

# Year 7 – Physical Education Long Term Plan

**Year 7 Intent / End Point:** Physical Education at Hartford Church of England High School aims to encourage a **life-long love of physical education and sport**, both recreational and competitive, with the aim of promoting a **healthy, active lifestyle**.

We aim to ensure that all students:

- Develop a sound level of knowledge and understanding of a variety of different sports
- Experience competitive sport at some level
- Gain the necessary knowledge and motivation to lead a healthy and active lifestyle when they leave Hartford.

<u>Year 7</u>		<u>HT1</u>		<u>HT2</u>		<u>HT3</u>		<u>HT4</u>		<u>HT5</u>		<u>HT6</u>	
		1 – 4	5 - 8	9 – 12	13 - 14	16 -18	19 - 21	22 – 24	25 - 27	28 – 31	32 - 34	35 – 37	38-40
<u>BOYS 1</u>		INDUCTION UNIT		HOCKEY	FOOTBALL	OAA	GYM	DANCE	RUGBY	ATHLETICS	CRICKET	TENNIS	SOFTBALL
<u>BOYS 2</u>		INDUCTION UNIT		FOOTBALL	HOCKEY	GYM	OAA	RUGBY	DANCE	ATHLETICS	TENNIS	SOFTBALL	CRICKET
<u>GIRLS 1</u>		INDUCTION UNIT		NETBALL	GYM	DANCE	HOCKEY	OAA	FOOTBALL	ATHLETICS	St/Field	CRICKET	SH TENNIS
<u>GIRLS 2</u>		INDUCTION UNIT		GYM	NETBALL	HOCKEY	DANCE	FOOTBALL	OAA	ATHLETICS	St/ Field	ROUNDERS	CRICKET
Principles that underpin your curriculum	<b>Skill acquisition / development of Technique</b>	Students will get 2 taster sessions in all the activities covered in Year 7. Students will experience team games and individual sports. Fitness tests will be conducted so students can compare themselves to National Data. Team building activities will also be done.		Skills will be taught in some isolation but with increased more pressurised situations using more open ended tasks to generate competition. Tactics to be developed further to allow students the time to experience varying competitive environments, both individual and in teams. Students put into pressured team situations to work together and test their fitness understanding.		Students given the opportunity to develop and learn new Leadership skills, through In House Leadership unit. Students will broaden their horizons through experiencing different roles to adopt in a sporting environment. Students will have the opportunity to work independently through the roles they take within Leadership and the accurate replication of movements through Gym & Dance components.		Students will further develop their knowledge of individual and teamwork strategies and tactics through tailored units of work to suit the group the students are in. Activities are selected to allow progress through challenging team and solo activities, which both stretch and challenge every student. More pressurised situations are introduced to ensure all are challenged.		Students spend much of the term working on isolated activities, due to the nature of the athletics events being taught. Students work to make progress in individual events, targeting their personal best. New activities are introduced to enable the student's opportunities to use the already learnt skills but transfer them into different sporting situations.		Students develop their tactical understanding of these summer activities, trying to outwit opponents through running faster, throwing more accurate and working as a team. Sports Day enables pupils to test their own ability and fitness against the rest of the Year group.	
	<b>Ability to evaluate and opportunities to develop leadership,</b>	Introduction to invasion games and the principles behind the rules, regulations and scoring systems in a variety of sports and games. Baseline Fitness tests are carried out to inform students of their own personal fitness levels. Students are guided through the testing process by staff and are made aware of the National Statistics, so they can compare their own scores.		Focus this half term is on the ability to either score and individual activity or use assessment to judge and grade peers performances. Opportunities here to coach and instruct pupils through coaching points and giving feedback and coaching points.		