</p> <ul style="list-style-type: none"> <li>• Investigate different genres of esports games.</li> <li>• Explore different professional esports teams.</li> <li>• Examine esports tournaments and leagues.</li> </ul>	<p style="text-align: center;"><b>BTEC Level 2 Award</b></p> <p><b>Unit 2:</b></p> <p>Learners will investigate different types of global sports organisations; they will create a brand for an esports organisation as well as a plan to promote their chosen brand.</p> <p>Learning aims:</p> <ul style="list-style-type: none"> <li>• Investigate a global sporting organisation.</li> <li>• Develop a brand for an esports organisation.</li> <li>• Design a logo and merchandise for an esports organisation.</li> <li>• Create a plan to promote the brand.</li> </ul>	



<b>Business Studies</b>	<b>BTEC Level 1/2 First Award</b>		<b>BTEC Level 1/2 First Award</b>			
	<b>Unit 1:</b>  Learners will investigate the different types of businesses and how they operate. The unit introduces students to the language and terminology used in business.  Learning aims: <ul style="list-style-type: none"> <li>• Explore how businesses operate.</li> <li>• Consider how market research helps a business to understand the market.</li> <li>• Investigate the use of the marketing m</li> </ul>		<b>Unit 2:</b>  Learners will explore the types of costs that businesses incur, from the initial start-up costs involved in setting up a business to the ongoing daily costs of running a business. They will explore the ways in which the sale of products and services generates revenue, so that you can develop their understanding of profit.  Learning aims: <ul style="list-style-type: none"> <li>• Understand the costs involved in business and how businesses make a profit.</li> <li>• Understand how businesses plan for success.</li> <li>• Understand how businesses measure success and identify areas for improvement.</li> </ul>			
<b>Food Tech</b>	<b>BTEC Level 2 Home cooking skills</b>	<b>BTEC Level 2 Home cooking skills</b>	<b>BTEC Level 2 Home cooking skills</b>	<b>BTEC Level 2 Home cooking skills</b>	<b>BTEC Level 2 Home cooking skills</b>	<b>BTEC Level 2 Home cooking skills</b>
	Introduction to BTEC Home Cooking Skills Level 2 course - starter dishes, suitable dishes for vegan/vegetarian diets.  To give students the opportunity to gain/continue practical cooking skills whilst being guided and encouraged to always work safely and hygienically in the kitchen.	Lunch dishes.  To give students the opportunity to continue to gain practical cooking skills whilst being guided and encouraged to always work safely and hygienically in the kitchen.  Looking at Healthy options, nutrition and budgeting.	Dinner dishes.  To give students the opportunity to continue to gain practical cooking skills whilst being guided and encouraged to always work safely and hygienically in the kitchen.  Looking at Healthy options, nutrition and budgeting.	To give students the opportunity to continue to gain practical cooking skills whilst being guided and encouraged to always work safely and hygienically in the kitchen.  Looking at Skills and the use of kitchen equipment.  Planning and preparation of Assessment.	To give students the opportunity to continue to gain practical cooking skills whilst being guided and encouraged to always work safely and hygienically in the kitchen.  Level 2 Assessment.	Picnic food.  To give students the opportunity to continue to gain practical cooking skills whilst being guided and encouraged to always work safely and hygienically in the kitchen.  Health & Hygiene Level 1 Certificate.

<b>RSE (SELF)</b>	<b>Mental health</b>	<b>Building for the future</b>	<b>Healthy relationships</b>	<b>Exploring influence</b>	<b>Addressing extremism and Radicalisation</b>	Exams
	Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Self-efficacy, stress management, and future opportunities  Application processes, and skills for further education, employment and career progression	Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography  Communication in relationships  Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	The influence and impact of drugs, gangs, role models and the media  Independence  Responsible health choices, and safety in independent contexts	Communities, belonging and challenging extremism  Families  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
<b>Physical Education</b>	<b>Football</b>	<b>Rugby</b>	<b>Fitness</b>	<b>Athletics</b>	<b>Cricket</b>	<b>Rounders</b>
	<p><b><u>Aims</u></b></p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop competence to excel in a broad range of physical activities.</li> <li><input type="checkbox"/> are physically active for sustained periods of time.</li> <li><input type="checkbox"/> engage in competitive sports and activities.</li> <li><input type="checkbox"/> lead healthy, active lives.</li> </ul> <p>Pupils to be taught:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].</li> </ul>					

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|  | <ul style="list-style-type: none"><li><input type="checkbox"/> develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance].</li><li><input type="checkbox"/> take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</li><li><input type="checkbox"/> evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.</li><li><input type="checkbox"/> continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li></ul> |
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