



Year 7 Curriculum Map cover sheet

Subject:	Year Group	Key Stage
Links to prior learning In Year 7, students focus on establishing fundamental movement skills (Hands), developing teamwork and leadership qualities (Heart), and gaining foundational knowledge of rules, techniques, and tactics (Head) across a broad range of sports. All students focus on the same sports providing equality across the curriculum. These include: • Netball • Rugby • Handball • Badminton • Rounders • Gymnastics	Retrieval Practice Retrieval is supported through regular teacher questioning and whiteboard tasks where appropriate in practical settings. Students apply previously acquired techniques and strategies in competitive scenarios to reinforce learning through experience and repetition.	Adaptive teaching strategies Lessons are differentiated through adapted equipment and tailored tasks to meet the needs of all learners. Visual aids, practical demonstrations, and step-by-step (chunked) instructions are used to enhance accessibility and understanding.

• Dance The curriculum is designed to provide students with a broad and balanced introduction to physical education, laying the groundwork for progression in future years.		
Literacy Resources are provided to support vocabulary development and enhance understanding of sporting concepts.	Oracy Peer feedback given during practical tasks/tactics discussions Communication developed through team games Leadership encouraged through leading of warm ups	Numeracy Biomechanics used where relevant for example Javelin release angle. Measurements and timing in athletics/fitness testing. Calculating target zones using MHR and training thresholds.
Careers across the Curriculum Relevant career pathways in sport, fitness, and health are highlighted throughout lessons, with discussion of potential roles and progression opportunities.	Wider Curriculum opportunities A wide range of extracurricular sports clubs and competitive fixtures against other schools are offered to all students. Trips to sporting events for example trip to Lords as part of Middlesex CCC youth engagement day. Links made with other areas of study for example Science (Anatomy and Physiology/Forces).	Super Curriculum Students are encouraged to engage with local sports clubs, attend live sporting events, and consume sports media to deepen their understanding and passion for the subject.

Assessment and feedback (Detail how often feedback is given, how it is given, when etc)

In order to allow students time to become familiar and develop competence, each sporting unit will last for a total of 10 lessons (5 weeks). Students are assessed in each lesson using the strands of Head, Heart and Hands throughout each sport. Your teacher will identify 3 strands that you will focus on each lesson. The final lesson of each unit is a summative assessment lesson.

	Head			Heart		Hands		
	1 Knowledge	2 Evaluation	3 Rules and Tactics	4 Values	5 Leadership	6 Physical Fitness	7 Range of Skills	8 Quality of Skills
Expected Standard end of KS3	Describe and explain relevant teaching points of all core skills and some advanced skills	Accurately compare strengths (WWW) and weaknesses (EBI) of own and others performance	Explain use of tactics, show clear understanding of rules and safety	Consistently demonstrate Queensmead values	Confidently lead a successful warm up and skill drill	Demonstrate the appropriate levels of physical fitness required for activity	All core and some advanced skills are performed and demonstrated in competition	All core and some advanced skills are performed consistently with accuracy in competition.



Year 8 Curriculum Map cover sheet

Subject:	Year Group	Key Stage
Links to prior learning PE follows a cyclical curriculum model, enabling students to continually build upon the skills developed in Year 7. These skills are transferable across a range of sports, promoting progression and continuity. All students participate in the same sports, ensuring equal access and opportunity for all. In Gymnastics, students progress from basic movement and balance to more advanced vaulting techniques. Team games such as Handball, Rugby, and Netball continue to develop tactical understanding and technical skills introduced in Year 7. Cricket builds upon the striking and fielding skills learned through Rounders in Year 7. In Badminton, students further develop	Retrieval Practice Retrieval is supported through regular teacher questioning and whiteboard tasks where appropriate in practical settings. Students apply previously acquired techniques and strategies in competitive scenarios to reinforce learning through experience and repetition.	Adaptive teaching strategies Lessons are differentiated through adapted equipment and tailored tasks to meet the needs of all learners. Visual aids, practical demonstrations, and step-by-step (chunked) instructions are used to enhance accessibility and understanding.

racket and footwork skills first introduced in Year 7. Athletics units build on students' prior experiences, allowing them to enhance their technique, accuracy, and performance.		
Literacy Key terminology is explicitly taught and revisited to build subject-specific vocabulary. Resources are provided to support comprehension of tasks and enhance understanding of sporting concepts.	Oracy Peer feedback given during practical tasks/tactics discussions Communication developed through team games Leadership encouraged through leading of warm ups	Numeracy Biomechanics used where relevant for example Javelin release angle. Measurements and timing in athletics/fitness testing. Calculating target zones using MHR and training thresholds.
Careers across the Curriculum Relevant career pathways in sport, fitness, and health are highlighted throughout lessons, with discussion of potential roles and progression opportunities.	Wider Curriculum opportunities A wide range of extracurricular sports clubs and competitive fixtures against other schools are offered to all students. Links made with other areas of study for example Science (Anatomy and Physiology/Forces).	Super Curriculum Students are encouraged to engage with local sports clubs, attend live sporting events, and consume sports media to deepen their understanding and passion for the subject.
Assessment and feedback (Detail how often feedback is given, how it is given, when etc) In order to allow students time to become familiar and develop competence, each sporting unit will last for a total of 10 lessons (5 weeks). Students are assessed in each lesson using the strands of Head, Heart and Hands throughout each sport. Your teacher will identify 3 strands that you will focus on each lesson. The final lesson of each unit is a summative assessment lesson.		

	Head			Heart		Hands		
	1 Knowledge	2 Evaluation	3 Rules and Tactics	4 Values	5 Leadership	6 Physical Fitness	7 Range of Skills	8 Quality of Skills
Expected Standard end of KS3	Describe and explain relevant teaching points of all core skills and some advanced skills	Accurately compare strengths (WWW) and weaknesses (EBI) of own and others performance	Explain use of tactics, show clear understanding of rules and safety	Consistently demonstrate Queensmead values	Confidently lead a successful warm up and skill drill	Demonstrate the appropriate levels of physical fitness required for activity	All core and some advanced skills are performed and demonstrated in competition	All core and some advanced skills are performed consistently with accuracy in competition.



Year 9 Curriculum Map cover sheet

Subject:	Year Group	Key Stage
Links to prior learning PE follows a cyclical curriculum model, enabling students to continually build upon the skills developed in Years 7 and 8. These skills are transferable across a range of sports, promoting progression and continuity. All students participate in the same sports, ensuring equal access and opportunity for all. Gymnastics progression includes moving from vaulting to trampolining, allowing students to transfer and refine core movement skills. Team sports such as Handball and Netball further develop tactical and technical abilities introduced in earlier years. Football is introduced to reinforce skills gained through other team-based activities.	Retrieval Practice Retrieval is supported through regular teacher questioning and whiteboard tasks where appropriate in practical settings. Students apply previously acquired techniques and strategies in competitive scenarios to reinforce learning through experience and repetition.	Adaptive teaching strategies Lessons are differentiated through adapted equipment and tailored tasks to meet the needs of all learners. Visual aids, practical demonstrations, and step-by-step (chunked) instructions are used to enhance accessibility and understanding.

Striking and fielding sports, such as Cricket and Rounders, are extended with more complex gameplay strategies. Table Tennis builds on racket skills and spatial awareness acquired through Badminton.		
Literacy (Key terminology is explicitly taught and revisited to build subject-specific vocabulary. Resources are provided to support comprehension of tasks and enhance understanding of sporting concepts.	Oracy Oral communication is developed through peer feedback and tactical discussions during practical activities. Students enhance their leadership and verbal explanation skills by leading warm-ups and contributing to team organisation.	Numeracy Numeracy is embedded through the application of biomechanical principles, such as calculating optimal release angles in Javelin. Students engage in timing and measurement activities during athletics and fitness testing. Heart rate calculations, including training zones and maximum heart rate (MHR), are also explored.
Careers across the Curriculum Relevant career pathways in sport, fitness, and health are highlighted throughout lessons, with discussion of potential roles and progression opportunities. Students are encouraged to select one of the KS4 options offered by the department dependent on which method of assessment	Wider Curriculum opportunities A wide range of extracurricular sports clubs and competitive fixtures against other schools are offered to all students. Links made with other areas of study for example Science (Anatomy and Physiology/Forces).	Super Curriculum (Outline opportunities for students to extend their learning beyond the standard curriculum) Students are encouraged to engage with local sports clubs, attend live sporting events, and consume sports media to deepen their understanding and passion for the subject.

they are best suited to (PE/Sport).

Assessment and feedback (Detail how often feedback is given, how it is given, when etc)

In order to allow students time to become familiar and develop competence, each sporting unit will last for a total of 10 lessons (5 weeks). Students are assessed in each lesson using the strands of Head, Heart and Hands throughout each sport. Your teacher will identify 3 strands that you will focus on each lesson. The final lesson of each unit is a summative assessment lesson.

	Head			Heart		Hands		
	1 Knowledge	2 Evaluation	3 Rules and Tactics	4 Values	5 Leadership	6 Physical Fitness	7 Range of Skills	8 Quality of Skills
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KS3 Curriculum Map

	Head			Heart		Hands		
	1 Knowledge	2 Evaluation	3 Rules and Tactics	4 Values	5 Leadership	6 Physical Fitness	7 Range of Skills	8 Quality of Skills
Expected Standard end of KS3	Describe and explain relevant teaching points of all core skills and some advanced skills	Accurately compare strengths (WWW) and weaknesses (EBI) of own and others performance	Explain use of tactics, show clear understanding of rules and safety	Consistently demonstrate Queensmead values	Confidently lead a successful warm up and skill drill	Demonstrate the appropriate levels of physical fitness required for activity	All core and some advanced skills are performed and demonstrated in competition	All core and some advanced skills are performed consistently with accuracy in competition.

