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Year 7	Topic	Performance	Skills	Knowledge	Character
	Enquiry Question	Do you understand core skills , and can they be implemented in a competitive situation?	Can you replicate, develop, and demonstrate very important core skills in non-competitive environment?	Can you develop and retain key wrap around knowledge linked to sports performance?	Can you demonstrate the behaviours of a good, polite well-rounded sportsperson?
	Key Knowledge and skills	- Understand what skills can be utilised. - Begin to understand when to use the skills. Core skills demonstrated in performances – games/competition/choreographed performances. - To use these core skills to work to maximum levels. - Create plans/performances using the very important core skills. - To understand the basic rules and regulations for each sport. - Developing components of fitness to make physiological progress in a range of sports/activities.	- To be able to develop, practice and accurately replicate the key core skills. - Being able to transfer key skills such as catch and pass, pacing, timing, shooting across, body control, balance across a variety of sports and physical activities.	Understand the key knowledge themes in KS3 – leadership, officiating, health and well-being, fitness, sport specific knowledge. - Develop the basic understanding and skills in focus area.	Understand the key characteristics of demonstrating good character at KS3 – resilience, teamwork, respect, sportsmanship, independence, organisation.
	End Point	Ability to understand and demonstrate key important core skills into a final piece – game/competition/performance piece.	To be able to accurately replicate core skills in a practice scenario with increasing levels of pressure.	To have a basic understanding of phase 1 knowledge and be able to apply some simple concepts.	To understand the key character themes and be able to implement these in a range of scenarios within KS3.
Year 8	Topic	Performance	Skills	Knowledge	Character
	Enquiry Question	Do you understand core and advanced skills , and can they be implemented in a competitive situation?	Can you replicate, develop and demonstrate very important core and advanced skills in practice scenarios?	Can you develop and retain key wrap around knowledge linked to sports performance?	Can you demonstrate the behaviours of a good, polite well-rounded sportsman?
	Key Knowledge and skills	- Understand what skills can be utilised and combined to outwit opponents or produce a plan/choreographed performance. Select very important core and advanced skills in a competition/choreographed environment. Core and Advanced skills demonstrated in performances – games/competition/choreographed performances. - To use these core and advanced skills to work to maximum levels. - Create plans/performances using the very important core and advanced skills with increasing complexity. - To understand a wider range of rules and regulations for each sport. - Developing components of fitness to make physiological progress allowing higher levels of performance in a range of sports/activities/performances	- To be able to develop, practice and accurately replicate the key core skills developed in phase 1 and advanced skills from this phase. - To be able to transfer key skills such as catch and pass, pacing, throwing, timing, shooting, body control, balance across a variety of sports and physical activities. Selection of skills to outwit opponents or create a performance. Practice and demonstrate all core and advanced skills utilising them with accurate timing and decision making.	- To be able to understand the key knowledge areas below and demonstrate where possible. Develop more complex skills in each area: Leadership – organising and basic leading skills Officiating – officiate rules and scoring systems using basic communication. Basic knowledge on physical activity can be discussed and its impact upon well-being. Fitness – basic understanding of components, tests and training. Sports specific knowledge – understanding of basic roles, language and analysis skills.	Understand and demonstrate the key characteristics of demonstrating good character at KS3 – resilience, teamwork, respect, sportsmanship, independence, organisation.
	End Point	Ability to understand and demonstrate key core and advanced skills , creatively to form a final piece – game/competition/performance.	To be able to accurately replicate very important core and advanced skills in a practice scenario with increasing levels of pressure and complexity .	To have a basic understanding of phase 1 and 2 knowledge and be able to apply varying knowledge skills with increasing complexity .	To understand the key character themes and be able to implement these in a range of scenarios within KS3.
