

Curriculum Progression Map KS3

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	Term 1 – 8 weeks	Term 2 – 7 weeks	Term 3 – 6 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
Y	Knowledge & Skills: Football	Knowledge & Skills: Basketball	Knowledge & Skills: Badminton	Knowledge & Skills: Handball	Knowledge & Skills: Striking and Fielding	Knowledge & Skills: Athletics
e	AO1 - Pupils use a range of tactics and	AO1 - Pupils use a range of tactics and	AO1 - Pupils use a range of tactics and	AO1 - Pupils use a range of tactics and	AO1 - Pupils use a range of tactics and	AO1 - Pupils use a range of tactics and
а	strategies to overcome opponents in direct	strategies to overcome opponents in direct	strategies to overcome opponents in direct	strategies to overcome opponents in direct	strategies to overcome opponents in direct	strategies to overcome opponents in direct
r	competition through team and individual	competition through team and individual	competition through team and individual	competition through team and individual	competition through team and individual	competition through team and individual
7	games.	games.	games.	games.	games.	games.
	Sauce.	Surres.	Surrest	Surrest	Surres.	Surres.
	AO2 - Pupils develop their technique and	AO2 - Pupils develop their technique and	AO2 - Pupils develop their technique and	AO2 - Pupils develop their technique and	AO2 - Pupils develop their technique and	AO2 - Pupils develop their technique and
	improve their performance in other	improve their performance in other	improve their performance in other	improve their performance in other	improve their performance in other	improve their performance in other
	competitive sports	competitive sports	competitive sports	competitive sports	competitive sports	competitive sports
	Identify togeting points involved in	Identify teaching points involved in	-Combination of skills	ACE Dunils can analyze their performances	Identify teaching points involved in	402 Duals complete activities linked to a
	 -Identify teaching points involved in performing a skill (passing, receiving, 	-Identify teaching points involved in performing a skill (passing, receiving,	-Identify teaching points involved in	AO5 - Pupils can analyse their performances compared to previous ones and demonstrate	-Identify teaching points involved in performing a skill	AO3 - Pupils complete activities linked to a healthy lifestyle and Pupils take part in
	dribbling, striking, skill and tackling)	dribbling, shooting, skills and defending)	performing a skill (serving, clearing, smashing	improvement to achieve their personal best	-Create healthy relationships through	competitive sports and activities outside
	-Improve self esteem and belief with high	-Create healthy relationships through	and the drop shot)	improvement to achieve their personal best	teamwork (pairs, small sided games and	school through community links or sports
	success rates	teamwork (pairs, small sided games and	-Create healthy relationships through	-Identify teaching points involved in	teachers participation)	clubs
	-Create healthy relationships through	teachers participation)	teamwork (pairs, small sided games and	performing a skill (dribbling, passing,	-Improve confidence	
	teamwork (pairs, small sided games and	-Improve confidence	teachers participation)	shooting, defending and goalkeeping)	-Begin to instil a love for physical activity	AO4 - Pupils take part in outdoor and
	teachers participation)	-Instil a love for physical activity with a	-Improve confidence	-Create healthy relationships through	-Increase enjoyment in school	adventurous activities, intellectual and
	-Improve confidence	popular school sport	-Begin to instil a love for physical activity	teamwork (pairs, small sided games and	-Improve COF (hand eye coordination, power	physical challenges and be encouraged to
	-Begin to instil a love for physical activity	-Increase enjoyment in school	-Increase enjoyment in school	teachers participation)	and speed)	work in a team, building on trust and
	-Increase enjoyment in school	-Improve communication skills	-Improve COF (hand eye coordination, power	-Begin to instil a like for minority sports	-Combine different basic skills & techniques.	developing skills to solve problems
	-Improved communication skills	-Improve COF (hand eye coordination, power	and agility)	-Improve COF (hand eye coordination, power	-Demonstrate precision & control in	
	-Improve COF (hand eye coordination, power	and speed)		and balance)	competitive situations.	-Identify a range of athletic activities with
	and speed)		Assessment:		-Successfully selects and uses appropriate	relevant teaching points
		Assessment:		Assessment:	skills during competition	-Create healthy relationships through
	Assessment:		-			teamwork (pairs, small sided games and
		-	Practical assessment is continuous for every a	-	Assessment:	teachers participation)
	-	Practical assessment is continuous for every a	ctivity during the unit of work, as well as at th	Practical assessment is continuous for every a		-Improve confidence
	Practical assessment is continuous for every a	ctivity during the unit of work, as well as at th	e end. 6 week reviews.	ctivity during the unit of work, as well as at th		-Begin to instil a love for physical activity
	ctivity during the unit of work, as well as at th e end. 6 week reviews.	e end. 6 week reviews. -Assessment is teacher assessment/peer	-Assessment is teacher assessment/peer reviews and self reflection	e end. 6 week reviews. -Assessment is teacher assessment/peer	Practical assessment is continuous for every a ctivity during the unit of work, as well as at th	-Increase enjoyment in school -Improve COF (power, agility and speed)
	-Assessment is teacher assessment/peer	reviews and self reflection	-Assessment grade is holistic; based on ability	reviews and self reflection	e end. 6 week reviews.	-Demonstrate precision & control in
	reviews and self reflection	-Assessment grade is holistic; based on ability	-To develop skills	-Assessment grade is holistic; based on ability	-Assessment is teacher assessment/peer	competitive situations.
	-Assessment grade is holistic; based on ability	-To develop skills	-To evaluate & improve performance	-To develop skills	reviews and self reflection	-Successfully selects and uses appropriate
	-To develop skills	-To evaluate & improve performance	-To make and apply decisions	-To evaluate & improve performance	-Assessment grade is holistic; based on ability	skills during competition
	-To evaluate & improve performance	-To make and apply decisions	-To adopt different roles & responsibilities	-To make and apply decisions	-To develop skills	
	-To make and apply decisions	-To adopt different roles & responsibilities	-To lead a healthy, active lifestyle	-To adopt different roles & responsibilities	-To evaluate & improve performance	
	-To adopt different roles & responsibilities	-To lead a healthy, active lifestyle	-To develop physical and mental capacity	-To lead a healthy, active lifestyle	-To make and apply decisions	Assessment:
	-To lead a healthy, active lifestyle	-To develop physical and mental capacity		-To develop physical and mental capacity	-To adopt different roles & responsibilities	
	-To develop physical and mental capacity				-To lead a healthy, active lifestyle	-
					-To develop physical and mental capacity	Practical assessment is continuous for every a
						ctivity during the unit of work, as well as at th
						e end. 6 week reviews.
						-Assessment is teacher assessment/peer
						reviews and self reflection
						-Assessment grade is holistic; based on ability
						-To develop skills
						-To evaluate & improve performance
						-To make and apply decisions
						-To adopt different roles & responsibilities -To lead a healthy, active lifestyle
						-To develop physical and mental capacity