1. Invasion games
Handball, rugby, netball
2. Artistic:
Gymnastics and dance
3. Athletics
4. Net and Wall:
Badminton
5. Striking and
fielding: Rounders
6. Team building and
problem solving
tasks

In order to allow students the time to become familiar and develop competence, each sporting unit will last for a total of 10 lessons (5 weeks). You will be assessed in each lesson using the strands of Head, Heart and Hands throughout each sport.

Your teacher will identify the 3 strands that you will focus on in each lesson.

Year 7	Dance	Handball 1	Rugby 1	Netball 1	Gymnastics 1	Badminton 1	Rounders 1	Athletics 1	
Year 8	OAA	Handball 2	Rugby 2	Netball 2	Gymnastics 2	Badminton 2	Cricket 1	Athletics 2	Rounders 2
Year 9	Fitness	Handball 3	Football 1	Netball 3	Trampolining1	Table Tennis 1	Striking	Athletics 3	



GCSE PE

Subject: OCR GCSE PE	Year Group: 10 and 11	Key Stage: 4
Links to prior learning: Builds on core PE from KS3, applying fundamental skills to sport-specific contexts. Prior knowledge of fitness components, basic anatomy, and team strategies developed at KS3 are revisited and deepened. Skills such as teamwork, rules of play, and basic tactical understanding are advanced in competitive and performance contexts.	Retrieval Practice: Regular use of mini-whiteboards for formative assessment Weekly low-stakes quizzes revisiting key terminology and concepts (e.g., principles of training, muscles and movement). Use of knowledge organisers and interleaving content to reinforce long-term memory.	Adaptive teaching strategies: Scaffolded exam question structures e.g. sentence starters and writing frames Use of visual aids, practical demonstrations and chunked instructions to support all learners Regular formative assessments with targeted feedback to assess gaps Differentiated questioning Flexible grouping
Literacy: Vocabulary development: Direct instruction of Tier 2 and Tier 3 vocabulary e.g. vasodilation Use of word walls, glossary booklets and dual coding to reinforce terminology Reading Exposure to exam style questions, model answers and articles related to content	Oracy: Group discussions and debates (e.g., "Should performance-enhancing drugs be allowed in elite sport?"). Verbal evaluation of performances in practical lessons.	Numeracy: Data analysis: interpreting fitness test results and performance data. Use of heart rate graphs and recovery rates to support understanding of training effects. Calculating target zones using MHR and

Guided reading Reading passages and infographics Writing Structured writing activities using PEEL Sentence scaffolds and writing frames Regular feedback and redrafting of exam questions to develop fluency and structure	Peer coaching and feedback sessions using technical vocabulary. Presentation of personal training programmes to peers. Umpiring	training thresholds. Statistical comparison of performance across sports or time periods.
Careers across the Curriculum: Exposure to roles in sport and physical activity: physiotherapy, coaching, sports psychology, officiating, and sports journalism. Links made between theoretical content (e.g., biomechanics, training) and professional pathways. Career spotlight weeks (national careers week, national apprenticeship week) with visiting professionals or virtual talks from the sport industry.	Wider Curriculum opportunities: ECA Engagement in school sports teams, leadership roles and volunteering Links to Science (body systems, health), PD (mental wellbeing, drugs in sport), and Maths (data handling, graphs). Cultural and historical context of sport – Olympic values, development of sport across time. School visits and trips Duke of Edinburgh	Super Curriculum: Independent research projects (e.g., designing an elite athlete's training programme). Encouragement to attend live sporting events or engage in national sporting challenges. Recommended documentaries (e.g., The Game Changers, Icarus, The last Dance, Free Solo, Andy Murray: Resurfacing, All or Nothing) and reading lists (e.g. Bounce: The Myth of Talent and the Power of Practice - Matthew Syed, The Sports Gene - David Epstein, Black Box Thinking - Matthew Syed, Women in Sport - Rachel Ignotofsky).
Assessment and feedback: Assessment strategies: Knowledge Quizzes - weekly low stakes quizzing, exit tickets, mini whiteboards, peer and self assessment, questioning techniques, end of unit tests, mock exams, practical assessments, coursework / AEP Feedback strategies, mark king and commentary, whole class feedback, verbal feedback, student green pen		

Week	Week Starting	Component	Lessons	Learning Objectives	Assessments/Homework	Breakdown
		Teacher 1 (2 theory lessons & 1 practical lesson)				
1		Unit 1.1a	L1 & L2 Bones	Identify the name and location of the following bones in the human body: cranium, vertebrae, ribs, sternum, clavicle, scapula, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals & metatarsals.		Skeletal System
2		Unit 1.1a	L3 Skeletal Functions L4 Synovial Joints	Describe and be able to apply examples of how the skeleton provides or allows: support, posture, protection, movement, blood cell production & storage of minerals. Define of a synovial joint Identify the following hinge joints: knee – articulating bones – femur, tibia & elbow – articulating bones – humerus, radius, ulna. Identify the following ball and socket joints: shoulder – articulating bones – humerus, scapula & hip – articulating bones – pelvis, femur.		
3		Unit 1.1a	L5 Movement L6 Components of Joints	Identify the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: flexion & extension Identify the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: flexion, extension, rotation, abduction, adduction & circumduction. Describe the roles of: ligament, cartilage & tendons	Unit 1.1a Assessment	
4		Unit 1.1b	L7 & 8 Muscles	Identify and describe the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport: deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals & gastrocnemius		Muscular System
5		Unit 1.1b	L9 & 10 Muscle Movement	Describe and explain the roles of the following and be able to apply them to examples from physical activity/sport: agonist, antagonist, fixator – antagonistic muscle action.		
6		Unit 1.1b	L11 Revision	To revise the function and structure of the muscular system	Unit 1.1b Assessment	
7		Unit 1.1c	L12 & 13 Levers	Identify and describe the three classes of lever and explain their use in physical activity and sport: 1st class – neck , 2nd class – ankle & 3rd class – elbow. Describe mechanical advantage		Planes/Axis
8		Unit 1.1c	L14 & 15 Planes	Identify the location of the planes of movement in the body and explain their application to physical activity and sport: frontal, transverse & sagittal		
9		Holiday				
10		Unit 1. c	L16 & 17 Axes	Identify the location of the axes of rotation in the body and explain their application to physical activity and sport: frontal, transverse & longitudinal		
11		Unit 1.1c	L18 Revision	To revise movement analysis	Unit 1.1c Assessment	
12		Unit 1.1d	L19 & 20 CV System	Identify and describe the double-circulatory system (systemic and pulmonary). Describe the different types of blood vessel: arteries, capillaries & veins. Describe the role of red blood cells.		CV/Respiratory System
13		Unit 1.1d	L21 & 22 CV System	Describe the pathway of blood through the heart: atria, ventricles, bicuspid, tricuspid and semilunar valves, septum and major blood vessels: – aorta – pulmonary artery – vena cava – pulmonary vein. Describe the terms heart rate, stroke volume & cardiac output		

[illegible]

[illegible]

42		Year 10 Test Revision	L64 & 65 Paper 1 Revision	To revise physical factors affecting performance		Year 10 Test Revision							
43		Year 10 Test Revision	L66 Paper 1 Revision	To revise physical factors affecting performance	Year 10 EOY Test	Year 10 Test Revision							
44		AEP	L67 & 68 Fitness Tests	Set up and perform fitness tests, record the results for each test (including units) (required for AEP)									
45		AEP	L69 & 70 Fitness Tests	Set up and perform fitness tests, record the results for each test (including units) (required for AEP)									
46		AEP	L 71 & 72 Normative Data	Compare fitness test results against normative data, highlighting strengths and weaknesses									
47		Holiday											

Week	Week Starting	Component	Lessons	Learning Objectives	Assessments / Homework	Breakdown						
1		Introducing AEP - Sections 1 - 4	L1 & 2 - AEP Introduction	To understand what is required from the GCSE NEA AEP								
2		AEP section 1 - analyse	L3 & 4 - Analysis	To create the analysis section using student fitness test scores and normative data					Course Breakdown			
3		AEP section 2 - evaluation	L5 & 6 Evaluation	To evaluate your performer's performance in relation to each of the components of fitness, rank ordering them in order of importance for your sport of choice					Unit	Course %	Max. Raw Marks	Max. UMS
4		AEP section 3 - overview	L7 & 8 Overview	To provide a comprehensive overview of each of the core and advanced skills in your sports of choice, in line with the Guide to NEA.	HOMEWORK				C1	30%	60	90
5		AEP section 4 - assessment	L9 & 10 Assessment	To assess your performer's ability in relation to each of the skills to identify strengths and weaknesses to advise the action plan.					C2	30%	60	90
6		AEP sections 5 & 6 - movement analysis	L11 & 12 Movement Analysis	To understand how to write movement analysis and action plan sections of the GCSE NEA AEP					C3	40%	60	120
7		AEP section 5 - movement analysis	L13 Movement Analysis L14 Action Plan	To effectively analyse the movement of your performer during both the preparatory and execution phases of a sporting movement - analyse the 4 key joints.								
8		AEP section 6 - action plan	L15 & 16 Action Plan	To produce a comprehensive action plan for a sporting weaknesses of your choice, explaining how you would improve this weakness through the use of progressive skill practices.								

