

### Curriculum Progression Map KS3

	Term 1 – 8 weeks	Term 2 – 7 weeks	Term 3 – 6 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
<b>Y e a r 7</b>	<p>Knowledge &amp; Skills: <b>Football</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <ul style="list-style-type: none"> <li>-Identify teaching points involved in performing a skill (passing, receiving, dribbling, striking, skill and tackling)</li> <li>-Improve self esteem and belief with high success rates</li> <li>-Create healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Improve confidence</li> <li>-Begin to instil a love for physical activity</li> <li>-Increase enjoyment in school</li> <li>-Improved communication skills</li> <li>-Improve COF (hand eye coordination, power and speed)</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>-</li> </ul> <p>Practical assessment is continuous for every a ctivity during the unit of work, as well as at th e end. 6 week reviews.</p> <ul style="list-style-type: none"> <li>-Assessment is teacher assessment/peer reviews and self reflection</li> <li>-Assessment grade is holistic; based on ability</li> <li>-To develop skills</li> <li>-To evaluate &amp; improve performance</li> <li>-To make and apply decisions</li> <li>-To adopt different roles &amp; responsibilities</li> <li>-To lead a healthy, active lifestyle</li> <li>-To develop physical and mental capacity</li> </ul>	<p>Knowledge &amp; Skills: <b>Basketball</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <ul style="list-style-type: none"> <li>-Identify teaching points involved in performing a skill (passing, receiving, dribbling, shooting, skills and defending)</li> <li>-Create healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Improve confidence</li> <li>-Instil a love for physical activity with a popular school sport</li> <li>-Increase enjoyment in school</li> <li>-Improve communication skills</li> <li>-Improve COF (hand eye coordination, power and speed)</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>-</li> </ul> <p>Practical assessment is continuous for every a ctivity during the unit of work, as well as at th e end. 6 week reviews.</p> <ul style="list-style-type: none"> <li>-Assessment is teacher assessment/peer reviews and self reflection</li> <li>-Assessment grade is holistic; 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techniques.</li> <li>-Demonstrate precision &amp; control in competitive situations.</li> <li>-Successfully selects and uses appropriate skills during competition</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>-</li> </ul> <p>Practical assessment is continuous for every a ctivity during the unit of work, as well as at th e end. 6 week reviews.</p> <ul style="list-style-type: none"> <li>-Assessment is teacher assessment/peer reviews and self reflection</li> <li>-Assessment grade is holistic; based on ability</li> <li>-To develop skills</li> <li>-To evaluate &amp; improve performance</li> <li>-To make and apply decisions</li> <li>-To adopt different roles &amp; responsibilities</li> <li>-To lead a healthy, active lifestyle</li> <li>-To develop physical and mental capacity</li> </ul>	<p>Knowledge &amp; Skills: <b>Athletics</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <p><b>AO3</b> - Pupils complete activities linked to a healthy lifestyle and Pupils take part in competitive sports and activities outside school through community links or sports clubs</p> <p><b>AO4</b> - Pupils take part in outdoor and adventurous activities, intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems</p> <ul style="list-style-type: none"> <li>-Identify a range of athletic activities with relevant teaching points</li> <li>-Create healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Improve confidence</li> <li>-Begin to instil a love for physical activity</li> <li>-Increase enjoyment in school</li> <li>-Improve COF (power, agility and speed)</li> <li>-Demonstrate precision &amp; 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<p>Y e a r</p>	<p><b>Knowledge &amp; Skills: Football</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <p><b>AO5</b> - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <ul style="list-style-type: none"> <li>-Demonstrate teaching points involved in performing a skill (passing, receiving, dribbling, striking, skill and tackling)</li> <li>-Build on and continue to improve self esteem and belief with high success rates</li> <li>-Create and sustain healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Further improve confidence</li> <li>-Continue to instil a love for physical activity</li> <li>-Increase enjoyment in school</li> <li>-A variety of motor skills and abilities related to lifetime leisure activities</li> <li>-Improved understanding of the importance of maintaining a healthy lifestyle</li> <li>-Improved understanding of movement and the human body</li> <li>-Improved knowledge of rules and strategies of particular games and sports</li> <li>-Self-confidence and self-worth as they relate to physical education recreation programs.