

PHYSICAL EDUCATION KS3

Year 7

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future							
Faculty Intent	ACTS Faculty To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.							
Subject Intent	Encourage lifelong physical activity by fostering students' physical, social, and emotional development.							
	Term 1		Term 1	Term 2		Term 3		
	1	2	3	4	5	6	7	8
Topic Name	<i>Swimming</i> <i>Basic - Advanced strokes</i>	<i>Invasion</i> <i>Football & Netball</i>	<i>Trampolinin</i> <i>g</i>	<i>Racket -</i> <i>Badminton</i>	<i>Athletics</i>	<i>Striking &</i> <i>Fielding -</i> <i>Rounders</i>	<i>Dance</i>	<i>Swimming</i> <i>Basic - Advanced strokes</i>
Key Content								
Intent								
How does this link to your intent?	Teach 4 strokes as explicit physical skills in an activity that promotes a healthy lifestyle.	Teach skills, rules and tactics to develop confidence and teamwork. Develop tactics and strategies to overcome opponents	Teach basic skills to promote aesthetic appreciation, body awareness and confidence.	Teach basic skills, scoring, sportsmanshi p and etiquette. Enhance confidence through friendly competition. Develop tactics and strategies to overcome opponents	Teach a variety of track and field events to motivate and promote confidence.	Teach skills, rules and tactics to develop confidence and teamwork. Develop tactics and strategies to overcome opponents	Teach dances using advanced dance techniques in a range of dance styles and forms.	Teach 4 strokes as explicit physical skills in an activity that promotes a healthy lifestyle.
Sequencing								

Why this and why now?	Weather Pool access Leads to swimming gala Ensures safety in water for new arrivals to Cyprus	Weather Encourage teamwork Encourage healthy competition Inter school competitions	Weather Indoor facility Aesthetic appreciation Individual performance	Weather Indoor facility Links to GCSE PE Develop body awareness and coordination.	Weather Facilities Individual performance Sports day Dhekelia dash	Weather Develops striking and fielding skills. Promotes both individual and team performance.	Promotes creativity Cross curriculum links Aesthetic appreciation Capital culture	Weather Pool access Leads to swimming gala with other schools.
National Curriculum Audit								
team games		✓			✓	✓		
individual games	✓	✓		✓				✓
other competitive sports				✓	✓			
outdoor and adventurous activities					✓			
perform dances using advanced dance techniques							✓	
analyse their performances	✓	✓	✓	✓	✓	✓	✓	✓

develop their technique and improve their performance	✓	✓	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary								
12 or less	Back stroke Bilateral breathing Breaststroke e Butterfly Catch up Endurance Front crawl Glide Streamlined Tumble turn Touch turn	Tactics Formation Free kick Penalty kick Challenge Corner Tackle Technique Footwork Dodging Obstruction	Body tension Height Extension Back landing Front landing Pike Tuck Routine Straddle Swivel hips Twist Somersault	Serving Clear Drive Smash Backhand Forehand Power Net shot Tactics Speed Technique Movement Preparation	Sprint start Pacing Power Speed Trajectory Weight transfer Flexibility Coordination Cardiovascular endurance Warm up	Bowling Fielding Backward hit Donkey drop Long barrier Magic triangle Obstruction Tactics Technique Short barrier	Rhythm Timing Counts Coordination Flow Phrases Chorus Routine Style Linking Expression	Back stroke Bilateral breathing Breaststroke Butterfly Catch up Endurance Front crawl Glide Streamlined Tumble turn Touch turn
Learning Outside the Classroom / Cultural Capital								
Opportunities	Swimming club after school Garrison swimming club	Afterschool clubs Links to both station clubs and Cyprus academies	Afterschool club Interschool competition	Afterschool club Interschool competition	Sports day Links to local athletics club Dhekelia DASH	Afterschool club Interschool competition	Afterschool club Links with DTC	Swimming club after school Garrison swimming club SJS Swimming Gala

