

Swindon Academy **Physical Education** Curriculum Map

The KS3 Physical Education programme provides students with the opportunity to focus on the further development of skills learnt and mastered at KS2, and to introduce these skills into conditioned and competitive game situations. Students will be given opportunities to become progressively skilful and intelligent performers within a vast range of sports. They will learn how to acquire and develop skills, know how to select and apply specific skills and tactics within a variety of game situations and learn to develop a positive attitude towards participation in physical activity. Students will follow the ULT PE curriculum, which consists of 9 KPIs across 3 strands: 'Fit to Perform', 'Fit to Lead' and 'Fit for Life'. The KPIs are assessed through the student's practical ability during lessons. The KPIs achieved for individual students are then tracked and monitored using the KPI tracker, which is updated at each assessment point. The PE curriculum emphasises the retention of knowledge and depth of learning, which is carefully designed to interleave specific content which enables students to revisit prior knowledge. The curriculum focuses on teaching in a sequence that provides the building blocks for students to access future topics.

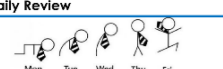


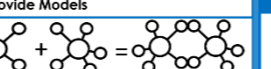






The KS4 PE curriculum provides students with the opportunity to further study a Level 2 Cambridge National in Sport Studies in addition to their compulsory core PE lessons. Here, students will further develop their practical and leadership ability whilst being continually assessed against examination criteria. Students will also undertake a written exam on the contemporary issues within sport, complete 'Sport in the Media' coursework and complete evaluations on their practical and leadership abilities identifying strengths and areas for improvement within their performance. Students are provided with the opportunity to further progress onto a Level 3 Cambridge Technical in Sport and Physical Activity at KS5. Here, students can opt for differing sizes of qualification to best prepare them for higher education. Students are assessed in a variety of examinations, written coursework, practical and leadership tasks and work experience opportunities. Students are supported with their career choice with opportunities to visit sports universities to inspire students to progress onto higher education.

The PE curriculum uses a mastery approach, whereby students will review, revisit and practice content throughout units and differing terms, so that the knowledge acquired is secured and rehearsed before progressing. This ensures students form strong bases of knowledge before moving on, and knowledge gaps are closed. Within practical lessons, this is done through warmups, specific drills and applying to pressured and competitive situations in a variety of scenarios and contexts. Within theory lessons, this is completed through the use of quizzing, recall questioning, testing and retesting and QLAs. Within both practical and theory lessons, #AIMHIGHER tasks are applied for extended challenge, outcomes are scaffolded to support both the lower, middle and higher ability student and differentiated tasks and equipment is provided to support the higher and lower ability students' progress.

The PE department offers a vast range of extra-curricular opportunities. Each term there is a selection of clubs each day after school that students can attend. Students have the opportunities to represent the school in their chosen sport through local fixtures, local tournaments and local and county competitions. Throughout the year, weekend competitions occur beginning with cross country, here, students are encouraged to compete to qualify into latter stages, parental support is popular at such events. Students are offered the opportunity to attend trips to experience live matches in netball, basketball and rugby. Students are also offered alternative clubs such as ultimate frisbee, fitness club, dodgeball and indoor climbing for those who want to be active, play recreationally and enjoy with the pressure of competition.

The Swindon Academy Physical Education department believe students should be encouraged to develop a deep understanding of all concepts taught; it is essential for students to develop subject specific thinking in and out of the classroom, to fully master concepts. The students should be encouraged to use subject specific language concisely and accurately as part of the wider school vocabulary curriculum to allow students to both communicate and flourish both in and out the classroom in order to be able to face the challenges of 21st century Britain and moreover the global employment market. We aim to educate our students not just for examinations but to be an active and confident participant in the modern world with a love of sport and physical activity.

Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>
Each lesson begins with a 'Do Now' task. Within practical lessons, this would revolve around the	Teachers plan and deliver lessons in both practical and theory that break down the skills or	Teachers use a variety of techniques when questioning students within PE. Teachers will	Within practical lessons, teachers provide models of skills and techniques through the use of live	In order to compile new learning, students are given time to practice skills in isolation and	Teachers plan sequences of questionings and stretch it questions to gauge the	Teacher's regular use mark schemes, past papers, quizzing, model answers and	Teachers break down skills and techniques into small chunks and use models to aid	Students spend time prior to an assessment point and exam, reviewing their QLAs and previous	Low stakes quizzing and questioning help to formulate reviews within lessons, and the use of

warm up task and include previous skills and aspects of student's leadership. Within theory lessons, this would include recalling previous and current knowledge, definitions and quizzing of exam type questions. Do Now tasks challenge student's ability to recall and practice their knowledge. Teachers regularly use cold call techniques to challenge students on previous knowledge from past lessons.	techniques required in order to master the skill. Students are given time to practice and rehearse their skills and knowledge through specific drills and progressions, and through modelled sentences and scaffolded tasks. Students are then given time to independently practice, and challenge are applied through AIMHGHER tasks, and pressured situations within practical lessons. All small steps are revised together in the weeks prior to examination.	plan sequences of questions and stretch it questions to gauge the level of understanding, and to also extend students knowledge and ability to recall. Teachers will often cold call students to maintain engagement within the lesson. The use of 'no opt out' ensures that students continue to learn through questioning. Students can expect to be asked again if unsure of a question, or bounced back to, to repeat the correct answer.	demonstrations and visual aid. Students can also be expected to demonstrate skills and techniques as perfect models to showcase to the other students. Within theory lessons, teachers provide model answers and display to student's ways to secure marks in examination questions within model responses. Within longer questions, teachers will provide sentence starters and higher-level phases in order to ensure students can access top marks from the beginning. Success criteria and past paper marks schemes are continually shared with students to tell students what to include to gain higher marks.	within pressured situations to secure knowledge and application within practical lessons. Students review learning and knowledge acquired in the lead up to assessment weeks. Here, students address misconceptions prior to the exam.	level of understanding and to enable students to recall prior knowledge. The questioning is cold called, and the teacher will return to a student that gives an incorrect response so learning is still taking place. Teachers will plan low stakes quizzing and key questioning as simple ways to check for understanding and gauging common misconceptions. In practical and theory lessons, teachers continually circulate the room, tracking and recorded responses to gauge common errors, and will revisit these areas to ensure knowledge gaps are closed. Teachers regularly mark theory book and online coursework, giving students feedback to respond to.	independent practice to master knowledge. This is re-visited to help secure knowledge, and is tracked within lesson, so common misconceptions are addressed quickly without creating a snowball effect. Teachers will use visual aids and model of best practice to showcase and demonstrate skills and technique to ensure students are replicating the correct actions. These skills are then put into competitive and pressured situations to ensure they are challenged and rehearsed.	understanding. The skills and techniques are gradually applied in variety of contexts; differentiated to meet the needs of the students. Additional steps to learning, and support can help students not mastering the skills or knowledge. This might include adapting the equipment, using a static defence rather than dynamic, or within the context of theory lesson, using sentence starters or key words to help students grasp the lesson content.	knowledge in order to plug knowledge gaps. Students test their knowledge and understanding within practice questions recalling prior knowledge. Students within practical lessons, have opportunity to practice skills in isolation, and unopposed and opposed situations in order to better they ready for an assessment point.	cold call and lesson tracking helps to review learning weekly to address misconceptions and also to highlight areas of strength for model responses.
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	FIT TO PERFORM (KPI 1,2,3)		FIT TO LIFE (7,8,9)		FIT TO LEAD (4,5,6)	
Term	1	2	3	4	5	6
Year 7	<p>AUTUMN / SPRING TERM: NETBALL, FOOTBALL, RUGBY, HOCKEY, FITNESS TRAINING, BASKETBALL, GYMNASTICS, TABLE TENNIS AND BADMINTON</p> <p>SUMMER TERM: ROUNDERS, SOFTBALL, ATHLETICS, CRICKET, SPORTS LEADERS</p> <p>The students will participate in activities that link to the specific sport being studied and apply previous KS2 knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warm ups. Pupils will be encouraged to volunteer to lead tasks such as warm ups and help contribute individually or as part of a team. This will also include officiating small sided games, and competitive situations. Fit to lead KPI's will enable students to work on linking prior knowledge to the Bronze Sports Leaders UK award (taught during term 5 and 6) looking at how students can creatively manage and organise events. Students will learn a range of tactics and strategies to overcome difficulties and develop resilience. Students will develop, and some will master techniques and use advanced techniques in a range of styles and forms. This will prepare students for competitive sport in extra-curricular events. Fitness training provides students with an insight into training methods, which formulates a positive attitude towards health and physical activity, and links to the RO53 unit within the OCR Cambridge National unit of work.</p>					
Vocabulary instruction	1	2	3	4	5	6
	Pivot Rucking Tackling Rebound Dodge Fake	Drive Weave Dynamic Simultaneous Composure Formation	Control Accuracy Consistency Placement Technique Stance	Tension Alignment Extension Aerobic Anaerobic Synchronisation	Tactic Retrieve Exploit Communication Wicket Fundamental	Pacing Explosive Stamina Co-ordination Agility Endurance