</li> <li>-Improve COF (hand eye coordination, power and speed)</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>-</li> </ul> <p>Practical assessment is continuous for every a ctivity during the unit of work, as well as at th e end. 3 week reviews.</p> <ul style="list-style-type: none"> <li>-Assessment is teacher assessment/peer reviews and self reflection</li> <li>-Assessment grade is holistic; 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Skills: Athletics</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <p><b>AO3</b> - Pupils complete activities linked to a healthy lifestyle and Pupils take part in competitive sports and activities outside school through community links or sports clubs</p> <p><b>AO4</b> - Pupils take part in outdoor and adventurous activities, intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems</p> <p><b>AO5</b> - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <ul style="list-style-type: none"> <li>-Demonstrate a range of athletic activities with relevant teaching points</li> <li>-Continue to create healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Improve confidence</li> <li>-Continue to instil a love for physical activity</li> <li>-Increase enjoyment in school</li> <li>-Improve COF (agility, power and speed)</li> <li>-A variety of motor skills and abilities related to lifetime leisure activities</li> <li>-Improved understanding of movement and the human body</li> <li>-Improved knowledge of rules and strategies of particular games and sports</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>-</li> </ul> <p>Practical assessment is continuous for every a ctivity during the unit of work, as well as at th e end. 3 week reviews.</p> <ul style="list-style-type: none"> <li>-Assessment is teacher assessment/peer reviews and self reflection</li> <li>-Assessment grade is holistic; 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<p><b>Y</b> <b>e</b> <b>a</b> <b>r</b> <b>9</b></p>	<p><b>Knowledge &amp; Skills: Football</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <p><b>AO5</b> - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Apply teaching points involved in performing a skill (passing, receiving, dribbling, striking, skill and tackling)</p> <ul style="list-style-type: none"> <li>-Secure self esteem and belief systems</li> <li>-Create and sustain healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Further improve confidence</li> <li>-Continue to instil a love for physical activity which can potentially lead onto KS4 Sport option</li> <li>-Increase enjoyment in school</li> <li>-A variety of motor skills and abilities related to lifetime leisure activities</li> <li>-Improved understanding of the importance of maintaining a healthy lifestyle</li> <li>-Improved understanding of movement and the human body</li> <li>-Improved knowledge of rules and strategies of particular games and sports</li> <li>-Self-confidence and self-worth as they relate to physical education recreation programs.</li> <li>-Students will develop competency in many movement activities.</li> <li>-Students will understand <i>how</i> and <i>why</i> they move in a variety of situations and use this information to enhance their own skills.</li> <li>-Students will achieve and maintain a health-enhancing level of physical fitness.</li> <li>-Students will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.</li> <li>-Students will demonstrate responsible personal behavior while participating in movement activities.</li> <li>-Students will demonstrate responsible social behavior while participating in movement activities. Students will understand the importance of respect for others</li> </ul> <p>Assessment:</p>	<p><b>Knowledge &amp; Skills: Basketball</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <p><b>AO3</b> - Pupils complete activities linked to a healthy lifestyle and Pupils take part in competitive sports and activities outside school through community links or sports clubs</p> <p><b>AO5</b> - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Apply teaching points involved in performing a skill (passing, dribbling, receiving, skills, shooting and defending systems)</p> <ul style="list-style-type: none"> <li>-Secure self esteem and belief systems</li> <li>-Create and sustain healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Further improve confidence</li> <li>-Continue to instil a love for physical activity which can potentially lead onto KS4 Sport option</li> <li>-Increase enjoyment in school</li> <li>-A variety of motor skills and abilities related to lifetime leisure activities</li> <li>-Improved understanding of the importance of maintaining a healthy lifestyle</li> <li>-Improved understanding of movement and the human body</li> <li>-Improved knowledge of rules and strategies of particular games and sports</li> <li>-Self-confidence and self-worth as they relate to physical education recreation programs.