Year 9	Topic	Performance	Skills	Knowledge	Character
	Enquiry Question	Do you understand core, advanced alongside tactical awareness and can they be implemented in a competitive situation?	Can you replicate, develop and demonstrate very important core and advanced skills with accurate selection in modified competitive scenarios?	Can you develop and retain key wrap around knowledge linked to sports performance?	Can you demonstrate the behaviours of a good, polite well-rounded sportsperson?
	Key Knowledge and skills	Utilising core and advanced skills creatively to outwit opponents or produce a choreographed/planned performance. - Select and apply very important core skill, advanced skills and tactics in a competition/choreographed environment. - Core and advanced skills and tactics demonstrated in performances – games/competition/choreographed performances. - To use these core and advanced skills and tactics to work to maximum levels to achieve personal best/optimal performances. - Create plans/performances using the very important core and advanced skills as well as tactical awareness with increasing complexity. - To understand more complex range of rules and regulations for each sport. Further developing components of fitness to make physiological progress allowing higher levels of performance in a range of sports/activities. Preparation for KS4 and lifelong participation in physical activity.	- To be able to develop, practice and accurately replicate the key core and advanced skills and basic tactical awareness developed in phase 1 and 2. - To be able to transfer key skills such as catch and pass, pacing, throwing, timing, shooting, body control, balance across a variety of sports and physical activities. - Selection of skills and tactics to outwit opponents or create a performance with higher degrees of accuracy, fluency, influence and creativity. - Practice and demonstrate all core and advanced skills and tactics, utilising them with creativity and timing with accurate decision making and execution.	- To be able to understand and demonstrate effectively the key knowledge areas below and possibly across a variety of different physical activities. Develop more complex skills in each area: - Leadership – organising and basic leading skills including in game and coaching. - Officiating – officiate rules and scoring systems using communication skills clearly and confidently including none verbal. - Basic knowledge on physical activity can be discussed and its impact upon well-being with links to physical, mental and social well-being. - Fitness – basic understanding of components, tests and training and be able to discuss how they can be applied to specific physical activities. Sports specific knowledge – understanding of basic roles, language and analysis skills. Developing more detailed understanding of positions, tactics and clear analysis with suggestions of improvement.	Understand and demonstrate the key characteristics of demonstrating good character at KS3 – resilience, teamwork, respect, sportsmanship, independence, organisation.
	End Point	Ability to understand and demonstrate key very important core and advanced skills tactically and creatively into a final piece – game/competition/performance.	To be able to accurately replicate very important core and advanced skills and tactics in a practice scenario with increasing levels of pressure and complexity.	To have secure understanding of phase 1, 2 and 3 knowledge and be able to apply these concepts fluently and consistently .	To understand key character themes and be able to implement these in a range of scenarios within KS3.

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Physical Training (Paper 1)	Health, Fitness and Well-being (Paper 2)	Socio Cultural Factors (Paper 2)	Sport Psychology (Paper 2)	Sport Psychology Continued (Paper 2)	Anatomy and Physiology Skeletal System (Paper 1)
	Enquiry Question	How can we ensure training is effective for personal exercise and training programmes?	How do lifestyle choices impact upon our health, Wellbeing and performance?	How do socio-cultural factors impact on physical activity and sport?	How does the mind and psychological factors affect performers in sport?	How does the mind and psychological factors affect performers in sport?	How do the body systems (skeleton and bones) impact upon health, fitness and performance in physical activity and sport?