The New Year sees students displaying their Leadership skills in our Leadership Unit of work. Students will be put into sporting situations where they will have to plan, lead and officiate structured activities leading into competitive situations. Students will develop confidence in communication skills. Main focus for this year will be Leading warm ups and cool downs.		Leadership skills are transferred into team building exercises and the opportunity to lead small groups of people through an activity. Students show their skills in a variety of activities to lead small group warm ups and demonstrate a skill within a game type activity.		Students develop their skills whilst using the techniques to measure and time athletics events. These skills are essential when recording scores onto spreadsheets in preparation for Sports Day team selection. Summer activities allow students the chance to officiate games and give feedback on technical issues raised with closed skills practise.		Summer activities allow students the chance to officiate games and give feedback on technical issues raised with closed skills practise. The year ends with students working together to produce Sports Day teams and use already learnt information to nominate the right competitor for each event.	
	<b>Personal wellbeing/ healthy life choices</b>	Students track their own fitness through completing baseline fitness tests and compare to National Data.		Students experience different activities and therefore learn the different demands the body goes through in order to cope with, including hydration and correct food intake.		Fitness Results, opting into non-compulsory PE, Practical Clubs and fixtures. Football league and cup season for all years.		Healthy lifestyle choices taught through the teambuilding exercises and the delivery of problem solving and mental toughness challenges.		Health and well-being taught in all lessons, through the athletics programme and the focus on personal best and individual achievement and sharing this success.		Health and well-being taught in all lessons, through the athletics programme and the focus on personal best and individual achievement and sharing this success.	
<b>Middle Stake Testing</b>	Initial Fitness testing compared to National Data. Purposeful practice questions on the importance of warm ups and cool downs as well as how to prevent injuries.		End of Unit assessments to check knowledge and understanding. Indoor athletics assessment to		Students will complete their assessment booklets, at the end of each unit of work, outlining their strengths and areas for improvement, in conjunction with feedback from the teacher and self-assessment. Students will be given the opportunity to peer assess both playing ability and leadership proficiency.		Students will complete their assessment booklets, at the end of each unit of work, outlining their strengths and areas for improvement, in conjunction with feedback from the teacher and self-assessment. Team building and problem solving will be the area of focus for this half term.		Students will complete their assessment booklets, at the end of each unit of work, outlining their strengths and areas for improvement, in conjunction with feedback from the teacher and self-assessment. Tracking and recording of individual scores and data will inform the assessment during this block of work.		Students will complete their assessment booklets, at the end of each unit of work, outlining their strengths and areas for improvement, in conjunction with feedback from the teacher and self-assessment. Final assessment of the Year on developing all the skills learnt in team and individual sports and putting them on show.		
<b>High Stake Testing</b>													
<b>Skills development</b>	Throughout the year students will start to develop a wide range of technical and tactical aspects of each sport. Furthermore, they will develop a range of holistic life skills such as confidence, communication, resilience and team building, which all contribute to developing a fully rounded sporting individual in Year 7.												