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Y	Knowledge & Skills: Football	Knowledge & Skills: Basketball	Knowledge & Skills: Badminton	Knowledge & Skills: Handball	Knowledge & Skills: Striking and Fielding
e	AO1 - Pupils use a range of tactics and	AO1 - Pupils use a range of tactics and	AO1 - Pupils use a range of tactics and	AO1 - Pupils use a range of tactics and	AO1 - Pupils use a range of tactics and
а	strategies to overcome opponents in direct	strategies to overcome opponents in direct	strategies to overcome opponents in direct	strategies to overcome opponents in direct	strategies to overcome opponents in direct
r	competition through team and individual	competition through team and individual	competition through team and individual	competition through team and individual	competition through team and individual
•	games.	games.	games.	games.	games.
	AO2 - Pupils develop their technique and	AO2 - Pupils develop their technique and	AO2 - Pupils develop their technique and	AO2 - Pupils develop their technique and	AO2 - Pupils develop their technique and
	improve their performance in other	improve their performance in other	improve their performance in other	improve their performance in other	improve their performance in other
	competitive sports	competitive sports	competitive sports	competitive sports	competitive sports
					AC2 Durile complete estivities linked to a
	AO5 - Pupils can analyse their performances compared to previous ones and demonstrate	AO3 - Pupils complete activities linked to a	AO5 - Pupils can analyse their performances compared to previous ones and demonstrate	AO3 - Pupils complete activities linked to a	AO3 - Pupils complete activities linked to a
	improvement to achieve their personal best	healthy lifestyle and Pupils take part in competitive sports and activities outside	improvement to achieve their personal best	healthy lifestyle and Pupils take part in competitive sports and activities outside	healthy lifestyle and Pupils take part in competitive sports and activities outside
	improvement to achieve their personal best	school through community links or sports	improvement to achieve their personal best	school through community links or sports	school through community links or sports
	-Demonstrate teaching points involved in	clubs	-Demonstrate teaching points involved in	clubs	clubs
	performing a skill (passing, receiving,		performing a skill (clearing, smashing, drop		
	dribbling, striking, skill and tackling)	AO5 - Pupils can analyse their performances	shots and serving)	-Demonstrate teaching points involved in	AO5 - Pupils can analyse their performances
	-Build on and continue to improve self	compared to previous ones and demonstrate	-Create and sustain healthy relationships	performing a skill (passing, receiving,	compared to previous ones and demonstrat
	esteem and belief with high success rates	improvement to achieve their personal best	through teamwork (pairs, small sided games	dribbling, shooting and goalkeeping)	improvement to achieve their personal best
	-Create and sustain healthy relationships		and teachers participation)	-Build on and continue to improve self	
	through teamwork (pairs, small sided games	-Demonstrate teaching points involved in	-Further improve confidence	esteem	Demonstrate teaching points involved in
	and teachers participation)	performing a skill (passing, dribbling,	-Continue to instil a love for physical activity	-Create and sustain healthy relationships	performing a skill
	-Further improve confidence	receiving, skills, shooting and defending	with a popular school sport	through teamwork (pairs, small sided games	-Continue to create healthy relationships
	-Continue to instil a love for physical activity	systems)	-Increase enjoyment in school	and teachers participation)	through teamwork (pairs, small sided games
	-Increase enjoyment in school	-Create and sustain healthy relationships	-A variety of motor skills and abilities related	-Continue to instil a like for minority sports	and teachers participation)
	-A variety of motor skills and abilities related	through teamwork (pairs, small sided games	to lifetime leisure activities	-Increase enjoyment in school	-Improve confidence