9		Holiday												
10		2.1a	L17 & 18 Trends	be familiar with current trends in participation in physical activity and sport: • using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) • of different social groups • in different physical activities and sports		Engagement patterns - strategies								
11		2.1a	L19 Factors L20 Strategies	understand how different factors can affect participation, including: • age • gender • ethnicity • religion/culture • family		Engagement patterns - strategies								
12		2.1b	L21 & 22 Commercialisation	understand the influence of the media on the commercialisation of physical activity and sport: • different types of media – social – internet – TV/visual – newspapers/magazines.		Commercialisation - influence of the media								
13		2.1b	L23 & 24 Golden Triangle	know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): • positive and negative effects of the media on commercialisation • be able to apply practical examples to these issues	HOMEWORK	Commercialisation								
14		2.1b	L25 & 26 Sponsorship	• understand the influence of sponsorship on the commercialisation of physical activity and sport: • positive and negative effects of sponsorship on commercialisation • be able to apply practical examples to the issue of sponsorship.	2.1a/b assessment	Commercialisation - influence of sponsorship								
15		2.1c	L27 & 28 Sportsmanship, Gamesmanship & Deviance	know and understand: • the value of sportsmanship • the reasons for gamesmanship and deviance in sport. • be able to apply practical examples to these concepts.		Ethics in Sport								
16		2.1c	L29 & 30 Sportsmanship, Gamesmanship & Deviance			Ethics in Sport								
17		Holiday												

18		Holiday												
19		2.1c	L31 & 32 Drugs	know and understand the reasons why sports performers use drugs • know the types of drugs and their effect on performance: • anabolic steroids • beta blockers • stimulants • give practical examples of the use of these drugs in sport. • know and understand the impact of drug use in sport: • on performers • on sport itself.		Drugs in Sport								
20		2.1c	L33 & 34 Drugs			Drugs in Sport								
21		2.1c	L35 & 36 Player Violence	know and understand the reasons for player violence • give practical examples of violence in sport.	HOMEWORK	Violence in Sport								
22		2.1c	L37 Revision	To revise the content from topic 2.1c for a unit test	2.1c assessment	Violence in Sport								
23		2.3	L38 & 39 Health, Fitness and Well-Being - Physical	• know what is meant by health, fitness and well-being • understand the different health benefits of physical activity and consequences of a sedentary lifestyle: • physical: – injury – coronary heart disease (CHD) – blood pressure – bone density – obesity – Type 2 diabetes – posture – fitness		Health, Fitness and Well-Being - Physical								
24		2.3	L40 & 41 Health, Fitness and Well-Being - Emotional	emotional: – self-esteem/confidence – stress management – image		Health, Fitness and Well-Being - Emotional								
25		Holiday												
26		2.3	L42 & 43 Health, Fitness and Well-Being - Social	social: – friendship – belonging to a group – loneliness • be able to apply the above to different age groups • be able to respond to data about health, fitness and well-being		Health, Fitness and Well-Being - Social								

27		2.3	L44 & 45 Balanced Diet	know the definition of a balanced diet • know the components of a balanced diet • carbohydrates • proteins • fats • minerals • vitamins • fibre	HOMEWORK	Diet and Nutrition							
28		2.3	L46 & 47 Hydration / Energy	water and hydration • understand the effect of diet and hydration on energy use in physical activity • be able to apply practical examples from physical activity and sport to diet and hydration.	2.3 assessment	Diet and Nutrition							
29		Focused Revision - unit 1.1	L48 & 49 Unit 1.1 Revision	Revise Location of Major Bones, Functions of the Skeleton, Types of Synovial Joint, Types of Movement at Joints, Other components at joints.		Revision							
30		Focused Revision - unit 1.1 / 1.2	L50 Unit 1.1 Revision L51 Unit 1.2 Revision	The structure and function of the Muscular System, Lever Systems, Planes of Movement and Axes and The CV and Respiratory Systems		Revision		31st March Deadline for Practical/AEP Grades					
31		Holiday											
32		Holiday											
33		Focused Revision - unit 1.2	L52 & 53 Unit 1.2 Revision	Revise components of fitness, principles of training, optimising training and prevention of injuries		Revision							
34		Focused Revision - unit 2.1	L53 & 54 Unit 2.1 Revision	Revise Physical Activity and Sport in the UK, Participation in physical activity and sport, Commercialisation in Sport, Ethics and Drugs in Sport and Violence in Sport		Revision							
35		Focused Revision - unit 2.2	L55 & 56 Unit 2.2 Revision	Revise Sports Psychology - Characteristics of skillful movement, classification of skills, Goal Setting, Mental Preparation, Types of Guidance and Types of Feedback	HOMEWORK	Revision							

36		Focused Revision - unit 2.3	L57 & 58 Unit 2.3 Revision	Revise Health, Fitness and Well-Being - Physical, Emotional and Social and Diet and Nutrition.		Revision								
37		Focused Revision - summary	L59 & 60 6 Mark Question Revision	To revise the effective tools for answering 6 marks extended writing questions.		Revision								
38		Holiday												
39		Exam Leave												
40														
41														
42														
43														
44														

45										
46										
47			Holiday							



Curriculum Map cover sheet

Subject: BTEC Tech Award in Sport	Year Group: 10 - 11	Key Stage: 4
Links to prior learning - Builds on core PE from KS3, applying fundamental skills to sport-specific contexts - Prior knowledge of fitness components, basic anatomy, and team strategies developed at KS3 are revisited and deepened. - Building on prior knowledge linked to fitness tests which are a fundamental aspect of the course	Retrieval Practice - Regular use of mini-whiteboard activities for formative assessment - Regular predetermined retrieval questions to focus on recapping previously taught content - Extensively planned revision lessons to recap the content - Use of practical aspects to deliver retrieval activities e.g. conducting fitness tests	Adaptive teaching strategies - Scaffolded exam question structures e.g. sentence starters and writing frames - Use of visual aids, practical demonstrations and chunked instructions to support all learners - Regular formative assessments with targeted feedback to assess gaps - Differentiated questioning - Flexible grouping
Literacy Vocabulary development: - Direct instruction of Tier 2 and Tier 3 vocabulary e.g. capillarisation - Use of word walls, glossary booklets and dual coding to reinforce terminology Reading - Exposure to exam style questions, model answers and articles related to	Oracy (Describe the strategies used to enhance students' spoken language skills, such as discussions, debates, and presentations) - Delivery of practical aspects of coursework. This includes delivery of a warm up task and delivery of a fully planned coaching session. These are delivered to younger year groups - Verbasing answers to exam questions or to PSA.	Numeracy - Data analysis: interpreting fitness test results and performance data - Use of heart rate graphs and recovery rates to support understanding of training effects. - Calculating target zones using MHR and training thresholds. - Calculating MHR

content - Reading of Pearson's Set Assignment Scenarios (PSAs) - Guided reading - Reading passages and infographics Writing - Structured writing activities using PEEL - Sentence scaffolds and writing frames - Regular feedback and redrafting of exam questions to develop fluency and structure - Extended writing pieces of work for the coursework assignments, which includes detailed answers. - Regular feedback and redrafting of coursework writing to develop fluency and structure		- Statistical comparison of performance across sports or time periods. - Time management when delivering the practical sessions.
Careers across the Curriculum - Exposure to roles in sport and physical activity: physiotherapy, coaching, sports psychology, officiating, and sports journalism. - Links made between theoretical content (e.g. training and sporting contests) and professional pathways. - Career spotlight weeks (national careers week, national apprenticeship week) with visiting professionals or virtual talks from the sport industry.	Wider Curriculum opportunities: - Extensive PE ECA offering - Engagement in school sports teams, leadership roles and volunteering - Links to Science (body systems, health), PD (mental wellbeing), and Maths (data handling, graphs). - Cultural and historical context of sport – Olympic values, development of sport across time. - School visits and trips - Duke of Edinburgh	Super Curriculum: - Independent research projects (e.g., creating high quality work in reference to the PSA). - Encouragement to attend live sporting events or engage in national sporting challenges. - Encouragement to observe officials throughout live sporting events. - Recommended documentaries (e.g., The Game Changers, Icarus, The last Dance, Free Solo, Andy Murray: Resurfacing, All or Nothing) and

		reading lists (e.g. Bounce: The Myth of Talent and the Power of Practice - Matthew Syed, The Sports Gene - David Epstein, Black Box Thinking - Matthew Syed, Women in Sport - Rachel Ignotofsky).
Assessment and feedback Assessment strategies: Knowledge Quizzes - weekly low stakes quizzing, exit tickets, mini whiteboards, peer and self assessment, questioning techniques, end of unit tests, mock exams, practical assessments, coursework, Feedback strategies, marking and commentary, whole class feedback, verbal feedback, student green pen, Online marking for coursework, 10 day extension tasks to complete after it is marked and feedback has been given.		