	KRS Swimming Gala Cyprus schools Swimming Gala Dhekelia Splash	Fixtures with local and Uk schools			All island cross country event			Y6/Y7 Swimming gala
Homework								
Description	None set	None set	None set	None set	None set	None set	Practice performances	None set
Assessment								
Type	Self-assessment of strokes House competition and PB's	Teacher assessed Skills and game development	Teacher assessed 6 – 8 bounce routine Peer assessed	Teacher assessed	Assessed using 3-star assessment Teacher assessed PB's	Teacher assessed	Teacher assessed	Teacher assessed
Why this style of assessment and why now?	Practical assessment to observe development of skills against pathway criteria to realise next steps. PB's to have a record to improve from in next	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps. PB's	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.

	swimming cycle.							
--	-----------------	--	--	--	--	--	--	--

Year 8

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future							
Faculty Intent	ACTS Faculty To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.							
Subject Intent	Encourage lifelong physical activity by fostering students' physical, social, and emotional development.							
	Term 1		Term 1	Term 2		Term 3		
	1	2	3	4	5	6	7	8
Topic Name	<i>Swimming</i>	<i>Invasion</i>	<i>Trampolining</i>	<i>Racket -</i>	<i>Athletics</i>	<i>Striking & Fielding -</i>	<i>Dance</i>	<i>Swimming</i>
Key Content	<i>Basic - Advanced strokes</i>	<i>Football & Netball</i>		<i>Badminton</i>		<i>Rounders</i>		<i>Basic - Advanced strokes</i>
Intent								
How does this link to your intent?	Teach 4 strokes as explicit physical skills in an activity that promotes a healthy lifestyle.	Teach skills, rules and tactics to develop confidence and teamwork. Develop tactics and strategies to overcome opponents	Develop basic and advanced skills to promote aesthetic appreciation, body awareness and confidence.	Teach basic skills, scoring, sportsmanship and etiquette. Enhance confidence through friendly competition. Develop tactics and strategies to overcome opponents	Teach a variety of track and field events to motivate and promote confidence	Teach skills, rules and tactics to develop confidence and teamwork.	Teach dances using advanced dance techniques in a range of dance styles and forms	Teach 4 strokes as explicit physical skills in an activity that promotes a healthy lifestyle.
Sequencing								

Why this and why now?	Weather Pool access Leads to swimming gala Ensures safety in water for new arrivals to Cyprus	Weather Encourage teamwork Encourage healthy competition Inter school competitions Develop tactics and strategies to overcome opponents	Weather Indoor facility Aesthetic appreciation Individual performance	Weather Indoor facility Links to GCSE PE Develop body awareness and coordination.	Weather Facilities Individual performance Sports day Dhekelia dash	Weather Develops striking and fielding skills. Promotes both individual and team performance. Develop tactics and strategies to overcome opponents	Promotes creativity Cross curriculum links Aesthetic appreciation Capital culture	Weather Pool access Leads to swimming gala with other schools.
National Curriculum Audit								
team games		✓			✓	✓		
individual games	✓	✓		✓				✓
other competitive sports				✓	✓			
outdoor and adventurous activities					✓			
perform dances using advanced dance techniques							✓	
analyse their performances	✓	✓	✓	✓	✓	✓	✓	✓