	FIT TO PERFORM (KPI 1,2,3)		FIT TO LIFE (7,8,9)		FIT TO LEAD (4,5,6)	
Term	1	2	3	4	5	6
Year 8	<p>AUTUMN / SPRING TERM: NETBALL, FOOTBALL, RUGBY, HOCKEY, FITNESS TRAINING, BASKETBALL, GYMNASTICS, TABLE TENNIS AND BADMINTON SUMMER TERM: ROUNDERS, SOFTBALL, ATHLETICS, CRICKET, SPORTS LEADERS</p> <p>Pupils will be continually encouraged to volunteer to complete and lead tasks and warm ups and help contribute individually or as part of a team. Fit to lead KPI's will enable students to work on linking prior knowledge to the Silver Sports Leaders UK award looking at how students can creatively manage and organise events in PE lessons and during enrichment or at fixtures. Students will be able to link health and fitness to everyday activities and be able to identify components of fitness related to sports participation. This will allow students to develop meaningful understanding of what sports they may wish to carry on with into adulthood.</p>					
Vocabulary instruction	1	2	3	4	5	6
	Rebound Intercept Faint Dribble Pass Shoot	Defence Attack Tactics Strategy Teamwork Cooperation	Forehand Backhand Serve Volley Smash Lob	Sequencing Flow Take off Flight Landing Posture	Spatial Awareness Contact Co-ordination Barrier Bowling Batting	Time Measurement Trajectory Hop Step Jump

	FIT TO PERFORM (KPI 1,2,3)		FIT TO LIFE (7,8,9)		FIT TO LEAD (4,5,6)	
Term	1	2	3	4	5	6
Year 9	<p>AUTUMN / SPRING TERM: NETBALL, FOOTBALL, RUGBY, HOCKEY, FITNESS TRAINING, BASKETBALL, GYMNASTICS, TABLE TENNIS AND BADMINTON SUMMER TERM: ROUNDERS, SOFTBALL, ATHLETICS, CRICKET, SPORTS LEADERS</p> <p>Students will apply techniques across different sports and apply principles of effective performance to their own and others work. They will learn a range of tactics and strategies to overcome difficulties and develop resilience through perseverance and positive attitudes to learning. Individual mastery will be the focus here revisiting year 7/8 knowledge and students will aim to produce outstanding performance in their preferred field. This will allow students to think about Option Sport and consider these options for year 10. Fit to lead KPI's will enable students to work on linking prior knowledge to Gold Sports Leaders UK award looking at how students can creatively manage and organise events in PE lessons and during enrichment or at fixtures. Students will have various opportunities to lead and/ or help at other school events and they will have the opportunity to work with year 7/8 students at fixtures or help with umpiring or officiating.</p>					
Vocabulary instruction	1	2	3	4	5	6
	Counter-attack Decision making Flair Regulations Marking Blocking	Possession Space Anticipate Closing down Dynamic Timing	Backspin Cross-court Crossover Point Double bounce Drive Doubles	Aesthetically pleasing Balance Acrobatic Flexibility Power Vault	Approach Backing up Mis-field Boundary Backward hit Spin bowl	Heat Personal Best Disqualified False start Baton Bell lap