</li> <li>-Students will develop competency in many movement activities.</li> <li>-Students will understand <i>how</i> and <i>why</i> they move in a variety of situations and use this information to enhance their own skills.</li> <li>-Students will achieve and maintain a health-enhancing level of physical fitness.</li> <li>-Students will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.</li> <li>-Students will demonstrate responsible personal behavior while participating in movement activities.</li> <li>-Students will demonstrate responsible social behavior while participating in movement</li> </ul>	<p><b>Knowledge &amp; Skills: Badminton</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <p><b>AO3</b> - Pupils complete activities linked to a healthy lifestyle and Pupils take part in competitive sports and activities outside school through community links or sports clubs</p> <p><b>AO5</b> - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Apply teaching points involved in performing a skill (clearing, smashing, drop shots and serving)</p> <ul style="list-style-type: none"> <li>-Secure self esteem and belief systems</li> <li>-Create and sustain healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Further improve confidence</li> <li>-Continue to instil a love for physical activity which can potentially lead onto KS4 Sport option</li> <li>-Improve COF (hand eye coordination, power and agility)</li> <li>-Increase enjoyment and exposure to a popular school sport</li> <li>-A variety of motor skills and abilities related to lifetime leisure activities</li> <li>-Improved understanding of the importance of maintaining a healthy lifestyle</li> <li>-Improved understanding of movement and the human body</li> <li>-Improved knowledge of rules and strategies of particular games and sports</li> <li>-Self-confidence and self-worth as they relate to physical education recreation programs.</li> <li>-Students will develop competency in many movement activities.</li> <li>-Students will understand <i>how</i> and <i>why</i> they move in a variety of situations and use this information to enhance their own skills.</li> <li>-Students will achieve and maintain a health-enhancing level of physical fitness.</li> <li>-Students will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.</li> <li>-Students will demonstrate responsible personal behavior while participating in</li> </ul>	<p><b>Knowledge &amp; Skills: Handball</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <p><b>AO3</b> - Pupils complete activities linked to a healthy lifestyle and Pupils take part in competitive sports and activities outside school through community links or sports clubs</p> <p><b>AO5</b> - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Apply teaching points involved in performing a skill (passing, receiving, dribbling, shooting and goalkeeping)</p> <ul style="list-style-type: none"> <li>-Secure self esteem and belief systems</li> <li>-Create and sustain healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Further improve confidence</li> <li>-Continue to instil a love for physical activity which can potentially lead onto KS4 Sport option</li> <li>-Increase enjoyment in school</li> <li>-A variety of motor skills and abilities related to lifetime leisure activities</li> <li>-Improved understanding of the importance of maintaining a healthy lifestyle</li> <li>-Improved understanding of movement and the human body</li> <li>-Improved knowledge of rules and strategies of particular games and sports</li> <li>-Improve COF (hand eye coordination, power and balance)</li> <li>-Self-confidence and self-worth as they relate to physical education recreation programs.</li> <li>-Students will develop competency in many movement activities.</li> <li>-Students will understand <i>how</i> and <i>why</i> they move in a variety of situations and use this information to enhance their own skills.</li> <li>-Students will achieve and maintain a health-enhancing level of physical fitness.</li> <li>-Students will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.</li> <li>-Students will demonstrate responsible personal behavior while participating in movement activities.