	to lifetime leisure activities	and teachers participation)	-Improved understanding of movement and	-A variety of motor skills and abilities related	-Continue to instil a love for physical activity
	-Improved understanding of the importance	-Further improve confidence	the human body	to lifetime leisure activities	-Increase enjoyment in school
	of maintaining a healthy lifestyle	-Continue to instil a love for physical activity	-Improved knowledge of rules and strategies	-Improved understanding of movement and the human body	-Improve COF (hand eye coordination, powe
	 Improved understanding of movement and the human body 	with a popular school sport -Increase enjoyment in school	of particular games and sports -Self-confidence and self-worth as they relate	-Improved knowledge of rules and strategies	and speed) -Combine different basic skills & techniques
	-Improved knowledge of rules and strategies	-A variety of motor skills and abilities related	to physical education recreation programs.	of particular games and sports	-Demonstrate precision & control in
	of particular games and sports	to lifetime leisure activities	-Improve COF (hand eye coordination, power	-Improve COF (hand eye coordination, power	competitive situations.
	-Self-confidence and self-worth as they relate	-Improved understanding of movement and	and agility)	and balance)	-Successfully selects and uses appropriate
	to physical education recreation programs.	the human body			skills during competition
	-Improve COF (hand eye coordination, power	-Improved knowledge of rules and strategies			-A variety of motor skills and abilities related
	and speed)	of particular games and sports	Assessment:	Assessment:	to lifetime leisure activities
		-Self-confidence and self-worth as they relate			-Improved understanding of movement and
	Assessment:	to physical education recreation programs. -Improve COF (hand eye coordination, power	- Practical assessment is continuous for every a	- Practical assessment is continuous for every a	the human body -Improved knowledge of rules and strategies
		and speed)	ctivity during the unit of work, as well as at th	ctivity during the unit of work, as well as at th	of particular games and sports
	-		e end. 3 week reviews.	e end. 3 week reviews.	
	Practical assessment is continuous for every a		-Assessment is teacher assessment/peer	-Assessment is teacher assessment/peer	
	ctivity during the unit of work, as well as at th	Assessment:	reviews and self reflection	reviews and self reflection	Assessment:
	e end. 3 week reviews.		-Assessment grade is holistic; based on ability	-Assessment grade is holistic; based on ability	
	-Assessment is teacher assessment/peer	-	-To develop skills	-To develop skills	-
	reviews and self reflection	Practical assessment is continuous for every a	-To evaluate & improve performance	-To evaluate & improve performance	Practical assessment is continuous for every
	-Assessment grade is holistic; based on ability	ctivity during the unit of work, as well as at th	-To make and apply decisions	-To make and apply decisions	ctivity during the unit of work, as well as at t
	-To develop skills	e end. 3 week reviews.	-To adopt different roles & responsibilities	-To adopt different roles & responsibilities	e end. 3 week reviews.
	-To evaluate & improve performance	-Assessment is teacher assessment/peer	-To lead a healthy, active lifestyle	-To lead a healthy, active lifestyle	-Assessment is teacher assessment/peer
	-To make and apply decisions	reviews and self reflection	-To develop physical and mental capacity	-To develop physical and mental capacity	reviews and self reflection
	-To adopt different roles & responsibilities	-Assessment grade is holistic; based on ability			-Assessment grade is holistic; based on ability
	-To lead a healthy, active lifestyle	-To develop skills			-To develop skills
	-To develop physical and mental capacity	-To evaluate & improve performance			-To evaluate & improve performance
		-To make and apply decisions			-To make and apply decisions
		-To adopt different roles & responsibilities			-To adopt different roles & responsibilities
		-To lead a healthy, active lifestyle			-To lead a healthy, active lifestyle
		-To develop physical and mental capacity			-To develop physical and mental capacity