Term	1	2	3	4	5	6
Year 10	AUTUMN / SPRING TERM: NETBALL, FOOTBALL, RUGBY, HOCKEY, FITNESS TRAINING, HANDBALL, BASKETBALL, GYMNASTICS, TABLE TENNIS AND BADMINTON					
	SUMMER TERM: ROUNDERS, SOFTBALL, ATHLETICS, CRICKET, TENNIS SPORTS LEADERS					
<p>The students are organised into groups, where activities run across a half termly basis. Students are expected to perform to the best of their ability, where they will combine performance, leadership and prior skills and knowledge from KS3, and apply this as a basis within KS4 Core PE. Students can also take on leadership roles and opportunities which include officiating and umpiring, leading warm ups and coaching specific drills.</p>						

Term	1	2	3	4	5	6
Year 11	AUTUMN / SPRING TERM: NETBALL, FOOTBALL, RUGBY, HOCKEY, FITNESS TRAINING, HANDBALL, BASKETBALL, GYMNASTICS, TABLE TENNIS AND BADMINTON					
	SUMMER TERM: ROUNDERS, SOFTBALL, ATHLETICS, CRICKET, TENNIS, SPORTS LEADERS					
<p>The students are organised into groups, where activities run across a half termly basis. Students are expected to perform to the best of their ability, where they will combine performance, leadership and prior skills and knowledge from KS3, and apply this as a basis within KS4 Core PE. Students can also take on leadership roles and opportunities which include officiating and umpiring, leading warm ups and coaching specific drills. Option PE students also use their CORE PE time as intervention.</p>						

Term	1	2	3	4	5	6				
Year 10 OCR L2 Cambridge Nationals – Sport Studies	RO54 Sport in the Media Unit LO1 Students to know how sport is covered across the media. R052 Developing Sports Skills LO1 Students to use skills, techniques and tactics/strategies/compositional ideas as an individual sporting activity.	Assessment 1 Review and reteach	RO54 Sport in the Media Unit LO2 Students to understand the positive effects that the media can have on sport R052 Developing Sports Skills LO2 Students to use skills, techniques and tactics/strategies/compositional ideas as a team sporting activity.	Assessment 2 Review and reteach	RO54 Sport in the Media Unit LO3 Students to understand negative effects that the media can have on sport R052 Developing Sports Skills LO3 Students to officiate in a sporting activity.	Assessment 3 Review and reteach	RO53 Sports Leadership LO1 Students to know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.	Assessment 4 Review and reteach	RO53 Sports Leadership LO2, LO3 & LO4 Students to plan sports activity sessions. Students to deliver a sports activity session, and students to evaluate own performance in delivering a sports activity session.	Assessment 5 Review and reteach
	Vocabulary instruction	Terrestrial TV Satellite TV Pay-per-View Blog Podcast Fanzine	Minority sport Analysis Media rights Exposure Role models Income	Spectatorship Sporting values Commodity Scrutiny The press Saturation	Role Responsibility Personal qualities Autocratic Democratic Laissez-Faire	Safety considerations Progression Key consideration Corrective action Objective Adaptable	Motivation Communication skills Evaluate			

Term	1	2	3	4	5	6
Year 11 OCR L2 Cambridge Nationals – Sport Studies	RO51 Contemporary Issues in Sport Exam Unit Students to understand the issues which affect participation in sport. Students to know the role of sport in promoting values.	RO51 Contemporary Issues in Sport Exam Unit Students to know the importance of hosting major sporting events. Students to know the role of national governing bodies in sport.	RO54 Sport in the Media Unit LO4 Students to understand the relationship between sport and the media RO51 Contemporary Issues in Sport Exam Unit Revision for January Exam	RO54 Sport in the Media Unit LO5 Students to be able to evaluate the media coverage in sport R052 Developing Sports Skills LO4 Students will be able to apply practice methods to support improvement in a sporting activity	R052 Developing Sports Skills LO4 Students to be able to apply practice methods to support improvement in a sporting activity.	
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
	Review and reteach	Review and reteach	Review and reteach	Review and reteach	Review and reteach	Review and reteach
Vocabulary instruction	1	2	3	4	5	6
	Ethnic minority Economically disadvantaged Accessibility Provision Inclusion Initiative	Etiquette Scheduling Legacy Promotion Participation Investment	Spectatorship Sporting values Commodity Scrutiny The press Saturation	Signals Instructions Improvement Practice Measuring Article	Skill Components Rules Technique Observation Strategies	