	Key Knowledge and skills	• Components of fitness • Fitness Testing • Principles of Training • Types of Training • Injury prevention • Training season • Warm up and cool down	• Physical, mental, social health fitness and wellbeing. • The consequences of a sedentary lifestyle on the body and performance. • Diet and the key nutrition required for health and performance. • Understanding the impacts of a sedentary lifestyle and poor diet choices in the form of Obesity and its effects on health, well-being and performance. •	• Engagement patterns and factors causing these patterns. • Commercialisation and the growing links with sponsorship, media and sport. • Conduct of performers and spectators alongside reason behind some of these behaviours.	• Classification of skills • Information processing models linked to decision making. • Goal setting and different types of goals to maximise training and performance. • Understand the impact of guidance and feedback in developing skills. • Understanding arousal and motivation and mental preparation techniques to gain optimal levels. •	• Classification pf skills • Information processing models linked to decision making. • Goal setting and different types of goals to maximise training and performance. • Understand the impact of guidance and feedback in developing skills. • Understanding arousal and motivation and mental preparation techniques to gain optimal levels. •	• Naming of bones and joints including location. • To explain the skeletal system and joint in causing movement. •
Year 10 GCSE	End Point	To develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.	To develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being.	To develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport and the impact of sport on society.	To develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.	To develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.	To name, understand and explain how the skeletal and joints systems impact upon exercise, physical activity and sport.
	Topic	Anatomy and Physiology Muscular System (Paper 1)	Anatomy and Physiology Cardiorespiratory System (Paper 1)	Movement Analysis (Paper 1)	Longer response skills linked to Paper 1 topics.	Longer response skills linked to paper 2 topics.	
	Enquiry Question	How do the body systems (Muscular) impact upon health, fitness and performance in physical activity and sport?	How do the body systems (Cardiovascular) Impact upon health, fitness and performance in physical activity and sport?	Can you analyse sporting movements and actions?	Can you evaluate, analyse and justify in relation to the Paper 1 topics?	Can you evaluate, analyse and justify in relation to the Paper 1 topics?	
	Key Knowledge and skills	• Naming of muscles including location. • To explain the relationship between the muscular system and skeletal system when causing movement. • What major muscles and muscle groups work antagonistically to affect movement. • Understand the different	• To explain the relationship between the cardiac and pulmonary systems during exercise. • Structure and function of the pulmonary system. • Gaseous exchange • Structure of heart and vascular system • Cardiac cycle • Effects of exercise eon the Cardiorespiratory system •	• Name and understand the 3 classes of lever. • Understand and apply mechanical advantage to each lever system. • Transfer knowledge from anatomy and physiology to analyse how movement takes place. • Identify and analyse the planes and axes of movement.	• Physical Training, Anatomy and physiology and movement analysis recall and revision. • Utilise knowledge to build longer in-depth answers based around AO1/AO2/AO3 model. • Apply concepts linked to the above topics to sport and physical activity. • Utilise command words to provide in depth answers on the topics from Paper 1.	• Socio Cultural Factors, Health fitness and Wellbeing and Sport Psychology recall and revision. • Utilise knowledge to build longer in-depth answers based around AO1/AO2/AO3 model. • Apply concepts linked to the above topics to sport and physical activity. Utilise command words to provide in depth answers on the topics from Paper 2.	
Year 11 GCSE	End Point	To name, understand and explain how the muscular systems impact upon exercise, physical activity, and sort.	To name, understand and explain how the Cardiorespiratory systems impact upon exercise, physical activity, and sort.	To understand and apply the levers, planes and axis and movement analysis to a variety of basic sporting actions.	To understand and develop longer answer techniques using prior knowledge and recall from Paper 1.	To understand and develop longer answer techniques using prior knowledge and recall from Paper 2.	
	Topic	Unit R185: Performance and leadership in sports activities	R186: Sport and the media	R186: Sport and the media	R186: Sport and the media	Unit R185: Performance and leadership in sports activities	Unit R185: Performance and leadership in sports activities
Year 10 BTEC	Enquiry Question	Can you apply practice methods to support improvement in a sporting activity?	Can you describe the different sources of media that cover sport?	Can you describe and explain the positive effects of the media in sport?	Can you describe and explain the negative effects of the media in sport?	Can you organise and plan a sports activity session?	Can you review your own performance in planning and leading a sports activity session?