14			Practical delivering planned conditioned practices Lesson objective-C2 Drills to improve sporting performance 1. Practically apply SETDOP is and be able to use it 2. Be able to organising a drill and lead confidently	Session planning Lesson objective-C1 Planning drills and conditioned practices to develop participants' sporting skills 1.Reflect on sessions lead and create action plan for improvement 2. Create a improved session plan			Fitness tests project Objective-82 Fitness test methods for components of fitness 1. To understand practicality, reliability and validity 2. To understand the test procedures for different tests"	
15			Session planning Lesson objective-C1 Planning drills and conditioned practices to develop participants' sporting skills 1. Create a structured plan to lead a session with progressive drills 2.Use SETDOP in session plan	Session planning Lesson objective-C1 Planning drills and conditioned practices to develop participants' sporting skills 1. Create a structured plan to lead a session with progressive drills 2.Use SETDOP in session plan			Revision lesson 1. To revise Learning outcome B content	
16			Delivering drills practical practice Lesson objective-C2 Drills to improve sporting performance 1. Practically apply SETDOP is and be able to use it 2. Be able to organising a drill and lead confidently	Delivering drills practical practice Lesson objective-C2 Drills to improve sporting performance 1. Practically apply SETDOP is and be able to use it 2. Be able to organising a drill and lead confidently			Assessment lesson	
17	Holiday							
18	Holiday							
19	Component 2	Learning Outcome D	Delivering drills practical practice Lesson objective-C2 Drills to improve sporting performance 1. Practically apply SETDOP is and be able to use it 2. Be able to organising a drill and lead confidently	Delivering drills practical practice Lesson objective-C2 Drills to improve sporting performance 1. Practically apply SETDOP is and be able to use it 2. Be able to organising a drill and lead confidently	Component 3	Learning Outcome C	AAF Lesson Lesson objective- 1. Review and reflect on performance in test and complete AAF tasks	Filming Drill/Game Footage (Component 2)
20			Delivering drills practical practice Lesson objective-C2 Drills to improve sporting performance 1. Practically apply SETDOP is and be able to use it 2. Be able to organising a drill and lead confidently	Delivering drills practical practice Lesson objective-C2 Drills to improve sporting performance 1. Practically apply SETDOP is and be able to use it 2. Be able to organising a drill and lead confidently			Training methods- Aerobic Lesson objective- 1.To know the training methods for Aerobic endurance. 2.To understand the impact aerobic endurance has on sporting performance	
21			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Aerobic endurance Practical lesson 1.To practically complete different methods for Aerobic endurance. 2.To understand the impact aerobic endurance has on sporting performance	
22			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Training methods- Flexibility Lesson objective- 1.To know the training methods for Flexibility training 2.To understand the impact flexibility has on sporting performance	
23			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Flexibility training Practical lesson Lesson objective- 1.To practicality complete different methods for Flexibility 2.To understand the impact flexibility training has on sporting performance	
24			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Training methods- Muscular Endurance/Strength Lesson objective- 1.To practicality complete different methods for Muscular Endurance/Strength 2.To understand the impact Muscular Endurance/Strength training has on sporting performance	Filming sessions (Component 2)
25	Holiday							
26	Component 2	All Learning Outcomes	PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	Component 2	PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	Filing sessions (Component 2)
27			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	
28			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	
29			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	
30			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	
31	Holiday							
32	Holiday							
33	Component 2	All Learning Outcomes	PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	Component 2	PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	Filing sessions (Component 2)
34			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	
35			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	
36			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	
37			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	
38	Holiday							
39	Component 2	All Learning Outcomes	PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	Component 3	Learning Outcome C	Speed Training Practical lesson Lesson objective- 1.To practicality complete different methods for speed 2.To understand the impact speed training has on sporting performance	Filing sessions (Component 2)
40			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Power Training Practical Lesson objective- 1.To practicality complete different methods for power 2.To understand the impact power training has on sporting performance	
41			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			The effects of long-term fitness training on the body systems- Aerobic Lesson objective- 1.To know how training methods affect the different body systems. 2.To know the adaptations which are specific to different components of fitness.	
42			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			The effects of long-term fitness training on the body systems- Muscular Endurance/Flexibility Lesson objective- 1.To know how training methods affect the different body systems. 2.To know the adaptations which are specific to different components of fitness.	
43			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			The effects of long-term fitness training on the body systems- Power/Strength Lesson objective- 1.To know how training methods affect the different body systems. 2.To know the adaptations which are specific to different components of fitness.	

44	Component 1	Learning Outcome A	Types of sport and Physical activity 1. Understand the different sports and related governing bodies. 2. Know different team sports and individual sports	Benefits of QAA 1. Knowledge of activities carried out outdoors 2. Understand the benefits of these activities	QAA trip, Harrow Wall, Water sports trip		Learning outcome D	Aims and objectives Lesson objective- 1.To know the difference between aims and objectives 2.To be able to select appropriate training aims and objectives for improving selected components fitness.	QAA practical
45		Learning Outcome A	QAA practical 1. Understand the meaning of QAA and the activities it entails 2. Complete team building tasks	Types and providers of Sport 1. Know the three sectors which offer sport provision 2. Understand the advantages and disadvantages of these provisions				Fitness program design Lesson objective- 1.To know how to use personal information to aid training programme design. 2.To be able to select appropriate training method/activity for improving selected components fitness. 3.To know how to apply the FITT principles and additional principles of training	
46		Learning Outcome A	Types and needs of participants 1. Have an understanding of physical fitness activities 2. Know the benefits of taking part in physical activity	Barriers to participation 1. Understand the barriers different people have in taking part in sport 2. Know how these barriers can be overcome				Revision lesson Lesson objective- 1.Revise content based on PLC and teacher judgement	
47		Learning Outcome A	Cultural and physical barriers 1. Understand the barriers that people from different cultures may face 2. Understand the physical barriers people may face	Assessment lesson				End of year mock exam	

Week	Component	Learning Outcome	Lesson title		Component	Learning Outcome	Breakdown										
	2 lessons per week		Lesson 1		Lesson 2		1 lesson per week			1 core PE lesson per week							
1	Component 1	Learning Outcome A	Methods to address barriers to participation in sport 1. Know the different barriers people may face when taking part in sport 2. Understand the methods to	Different types of sports clothing and equipment 1. Know the different clothing and equipment available in the majority of sports	Component 3	Learning outcome D	AAF end of year mock exam review Lesson objective- 1. Review and reflect on performance in test and complete AAF tasks	Practical warm up delivery practice									
2			Planning a warm-up 1. Know the components needed in a warm up 2. Explore warm up games and ideas	Planning a warm-up 1. Know the components needed in a warm up 2. Explore warm up games and ideas			Motivational techniques Lesson objective- To know what motivation is To be able explain the two type of motivation To know the benefit of motivation on the sports performer										
3		Learning Outcome B	Planning a warm-up 1. Know the components needed in a warm up 2. Explore warm up games and ideas	Planning a warm-up 1. Know the components needed in a warm up 2. Plan a well structured warm			SMART and Goal setting Lesson objective- 1.To know the difference between short and long term goals 2.To be able explain process and outcome goals										
4			Learning Outcome C	Practical warm up delivery practice 1. Practically apply SETDOP is and be able to use it 2. Be able to organising and lead a warm up confidently			Practical warm up delivery practice 1. Practically apply SETDOP is and be able to use it 2. Be able to organising and lead a warm up confidently		SMART and Goal setting lesson 2 Lesson objective- 1.To know how to set SMARTER goals 2. To understand the importance fo goal setting								
5		All learning outcomes		Practical warm up delivery practice 1. Practically apply SETDOP is and be able to use it 2. Be able to organising and lead a warm up confidently		Practical warm up delivery practice 1. Practically apply SETDOP is and be able to use it 2. Be able to organising and lead a warm up confidently	Health related components of fitness revision Lesson objective- 1.To recap and revise health related components of fitness										
6			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		Skill related components of fitness revision Lesson objective- 1.To recap and revise skill related components of fitness											
7			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		Exercise intensity revision Lesson objective- To recap and revise: 1.Understand how to calculate 1RM for strength and 15RM for muscular endurance. 2.Know the different technology to measure exercise intensity											
8			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion		Learning outcome A Mini test Lesson objective- 1.Assess knowledge on LO A											
9	Holiday																
10	Component 1	All Learning Outcomes			Component 3	Learning Outcome B	importance of fitness testing and adminstration revision Lesson objective- To recap and revise: 1.Know which fitness tests are appropriate to test for each component of physical fitness. 2.Understand the practicality and validity of these tests 3.Understand how to produce reliable fitness test results	Filming Warm ups									
11			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Interpreting fitness tests revision Lesson objective- 1. To be able to interpret and analyse fitness testing results 2. To be able to use fitness testing results to suggest training and program design										
12			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Aerobic endurance revision Lesson objective- To recap and revise: 1.To know the training methods for Aerobic endurance. 2.To understand the impact aerobic endurance has on sporting performance										
13			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Muscular endurance revision Lesson objective- To recap and revise: 1.Different methods for Muscular Endurance/Strength 2.To understand the impact Muscular Endurance/Strength training has on sporting performance										
14			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Flexibility revision Lesson objective- To recap and revise: 1.Different methods for Flexibility 2.To understand the impact flexibility training has on sporting performance										
15			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Speed revision Lesson objective- To recap and revise : 1.Different training methods for Speed 2.To understand the impact Speed training has on sporting performance										
16			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			Muscular Strength Revision Lesson objective- To recap and revise: 1.Different methods for Muscular Endurance/Strength 2.To understand the impact Muscular Endurance/Strength training has on sporting performance										
17			Holiday														
18														Course Breakdown			
19			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			PSA -Assignment Prep/Completion		Unit	Course %	Max. Raw Marks	Max. UMS					
20			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			PSA -Assignment Prep/Completion		C1	30%	60	90					
									C2	30%	60	90					