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Knowledge & Skills: Athletics

AO1 - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.

AO2 - Pupils develop their technique and improve their performance in other competitive sports

AO3 - 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

AO4 - 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 AO5 - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

-Demonstrate a range of athletic activities with relevant teaching points -Continue to create healthy relationships through teamwork (pairs, small sided games and teachers participation) -Improve confidence -Continue to instil a love for physical activity -Increase enjoyment in school -Improve COF (agility, power and speed) -A variety of motor skills and abilities related to lifetime leisure activities -Improved understanding of movement and the human body -Improved knowledge of rules and strategies of particular games and sports

Assessment:

Practical assessment is continuous for every a ctivity during the unit of work, as well as at th e end. 3 week reviews. -Assessment is teacher assessment/peer reviews and self reflection -Assessment grade is holistic; based on ability -To develop skills -To evaluate & improve performance -To make and apply decisions -To adopt different roles & responsibilities -To lead a healthy, active lifestyle -To develop physical and mental capacity

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Y	Knowledge & Skills: Football	Knowledge & Skills: Basketball	Knowledge & Skills: Badminton	Knowledge & Skills: Handball	Knowledge & Skills: Striking			
e a r 9	AO1 - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	AO1 - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	AO1 - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	AO1 - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	AO1 - Pupils use a range of strategies to overcome opp competition through team games.			
	AO2 - Pupils develop their technique and improve their performance in other competitive sports	AO2 - Pupils develop their technique and improve their performance in other competitive sports	AO2 - Pupils develop their technique and improve their performance in other competitive sports	AO2 - Pupils develop their technique and improve their performance in other competitive sports	AO2 - Pupils develop their to improve their performance competitive sports			
	AO5 - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Apply teaching points involved in performing	AO3 - 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	AO3 - 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	AO3 - 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	AO3 - Pupils complete activ healthy lifestyle and Pupils competitive sports and acti school through community clubs			
	a skill (passing, receiving, dribbling, striking, skill and tackling) -Secure self esteem and belief systems -Create and sustain healthy relationships through teamwork (pairs, small sided games	AO5 - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	AO5 - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	AO5 - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	AO4 - Pupils take part in ou adventurous activities, inte physical challenges and be work in a team, building or			
	and teachers participation) -Further improve confidence -Continue to instil a love for physical activity which can potentially lead onto KS4 Sport option	Apply teaching points involved in performing a skill (passing, dribbling, receiving, skills, shooting and defending systems) -Secure self esteem and belief systems -Create and sustain healthy relationships	Apply teaching points involved in performing a skill (clearing, smashing, drop shots and serving) -Secure self esteem and belief systems -Create and sustain healthy relationships	Apply teaching points involved in performing a skill (passing, receiving, dribbling, shooting and goalkeeping) -Secure self esteem and belief systems -Create and sustain healthy relationships	AO5 - Pupils can analyse th compared to previous ones improvement to achieve th			
	 -Increase enjoyment in school -A variety of motor skills and abilities related to lifetime leisure activities -Improved understanding of the importance 	through teamwork (pairs, small sided games and teachers participation) -Further improve confidence -Continue to instil a love for physical activity	through teamwork (pairs, small sided games and teachers participation) -Further improve confidence -Continue to instil a love for physical activity	through teamwork (pairs, small sided games and teachers participation) -Further improve confidence -Continue to instil a love for physical activity	-Demonstrate teaching poi performing a skill -Secure self esteem and be			