develop their technique and improve their performance	✓	✓	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary								
12 or less	Back stroke Bilateral breathing Breaststroke Butterfly Catch up Endurance Front crawl Glide Streamlined Tumble turn Touch turn	Tactics Formation Free kick Penalty kick Challenge Corner Tackle Technique Footwork Dodging Obstruction	Tension Back landing Front landing Tuck Pike Routine Straddle Swivel hips Turntable Twist Cradle Somersault	Serving Clear Drive Smash Drop shot Backhand Forehand Power Net shot Tactics Speed Technique	Sprint start Pacing Power Speed Trajectory Weight transfer Flexibility Coordination Cardiovascular endurance Warm up	Bowling Fielding Backward hit Donkey drop Long barrier Magic triangle Obstruction Tactics Technique Short barrier	Rhythm Timing Counts Coordination Flow Phrases Chorus Routine Style Linking Expression	Back stroke Bilateral breathing Breaststroke Butterfly Catch up Endurance Front crawl Glide Streamlined Tumble turn Touch turn
Learning Outside the Classroom / Cultural Capital								
Opportunities	Swimming club after school Garrison swimming club KRS Swimming Gala	Afterschool clubs Links to both station clubs and Cyprus academies Fixtures with local and Uk schools	Afterschool club Interschool competition	Afterschool club Interschool competition	Sports day Links to local athletics club Dhekelia DASH All island cross country event	Afterschool club Interschool competition	Afterschool club Links with DTC	Swimming club after school Garrison swimming club SJS Swimming Gala

	Cyprus schools Swimming Gala Dhekelia Splash							Y6/Y7 Swimming gala
Homework								
Description	None set	None set	None set	None set	None set	None set	Practice performances	None set
Assessment								
Type	Self-assessment of strokes House competition and PB's	Teacher assessed Skills and game development	Teacher assessed 6 – 10 bounce routine Peer assessed	Teacher assessed	Assessed using 3-star assessment Teacher assessed PB's	Teacher assessed	Teacher assessed	Teacher assessed
Why this style of assessment and why now?	Practical assessment to observe development of skills against pathway criteria to realise next steps. PB's to have a record to improve from in next swimming cycle.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps. PB's	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future							
Faculty Intent	ACTS Faculty To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.							
Subject Intent	Encourage lifelong physical activity by fostering students' physical, social, and emotional development.							
	Term 1		Term 1	Term 2		Term 3		
	1	2	3	4	5	6	7	8
Topic Name	<i>Swimming</i>	<i>Invasion</i>	<i>Trampolining</i>	<i>Racket -</i>	<i>Athletics</i>	<i>Striking &</i>	<i>Dance</i>	<i>Swimming</i>
Key Content	<i>Basic - Advanced strokes</i>	<i>Football & Netball</i>		<i>Badminton</i>		<i>Fielding - Rounders</i>		<i>Basic - Advanced strokes</i>
Intent								
How does this link to your intent?	Teach 4 strokes as explicit physical skills in an activity that promotes a healthy lifestyle.	Teach skills, rules and tactics to develop confidence and teamwork. Develop tactics and strategies to overcome opponents	Develop basic and advanced to promote aesthetic appreciation, body awareness and confidence.	Teach basic skills, scoring, sportsmanship and etiquette. Enhance confidence through friendly competition. Develop tactics and strategies to overcome opponents	Teach a variety of track and field events to motivate and promote confidence	Teach skills, rules and tactics to develop confidence and teamwork. Develop tactics and strategies to overcome opponents	Teach dances using advanced dance techniques in a range of dance styles and forms	Teach 4 strokes as explicit physical skills in an activity that promotes a healthy lifestyle.
Sequencing								
Why this and why now?	Weather Pool access	Weather Encourage teamwork	Weather Indoor facility Aesthetic appreciation	Weather Indoor facility Links to GCSE PE	Weather Facilities Individual performance	Weather Develops striking and fielding skills.	Promotes creativity	Weather Pool access Leads to swimming

	Leads to swimming gala Ensures safety in water for new arrivals to Cyprus	Encourage healthy competition Inter school competitions	Individual performance	Develop body awareness and coordination.	Sports day Dhekelia dash	Promotes both individual and team performance.	Cross curriculum links Aesthetic appreciation Capital culture	gala with other schools.
National Curriculum Audit								
team games		✓			✓	✓		
individual games	✓	✓		✓				✓
other competitive sports				✓	✓			
outdoor and adventurous activities					✓			
perform dances using advanced dance techniques							✓	
analyse their performances	✓	✓	✓	✓	✓	✓	✓	✓
develop their technique and improve their performance	✓	✓	✓	✓	✓	✓	✓	✓