21	Component 1	All Learning Outcomes	PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion	Component 1	All Learning Outcomes	PSA -Assignment Prep/Completion	Filming Warm ups		C3	40%	60	120
22			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			PSA -Assignment Prep/Completion						
23			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			PSA -Assignment Prep/Completion						
24			PSA -Assignment Prep/Completion	PSA -Assignment Prep/Completion			PSA -Assignment Prep/Completion						
25			Holiday										
26	Component 3	Learning Outcome B	Body composition revision Lesson objective-A1 Components of physical fitness 1. Define body composition 2. To know the different somatotypes and what sports suit each.	Agility and Balance fitness test revision Lesson objective- To recap and revise: 1. Be able to set up and administer fitness tests for Power/Agility 2. Be able to critically evaluate different fitness tests	Component 3	Learning Outcome B	Agility and Balance fitness test Practical revision Lesson objective- To recap and revise: 1. Be able to set up and administer fitness tests for Power/Agility 2. Be able to critically evaluate different fitness tests						
27			Coordintation,Power Reaction time fitness tests revision Lesson objective- To recap and revise: 1. Be able to set up and administer fitness tests for Power/Agility/RT 2. Be able to critically evaluate different fitness tests	Coordintation,Power Reaction time fitness tests Practical revision Lesson objective- To recap and revise: 1. Be able to set up and administer fitness tests for Power/Agility/RT 2. Be able to critically evaluate different fitness tests			Learning Outcome A/B Assessment lesson Mini test Lesson objective- 1. Assess knowledge on LO A/B						
28		Learning Outcome C	Warm ups and cool down revision Lesson objective- To recap and revise: 1. How to lead and structure a cooldown/Warm up 2. To understand the impact warm up/Cool down has on the body	Aerobic endurance training methods revision Lesson objective- To recap and revise: 1. Different methods for Aerobic Endurance 2. To understand the impact Aerobic Endurance training has on sporting performance		Learning Outcome C	Aerobic endurance training methods Practical lesson Lesson objective- To recap and revise: 1. Different methods for Aerobic Endurance 2. To understand the impact Aerobic Endurance training has on sporting performance						
29			Flexibility and Speed training revision Lesson objective- To recap and revise : 1. Different training methods for Speed/flexibility 2. To understand the impact Speed training has on sporting performance	Flexibility and Speed training Practical revision Lesson objective- To recap and revise : 1. Different training methods for Speed/flexibility 2. To understand the impact Speed training has on sporting performance			Muscular endurance and strength revision To recap and revise: 1. Different methods for Muscular Endurance/Strength 2. To understand the impact Muscular Endurance/Strength training has on sporting performance						
30			Muscular endurance and strength Practical recap revision To recap and revise: 1. Different methods for Muscular Endurance/Strength 2. To understand the impact Muscular Endurance/Strength training has on sporting performance	Agility and Power training revision To recap and revise: 1. Different training methods for Agility and Power 2. To understand the impact Agility and Power training has on sporting performance			Agility and Power training Practical revision To recap and revise: 1. Different training methods for Agility and Power 2. To understand the impact Agility and Power training has on sporting performance						
31	Holiday												
32	Holiday												
33	Component 3	Learning Outcome C	Balance, RT and Coordination training methods revision To recap and revise: 1. Different methods for Balance, RT and Coordination training 2. To understand the impact Balance, RT and Coordination training has on sporting performance	Balance, RT and Coordination training methods practical revision To practically recap and revise: 1. Different methods for Balance, RT and Coordination training 2. To understand the impact Balance, RT and Coordination training has on sporting performance	Component 3	Learning Outcome C	Mini assessment tests ond training types and methods Lesson objective- 1. Assess knowledge on LO C/D						
34			Types of provision revision 1. To know the different types of provision 2. To be able to give examples of different types of provision	Benefits and limitation of provision revision 1. To know which provisions may suit different clients 2. To be able to give examples of advantages and disadvantages of different types of provision			Effects of long term training on body systems revision To recap and revise: Lesson objective- 1. To know how training methods affect the different body systems. 2. To know the adaptations which are specific to different components of fitness.						
35		Learning Outcome D	Mini test C1-C4 Lesson objective- 1. Assess knowledge on LO C	D1 Personal infomation to aid training program design revision 1. To know what a PARQ is and why it is important 2. To know which data should be collected to help plan and relevant training program		Learning Outcome D	Fitness program design revision To recap and revise: Lesson objective- 1. To know how to use personal information to aid training programme design. 2. To be able to select appropriate training method/activity for improving selected components fitness. 3. To know how to apply the FITT principles and additional principles of training						
36			Principals of training revision Revise and recap 1. Understand and know the principles of training 2. Know how they can be applied to training programmes.	D3 motivational techniques for fitness programing revision Lesson objective- 1. To know what motivation is 2. To be able explain the two type of motivation 3. To know the benefit of motivation on the sports performer		D3 Goal seeting and SMART revision Lesson objective- Revise and recap 1. To know the difference between short and long term goals 2. To be able explain process and outcome goals							
37			All Learning Outcomes	Mini test D1-3 Lesson objective- 1. Assess knowledge on LO D		Class specific topic revision Lesson objective- 1. Revise content based on PLC	Class specific topic revision 1. Revise content based on PLC						
38	Holiday												

39	Component 3	All Learning Outcomes	Revision booklet A and exam practice Lesson objective- 1.Revise content and answer practice exam questions	Revision booklet A and exam practice Lesson objective- 1.Revise content and answer practice exam questions	Component 3	All Learning Outcomes	Revision booklet A and exam practice Lesson objective- 1.Revise content and answer practice exam questions						
40			Revision booklet B and exam practice Lesson objective- 1.Revise content and answer practice exam questions	Revision booklet B and exam practice Lesson objective- 1.Revise content and answer practice exam questions			Revision booklet B and exam practice Lesson objective- 1.Revise content and answer practice exam questions						
41			Revision booklet C and exam practice Lesson objective- 1.Revise content and answer practice exam questions	Revision booklet C and exam practice Lesson objective- 1.Revise content and answer practice exam questions			Revision booklet C and exam practice Lesson objective- 1.Revise content and answer practice exam questions						
42			Revision booklet D and exam practice Lesson objective- 1.Revise content and answer practice exam questions	Revision booklet D and exam practice Lesson objective- 1.Revise content and answer practice exam questions			Revision booklet D and exam practice Lesson objective- 1.Revise content and answer practice exam questions						
43	Course completed- independent revision for other subjects												
44													
45													
46													
47	Holiday												

Pearson BTEC - Tech Award in Sport												
Unit No & Title	Assignment No & Title	Learning Objective	Assessment Criteria	Hand Out Date	Hand In Date	Assessment Date	IV Sampling Date	Resubmission Assessment Date*	Resubmission IV Sampling Date	Date sent off to BTEC	Assessor Name	IV Name
Component 2: Taking Part and Improving Other Participants Sporting Performance	TBC- Pearson sets the assignments for the assessment of this component	A Understand how different components of fitness are used in different physical activities B Be able to participate in sport and understand the roles and responsibilities of officials C Demonstrate ways to improve participants sporting techniques.	Task 1: Components of fitness Task 2: Participating in sport Task 3: Officialing in sport Task 4: Improving participants' sporting skill (written) Task 4: Improving participants' sporting skill (video)	6th February 2025								
				2 hours to complete Task 1 1 hour to complete Task 2 2 hours to complete Task 3.	19th April 2025	3rd March 2025	8th March 2025	24th March 2025	31st March 2025	May 2025	Emily Reed Patrick Lattimer	Anne Carter
Component 1: Preparing Participants to Take Part in Sport and Physical Activity	TBC-Pearson sets the assignments for the assessment of this component	A Explore types and provision of sport and physical activity for different types of participant B Examine equipment and technology required for participants to use when taking part in sport and physical activity C Be able to prepare participants to take part in sport and physical activity.	Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 1) Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 2) Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity (continued) Task 3: Preparing participants to take part in sport and physical activity – Part 1 Task 3: Preparing participants to take part in sport and physical activity – Part 2	October 2025 PSA Window	20th November 2025	25th November 2025	30th November 2025	10th December 2025	12th December 2025	19th December 2025	Emily Reed Patrick Lattimer	Anne Carter
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	Synoptic Exam	A Explore the importance of fitness for sports performance B Investigate fitness testing to determine fitness levels C Investigate different fitness training methods D Investigate fitness programming to improve fitness and sportsperformance	AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise	n/a	n/a	n/a	n/a	May 2026	n/a	n/a	External	n/a



Curriculum Map cover sheet

Subject:	Year Group	Key Stage
Links to prior learning - Links to content learnt in KS4 GCSE PE. - Anatomy and Physiology - Psychology - Sociology	Retrieval Practice - Regular use of mini-whiteboards for formative assessment - Weekly low-stakes quizzes revisiting key terminology and concepts (e.g., principles of training, muscles and movement). - Use of knowledge organisers and interleaving content to reinforce long-term memory.	Adaptive teaching strategies - Scaffolded exam question structures e.g. sentence starters and writing frames - Use of visual aids, practical demonstrations and chunked instructions to support all learners - Regular formative assessments with targeted feedback to assess gaps - Differentiated questioning - Flexible grouping
Literacy - Writing is developed through longer answer essay questions (10 and 20 marks). Focus on key words and definitions. - Extended reading is encouraged through the sharing of articles on developments in sport (for example; ergogenic aids, gender in sport, transgender performers in sport).	Oracy - Debates throughout Paper 3 in particular (eg. Commercialisation of sport / Use of performance enhancing drugs) - EAPI coursework element involves spoken language which is worked on in practice lessons.	Numeracy - Students learn to analyze and interpret data related to performance, training, and research. They use mathematical concepts and statistical methods to evaluate data, make inferences, and draw conclusions. - Students are required to complete calculations to understand data linking to both the cardiovascular and respiratory systems, as well as, different factors in biomechanics.