# Year 8 – Physical Education Long Term Plan

**Year 8 Intent / End Point:** Physical Education at Hartford Church of England High School aims to encourage a **life-long love of physical education and sport**, both recreational and competitive, with the aim of promoting a **healthy, active lifestyle**. We aim to ensure that all students:

- Develop a good level of knowledge and understanding of a variety of different sports
- Experience more competitive sports at a higher level level
- Chose a PE pathway that which could lead them to a Physical Education qualification
- Gain the necessary knowledge and motivation to lead a healthy and active lifestyle when they leave Hartford.

<b>Year 8</b>		<b>HT1</b>		<b>HT2</b>		<b>HT3</b>		<b>HT4</b>		<b>HT5</b>		<b>HT6</b>	
		2 - 5	6 - 8	9 – 12	13 - 15	16 – 18	19 - 21	22 – 24	25 - 27	28 – 31	32 - 34	35 – 38	39-41
<b>BOYS 1</b>		FITNESS	FOOTBALL	RUGBY	VOLLEYBALL	GYM	OAA	HOCKEY	DANCE	ATHLETICS	CRICKET	TENNIS	SOFTBALL
<b>BOYS 2</b>		FITNESS	RUGBY	FOOTBALL	HOCKEY	OAA	GYM	DANCE	HOCKEY	ATHLETICS	TENNIS	SOFTBALL	CRICKET
<b>GIRLS 1</b>		NETBALL	FITNESS	GYM	DANCE	HOCKEY	FOOTBALL	OAA	BADMINTON	ATHLETICS	ROUNDERS	CRICKET	SH TENNIS
<b>GIRLS 2</b>		HOCKEY	FITNESS	DANCE	GYM	FOOTBALL	HOCKEY	BADMINTON	OAA	ATHLETICS	SH TENNIS	ROUNDERS	CRICKET
<b>Principles that underpin your curriculum</b>	<b>Skill acquisition / development of Technique</b>	Skills will be learnt in less isolation and more in the small sided game option. Tactics to be used to generate deeper understanding of developing gameplay. Baseline fitness tests will be carried and compared to National statistics and Year 7.		Skills will be taught in less isolation but with increased more pressurised situations using more open ended tasks to develop competition. Students put into more pressured team situations to work together and test their fitness understanding. Performing to an audience with feedback will be developed this half term.		Students given the opportunity to further develop their Teambuilding skills, through In-House Orienteering unit. Students will broaden their horizons through experiencing different roles to adopt. Students will have the opportunity to work independently through the roles they take within sports and the accurate replication of movements through the Gym component.		Students will further develop their knowledge of individual and teamwork strategies and tactics through tailored units of work. Activities are selected to allow progress through challenging team and solo activities, which both stretch and challenge every student. More pressurised situations are introduced to ensure all are challenged. Performing to an audience will be used to assess individual work.		Students spend much of the term working on isolated activities, due to the nature of the athletics events being taught. Activities are introduced to enable the student’s opportunities to use the already learnt skills but transfer them into different sporting situations, including throwing, catching and striking under increase pressure.		Students develop their tactical understanding of these summer activities, trying to outwit opponents through running faster, throwing more accurate and working as a team. Sports Day enables pupils to test their own ability and fitness against the rest of the Year group.	
	<b>Ability to evaluate and opportunities to develop leadership</b>	Introduction to invasion games and the principles behind the rules, regulations and scoring systems in a variety of sports and games. Students given the opportunity to referee small sided games. Students will also be able to compare fitness test results with each other.		Students judged on the ability to either score an individual activity or use assessment from Year 7 to judge and grade peers performances. Opportunities here to coach and instruct pupils through coaching points and giving feedback and coaching points.		Students display their skills through a variety of activities. Students will be put into sporting situations where they will have to plan routines and provide feedback to others on how they can improve.		Skills are transferred into team building exercises and the opportunity to lead small groups of people through an orienteering activity. Student’s show their skills in a variety of activities to lead small group warm ups and demonstrate a skill within a drill and transfer it into a game type activity.		Students further develop their skills whilst using the techniques to measure and time athletics events. Summer activities allow students the chance to officiate activities and give feedback on technical issues raised with closed skills practise.		Students officiate games and give feedback on technical issues raised with closed skills practise. Once developed these skills are then used, by the students, in organising team games within teaching groups.	
	<b>Personal wellbeing/ healthy life choices</b>	Students track their own fitness through completing baseline fitness tests and compare to Year 7 scores and National Data.		Students experience higher level activities and therefore learn the different demands the body goes through in order to cope with the higher demand in Year 8 sport.		Students use the Leadership skills already learnt and develop more advance officiating knowledge. Aesthetic appreciation of the body and the demands placed on it in Gym and Dance.		Healthy lifestyle choices taught through the teambuilding exercises and the delivery of problem solving and mental toughness challenges.		Health and well-being further developed in all lessons, through the athletics programme and the focus on personal best and individual achievement and sharing this success.		Health and well-being taught in all lessons, through the game type activities with focus on developing team achievement and sharing this success.	
	<b>Middle Stake Testing</b>	Fitness testing compared to Year 7 and National Data. Purposeful practice questions on the importance of warm ups and cool downs as well as how to prevent injuries. In Year 8 students will lead small group warm ups.		End of Unit assessments to check knowledge and understanding of the key skills taught. Indoor athletics assessment to select teams for regional competitions.		End of Unit assessments to check knowledge and understanding gained on top of Year 7 Leadership and how it has progressed in Year 8. Students will be given the opportunity to peer assess both playing ability and leadership proficiency within larger groups.		End of Unit assessments to check knowledge and understanding and progress from Year 7. Team building and further developed problem solving skills will be the area of focus for this half term		End of Unit assessments to check knowledge and understanding alongside progress from Year 7. Tracking and recording of individual scores and data will inform the assessment during an athletics block of work. Students will compare data from Year 8 National scores.		End of Unit assessments to check knowledge and understanding of team sports, with emphasis on how students have moved on in their understanding of Year 8 key skills. Final assessment of the Year on developing all the skills learnt in team and individual sports and putting them on show.	
	<b>High Stake Testing</b>												
	<b>Skills development</b>	Throughout Year 8 students will further develop a wide range of technical and tactical aspects of each sport. Furthermore, they will increase the range of life skills such as confidence, communication, resilience team building, which all contribute to developing a fully rounded sporting individual at Year 8.											