Key concepts / Vocabulary								
12 or less	Back stroke Bilateral breathing Breaststroke Butterfly Catch up Endurance Front crawl Glide Streamlined Tumble turn Touch turn	Tactics Formation Free kick Penalty kick Challenge Corner Tackle Technique Footwork Dodging Obstruction	Tension Back landing Front landing Tuck Pike Routine Straddle Swivel hips Turntable Twist Cradle Somersault	Serving Clear Drive Smash Drop shot Backhand Forehand Power Net shot Tactics Speed Technique	Sprint start Pacing Power Speed Trajectory Weight transfer Flexibility Coordination Cardiovascular endurance Warm up	Bowling Fielding Backward hit Donkey drop Long barrier Magic triangle Obstruction Tactics Technique Short barrier	Rhythm Timing Counts Coordination Flow Phrases Chorus Routine Style Linking Expression	Back stroke Bilateral breathing Breaststroke Butterfly Catch up Endurance Front crawl Glide Streamlined Tumble turn Touch turn
Learning Outside the Classroom / Cultural Capital								
Opportunities	Swimming club after school Garrison swimming club KRS Swimming Gala Cyprus schools Swimming Gala Dhekelia Splash	Afterschool clubs Links to both station clubs and Cyprus academies Fixtures with local and Uk schools	Afterschool club Interschool competition	Afterschool club Interschool competition	Sports day Links to local athletics club Dhekelia DASH All island cross country event	Afterschool club Interschool competition	Afterschool club Links with DTC	Swimming club after school Garrison swimming club SJS Swimming Gala Y6/Y7 Swimming gala

Homework								
Description	None set	None set	None set	None set	None set	None set	Practice performances	None set
Assessment								
Type	Self-assessment of strokes House competition and PB's	Teacher assessed	Teacher assessed 8 –10 bounce routine Peer assessed	Teacher assessed	Assessed using 3-star assessment Teacher assessed PB's	Teacher assessed	Teacher assessed	Teacher assessed
Why this style of assessment and why now?	Practical assessment to observe development of skills against pathway criteria to realise next steps. PB's to have a record to improve from in next swimming cycle.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps. PB's	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.	Practical assessment to observe development of skills against pathway criteria to realise next steps.

Y10

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future
Faculty Intent	ACTS Faculty To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.
Subject Intent	Encourage lifelong physical activity by fostering students' physical, social, and emotional development.

Exam Board & Specification	Edexcel GCSE Physical Education					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name Key Content	Paper 1: Topic 1 Applied Anatomy & Physiology Musculo-skeletal System	Paper 1: Topic 1 Applied Anatomy & Physiology Cardio-Respiratory System	Paper 1: Topic 2 Movement Analysis Levers, Planes & Axes	Paper 1: Topic 3 Physical Training Components of Fitness Fitness testing Methods of training Principles of training	Paper 1: Topic 3 Physical Training Aerobic/anaerobic Risk assessment Injury Performance enhancing drugs	Coursework PEP Personal Exercise Program MOCK EXAM PAPER 1
Intent						
How does this link to your intent?	Deeper understanding of how the body systems work in relation to sport and physical activity	Deeper understanding of how the body systems work in relation to sport and physical activity	Ability to analyse movement through their knowledge of levers, planes and axes and relate them to their own practical performance.	Develop a greater understanding of how to test their fitness levels and train effectively.	Understand training zones in relation to heart rates. Broaden students' knowledge about risk assessment and injury. insight performance enhancing drugs and their use.	Practical/theoretical experience of undertaking a Personal Exercise Program.
Sequencing						
Why this and why now?	Y10 is a complete academic year which correlates with the amount of content to	Y10 is a complete academic year which correlates with the amount of content to	Y10 is a complete academic year which correlates with the amount of content to cover for Paper 1.	Y10 is a complete academic year which correlates with the amount of content to cover for Paper 1. In addition, Topic	Y10 is a complete academic year which correlates with the amount of content to cover for Paper 1. In addition, Topic 3 is required to help	Lengthy piece of work which will require curriculum time from Y10 and Y11. Correlates with Topic 3 paper 1.