Careers across the Curriculum - Exposure to roles in sport and physical activity: physiotherapy, coaching, sports psychology, officiating, and sports journalism. - Links made between theoretical content (e.g., biomechanics, training) and professional pathways. - Career spotlight weeks (national careers week, national apprenticeship week) with visiting professionals or virtual talks from the sport industry.	Wider Curriculum opportunities - School PE ECA offered on a weekly basis - Trip to Bedfordshire University Sports Science labs - Students provided with opportunities to join relevant webinars - Content relates to other courses such as A Level Psychology and Biology.	Super Curriculum - Encouragement to attend live sporting events or engage in national sporting challenges. See Supercurriculum. - Recommended documentaries (e.g., The Game Changers, Icarus, The last Dance, Free Solo, Andy Murray: Resurfacing, All or Nothing) and reading lists (e.g. Bounce: The Myth of Talent and the Power of Practice - Matthew Syed, The Sports Gene - David Epstein, Black Box Thinking - Matthew Syed, Women in Sport - Rachel Ignotofsky).
Assessment and feedback (Detail how often feedback is given, how it is given, when etc) - End of unit assessment given at the end of each specification point (approximately every 4-6 weeks). Feedback is given as a detailed breakdown of the test once marked, including reteaching key areas of weakness identified. - A variety of homework tasks are set each week. These include Cornell notes, long answer exam questions and specific guided revision tasks. 3x mock examinations across the 2 year period: - Summer Year 12 Mock (inc. all content covered from the course at this point) - January Year 13 Mock (inc. all content) - March/ April Year 13 Mock (inc. all content)		

Week	Component		Assessments/Homework	Breakdown	Component	Lessons	• Objectives	Assessments/Homework	Breakdown																							
	Teacher 1 (3 Lessons per week)				Teacher 2 (2 Lessons per week)																											
1		Joints, movements and analysis		To understand and apply: Shoulder: - flexion, extension, abduction, adduction, horizontal flexion/extension, medial and lateral rotation, circumduction - deltoid, latissimus dorsi, pectoralis major, trapezius, teres minor - elbow: - flexion, extension - biceps brachii, triceps brachii - ilopsoas, gluteus maximus, medius and minimus, adductor longus, brevis and magnus - knee: - flexion, extension - hamstring group: biceps femoris, semi-membranosus , semi-tendinosus - quadriceps group: rectus femoris, vastus lateralis, vastus intermedius and vastus medialis - ankle: - dorsi flexion, plantar flexion - tibialis anterior, soleus, gastrocnemius	L1: Classification of Skill 1	- Identify the 6 classification continua - Describe the 6 classification continua				Course Breakdown																						
		Joints, movements and analysis																														
		Hip and wrist joints																														
		Roles of muscles/ Types of contraction		To understand and apply the roles of muscles: - agonist - antagonist - fixator - types of contraction: - isotonic - concentric - eccentric - isometric.	L3: Types of Practice 1	- Describe the types of practice (part/whole/W-P-W/PP) - Explain each type of practice																										
2										Muscles, joints and movement	Planes and axis		To understand the planes of movement: - frontal - transverse - sagittal	L4: Types of Practice 2	- Evaluate the types of practice (Massed/Distributed/Fixed/Varied) - Apply the types of practice to different sports																	
		Role of muscle contraction	Baseline test Bones and muscles	To explain the structure and role of motor units in skeletal muscle contraction - nervous stimulation of the motor unit: - motor neuron - action potential - neurotransmitter 'all or none' law.	L5: Types of Practice Practical (1)	Describe and Evaluate the different types of practice																										
3										Analysis of movement revision			Unit 2.1: Skill Acquisition	L6: Practice Types 3	Describe and Evaluate the different types of practice																	
		Skeletal muscle contraction	Homework 1: Joints 10 mark question	To explain the structure and role of motor units in skeletal muscle contraction - nervous stimulation of the motor unit: - motor neuron - action potential - neurotransmitter 'all or none' law.	L7: Practice Types 4	Describe and Evaluate the different types of practice																										
		Muscle fibre types	Unit 1A Revision		L8: Types of Practice Practical (2)	Describe and Evaluate the different types of practice																										
4																																
		Q, SV, HR		To understand the relationship between, and resting values for: - heart rate - stroke volume - cardiac output - methods of calculating the above	L9: Transfer 1	Describe the types of transfer that occur in practical performance																										
5										Cardiac values during exercise			L10: Transfer 2	Explain how to optimise positive effects and limit negative effects of transfer																		
		Cardiac cycle and conduction system		To explain the regulation of heart rate: - neural factors - hormonal factors - intrinsic factors.																												
		Neural, intrinsic HR regulation		Describe the mechanisms of venous return during exercise of differing intensities and during recovery	L11: Learning Theories 1	Discuss how Operant conditioning including reinforcement can be used to learn movement skills																										
6										VR Mechanisms																						

	CV and respiratory systems	CV system revision/ exam tehcnique	Explain the redistribution of cardiac output during exercise of differing intensities and during recovery: • vascular shunt mechanism • role of the vasoconstrictor centre • role of arterioles • role of pre-capillary sphincters Explain the relationship between resting values for: • breathing frequency • tidal volume • minute ventilation • methods of calculating the above	L12: Learning Theories 2	Discuss how Cognitive theory of learning can be used to learn movement skills	
7		Respiratory values during exercise		L13: Learning Theories 3	Discuss how Banduras theory of social learning can be used to learn movement skills	HW 1: 10 Mark Op Cond.
		Redistribution of Q in exercise		L14: Learning Theories Revision	Explain and evaluate the theories of learning	
		Mechanics of breathing	Describe and explain the mechanics of breathing at rest and the muscles involved: • diaphragm • external intercostals • at the alveoli • at the muscles.			
		Neural control of respiration	Explain the regulation of breathing during exercise of different intensities and during recovery • neural control • chemical control			
8		Gaseous exchange	Explain the effect of differing intensities of exercise and recovery on gas exchange at the alveoli and at the muscles • changes in pressure gradient • changes in dissociation of oxyhaemoglobin.	L15: Types of Guidance	- Describe the different types of guidance - Critically evaluate the different types of guidance	
		Oxy-dissociation and Bohr Shift		L16: Stages of Learning	- Identify the 3 stages of learning - Explain characteristics of each stage	
9	Holiday	Pre test revision				
10		Micronutrients	Describe the function and importance of the components of a healthy, balanced diet: • carbohydrates • proteins • fats • minerals • vitamins • fibre • water • energy intake and expenditure and energy balance in physical activity and performance.	L17: Feedback	Explain advantages and disadvantages of different types of feedback	
		Macronutrients		L18: Revision		
		Energy intake and expenditure	Explain the importance of energy intake and expenditure and energy balance in physical activity and performance. Explain and evaluate the pharmacological aids: – anabolic steroids – erythropoietin (EPO) – human growth hormone (HGH)	L19: Revision		
11	Diet and Nutrition	Pharmacological aids	Explain and evaluate the physiological aids: – blood doping, – intermittent hypoxic training (IHT) – cooling aids	L20: End of Unit Test		End of topic test 2.1
		Physiological aids	Explain and evaluate the nutritional aids: – amount of food – composition of meals – timing of meals – hydration – glycogen/carbohydrate loading – creatine – caffeine – bicarbonate – nitrate			
		Nutritional aids	Explain and evaluate the nutritional aids: – amount of food – composition of meals – timing of meals – hydration – glycogen/carbohydrate loading – creatine – caffeine – bicarbonate – nitrate	L21: Test Feedback Lesson		
12		Nutritional aids (2)		L1: Personality		Teaching Content
		Diet revision lesson				
		PED revision lesson		L2: Attitudes	- Define the term attitude - Explain the triadic model of attitudes (Affective, Behaviour, Cognitive)	
13		Lever systems	- Define and apply Newton's laws of motion: • Newton's first law: inertia • Newton's second law: acceleration • Newton's third law: reaction - Explain the components of a lever system: • load • effort • fulcrum • effort arm • load arm • 1st class lever • 2nd class lever • 3rd class lever • mechanical advantage of a 2nd class lever. - Identify and use the calculations of force, momentum, acceleration and weight	L3: Motivation	Describe the term motivation and explain the difference between extrinsic and intrinsic motivation	
		Newtons 3 laws				
		Newtons 3 laws (Calculations)		L4: Arousal	- Define the term Arousal - Explain Drive theory, inverted U theory and catastrophe theory	
14		Balanced and unbalanced forces	Understand and apply: Force: • net force • balanced and unbalanced force	L5: Arousal 2	Apply the theories to sporting examples	
	Biomechanical principles	Free body diagrams	Be able to draw and understand free body diagrams showing vertical and horizontal forces acting on a body at an instant in time and the resulting motion			
		Factors affecting horizontal forces	Explain the factors affecting friction and air resistance and their manipulation in sporting performance	L6: Practical		HW 2: Arousal 10 mark
15		Mass and Stability	Define centre of mass • Explain the factors affecting the position of the centre of mass and the relationship between centre of mass and stability.	L7: Anxiety	- Define the term anxiety - Describe the response to anxiety and IZOF	
		Kinematics, force plates and wind tunnels	Define and explain the use of: • limb kinematics • force plates • wind tunnels • how each type of technology may be used to optimise performance in sport.			