	of maintaining a healthy lifestyle -Improved understanding of movement and the human body -Improved knowledge of rules and strategies	which can potentially lead onto KS4 Sport option -Increase enjoyment in school -A variety of motor skills and abilities related	which can potentially lead onto KS4 Sport option -Improve COF (hand eye coordination, power and agility)	which can potentially lead onto KS4 Sport option -Increase enjoyment in school -A variety of motor skills and abilities related	-Create and sustain healthy through teamwork (pairs, and teachers participation) -Further improve confidence			
	of particular games and sports -Self-confidence and self-worth as they relate to physical education recreation programs. -Students will develop competency in many	to lifetime leisure activities -Improved understanding of the importance of maintaining a healthy lifestyle -Improved understanding of movement and	 -Increase enjoyment and exposure to a popular school sport -A variety of motor skills and abilities related to lifetime leisure activities 	to lifetime leisure activities -Improved understanding of the importance of maintaining a healthy lifestyle -Improved understanding of movement and	-Continue to instil a love fo which can potentially lead option -Improve COF (hand eye co			
	movement activities. -Students will understand how and why they move in a variety of situations and use this information to enhance their own skills.	the human body -Improved knowledge of rules and strategies of particular games and sports -Self-confidence and self-worth as they relate	 Improved understanding of the importance of maintaining a healthy lifestyle Improved understanding of movement and the human body 	the human body -Improved knowledge of rules and strategies of particular games and sports -Improve COF (hand eye coordination, power	and agility) -Increase enjoyment and expopular school sport -A variety of motor skills ar			
	-Students will achieve and maintain a health- enhancing level of physical fitness. -Students will exhibit a physically active lifestyle and will understand that physical	to physical education recreation programs. -Students will develop competency in many movement activities. -Students will understand <i>how</i> and <i>why</i> they	 -Improved knowledge of rules and strategies of particular games and sports -Self-confidence and self-worth as they relate to physical education recreation programs. 	and balance) -Self-confidence and self-worth as they relate to physical education recreation programs. -Students will develop competency in many	to lifetime leisure activities -Improved understanding of of maintaining a healthy life -Improved understanding of			
	activity provides opportunities for enjoyment, challenge and self-expression. -Students will demonstrate responsible personal behavior while participating in	move in a variety of situations and use this information to enhance their own skills. -Students will achieve and maintain a health- enhancing level of physical fitness.	-Students will develop competency in many movement activities. -Students will understand <i>how</i> and <i>why</i> they move in a variety of situations and use this	movement activities. -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.	the human body -Improved knowledge of ru of particular games and spo -Self-confidence and self-w			
	movement activities. -Students will demonstrate responsible social behavior while participating in movement activities. Students will understand the	-Students will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.	information to enhance their own skills. -Students will achieve and maintain a health- enhancing level of physical fitness. -Students will exhibit a physically active	-Students will achieve and maintain a health- enhancing level of physical fitness. -Students will exhibit a physically active lifestyle and will understand that physical	to physical education recre -Students will develop com movement activities. -Students will understand <i>h</i>			
	importance of respect for others Assessment:	-Students will demonstrate responsible personal behavior while participating in movement activities. -Students will demonstrate responsible social	lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression. -Students will demonstrate responsible	activity provides opportunities for enjoyment, challenge and self-expression. -Students will demonstrate responsible personal behavior while participating in	move in a variety of situation information to enhance the -Students will achieve and enhancing level of physical			
		behavior while participating in movement	personal behavior while participating in	movement activities.	-Students will demonstrat			