</li> </ul>	<p><b>Knowledge &amp; Skills: Striking and Fielding</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <p><b>AO3</b> - Pupils complete activities linked to a healthy lifestyle and Pupils take part in competitive sports and activities outside school through community links or sports clubs</p> <p><b>AO4</b> - Pupils take part in outdoor and adventurous activities, intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems</p> <p><b>AO5</b> - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-Demonstrate teaching points involved in performing a skill</p> <ul style="list-style-type: none"> <li>-Secure self esteem and belief systems</li> <li>-Create and sustain healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Further improve confidence</li> <li>-Continue to instil a love for physical activity which can potentially lead onto KS4 Sport option</li> <li>-Improve COF (hand eye coordination, power and agility)</li> <li>-Increase enjoyment and exposure to a popular school sport</li> <li>-A variety of motor skills and abilities related to lifetime leisure activities</li> <li>-Improved understanding of the importance of maintaining a healthy lifestyle</li> <li>-Improved understanding of movement and the human body</li> <li>-Improved knowledge of rules and strategies of particular games and sports</li> <li>-Self-confidence and self-worth as they relate to physical education recreation programs.</li> <li>-Students will develop competency in many movement activities.</li> <li>-Students will understand <i>how</i> and <i>why</i> they move in a variety of situations and use this information to enhance their own skills.</li> <li>-Students will achieve and maintain a health-enhancing level of physical fitness.</li> <li>-Students will demonstrate responsible</li> </ul>	<p><b>Knowledge &amp; Skills: Athletics</b></p> <p><b>AO1</b> - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p><b>AO2</b> - Pupils develop their technique and improve their performance in other competitive sports</p> <p><b>AO3</b> - Pupils complete activities linked to a healthy lifestyle and Pupils take part in competitive sports and activities outside school through community links or sports clubs</p> <p><b>AO4</b> - Pupils take part in outdoor and adventurous activities, intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems</p> <p><b>AO5</b> - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-Apply skills and teaching points in a range of athletic activities</p> <ul style="list-style-type: none"> <li>-Secure self esteem and belief systems</li> <li>-Create and sustain healthy relationships through teamwork (pairs, small sided games and teachers participation)</li> <li>-Further improve confidence</li> <li>-Continue to instil a love for physical activity which can potentially lead onto KS4 Sport option</li> <li>-Improve COF (Speed, power and agility)</li> <li>-Increase enjoyment and exposure to a popular school sport</li> <li>-A variety of motor skills and abilities related to lifetime leisure activities</li> <li>-Students will achieve and maintain a health-enhancing level of physical fitness.</li> <li>-Improved understanding of the importance of maintaining a healthy lifestyle</li> <li>-Improved understanding of movement and the human body</li> <li>-Consistently show precision, control &amp; fluency even when under pressure. Starting to attempt advanced skills. Decisions made can influence different situations in competition</li> </ul> <p>Assessment:</p> <p>-</p> <p>Practical assessment is continuous for every a</p>
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<p>- Practical assessment is continuous for every activity during the unit of work, as well as at the end. 3 week reviews.</p> <p>-Assessment is teacher assessment/peer reviews and self reflection</p> <p>-Assessment grade is holistic; based on ability</p> <p>-To develop skills</p> <p>-To evaluate &amp; improve performance</p> <p>-To make and apply decisions</p> <p>-To adopt different roles &amp; responsibilities</p> <p>-To lead a healthy, active lifestyle</p> <p>-To develop physical and mental capacity</p>	<p>activities. Students will understand the importance of respect for others</p> <p>-Improve COF (hand eye coordination, power and speed)</p> <p>Assessment:</p> <p>-</p> <p>Practical assessment is continuous for every activity during the unit of work, as well as at the end. 3 week reviews.</p> <p>-Assessment is teacher assessment/peer reviews and self reflection</p> <p>-Assessment grade is holistic; based on ability</p> <p>-To develop skills</p> <p>-To evaluate &amp; improve performance</p> <p>-To make and apply decisions</p> <p>-To adopt different roles &amp; responsibilities</p> <p>-To lead a healthy, active lifestyle</p> <p>-To develop physical and mental capacity</p>	<p>movement activities.