[illegible]

27		Debate surrounding effective warm up and cool down.		Evaluate and debate surrounding effective warm up and cool down	L3: Post Industrial	Explain how the following social factors shaped post industrial Britain (Social Class, Gender, Law and Order, Education, Time and Money, Transport)	
		SALTAPS, PRICE and 6 Rs (1)		assessing sporting injuries using 'SALTAPS' • See • Ask • Look • Touch • Active • Passive • Strength Explain the acute management of soft tissue injuries using 'PRICE' • Protection • Rest • Ice • Compression • Elevation • recognising concussion: IRB's 'Recognise and Remove' 6 R's • Recognise • Remove • Refer • Rest • Recover • Return. Explain the treatment of common sporting injuries: • Injuries – fractures – simple, stress – joint injuries – dislocation, sprain, torn cartilage – exercise-induced muscle damage	L4: 19th Century Public Schools 1	Explain the influence of public schools on 19th century sport	
		SALTAPS, PRICE and 6 Rs (2)					
28		Treatment of injuries			L5: 19th Century Public Schools 2	Explain the influence of public schools on 19th century sport	
		Different styles of treatment		Describe the following treatments: – stretching – massage – heat, cold and contrast therapies – anti-inflammatory drugs – physiotherapy – surgery	L6: Sport in 20th Century	Explain how the following social factors shaped sport in 20th century Britain (Social Class, Gender, Law and Order, Education, Time and Money, Transport)	
		Revision lesson (1)					
29		Revision lesson (2)			L7: Sport in 20th Century	Explain how the following social factors shaped sport in 20th century Britain (Social Class, Gender, Law and Order, Education, Time and Money, Transport)	
					L7: Sport in 21st Century	Explain how the following social factors shaped sport in 20th century Britain (Social Class, Gender, Law and Order, Education, Time and Money, Transport)	
30					L8: Media and Sport	Explain how globalisation and the media have affected the characteristics of sport and levels of participation	
					L9: Globalisation/Freedom of Movement	Explain how globalisation and the media have affected the characteristics of sport and levels of participation	
31	Holiday						
32	Holiday						
33		ATP Energy currency of the body		Explain ATP as 'energy currency' • principle of energetically coupled reactions: • breakdown of ATP to ADP (Adenosine Diphosphate) + P (phosphate) • resynthesis of ATP from ADP + P Explain energy systems: • ATP-PC (Phosphocreatine) system • glycolytic system • aerobic system • for each system: • type of reaction (aerobic or anaerobic) • chemical or food fuel used • specific site of the reaction • controlling enzyme • ATP yield • specific stages within the system • by-products Explain energy systems: • ATP-PC (Phosphocreatine) system • glycolytic system • aerobic system • for each system: • type of reaction (aerobic or anaerobic) • chemical or food fuel used • specific site of the reaction • controlling enzyme • ATP yield • specific stages within the system • by-products Explain energy systems: • ATP-PC (Phosphocreatine) system • glycolytic system • aerobic system • for each system: • type of reaction (aerobic or anaerobic) • chemical or food fuel used • specific site of the reaction • controlling enzyme • ATP yield • specific stages within the system • by-products	L10: Background of Olympics	Describe the development of the modern Olympics • Describe the Olympic and Paralympic values	HW.4: Politics/Olympics 10 Mark
		ATP-PC system			L11: Berlin 1936/Mexico City 1968	Describe the events of Berlin and Mexico City • Explain how Sport and Society were affected by these events	
		Glycolytic system					
34		Aerobic system (part 1)			L12: Munich 1972	Describe the events of Munich 1972 • Explain how Sport and Society were affected by these events	
		Energy for exercise			L13: Moscow 1980/LA 1984	Describe the events of Moscow and LA Olympics • Explain how Sport and Society were affected by these events	
		Aerobic system (part 2)		Explain the energy continuum • predominant energy system used during exercise: • how intensely and duration of exercise influence which energy system is predominantly used to synthesise ATP • interpretation of figures relating to the contribution of the three energy systems to exercise of different intensities and durations			
		The energy continuum					
35		Intermittent exercise		Explain the interplay of energy systems during intermittent exercise and factors that affect this interplay • intensity of exercise • duration of exercise • recovery periods • fitness levels	L14: Global Sporting Events		
		Revision lesson (1)			L15: Hosting Global Sporting Events		
		Revision lesson (2)				Evaluate the pros and cons of hosting a global sporting event	
36					L16: Hosting Global Sporting Events +/- L17: Revision		
37					L18: Revision		End of topic test 3.1

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Week	Week Starting	Teacher 1 (3 Lessons)	Learning Outcome	Breakdown	Teacher 2 (2 Lessons) Unit	Assessments/Homework	Breakdown					
1	4th Sept			Teaching Content	Unit 2.1 Memory Models	Start EAPI End of Unit Test	Recap					
2	11th Sept				Unit 2.2 (Attribution)							
3	18th Sept				Unit 2.2 (Confidence/Self Efficacy)							
4	25th Sept				Unit 2.2 (Leadership)							
5	2nd Oct				Unit 2.2 (Stress)							
6	9th Oct				Unit 2.2							
7	16th Oct				Unit 3.2a Contemporary issues							
8	23rd Oct				Unit 3.2a Contemporary issues							
9	30th Oct				Holiday							
10	6th Nov	Energy for exercise	Energy systems HW	Teaching Content	Unit 3.2a Contemporary issues		Teaching Content					
11	13th Nov				Unit 3.2b Contemporary issues							
12	20th Nov				Unit 3.2b Contemporary issues							
13	27th Nov				Unit 3.2b Contemporary issues							
14	4th Dec				Unit 3.2c Contemporary issues							
15	11th Dec				Unit 3.2c Contemporary issues							
16	18th Dec				Unit 3.2c Contemporary issues							
17	25th Dec				Holiday							
18	1st Jan				Holiday							
19	8th Jan	EPOC/ Environmental effects of exercise	End of unit test	Teaching Content	Unit 3.2d	End of unit Test Mock EAPI						
20	15th Jan				Unit 3.2d							
21	22nd Jan				Unit 3.2d							
22	29th Jan				Unit 3.2d							
23	5th Feb				End of unit test							
24	12th Feb											
					20 Mark question EPOC							
25	19th Feb				Holiday							
26	26th Feb	Biomechanics A2 section	Graph HW	Revision		Record EAPI						
27	4th March											
28	11th March											
29	18th March											
30	25th March											
31	2nd April	Holiday										
32	9th April	Holiday										
33	16th April											
34	23rd April											
35	30th April											
36	7th May											
37	14th May											
38	21st May	Revision										
39	28th May	Holiday										
40	4th June	A Level Exams	A Level Exams	A Level Exams	A Level Exams	A Level Exams	A Level Exams					
41	11th June											
42	18th June											
43	25th June											
44	2nd July											
45	9th July											
46	16th July											
47	23rd July	Holiday										

Course Breakdown				
Unit	Course %	Max. Raw Marks	Max. UMS	
C1	30%	60	90	
C2	30%	60	90	
C3	40%	60	120	

Curriculum Map
BTEC Level 3 National Certificate in Sport

Subject: BTEC Level 3 Sport	Year Group: Years 12 & 13	Key Stage: 5
Links to prior learning Builds on L2 BTEC Sport & GCSE PE at KS4, applying fundamental and leadership skills to sport-specific contexts. Prior knowledge of fitness components, basic anatomy, and leadership strategies developed at KS4 are revisited and deepened. Skills such as leadership, rules of play, basic tactical and technical understanding are advanced in coaching situations	Retrieval Practice Regular use of mini-whiteboards for formative assessment Weekly low-stakes quizzes revisiting key terminology and concepts (e.g. principles of training, body systems). Use of knowledge organisers, PLCs and interleaving content to reinforce long-term memory.	Adaptive teaching strategies Scaffolded exam question structures e.g. sentence starters and writing frames Use of visual aids, practical demonstrations and chunked instructions to support all learners Regular formative assessments with targeted feedback to assess gaps Differentiated questioning Flexible grouping
Literacy Direct instruction of Tier 2 and Tier 3 vocabulary Use of word walls, glossary booklets and dual coding to reinforce terminology Reading Exposure to exam style questions, model answers and articles related to content Guided reading Reading passages and infographics	Oracy Group discussions and debates Verbal evaluation of performances in leadership practical lessons. Peer coaching and feedback sessions using technical vocabulary. Interview skills	Numeracy Data analysis: interpreting data eg lung volume & cardiovascular responses to exercise. Use of heart rate graphs and recovery rates to support understanding of training effects. Calculating target training zones using MHR and training thresholds.