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e of tactics and opponents in direct am and individual

eir technique and nce in other

ctivities linked to a bils take part in activities outside hity links or sports

n outdoor and ntellectual and be encouraged to g on trust and e problems

e their performances nes and demonstrate e their personal best

points involved in

belief systems Ithy relationships rs, small sided games on)

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e for physical activity ad onto KS4 Sport

coordination, power

exposure to a

and abilities related

ng of the importance / lifestyle

ng of movement and

f rules and strategies sports

f-worth as they relate creation programs. ompetency in many

nd how and why they ations and use this their own skills. nd maintain a healthical fitness. ate responsible

Knowledge & Skills: Athletics

AO1 - Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.

AO2 - Pupils develop their technique and improve their performance in other competitive sports

AO3 - 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

AO4 - 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

AO5 - Pupils can analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

-Apply skills and teaching points in a range of athletic activities

-Secure self esteem and belief systems -Create and sustain healthy relationships through teamwork (pairs, small sided games and teachers participation)

-Further improve confidence

-Continue to instil a love for physical activity which can potentially lead onto KS4 Sport option

-Improve COF (Speed, power and agility) -Increase enjoyment and exposure to a popular school sport

-A variety of motor skills and abilities related to lifetime leisure activities

-Students will achieve and maintain a healthenhancing level of physical fitness.

-Improved understanding of the importance of maintaining a healthy lifestyle

-Improved understanding of movement and the human body

-Consistently show precision, control & fluency even when under pressure. Starting to attempt advanced skills. Decisions made can influence different situations in competition

Assessment:

Practical assessment is continuous for every a

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	-	activities. Students will understand the	movement activities.	-Students will demonstrate responsible social	personal behavior while participating in	ctivity during the unit of work, as well as at th
	Practical assessment is continuous for every a	importance of respect for others	-Students will demonstrate responsible social	behavior while participating in movement	movement activities.	e end. 3 week reviews.
	ctivity during the unit of work, as well as at th	-Improve COF (hand eye coordination, power	behavior while participating in movement	activities. Students will understand the	-Students will demonstrate responsible social	-Assessment is teacher assessment/peer
	e end. 3 week reviews.	and speed)	activities. Students will understand the	importance of respect for others	behavior while participating in movement	reviews and self reflection
	-Assessment is teacher assessment/peer		importance of respect for others	A variety of motor skills and abilities related	activities. Students will understand the	-Assessment grade is holistic; based on ability
	reviews and self reflection			to lifetime leisure activities	importance of respect for others	-To develop skills
	-Assessment grade is holistic; based on ability	Assessment:		-Improved understanding of movement and	-Successfully selects and uses appropriate	-To evaluate & improve performance
	-To develop skills			the human body	skills during competition	-To make and apply decisions
	-To evaluate & improve performance	-	Assessment:	-Improved knowledge of rules and strategies	-A variety of motor skills and abilities related	-To adopt different roles & responsibilities
	-To make and apply decisions	Practical assessment is continuous for every a		of particular games and sports	to lifetime leisure activities	-To lead a healthy, active lifestyle
	-To adopt different roles & responsibilities	ctivity during the unit of work, as well as at th	-	-Improve COF (hand eye coordination, power	-Improved understanding of movement and	-To develop physical and mental capacity
	-To lead a healthy, active lifestyle	e end. 3 week reviews.	Practical assessment is continuous for every a	and balance)	the human body	
	-To develop physical and mental capacity	-Assessment is teacher assessment/peer	ctivity during the unit of work, as well as at th		-Improved knowledge of rules and strategies	
		reviews and self reflection	e end. 3 week reviews.		of particular games and sports	
		-Assessment grade is holistic; based on ability	 Assessment is teacher assessment/peer 	Assessment:		
		-To develop skills	reviews and self reflection			
		-To evaluate & improve performance	-Assessment grade is holistic; based on ability	-	Assessment:	
		-To make and apply decisions	-To develop skills	Practical assessment is continuous for every a		
		-To adopt different roles & responsibilities	-To evaluate & improve performance	ctivity during the unit of work, as well as at th	-	
		-To lead a healthy, active lifestyle	-To make and apply decisions	e end. 3 week reviews.	Practical assessment is continuous for every a	
		-To develop physical and mental capacity	-To adopt different roles & responsibilities	-Assessment is teacher assessment/peer	ctivity during the unit of work, as well as at th	
			-To lead a healthy, active lifestyle	reviews and self reflection	e end. 3 week reviews.	
			-To develop physical and mental capacity	-Assessment grade is holistic; based on ability	-Assessment is teacher assessment/peer	
				-To develop skills	reviews and self reflection	
				-To evaluate & improve performance	-Assessment grade is holistic; based on ability	
				-To make and apply decisions	-To develop skills	
				-To adopt different roles & responsibilities	-To evaluate & improve performance	
				-To lead a healthy, active lifestyle	-To make and apply decisions	
				-To develop physical and mental capacity	-To adopt different roles & responsibilities	
					-To lead a healthy, active lifestyle	
					-To develop physical and mental capacity	