Term	1	2	3	4	5	6
Year 12 OCR L3 Cambridge Technical– Sport and Physical Activity	<u>Single Option Sport</u> <u>Unit 1</u> – 90GLH – Mandatory Unit Body systems and the effects of physical activity (Externally assessed) LO1/LO2/LO3 <u>Unit 2</u> – 90GLH – Mandatory Unit Sports Coaching and activity leadership (Internally assessed) LO1 <u>Unit 3</u> – 60GLH – Mandatory Unit Sports Organisation and development (Externally assessed) LO1/LO2	<u>Single Option Sport</u> <u>Unit 1</u> – 90GLH – Mandatory Unit Body systems and the effects of physical activity (Externally assessed) LO4/LO5 <u>Unit 2</u> – 90GLH – Mandatory Unit Sports Coaching and activity leadership (Internally assessed) LO2/LO3 <u>Unit 3</u> – 60GLH – Mandatory Unit Sports Organisation and development (Externally assessed) LO3/LO4	<u>Single Option Sport</u> <u>Unit 1</u> – 90GLH – Mandatory Unit Body systems and the effects of physical activity (Externally assessed) EXAM REVISION & REVIEW <u>Unit 2</u> – 90GLH – Mandatory Unit Sports Coaching and activity leadership (Internally assessed) LO4 <u>Unit 3</u> – 60GLH – Mandatory Unit Sports Organisation and development (Externally assessed) EXAM REVISION & REVIEW	<u>Single Option Sport</u> <u>Unit 2</u> – 90GLH – Mandatory Unit Sports Coaching and activity leadership (Internally assessed) LO6/LO5 <u>Unit 1 and 3 re-takes if required</u>	<u>Single Option Sport</u> <u>Unit 2</u> – 90GLH – Mandatory Unit Sports Coaching and activity leadership (Internally assessed) LO6/LO7 <u>Unit 1 and 3 re-takes if required</u>	
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
	Review and reteach	Review and reteach	Review and reteach	Review and reteach	Review and reteach	Review and reteach
	<u>Double Option Sport</u> <u>Unit 4</u> – 90GLH – Mandatory Unit	<u>Double Option Sport</u> <u>Unit 4</u> – 90GLH – Mandatory Unit Working safely in sport, exercise, health and leisure	<u>Double Option Sport</u> <u>Unit 4</u> – 90GLH – Mandatory Unit	<u>Double Option Sport</u>	<u>Double Option Sport</u>	