Writing Structured writing activities using PEEL Sentence scaffolds and writing frames Regular feedback and redrafting of exam questions to develop fluency and structure	Presentation of personal training programmes to peers. Coaching & officiating	Statistical comparison of performance across sports or time periods.
Careers across the Curriculum Students are made aware of different job opportunities which could arise as a result of studying Sport which may not be immediately obvious. Students are given the opportunity to coach and lead which provides them with some insight into a coaching career, as well as providing them with valuable opportunities to practice leading a group. Students are signposted to university / apprenticeship open days relevant to sport.	Wider Curriculum opportunities Students have access to the full range of Post 16 extracurricular activities. In addition to them taking part as a participant, we encourage Post 16 students to assist in PE lessons, as well as at extracurricular activities as part of their wider volunteering across the school. Leadership opportunities with local primary schools to demonstrate skills learnt in Sports Leadership unit. Cross curricular links with Biology (Anatomy and Physiology).	Super Curriculum Students are encouraged to listen to, read, watch and visit a range of different activities from the Key Stage 5 PE Super Curriculum.
Assessment and feedback Internally assessed units receive feedback digitally via the Google Suite (Google Docs and Google Classroom). This allows students to receive instantaneous feedback on their work and for the teacher to see when and how the edits have been made. Externally assessed units will have regular unit tests which are marked by the class teacher, with feedback provided for students to respond. Areas of weakness are identified through these tests and weaker content is retaught to develop a more comprehensive level of understanding. In all lessons, students receive feedback from the class teacher through the use of quizzing, questioning and mini whiteboards, allowing staff to assess understanding and provide individualised feedback.		



Week	Week Starting	Breakdown	Teacher 1 (3 Lessons)	Learning Outcome	Half-term HW	Teacher 2 (2 Lessons)	Lessons	Learning Outcome	Half-term HW	End of Unit Tests			Unit 1	Unit 4
1	4th Sept	Teaching Content Unit 1 A&P	Unit 1 LA -A The effects of exercise and sports performance on the SKELETAL SYSTEM	Learning Aim A, B	Learning Aim A HW, Questions + Mark Scheme	Unit 1 LA-D The effects of exercise and sports performance on the CARDIOVASCULAR SYSTEM	Lesson Title - Structre of The Cardiovascular System LO 1: To be able to identify the structure of the heart LO 2 : To be able describe the blood flow journey through the heart and the composition of blood	Learning Aim D, E	Learning Aim D HW, Questions + Mark Scheme	EoUT - LA-A			LA-A - Skeletal	LA-A - Leaders (roles/qualities)
2	11th Sept						Lesson Title - Function of The Cardiovascular System LO - To understand the function of the cardiovascular system in response to exercise and sportsperformance.			LA-A Test & Mark Scheme	LA-B - Muscular	LA-B - Psychological Factors		
3	18th Sept						Lesson Title - Nervous Control of the Cardiac Cycle LO - To understand the control of the cardiac cycle and how it changes during exercise and sports performance.			EoUT - LAB	LA-C - Respiratory	LA-C - Leadership Styles		
4	25th Sept						Lesson Title - Response of the Cardiac System to a Single Exercise Session LO - To identify the responses of the Cardiac System to a single exercise session Lo - To Explain the responses of the Cardiac System to a single exercise session			LA-B Test & Mark Scheme	LA-D - Cardio			
5	2nd Oct		Unit 1 LA- - End of Unit Test LA-A Test & Mark Scheme		Learning Aim B HW, Questions + Mark Scheme		Lesso Title - Adaptations of the cardiovascular system to exercise LO- To idneitfy the adaptaiions on the CV System caused by sports and exercise. LO - To be able to explain the adaptaiions on the CV System caused by sports and exercise.			Essay Plan LA-D HW 2	EoUT - LAC	LA-E - Energy		
6	9th Oct		Unit 1 LA- B The effects of exercise and sports performance on the MUSCULAR SYSTEM				Lesson Title - Additional factors affecting the cardiovascular system LO - To understand how additional factors affecting the cardiovascular system and their impact on exercise and sports performance.				LA-C Test & Mark Scheme			
7	16th Oct						Unit 1 LA-D - End of Unit Test - LA-D - Test & Mark Scheme				EoUT - LAD			
8	23rd Oct				Essay Plan - LA-B HW 2		Unit 1 LA-E			Lesson Title - The role of ATP in exercise LO - To understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance.	See Below LAE	LA-D - Cardio Test. & Mark Scheme		
9	30th Oct	Holiday												
10	6th Nov	Teaching Content Unit 1 A&P	Unit 1 LA- B - End of Unit Test LA-B Test & Mark Scheme	Learning Aim B, C	Learning Aim C HW, Questions + Mark Scheme	Unit 1 LA - E The effects of exercise and sports performance on the ENERGY SYSTEM	Lesson Title - The ATP-PC (alactc) system in exercise and sports performance LO - To understand the role of the ATP-PC system in energy production for exercise and sports performance. LO - To explain the role of the ATP-PC system in energy production for exercise and sports performance.	Learning Aim D, E	Learning Aim E HW, Questions + Mark Scheme	EoUT - LAE				
11	13th Nov		Unit 1 LA- C The effects of exercise and sports performance on the RESPIRATORY SYSTEM				Lesson Title - The lactate system in exercise and sports performance LO - To understand the role of the lactate system in energy production for exercise and sports performance. LO - To explain the role of the lactate system in energy production for exercise and sports performance.			LA-E - Energy Test & Mark Scheme				
12	20th Nov						Lesson Title - The aerobic system in exercise and sports performance LO - To understand the role of the aerobic energy system in energy production for exercise and sports performance. LO - To be able to explain the role of the aerobic energy system in energy production for exercise and sports performance.							
13	27th Nov						Lesson title - Adaptations of the energy system to exercise LO - To identify the the impact of adaptation of the systems on exercise and sports performance. LO - To be able to explain the adaptation of the systems on exercise and sports performance.			Essay Plan LA-E - HW 2				
14	4th Dec				All Learning Outcomes		Past Papers and Revision for exam		Lesson Title - Additional factors affecting the energy systems LO - To be able to understand the additional factors affecting the energy systems and their impact on exercise and sports performance. LO - To be bale to explai how the additional factors affecting the energy systems and their impact on exercise and sports performance.					
15	11th Dec								Unit 1 LA-E - End of Unit Test LA-E - Test & Mark Scheme		All Learning Outcomes	Past Papers and Revision for exam		
16	18th Dec								Revision for exam					
17	25th Dec		Christmas Holiday											

18	1st Jan	Christmas holiday																						
19	8th Jan	Exam unit 1 - Approx. 2 weeks in Jan	Revision for exam	All Learning Outcomes	Revision for exam	Revision for exam					All Learning Outcomes	Revision for exam	Assingmnet Briefs - Coursework											
20	15th Jan												Assignment Brief A											
21	22nd Jan												Assignment Brief B											
22	29th Jan																							
23	5th Feb																							
24	12th Feb	Start of Unit 4 (Sports Leaders) - Coursework based assingments	Unit 4 - Learning Aim A	Learning Aim - A		Unit 4 - Learning Aim B	Lesson title - Psychological factors that could impact on leadership LO - To be able to identifty and describe the psychological factors that could impact on leadership LO - Discuss how key psychological factors may affect sports leqadership within different sport and exercise activites LO - To produce a written analytical response of the psychological factors that could impact on leadership					Learning Aim - B												
25	19th Feb						Holiday																	
26	26th Feb						Unit 4 - Sports Leaders - Coursework based assingments	Unit 4 - Learning Aim A	Learning Aim - A		Unit 4 - Learning Aim B					Lesson title - Psychological factors that could impact on leadership LO - Discuss how key psychological factors may affect sports leqadership within different sport and exercise activites					Learning Aim - B			
27	4th March															LO - To produce a written analytical response of the psychological factors that could impact on leadership								
28	11th March															LO - Evaluate the impact of key psychological factors on the sports leadership within different sports and exercise actitives or environments								
29	18th March																							
30	25th March																							
31	2nd April	Easter Holiday																						
32	9th April																							
33	16th April	Resit Revision OR Complete work from other subjects if already got target grade	Resit revision	Unit 1 - All Learning Outcomes	Revision for exam	Resit revision	LOA The effects of exercise and sports performance on the skeletal system					Unit 1 - All Learning Outcomes	Revision for exam											
34	23rd April						LOB The effects of exercise and sports performance on the muscular system																	
35	30th April						LOC The effects of exercise and sports performance on the respiratory system																	
36	7th May						LOD The effects of sport and exercise performance on the cardiovascular system																	
37	14th May						LOE The effects of exercise and sports performance on the energy systems																	
38	21st May	Holiday																						
39	28th May	Unit 4 (Sports Leaders) - Coursework based assingments	Unit 4 - Learning Aim C	Learning Aim - C		Unit 4 - Learning Aim C	Lesson title - Psychological factors that could impact on leadership LO - Discuss how key psychological factors may affect sports leqadership within different sport and exercise activites LO - To produce a written analytical response of the psychological factors that could impact on leadership LO - Evaluate the impact of key psychological factors on the sports leadership within different sports and exercise actitives or environments					Learning Aim - C												
40	4th June																							
41	11th June																							
42	18th June																							
43	25th June																							
44	2nd July																							
45	9th July																							
46	16th July																							
47	23rd July	End of School Year Holiday																						

Exam Leave

https://docs.google.com/document/d/1ilcX9Xaex_LfkInPF-DukGI2QLTp2pRfilyNdsYHmn4/edit?usp=share_link