# Year 9 – Physical Education Long Term Plan

**Year 9 Intent / End Point:** Physical Education at Hartford Church of England High School aims to encourage a **life-long love of physical education and sport**, both recreational and competitive, with the aim of promoting a **healthy, active lifestyle**. We aim to ensure that all students:

- Try to master an excellent level of knowledge and understanding of a variety of different sports both individual and team activities.
- Experience more competitive sports at a higher level, from intra-school competition to National representation.
- Chose a PE pathway that which could lead them to a Physical Education qualification
- Gain the necessary knowledge and motivation to lead a healthy and active lifestyle when they leave Hartford.

Year 9		HT1		HT2		HT3		HT4		HT5		HT6	
		2 – 5	6 - 8	9 – 12	13 - 15	16 – 19	20 - 23	24 – 27	28 – 31	32 - 34	35 – 38	39-41	
BOYS 1 BOYS 2		FITNESS FITNESS	FOOTBALL RUGBY	RUGBY FOOTBALL	VOLLEYBALL HOCKEY	BASKETBALL SH TENNIS	SH TENNIS BASKETBALL	HOCKEY VOLLEYBALL	ATHLETICS ATHLETICS	CRICKET TENNIS	TENNIS SOFTBALL	SOFTBALL CRICKET	
GIRLS 1 GIRLS 2		NETBALL HOCKEY	DANCE NETBALL	BADMINTON FOOTBALL	FOOTBALL BADMINTON	FITNESS DANCE	VOLLEYBALL HOCKEY	HOCKEY FITNESS	ATHLETICS ATHLETICS	ROUNDERS SH TENNIS	CRICKET ROUNDERS	TENNIS CRICKET	
Principles that underpin your curriculum	Skill acquisition / development of Technique	Skills will be mastered in less isolation and students will have the opportunity to go through skills unopposed and develop them from 4v4 and then into a full sided game situation. Tactics to be mastered to generate a much greater understanding of gameplay. Components of Fitness will be identified through circuit training and what goes into a fitness plan.		Skills will be taught in open ended tasks but with more increased pressurised situations using more games to generate competition. Tactics to be mastered further to allow students the time to experience varying competitive environments, both individual and in teams.		Students given the opportunity to master advanced skills. Students will attempt to master their understanding by adopting specialised roles in demanding sporting environments. Work has been set up to all students to study alternative methods of activity and ways to prepare the body for sport and activity. This takes a very holistic approach to mental and physical preparation for sport.		Students will aim to master their knowledge of individual and teamwork strategies and tactics through tailored units of work to suit the groups. Activities are selected to allow progress through challenging team and solo activities, which both stretch and challenge every student. Components of Fitness will be identified through circuit training and what goes into a fitness plan.		Students spend much of the term working on isolated activities, due to the nature of the athletics events being taught. Students work to master their individual events, targeting their personal best and aim to make progress on previous year's scores.		Students master their tactical understanding of summer games activities, trying to outwit opponents through running faster, throwing more accurate and working as a team. Sports Day enables pupils to test their own ability and fitness against the rest of the Year group.	
	Ability to evaluate and opportunities to develop leadership	Mastering of invasion games and the principles behind the rules, regulations and scoring systems in a variety of sports and games. Fitness tests are carried out to inform students of their own personal fitness levels, with comparisons made to Year 8 and National Statistics for Yr 9.		Opportunities here to coach and instruct students and further develop peer assessment through coaching points and giving feedback and structured guidance.		Students will be put into sporting situations where they will have to plan, lead and officiate structured lessons, using whole- part – whole method, leading into competitive situations. Students will develop confidence in communication skills.		Leadership skills are transferred into team building exercises and the opportunity to lead small groups of people through an activity, be it in a game activity or individual task.		Students master their skills whilst using the techniques to measure and time athletics events. These skills are essential when recording scores onto spreadsheets in preparation for Sports Day team selection.		Year 9 activities allow students the chance to officiate games and give feedback on technical issues raised with closed skills practise. This then allows them to access Key Year 9 skills in preparation for Key Stage 4 such as resilience and patience.	