</p> <p>-Students will demonstrate responsible social behavior while participating in movement activities. Students will understand the importance of respect for others</p> <p>Assessment:</p> <p>-</p> <p>Practical assessment is continuous for every activity during the unit of work, as well as at the end. 3 week reviews.</p> <p>-Assessment is teacher assessment/peer reviews and self reflection</p> <p>-Assessment grade is holistic; based on ability</p> <p>-To develop skills</p> <p>-To evaluate &amp; improve performance</p> <p>-To make and apply decisions</p> <p>-To adopt different roles &amp; responsibilities</p> <p>-To lead a healthy, active lifestyle</p> <p>-To develop physical and mental capacity</p>	<p>-Students will demonstrate responsible social behavior while participating in movement activities. Students will understand the importance of respect for others</p> <p>--A variety of motor skills and abilities related to lifetime leisure activities</p> <p>-Improved understanding of movement and the human body</p> <p>-Improved knowledge of rules and strategies of particular games and sports</p> <p>-Improve COF (hand eye coordination, power and balance)</p> <p>Assessment:</p> <p>-</p> <p>Practical assessment is continuous for every activity during the unit of work, as well as at the end. 3 week reviews.</p> <p>-Assessment is teacher assessment/peer reviews and self reflection</p> <p>-Assessment grade is holistic; based on ability</p> <p>-To develop skills</p> <p>-To evaluate &amp; improve performance</p> <p>-To make and apply decisions</p> <p>-To adopt different roles &amp; responsibilities</p> <p>-To lead a healthy, active lifestyle</p> <p>-To develop physical and mental capacity</p>	<p>personal behavior while participating in movement activities.</p> <p>-Students will demonstrate responsible social behavior while participating in movement activities. Students will understand the importance of respect for others</p> <p>-Successfully selects and uses appropriate skills during competition</p> <p>-A variety of motor skills and abilities related to lifetime leisure activities</p> <p>-Improved understanding of movement and the human body</p> <p>-Improved knowledge of rules and strategies of particular games and sports</p> <p>Assessment:</p> <p>-</p> <p>Practical assessment is continuous for every activity during the unit of work, as well as at the end. 3 week reviews.</p> <p>-Assessment is teacher assessment/peer reviews and self reflection</p> <p>-Assessment grade is holistic; based on ability</p> <p>-To develop skills</p> <p>-To evaluate &amp; improve performance</p> <p>-To make and apply decisions</p> <p>-To adopt different roles &amp; responsibilities</p> <p>-To lead a healthy, active lifestyle</p> <p>-To develop physical and mental capacity</p>	<p>ctivity during the unit of work, as well as at the end. 3 week reviews.</p> <p>-Assessment is teacher assessment/peer reviews and self reflection</p> <p>-Assessment grade is holistic; based on ability</p> <p>-To develop skills</p> <p>-To evaluate &amp; improve performance</p> <p>-To make and apply decisions</p> <p>-To adopt different roles &amp; responsibilities</p> <p>-To lead a healthy, active lifestyle</p> <p>-To develop physical and mental capacity</p>
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### Curriculum Progression Map KS4

	Term 1 – 8 weeks	Term 2 – 7 weeks	Term 3 – 6 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
<b>Year 10</b>	<p>Knowledge &amp; Skills: <b>Participation in Sport</b></p> <p>This unit enables learners to develop their practical skills in sport through organising and participating in sports activities. Learners will work with others to plan a sports activity, participate in a sports activity and evaluate their own performance and the performance of others following the activity. The unit is underpinned by learners gaining the required knowledge and understanding of sport rules and regulations.</p> <p>Learning outcome 1 Be able to organise a sports activity.</p> <p>Learning outcome 2 Be able to participate in a sports activity.</p>	<p>Knowledge &amp; Skills: <b>Participation in sport</b></p> <p>This unit enables learners to develop their practical skills in sport through organising and participating in sports activities. Learners will work with others to plan a sports activity, participate in a sports activity and evaluate their own performance and the performance of others following the activity. The unit is underpinned by learners gaining the required knowledge and understanding of sport rules and regulations.</p> <p>Learning outcome 3 Be able to review participation in the sports activity.</p> <p>The learner will:</p> <p>3 Be able to review participation in the sports activity.