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	Key Knowledge and skills	• Key components for assessing strengths and weaknesses in an activity: ○ Skills and techniques. ○ Tactics and strategies. ○ Compositional ideas. • Different types of practices and progressive Drills. • Altering the context of performance. • Use of tools to aid evaluation.	• Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want. • Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources. • Print media sources and their role as traditional media sources in comparison to other media sources.	• Participation: ○ How the media can help promote sport to increase awareness and improve participation levels. ○ Inspiring others to participate. ○ Creating and adopting role models. • Raising profile of the sport: ○ How the media can share positive messages and raise the profile of sports, break down barriers, promote the health and fitness industry. ○ Sports initiatives that seek to increase participation. ○ Promotion of an active, healthy lifestyle. • Education: ○ Exposure for emerging and minority sports. ○ Continued education of performers and spectators. ○ in emerging sports and changes to existing sports. • Revenue: ○ Relationship between sport and the media, how they use each other to promote themselves and increase revenue. ○ Different promotional opportunities for business and commercial sport and how sports adapt to utilise media sources. ○ Sport as a commodity – revenue created for some. ○ The importance of the relationship between sport, the media and sponsorship (the golden triangle) and the different opportunities for sponsorship of sport/performers and the industry.	• External factors affecting decline in live spectatorship. • Ethical appropriateness of sponsors • How the media is assisting a widening wealth divide in sport • Impact of wider global issues on sport/performers and spectators • Media demands affecting sport fixture scheduling. • Coverage of inappropriate behaviour. • Rejection of sporting heroes • Scrutiny and criticism of participants. • Increased pressure on athletes to look a certain way and links to mental health	• Appropriate venue: ○ Location. ○ Size. ○ Weather. • Equipment: ○ Type. ○ Amount required. • Timing: ○ Appropriate. ○ Allowing for progression. • Supervision: ○ Number of participants. ○ Size of groups. • Contingency plan. • Risk assessment and corrective action: ○ Activity-specific risks. • Checking of equipment. • Basic first aid and child protection. • Emergency procedures. • Introduction and conclusion. • Basic warm up and cool down. • Skill and technique development.	• Planning: ○ Positives. ○ Negatives. • Leading: ○ Positives. ○ Negatives. • Improvements that could be made • Opportunities to develop leadership skills for the future
	End Point	To develop knowledge and understanding of strengths and weaknesses in sporting activities and being able to apply different practices to improve those weaknesses.	To develop knowledge and understanding of the different types of media used within sport.	To develop knowledge and understanding of how the media has had a positive effect on sport and linking those effects to a selected sport.	To develop knowledge and understanding of how the media has had a negative effect on sport and linking those effects to a selected sport.	To develop knowledge and understanding of organising an activity as well as safety requirements and meeting the objectives of a group.	To develop knowledge and understanding the importance of planning and delivery process to implement improvements and look for further opportunities to develop their leadership skills.
Year 11 BTEC	Topic	Unit R184: Contemporary issues in sport	Unit R184: Contemporary issues in sport (Term 1 & 2)	Unit R184: Contemporary issues in sport (Term 2 & 3)	Unit R184: Contemporary issues in sport (Term 3 & 4)	Unit R184: Contemporary issues in sport (Term 4)	
	Enquiry Question	What are the issues which affect participation in sport?	What values underpin sporting events?	What are the implications of hosting a major sporting event for a city or country?	What is the role National Governing Bodies (NGBs) play in the development of their sport?	What is the role of technology in sport?	