	Personal wellbeing/ healthy life choices	Students track their own fitness throughout the term and recommendations are made to students on healthy lifestyle choices for Year 9. Students are encouraged to attend extra-curricular clubs in order to master their physical activity levels and commitment.		Students experience different activities and therefore learn the different demands the body goes through in order to cope with.		The Well-being unit will focus on a holistic approach to what other opportunities are available to students to ensure they use physical activity to stay mentally and physically healthy. Skills will be delivered to promote healthy and active lifestyles.		Healthy lifestyle choices taught through mastering the teambuilding exercises and the delivery of problem solving and mental toughness challenges.		Health and well-being taught in all lessons, through the athletics programme and the focus on personal best and individual achievement and sharing this success and comparing improvements made from Year 8.		Health and well-being in game type activities with the focus on team and individual achievement and managing this success. Having a healthy understanding of what demands these activities have on the body in Year 9.	
Middle Stake Testing	Fitness testing compared to Year 8 and National Data. Purposeful practice questions on the importance of warm ups and cool downs as well as how to prevent injuries. In Year 9 students will lead small group warm ups and skill aspects of lessons.		End of Unit assessments to check knowledge and understanding of the key skills taught. Assessment booklets completed to track learning and show progress from Year 8.		End of Unit assessments to check knowledge and understanding gained on top of Year 8 Leadership and how it has progressed in Year 9. Competitions organised, by the students, to show a mastering of the skills involved.		End of Unit assessments to check knowledge and understanding of the key skills taught, with regards to teamwork and some individual performances in Gym. Assessment booklets completed to track learning and show progress from Year 8.		Tracking and recording of individual scores and data will inform the assessment during an athletics block of work. Students will compare data from Year 9 National scores, along with the scores they achieved in Year 8. These scores will inform the students on selection for Sports Day teams.		End of Unit assessments to check knowledge and understanding of Year 9 team sports, with emphasis on how students have moved on in their understanding of Year 9 key skills and how they have adapted to the demands of each sport.  Final assessment of the Year on developing all the skills learnt in team and individual sports and putting them into practice.		
High Stake Testing													
Skills development	Throughout Year 9 students will try to master a wide range of technical and tactical aspects of each sport and activity. Furthermore, they will increase the range of life skills such as confidence, communication, resilience team building, which all contribute to developing a fully rounded sporting individual at Year 9, in preparation for core PE and/or BTec Sport in Key Stage 4.												



## Year 10 - Long Term Plan (BTEC Sport Physical Education)

**Year 10 Intent / End Point:** BY the end of Year 10 students will have gained a knowledge and understanding of the key concepts relating to sport and how these can link to sporting performance. Through Component 2 students will be able to explain the rules and regulations of two sports, present competency of practical performance and understand and deliver an analysis of performance.