</p>	<p>Knowledge &amp; Skills: <b>Participation in Sport</b></p> <p>This unit enables learners to develop their practical skills in sport through organising and participating in sports activities. Learners will work with others to plan a sports activity, participate in a sports activity and evaluate their own performance and the performance of others following the activity. The unit is underpinned by learners gaining the required knowledge and understanding of sport rules and regulations.</p> <p>Learning outcome 4 Understand rules, regulations and the concept of fair play within sport.</p> <p>The learner will:</p> <p>4 Understand rules, regulations and the</p>	<p>Knowledge &amp; Skills: <b>Introduction to Healthy Exercise and Nutrition</b></p> <p>This unit provides learners with an introduction to exercise and nutrition. Learners will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition learners will consider the impact and importance of good nutrition and the health benefits related to this.</p> <p>Learning outcome 1 Understand the effects of exercise on the body.</p> <p>The learner will:</p> <p>1 Understand the effects of exercise on the</p>	<p>Knowledge &amp; Skills: <b>Introduction to Healthy Exercise and Nutrition</b></p> <p>This unit provides learners with an introduction to exercise and nutrition. Learners will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition learners will consider the impact and importance of good nutrition and the health benefits related to this.</p> <p>Learning outcome 2 Understand the components and principles of fitness.</p> <p>The learner will: 2</p> <p>Understand the components and principles of</p>	<p>Knowledge &amp; Skills: <b>Introduction to Healthy Exercise and Nutrition</b></p> <p>This unit provides learners with an introduction to exercise and nutrition. Learners will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition learners will consider the impact and importance of good nutrition and the health benefits related to this.</p> <p>Learning outcome 3 Understand nutritional guidelines for different demographics.</p> <p>Learning outcome 4 Understand the health benefits of good nutrition.</p>



	<p>The learner will: 1 Be able to organise a sports activity.</p> <p>The learner can: 1.1 Explain the issues to consider when organising and taking part in sports. 1.2 Plan and organise with others a competitive sports activity. 1.3 Demonstrate the ability to work with others in planning and organising the sports activity.</p> <p>The learner will: 2 Be able to participate in a sports activity.</p> <p>The learner can: 2.1 Participate in the chosen sports activity.</p> <p>Assessment: -Learner's proof of work (workbooks and assessment file). -Assessor observation - completed observational checklists. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>The learner can: 3.1 Review own participation in the sports activity including areas for improvement. 3.2 Review the participation of others in the sports activity.</p> <p>Assessment: -Learner's proof of work (workbooks and assessment file). -Assessor observation - completed observational checklists. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>concept of fair play within sport.</p> <p>The learner can: 4.1 Describe the role of national governing bodies in regulating sport. 4.2 Identify the roles and responsibilities of the: sports official umpire referee judge scorer. 4.3 Explain the meaning of 'fair play' and 'gamesmanship' in sport. 4.4 Describe how technology can be used to aid officials in making decisions within sport. 4.5 Identify rules for a chosen sport.</p> <p>Assessment: -Learner's proof of work (workbooks and assessment file). -Assessor observation - completed observational checklists. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>body.</p> <p>The learner can: 1.1 Describe the health benefits of physical activity. 1.2 Describe the effects of exercise on the body, including: cardiovascular and respiratory systems, skeletal system and muscular system. 1.3 Describe the effect following exercise on: blood pressure blood pooling. 1.4 Describe Delayed Onset of Muscle Soreness (DOMS).</p> <p>Assessment: -Learner's proof of work (workbooks and assessment file). -Assessor observation – completed observational checklists and related action plans. -Self evaluation. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>fitness.</p> <p>The learner can: 2.1 Describe the components of: health-related fitness skill-related fitness. 2.2 Explain the principles of training 2.3 Describe different methods of training. 2.4 Describe the exercise and key safety guidelines for working with: antenatal and postnatal clients people aged 14–16 people aged 50+.</p> <p>Assessment: -Learner's proof of work (workbooks and assessment file). -Assessor observation – completed observational checklists and related action plans. -Self evaluation. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>The learner will: 3 Understand nutritional guidelines for different demographics.</p> <p>The learner can: 3.1 Outline nutritional and calorie intake recommendations for different age groups. 3.2 Identify key vitamins for different age groups. 3.3 Explain why people may have special dietary requirements. 3.4 Plan a balanced menu, including drinks and snacks for a specific demographic. 3.5 Explain reasons for selecting the meals and snacks.</p> <p>The learner will: 4 Understand the health benefits of good nutrition.</p> <p>The learner can: 4.1 Identify health conditions that can be caused by poor nutrition. 4.2 Describe key healthy eating advice that underpins a healthy diet 4.3 Explain the importance of adequate hydration. 4.4 Outline how public perception and the media can influence people's nutritional choices. 4.5 Describe reasons that can prevent people from choosing a balanced diet.</p> <p>Assessment: -Learner's proof of work (workbooks and assessment file). -Assessor observation – completed observational checklists and related action plans. -Self evaluation. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>
Year 11	<p>Knowledge &amp; Skills: <b>Factors Affecting Participation in Sport and Physical Activity</b></p> <p>In this unit learners will investigate participation levels in sport and physical activity. Learners will be required to consider aspects such as age, gender and social inclusion, along with barriers to participation and how the national economy affects sports participation. Learners will explore how media and technology influence participation in sport and physical activity and understand</p>	<p>Knowledge &amp; Skills: <b>Factors Affecting Participation in Sport and Physical Activity</b></p> <p>In this unit learners will investigate participation levels in sport and physical activity. Learners will be required to consider aspects such as age, gender and social inclusion, along with barriers to participation and how the national economy affects sports participation. Learners will explore how media and technology influence participation in sport and physical activity and understand</p>	<p>Knowledge &amp; Skills: <b>Factors Affecting Participation in Sport and Physical Activity</b></p> <p>In this unit learners will investigate participation levels in sport and physical activity. Learners will be required to consider aspects such as age, gender and social inclusion, along with barriers to participation and how the national economy affects sports participation. Learners will explore how media and technology influence participation in sport and physical activity and understand</p>	<p>Knowledge &amp; Skills: <b>Anatomy and Physiology</b></p> <p>This unit will provide learners with an understanding of anatomy and physiology in the context of exercise. Learners will develop their knowledge of the structure and function of the body and how exercise impacts it. A range of learning outcomes cover the skeletal, muscular, respiratory, cardiovascular, nervous and energy systems.</p> <p>Learning outcome 1 Know the structure and</p>	<p>Knowledge &amp; Skills: <b>Anatomy and Physiology</b></p> <p>This unit will provide learners with an understanding of anatomy and physiology in the context of exercise. Learners will develop their knowledge of the structure and function of the body and how exercise impacts it. A range of learning outcomes cover the skeletal, muscular, respiratory, cardiovascular, nervous and energy systems.</p> <p>Learning outcome 4 Know the structure and</p>	<p>Knowledge &amp; Skills: <b>Anatomy and Physiology</b></p> <p>This unit will provide learners with an understanding of anatomy and physiology in the context of exercise. Learners will develop their knowledge of the structure and function of the body and how exercise impacts it. A range of learning outcomes cover the skeletal, muscular, respiratory, cardiovascular, nervous and energy systems.</p> <p>Learning outcome 6 Understand energy</p>