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	Key Knowledge and skills	• Different user groups who participate in sport: ◦ Possible barriers which affect participation in sport. • Possible solutions to the barriers which affect participation in sport: ◦ Positive and negative impacts on the popularity of sport in the UK. ◦ The growth of emerging/new sports in the UK.	• Values which can be promoted through sport. • Olympic and Paralympic: ◦ The Creed. ◦ The Symbol. • The Olympic and Paralympic values. • Initiatives, campaigns, and events which promote sporting values: ◦ Local. ◦ Regional. ◦ National. • The importance of etiquette AND sporting behaviour of performers: ◦ The reasons for observing etiquette and sporting behaviour. ◦ Sportsmanship. ◦ Examples from sport. • The importance of etiquette AND sporting behaviour of spectators: ◦ Appropriate behaviour when spectating. ◦ Safety. • The reasons why sports performers use PEDs. • The reasons why performers should not use PEDs. • The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs: ◦ WADA’s Whereabouts Rule. ◦ WADA testing methods. • Sanctions to prevent the use of PEDs. • Educational strategies to prevent the use of PEDs. • Impact of the use of PEDs on the sport.	• The types and scheduling of major sporting events: ◦ Regular. ◦ ‘One-Off’. ◦ Regular and recurring. • The nature of the participants and spectators • Positive and negative pre-event aspects of hosting a major sporting event: ◦ Bidding for the event. ◦ Infrastructure and transport systems development. ◦ Financial/commercial investment/support. ◦ The potential for increased employment. ◦ Local/national objections to the bidding process. • During the event: ◦ Positive aspects/benefits include: ◦ Improved social infrastructure. ◦ Improved national morale/social cohesion. ◦ Increase in national status. ◦ Greater national interest in sport. ◦ Increased media coverage of the sport(s). ◦ A potential increase in direct and indirect tourism. ◦ An increase in short-term employment during the event. ◦ Negative aspects/drawbacks include: ◦ An increase in transport, litter and noise. ◦ The potential for an increase in terrorism and crime. ◦ Poor performance by home nation/team and the impact on national pride/morale. ◦ Perceived relegation/lack of investment in regional areas not involved in the national event. ◦ Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities. • Immediate and longer-term post-event: ◦ A legacy of improved/new sporting facilities. ◦ An increase in the sports’ participation. ◦ An increase in the profile of sports involved. ◦ A legacy of improved transport and social infrastructure. ◦ Raising of the city/nation’s international profile/status ◦ An increase in future financial investment. ◦ Negative aspects/drawbacks include: ◦ The event might have costed more to host than the revenue generated. ◦ Sports facilities unused after the event. ◦ A loss in national reputation/status if the event was badly organised, the host nation’s participants performed badly, or scandals emerged.	• What NGBs do for their sport: ◦ Promote participation. ◦ Develop the sport’s coaching and officiating. • Infrastructure: ◦ Organise tournaments and competitions. ◦ Amend the existing rules and apply disciplinary procedures for rule breaking. ◦ Ensure safety within their sport. ◦ Provide support, insurance, and technical guidance to members. ◦ Develop policies and initiatives. • Lobby for funding.	• To enhance performance. • To increase the safety of participants. • To increase fair play and increase the accuracy of officiating. • To enhance spectatorship. • Positive: ◦ Enhanced performance. ◦ Lower risk of injury. ◦ Quicker recovery from injury. ◦ More accurate decisions. ◦ Technical analysis. • Negative: ◦ Unequal access to the same quality of technology. ◦ Increased cost of technological advances. ◦ Availability and affordability of technology. ◦ Potential reduction in the flow of the game through introduction of officiating technology. ◦ Officials’ decisions influenced by technology, which does not always apply the best interpretation of the rules. • Positive and negative effects of technology on the spectator experience.	

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	End Point	To develop knowledge and understanding on the issues which can affect participation. Including barriers and solutions to why participation and popularity increase and decrease.	To develop knowledge and understanding about how sports plays a vital role in providing a leisure interest which can develop life skills and promote key values that encourage good morals.	To develop knowledge and understanding of why hosting a major sporting event is a huge undertaking which provide the hosts with implications both positive and negative.	To develop knowledge and understanding of how National Governing bodies (NGBs) are responsible for the day-to-day running and the administration of the sport in a particular country.	To develop knowledge and understanding of how technology plays a big part in the preparation and training for sport and in the performance and officiating.	
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