	cover for Paper 1.	cover for Paper 1.		3 is required to help support students with the completion of their PEPs.	support students with the completion of their PEPs.	
Key concepts / Vocabulary						
12 or less	• Functions (skeleton) • joints • Ligaments • Tendons • Muscle fibres • Antagonistic pairs • Vascular shunting • Cardiac output • Stroke volume • Tidal volume • Levers, planes & axes		• Cardiovascular • Agility • Power • Body composition • Fitness testing • Progressive overload • FITT • Interval • Fartlek • Fractures • Diuretics • Peptide hormones	• Fractures • Concussion • Dislocation • Diuretics • Peptide hormones • Stimulants • Beta blockers • Anabolic steroids		
Learning Outside the Classroom / Cultural Capital						
Opportunities	Practical lessons Fixtures Swimming gala	Practical lessons Fixtures	Practical lessons Fixtures	Practical lessons Dhekelia dash	Swimming gala	Lions Gym facilities

Homework						
Description	Workbook and extended answer questions.	Workbook and extended answer questions.	Workbook and extended answer questions.	Workbook and extended answer questions.	Workbook and extended answer questions.	Mock revision PEP
Assessment						
Type	Unit tests Workbook	Unit tests Workbook	Unit tests Workbook	Unit tests Workbook	Unit tests Workbook	Coursework Past Paper Exam Paper 1
Why this style of assessment and why now?	Both ongoing and end of unit assessment. To identify depth of understanding of topic. Develop examination question skills	Both ongoing and end of unit assessment. To identify depth of understanding of topic. Develop examination question skills	Both ongoing and end of unit assessment. To identify depth of understanding of topic. Develop examination question skills	Both ongoing and end of unit assessment. To identify depth of understanding of topic. Develop examination question skills	Both ongoing and end of unit assessment. To identify depth of understanding of topic. Develop examination question skills	Compulsory coursework Completion of Paper 1 curriculum

Y11

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	ACTS Faculty To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.					
Subject Intent	Encourage lifelong physical activity by fostering students' physical, social, and emotional development.					
Exam Board & Specification	Edexcel GCSE Physical Education					
	Term 1		Term 2		Term 3	

	1	2	3	4	5	6
Topic Name	Paper 2: Topic 1 Health, Fitness & wellbeing	Paper 2: Topic 2 Sport Psychology	Paper 2: Topic 3: Socio-cultural influences MOCK EXAM PAPER 2	Practical filming Recap identified topics of concern	REVISION for EXAMINATIONS	FINAL EXAMINATION
Key Content	Health Lifestyle Diet, energy balance & nutrition SWIMMING	Classification of skill Goal setting Practice, guidance & feedback	Factors affecting participation Commercialism Sporting behaviour	Past paper questions & analysis	Past paper questions & analysis	
Intent						
How does this link to your intent?	Students develop a greater understanding how lifestyle and diet can impact health and fitness	Develop knowledge of how best to practise skills, the value of goal setting and the importance of guidance and feedback.	Deeper understanding of the factors affecting participation sport. To know how the relationship between commercialism, media and sport interlink.			
Sequencing						
Why this and why now?	Completion of Paper 2 content Topic 1 Health & performance Health, sedentary lifestyle, nutrition, weight conditions & optimum weight	Completion of Paper 2 content Topic 2 Psychology Acquisition of Skill Practice Smart targets Guidance Feedback	Completion of Paper 2 content Socio-cultural influences Gender, age & ethnicity Commercialism Sporting behaviour Deviance in sport	All theory curriculum content covered. Focus on completion of practical videoing and tweaking PEP.	Past paper practise and revision in preparation for examination.	