<p>why people do choose to participate.</p> <p>Learning outcome 1 Understand what affects individuals' participation in sport. Learning outcome 2 Understand how sports participation and physical activities in the UK are influenced by politics.</p> <p>The learner will: 1 Understand what affects individuals' participation in sport.</p> <p>The learner can: 1.1 Identify factors that affect individuals' participation in sport, including: gender, age, socio-economic class, ethnicity, disability, finance. 1.2 Identify barriers which affect individuals' participation in sport. 1.3 Explain strategies to improve participation rates in sport.</p> <p>The learner will: 2 Understand how sports participation and physical activities in the UK are influenced by politics.</p> <p>The learner can: 2.1 Describe how the National Curriculum can have an impact on sport participation in the UK. 2.2 Describe how government spending or spending cuts can affect provision and participation in sport. 2.3 Show how economics and the state of the economy are directly linked to sport participation</p> <p>Assessment:  -Learner's proof of work (workbooks and assessment file). -Self evaluation. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>why people do choose to participate.</p> <p>Learning outcome 3 Understand how the media and technology influence participation in sport and physical activity.</p> <p>The learner will: 3 Understand how the media and technology influence participation in sport and physical activity.</p> <p>The learner can: 3.1 Explain how certain aspects of the media can increase participation in sport and physical activity. Focus on: television, sponsorship, advertisements and newspapers. 3.2 Explain how the media can have a negative effect on sports participation and physical activity. 3.3 Explain how technology can influence participation in sport and physical activity.</p> <p>Assessment:  -Learner's proof of work (workbooks and assessment file). -Self evaluation. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>why people do choose to participate.</p> <p>Learning outcome 4 Understand why people participate in sport and physical activity.</p> <p>The learner will: 4 Understand why people participate in sport and physical activity.</p> <p>The learner can: 4.1 Identify the different reasons why people participate in sport and physical activity. 4.2 Describe the benefits of participating in sport and physical activity. 4.3 Describe ways of promoting information on recommended levels of physical activity to individuals. 4.4 Identify how peer group pressure can be linked directly to individual participation in sport and physical activity.</p> <p>Assessment:  -Learner's proof of work (workbooks and assessment file). -Self evaluation. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>function of the skeletal system.</p> <p>Learning outcome 2 Know the structure and function of the muscular system. Learning outcome 3 Know the structure and function of the cardiovascular system.</p> <p>The learner will: 1 Know the structure and function of the skeletal system.</p> <p>The learner can: 1.1 Describe the structure and function of the skeletal system. 1.2 Describe the different types of joint and the movements allowed at each.</p> <p>The learner will: 2 Know the structure and function of the muscular system.</p> <p>The learner can: 2.1 Identify the major muscles of the body. 2.2 Describe the different types of muscle and muscle movements.</p> <p>The learner will: 3 Know the structure and function of the cardiovascular system.</p> <p>The learner can: 3.1 Describe the structure and function of the cardiovascular system.</p> <p>Assessment:  -Learner's proof of work (workbooks and assessment file). -Assessor observation – completed observational checklists and related action plans. -Self evaluation. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>function of the respiratory system.</p> <p>Learning outcome 5 Understand the nervous system and its relation to exercise.</p> <p>The learner will: 4 Know the structure and function of the respiratory system.</p> <p>The learner can: 4.1 Describe the structure and function of the respiratory system.</p> <p>The learner will: 5 Understand the nervous system and its relation to exercise.</p> <p>The learner can: 5.1 Describe the role and functions of the nervous system. 5.2 Describe the principles of muscle contraction. 5.3 Describe the all-or-none law/motor-unit recruitment. 5.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness.</p> <p>Assessment:  -Learner's proof of work (workbooks and assessment file). -Assessor observation – completed observational checklists and related action plans. -Self evaluation. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>	<p>systems and their relation to exercise</p> <p>The learner will: 6 Understand energy systems and their relation to exercise.</p> <p>The learner can: 6.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate. 6.2 Explain the use of the 3 energy systems during aerobic and anaerobic exercise.</p> <p>Assessment:  -Learner's proof of work (workbooks and assessment file). -Assessor observation – completed observational checklists and related action plans. -Self evaluation. -Witness testimony. -Worksheets, assignments, projects and reports. -Record of oral and written questioning. -Learner and peer reports.</p>
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