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

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	The learner will:		concept of fair play within sport.	body.	fitness.	The learner will:
	1 Be able to organise a sports activity.	The learner can:				3 Understand nutritional guidelines for
		3.1 Review own participation in the sports	The learner can:	The learner can:	The learner can:	different demographics.
	The learner can:	activity including areas for improvement.	4.1 Describe the role of national governing	1.1 Describe the health benefits of physical	2.1 Describe the components of: health-	
	1.1 Explain the issues to consider when	3.2 Review the participation of others in the	bodies in regulating sport.	activity.	related fitness skill-related fitness.	The learner can:
	organising and taking part in sports.	sports activity.	4.2 Identify the roles and responsibilities of	1.2 Describe the effects of exercise on the	2.2 Explain the principles of training	3.1 Outline nutritional and calorie intake
	1.2 Plan and organise with others a		the: sports official umpire referee judge	body, including: cardiovascular and	2.3 Describe different methods of training.	recommendations for different age groups.
	competitive sports activity.		scorer.	respiratory systems, skeletal system and	2.4 Describe the exercise and key safety	3.2 Identify key vitamins for different age
	1.3 Demonstrate the ability to work with	Assessment:	4.3 Explain the meaning of 'fair play' and	muscular system.	guidelines for working with: antenatal and	groups.
	others in planning and organising the sports		'gamesmanship' in sport.	1.3 Describe the effect following exercise on:	postnatal clients people aged 14–16 people	3.3 Explain why people may have special
	activity.	-Learner's proof of work (workbooks and	4.4 Describe how technology can be used to	blood pressure blood pooling.	aged 50+.	dietary requirements.
		assessment file).	aid officials in making decisions within sport.	1.4 Describe Delayed Onset of Muscle		3.4 Plan a balanced menu, including drinks
	The learner will:	-Assessor observation - completed	4.5 Identify rules for a chosen sport.	Soreness (DOMS).		and snacks for a specific demographic.
	2 Be able to participate in a sports activity.	observational checklists.			Assessment:	3.5 Explain reasons for selecting the meals
		-Witness testimony.				and snacks.
	The learner can:	-Worksheets, assignments, projects and	Assessment:	Assessment:	-Learner's proof of work (workbooks and	
	2.1 Participate in the chosen sports activity.	reports.			assessment file).	The learner will:
		-Record of oral and written questioning.	-Learner's proof of work (workbooks and	-Learner's proof of work (workbooks and	-Assessor observation – completed	4 Understand the health benefits of good
		-Learner and peer reports.	assessment file).	assessment file).	observational checklists and related action	nutrition.
	Assessment:		-Assessor observation - completed	-Assessor observation – completed	plans.	
	Assessment.		observational checklists.	observational checklists and related action	-Self evaluation.	The learner can:
	-Learner's proof of work (workbooks and		-Witness testimony.	plans.	-Witness testimony.	4.1 Identify health conditions that can be
	assessment file).		-Worksheets, assignments, projects and	-Self evaluation.	-Worksheets, assignments, projects and	caused by poor nutrition.
	-Assessor observation - completed		reports.	-Witness testimony.	reports.	4.2 Describe key healthy eating advice that
	observational checklists.		-Record of oral and written questioning.	-Worksheets, assignments, projects and	-Record of oral and written questioning.	underpins a healthy diet
	-Witness testimony.		-Learner and peer reports.	reports.	-Learner and peer reports.	4.3 Explain the importance of adequate
	-Worksheets, assignments, projects and			-Record of oral and written questioning.	-Learner and peer reports.	hydration.
						4.4 Outline how public perception and the
	reports. -Record of oral and written questioning.			-Learner and peer reports.		media can influence people's nutritional
						choices.
	-Learner and peer reports.					
						4.5 Describe reasons that can prevent people
						from choosing a balanced diet.
						A
						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.
	Manual day 0. Chiller Frankrus Affrantism	Manual day 0. Chilles Frankrus Affraktur	Manual day 0. Chiller Frankrus Affrantism	Manual day 0. Chills, Anatomy and Dhustalana	Versieleder O. Chilles Anothering and Dhurtele	-Learner and peer reports.
Y	Knowledge & Skills: Factors Affecting	Knowledge & Skills: Factors Affecting	Knowledge & Skills: Factors Affecting	Knowledge & Skills: Anatomy and Physiology	Knowledge & Skills: Anatomy and Physiology	Knowledge & Skills: Anatomy and Physiology
е	Participation in Sport and Physical Activity	Participation in Sport and Physical Activity	Participation in Sport and Physical Activity	This well will many title for many state	The target with some state to some some title	
а		In this unit loove are will investigate		This unit will provide learners with an	This unit will provide learners with an	This unit will provide learners with an
r	In this unit learners will investigate	In this unit learners will investigate	In this unit learners will investigate	understanding of anatomy and physiology in	understanding of anatomy and physiology in	understanding of anatomy and physiology in
1	participation levels in sport and physical	participation levels in sport and physical	participation levels in sport and physical	the context of exercise. Learners will develop	the context of exercise. Learners will develop	the context of exercise. Learners will develop
1	activity. Learners will be required to consider	activity. Learners will be required to consider	activity. Learners will be required to consider	their knowledge of the structure and function	their knowledge of the structure and function	their knowledge of the structure and function
T	aspects such as age, gender and social	aspects such as age, gender and social	aspects such as age, gender and social	of the body and how exercise impacts it. A	of the body and how exercise impacts it. A	of the body and how exercise impacts it. A
	inclusion, along with barriers to participation	inclusion, along with barriers to participation	inclusion, along with barriers to participation	range of learning outcomes cover the	range of learning outcomes cover the	range of learning outcomes cover the
	and how the national economy affects sports	and how the national economy affects sports	and how the national economy affects sports	skeletal, muscular, respiratory,	skeletal, muscular, respiratory,	skeletal, muscular, respiratory,
	participation. Learners will explore how	participation. Learners will explore how	participation. Learners will explore how	cardiovascular, nervous and energy systems.	cardiovascular, nervous and energy systems.	cardiovascular, nervous and energy systems.
	media and technology influence participation	media and technology influence participation	media and technology influence participation			
	in sport and physical activity and understand	in sport and physical activity and understand	in sport and physical activity and understand	Learning outcome 1 Know the structure and	Learning outcome 4 Know the structure and	Learning outcome 6 Understand energy

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