Key concepts / Vocabulary						
12 or less	• Health • Sedentary lifestyle • Energy balance • Macronutrients • Micronutrients • Optimum weight • Dietary manipulation • Classification of skill • Massed & distributed practice • Fixed & variable practice • Goal setting • Guidance • Mental rehearsal		• Socio-cultural • Commercialism • Sportsmanship • Gamesmanship • Deviance • Behaviour			
Learning Outside the Classroom / Cultural Capital						
Opportunities	Fixtures Practical lessons	Fixtures Practical lessons	Practical lessons	Lions Gym Sports day Practical lessons		
Homework						
Description	Workbook and extended answer questions.	Workbook and extended answer questions.	Workbook and extended answer questions.	Revision Assessment workbooks Past papers	Past papers Revision	
Assessment						
Type	Workbook and extended answer questions.	Workbook and extended answer questions.	Workbook and extended answer questions.	Analyse/monitor progress	Analyse/monitor progress Examination Paper 1	Examination Paper 2

Why this style of assessment and why now?	Both ongoing and end of unit assessment. To identify depth of understanding of topic. Develop examination question skills	Both ongoing and end of unit assessment. To identify depth of understanding of topic. Develop examination question skills	Both ongoing and end of unit assessment. To identify depth of understanding of topic. Develop examination question skills	Identify content strengths and weaknesses of students for future revision	Identify content strengths and weaknesses of students for future revision	
---	---	---	---	---	---	--

Y12

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	ACTS Faculty To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.					
Subject Intent	Encourage lifelong physical activity by fostering students' physical, social, and emotional development.					
Exam Board & Specification	Edexcel BTEC National in Sport					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Unit 2 Fitness Training and Programming for Health, Sport and Well-being	Unit 2 Fitness Training and Programming for Health, Sport and Well-being	Unit 1 Anatomy & Physiology	Unit 1 Anatomy & Physiology	Unit 1 Anatomy & Physiology	Unit 5 Application of Fitness Testing
Key Content	Lifestyle factors Nutrition Training methods Training Principles Fitness Programming	Lifestyle factors Nutrition Training methods Training Principles Fitness Programming	Skeletal, Muscular, Cardiovascular, Respiratory & Energy Systems	Skeletal, Muscular, Cardiovascular, Respiratory & Energy Systems	Skeletal, Muscular, Cardiovascular, Respiratory & Energy Systems	Validity, reliability, suitability and ethicality of fitness testing. Fitness testing and analysis

Intent						
How does this link to your intent?	Understanding of fitness and the sports industry How to engage and encourage clients	Understanding of fitness and the sports industry How to engage and encourage clients	Deepens knowledge & understanding of how the body functions and responds to physical activity	Deepens knowledge & understanding of how the body functions and responds to physical activity	Deepens knowledge & understanding of how the body functions and responds to physical activity	Develops understanding of the protocols involved with fitness testing and client confidentiality.
Sequencing						
Why this and why now?	Links to GCSE PE curriculum Engages students immediately and sets expectations – exam style unit (1/3 of course) allows scope for re-sits	Links to GCSE PE curriculum Engages students immediately and sets expectations – exam style unit (1/3 of course) allows scope for re-sits	Links to GCSE PE curriculum Maintains good work ethic and effort Exam Unit (1/3 of course) allows opportunity for re-sits	Links to GCSE PE curriculum Maintains good work ethic and effort Exam Unit (1/3 of course) allows opportunity for re-sits	Links to GCSE PE curriculum Maintains good work ethic and effort Exam Unit (1/3 of course) allows opportunity for re-sits	Links to GCSE PE Entails more independent learning so better suited to Y13. More confidence for engagement and leadership of clients
Key concepts / Vocabulary						
12 or less	• Lifestyle • Balance diet • Screening processes • Modifications • Body mass index • Energy balance • Nutritional strategies • Macronutrients • Micronutrients • Training principles		• Ossification • Joint classification • Antagonistic • Aerobic adaptations			