	<p>Working safely in sport, exercise, health and leisure (Internally assessed) LO1</p> <p>Unit 13 – 60GLH – Optional Unit Health and fitness testing for sport and exercise (Internally assessed) LO1</p> <p>Unit 19 - 60GLH - Mandatory Unit Sport and exercise psychology (Internally assessed) LO1</p>	<p>(Internally assessed) LO2/LO3</p> <p>Unit 13 – 60GLH – Optional Unit Health and fitness testing for sport and exercise (Internally assessed) LO2</p> <p>Unit 19 - 60GLH - Mandatory Unit Sport and exercise psychology (Internally assessed) LO2</p>	<p>Working safely in sport, exercise, health and leisure (Internally assessed) LO4</p> <p>Unit 13 – 60GLH – Optional Unit Health and fitness testing for sport and exercise (Internally assessed) LO3</p> <p>Unit 19 - 60GLH - Mandatory Unit Sport and exercise psychology (Internally assessed) LO3</p>	<p>Unit 13 – 60GLH – Optional Unit Health and fitness testing for sport and exercise (Internally assessed) LO4</p> <p>Unit 19 - 60GLH - Mandatory Unit Sport and exercise psychology (Internally assessed) LO4</p>	<p>Unit 13 – 60GLH – Optional Unit Health and fitness testing for sport and exercise (Internally assessed) LO5</p> <p>Unit 19 - 60GLH - Mandatory Unit Sport and exercise psychology (Internally assessed) LO5</p>	
	<p>Triple Option Sport - CHELT TOWN ONLY</p> <p>Unit 14 -60GLH – Mandatory Unit Working in Active Leisure Facilities (Internally assessed) LO1/LO2</p> <p>Unit 6 – 60GLH Optional Unit Group Exercise to Music (Internally assessed) LO1</p> <p>Unit 21 – 90GLH Mandatory Unit The business of Sport (Externally assessed) LO1</p>	<p>Triple Option Sport - CHELT TOWN ONLY</p> <p>Unit 14 -60GLH – Mandatory Unit Working in Active Leisure Facilities (Internally assessed) LO3/LO4</p> <p>Unit 6 – 60GLH Optional Unit Group Exercise to Music (Internally assessed) LO2/LO3</p> <p>Unit 21 – 90GLH Mandatory Unit The business of Sport (Externally assessed) LO2</p>	<p>Triple Option Sport - CHELT TOWN ONLY</p> <p>Unit 14 -60GLH – Mandatory Unit Working in Active Leisure Facilities (Internally assessed) LO5</p> <p>Unit 6 – 60GLH Optional Unit Group Exercise to Music (Internally assessed) LO4</p> <p>Unit 21 – 90GLH Mandatory Unit The business of Sport (Externally assessed) LO3</p>	<p>Triple Option Sport - CHELT TOWN ONLY</p> <p>Unit 21 – 90GLH Mandatory Unit The business of Sport (Externally assessed) LO4/LO5</p>	<p>Triple Option Sport - CHELT TOWN ONLY</p> <p>Unit 21 – 90GLH Mandatory Unit The business of Sport (Externally assessed) LO6</p>	
Vocabulary instruction	<p>Unit1</p> <p>Agonist Antagonist Hypertrophy Hyperplasia Haemoglobin Adenosine tri-phosphate</p>	<p>Unit2</p> <p>Cohesion Social loafer Safeguarding Gross Autocratic Laissez-faire</p>	<p>Unit3</p> <p>Sports development Sports continuum Target groups Sports initiatives Anti-discrimination Benchmark</p>	<p>Unit4</p> <p>Legislation Ethical Generic Risk Biological Procedure</p>	<p>Unit13</p> <p>Agility Body Mass Index (BMI) Consultation Validity Protocol Interpretation</p>	<p>Unit19</p> <p>Arousal Distress Eustress Psychosomatic illness Trait anxiety State anxiety</p>