	• SMART targets • FITT principles • Periodisation		• Anaerobic adaptations • Respiratory function • Cardiac cycle • ATP • Lactate system • Aerobic system			
Learning Outside the Classroom / Cultural Capital						
Opportunities						Fitness testing Lion's Gym
Homework						
Description	Online tasks and past paper questions	Online and past paper questions	Online tasks and past paper questions	Online tasks and past paper questions	Online tasks and past paper questions	Online tasks and coursework completion
Assessment						
Type	Case study examination	Case study examination	Examination	Examination	Examination	Coursework
Why this style of assessment and why now?	Compulsory Unit assessment See above	Compulsory Unit assessment See above	Compulsory Unit assessment See above	Compulsory Unit assessment See above	Compulsory Unit assessment See above	Compulsory style of assessment See above

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	ACTS Faculty To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.					
Subject Intent	Encourage lifelong physical activity by fostering students' physical, social, and emotional development.					
Exam Board & Specification	Edexcel BTEC National in Sport					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Unit 5 Application if Fitness Testing	Unit 5 Application if Fitness Testing	Unit 3 Professional Development in the Sports Industry	Unit 3 Professional Development in the Sports Industry	Unit 3 Professional Development in the Sports Industry	Completion
Key Content	Validity, reliability, suitability and ethicality of fitness testing. Fitness testing and analysis	Validity, reliability, suitability and ethicality of fitness testing. Fitness testing and analysis	Research different careers in the sports industry How to find, apply and interview for a chosen career. Analyse applicable and own skills in relation to chosen career.	Research different careers in the sports industry How to find, apply and interview for a chosen career. Analyse applicable and own skills in relation to chosen career.	Research different careers in the sports industry How to find, apply and interview for a chosen career. Analyse applicable and own skills in relation to chosen career.	
Intent						
How does this link to your intent?	Develops understanding of the protocols involved with fitness testing	Develops understanding of the protocols involved with fitness testing	Presents the vast career opportunities available in the sports industry. Helps students to analyse	Presents the vast career opportunities available in the sports industry.	Presents the vast career opportunities available in the sports industry.	

	and client confidentiality.	and client confidentiality.	own personal skills, strengths and weaknesses. Develops knowledge and understanding how to search and apply for future career opportunities.	Helps students to analyse own personal skills, strengths and weaknesses. Develops knowledge and understanding how to search and apply for future career opportunities.	Helps students to analyse own personal skills, strengths and weaknesses. Develops knowledge and understanding how to search and apply for future career opportunities.	
Sequencing						
Why this and why now?	Links to GCSE PE Entails more independent learning so better suited to Y13. More confidence for engagement and leadership of clients.	Links to GCSE PE Entails more independent learning so better suited to Y13. More confidence for engagement and leadership of clients.	Links to future opportunities/ career options. Timing of interview an insight into professions relates well to next stage in student's life	Links to future opportunities/ career options. Timing of interview an insight into professions relates well to next stage in student's life	Links to future opportunities/ career options. Timing of interview an insight into professions relates well to next stage in student's life	
Key concepts / Vocabulary						
12 or less	• Validity • Reliability • Practicality • Suitability • Ethical • Fitness testing • Administer • Normative data • Fitness profile		• Career pathways • Skills audit • Career Development Plan • SWOT analysis • Recruitment			

			• Interview • Audit outcomes			
Learning Outside the Classroom / Cultural Capital						
Opportunities	Fitness testing Lion's Gym	Fitness testing Lion's Gym				
Homework						
Description	Online tasks and coursework completion	Online tasks and coursework completion	Online tasks and coursework completion	Online tasks and coursework completion	Online tasks and coursework completion	
Assessment						
Type	Coursework	Coursework	Coursework	Coursework	Coursework	
Why this style of assessment and why now?	Compulsory style of assessment See above	Compulsory style of assessment See above	Compulsory Unit Correlates with Business Studies Unit (interview) Timing of interview an insight into professions relates well to next stage in student's life	Compulsory Unit Correlates with Business Studies Unit (interview) Timing of interview an insight into professions relates well to next stage in student's life	Compulsory Unit Correlates with Business Studies Unit (interview) Timing of interview an insight into professions relates well to next stage in student's life	