Term	1	A 2	2	A 2	3	A 3	4	A 4	5	6	A 6
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Year 13 OCR L3 Cambridge Technical– Sport and Physical Activity	Single Option Sport Unit 8 – 60GLH – Mandatory Unit Organisation of sports events (Internally assessed) LO1 Unit 5 – 60GLH Mandatory Unit Performance analysis in sport, exercise, health and leisure (Internally assessed) LO1	Single Option Sport Unit 8 – 60GLH – Mandatory Unit Organisation of sports events (Internally assessed) LO2 Unit 5 – 60GLH Mandatory Unit Performance analysis in sport, exercise, health and leisure (Internally assessed) LO2	Single Option Sport Unit 8 – 60GLH – Mandatory Unit Organisation of sports events (Internally assessed) LO3 Unit 5 – 60GLH Mandatory Unit Performance analysis in sport, exercise, health and leisure (Internally assessed) LO3	Single Option Sport Unit 8 – 60GLH – Mandatory Unit Organisation of sports events (Internally assessed) LO4 Unit 5 – 60GLH Mandatory Unit Performance analysis in sport, exercise, health and leisure (Internally assessed) LO4	Single Option Sport Unit 8 – 60GLH – Mandatory Unit Organisation of sports events (Internally assessed) LO5
	Double Option Sport Unit 11 30GLH – Mandatory Unit Physical activity for specific groups (Internally assessed) LO1 UNIT 17 60GLH – Mandatory Unit Sports injuries and rehabilitation (Internally assessed) LO1 Unit 18 – 60GLH Mandatory Unit Practical skills in sport and physical activities (Internally assessed) LO1	Double Option Sport Unit 11 30GLH – Mandatory Unit Physical activity for specific groups (Internally assessed) LO2 UNIT 17 60GLH – Mandatory Unit Sports injuries and rehabilitation (Internally assessed) LO2 Unit 18 – 60GLH Mandatory Unit Practical skills in sport and physical activities (Internally assessed) LO2	Double Option Sport Unit 11 30GLH – Mandatory Unit Physical activity for specific groups (Internally assessed) LO3 UNIT 17 60GLH – Mandatory Unit Sports injuries and rehabilitation (Internally assessed) LO3 Unit 18 – 60GLH Mandatory Unit Practical skills in sport and physical activities (Internally assessed) LO3	Double Option Sport Unit 11 30GLH – Mandatory Unit Physical activity for specific groups (Internally assessed) LO4 UNIT 17 60GLH – Mandatory Unit Sports injuries and rehabilitation (Internally assessed) LO4 Unit 18 – 60GLH Mandatory Unit Practical skills in sport and physical activities (Internally assessed) LO4	Double Option Sport UNIT 17 60GLH – Mandatory Unit Sports injuries and rehabilitation (Internally assessed) LO5
	Triple Option Sport CHELT TOWN ONLY Unit 7 – 60GLH – Optional Unit Improving fitness for sport and physical activity (Internally assessed) LO1 Unit 20 – 60GLH – Optional Unit Sport and exercise sociology (Internally assessed) LO1	Triple Option Sport CHELT TOWN ONLY Unit 7 – 60GLH – Optional Unit Improving fitness for sport and physical activity (Internally assessed) LO2 Unit 20 – 60GLH – Optional Unit Sport and exercise sociology (Internally assessed) LO2	Triple Option Sport CHELT TOWN ONLY Unit 7 – 60GLH – Optional Unit Improving fitness for sport and physical activity (Internally assessed) LO3 Unit 20 – 60GLH – Optional Unit Sport and exercise sociology (Internally assessed) LO3	Triple Option Sport CHELT TOWN ONLY Unit 7 – 60GLH – Optional Unit Improving fitness for sport and physical activity (Internally assessed) LO4 Unit 20 – 60GLH – Optional Unit Sport and exercise sociology (Internally assessed) LO4	Triple Option Sport CHELT TOWN ONLY Unit 7 – 60GLH – Optional Unit Improving fitness for sport and physical activity (Internally assessed) LO4 Unit 20 – 60GLH – Optional Unit Sport and exercise sociology (Internally assessed) LO4
	Review and reteach	Review and reteach	Review and reteach	Review and reteach	Review and reteach
Vocabulary instruction	Unit8 Seed Feasibility study Contingency plan	Unit5 Performance profiling Data mining Feedback Self-evaluation	Unit11 Provision Physiological Sociological Psychological	Unit17 Chronic injury Acute Injury Intrinsic Extrinsic	Unit18 Tactics Adaptability Flair Adventurous

	Participative event Role Responsibilities	Peer evaluation Observation	Antenatal Postnatal	Rehabilitation Physiotherapist	Awareness Execution	
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Impact

To ensure that all students achieve mastery in specified skills the techniques and tactics and knowledge and understanding will be formatively assessed at assessment points within KS3 through KPI trackers. As a result of this data input teaching content can be adapted and revisited accordingly. KPI assessment will be used to judge success and progress towards mastery, with teaching time allocated to practical work. The impact of the curriculum upon students becoming athletes or sports analysts who can then make a decision for themselves and under pressure – can be tracked through student participation in sports clubs, sports events and their role within festivals, reading and viewing sports and whether students opt to further their study within KS4 and KS5 option PE. KS4 and KS5 success is judged on termly assessments in line with the academy assessment points and mock exams.

The impact of the more purposeful practice helps develop competency within the student's practice. This then leads to much higher levels of motivation and the layers of complexity built within lessons over time enables students to chunk the smaller pieces of information in order to apply this correctly in specific situations and scenarios.