Year 10 BTEC Sport	HT1 WEEKS 1-8	HT2 9 – 15	HT3 16 – 21	HT4 22 - 27	HT5 26 –32	HT6 33 - 39
Btec Groups	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 2: Taking Part and Improving Other Participants Sporting Performance	Component 2: Taking Part and Improving Other Participants Sporting Performance
<b>Principles that underpin your curriculum</b>	<b>Knowledge</b>	Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. 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			This component focuses on learning about sport through participation as a player, understanding the roles of an official and learning about practical ways to improve other participants' sporting performance.  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.	
	<b>Skill acquisition / development of technique</b>	Oral communication, teamwork, evaluate, assess, practical sport demonstration. Exam techniques for multiple, short and long answer questions.	Oral communication, teamwork, evaluate, assess, practical sport demonstration. Exam techniques for multiple, short and long answer questions.	Oral communication, teamwork, evaluate, assess, practical sport demonstration. Exam techniques for multiple, short and long answer questions.	Oral communication (Presentations), teamwork, evaluate, assess, practical sport demonstration, outwitting opponents, accurate replication of movement, develop technique through analysis of performance. Demonstrating understanding of skills, techniques and tactics within performance.	Oral communication (Presentations), teamwork, evaluate, assess, practical sport demonstration, outwitting opponents, accurate replication of movement, develop technique through analysis of performance. Demonstrating understanding of skills, techniques and tactics within performance.
	<b>Ability to evaluate and opportunities to develop leadership</b>	Students will be able to plan their own warm-up that will be delivered to their peers. They will take the experiences of their KS3 PE lessons to plan, deliver and evaluate their session.	Practical Sport Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills.	Practical and written Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills.	Students will acquire knowledge of skill and health-related fitness. Students will plan conditioned practices to deliver to their fellow peers within the lesson.	Practical Sport Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills in a game situation.
<b>Personal well-being/ healthy life choices</b>	Students will have the opportunity to take part in additional practical physical activity sessions, which will be focusing around the elements of fitness linking to Component 1. This will provide students with the information to plan structured fitness sessions and focuses on a healthy active lifestyle.	Students will have the opportunity to take part in additional practical physical activity sessions, which will be focusing around the elements of fitness linking to Component 1. This will provide students with the information to plan structured fitness sessions and focuses on a healthy active lifestyle..	Students will have the opportunity to take part in additional practical physical activity sessions, which will be focusing around the elements of fitness linking to Component 1. This will provide students with the information to plan structured fitness sessions and focuses on a healthy active lifestyle.	Students will be able to develop knowledge and understanding of their chosen sports, improving overall confidence when participating. This unit also promotes further opportunities within sport that students may not have considered e.g. analysis for future roles. This unit looks to combine elements of a healthy active lifestyle with performance and what barriers can effect performance. Looking at how they can be counteracted.	Students will be able to develop knowledge and understanding of their chosen sports, improving overall confidence when participating. This unit also promotes further opportunities within sport that students may not have considered e.g. analysis for future roles. This unit looks to combine elements of a healthy active lifestyle with performance and what barriers can effect performance. Looking at how they can be counteracted.	Students will be able to develop knowledge and understanding of their chosen sports, improving overall confidence when participating. This unit also promotes further opportunities within sport that students may not have considered e.g. analysis for future roles. This unit looks to combine elements of a healthy active lifestyle with performance and what barriers can effect performance. Looking at how they can be counteracted.
<b>Middle Stake Testing</b>	Students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. Additionally there will be group work and student based feedback from knowledge and understanding.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking.
<b>High Stake Testing</b>	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C
<b>Skills development</b>	Students will develop their exam skills through a range of activities. They will develop their knowledge and understanding of key concepts in sport and fitness, be able to apply these to specific sports and sporting examples. Students will then be able to break down short and extended questioning, identifying what the question is highlighting; using their knowledge and understanding students will provide structured answers to meet the grading criteria.					



## Year 11 - Long Term Plan (BTEC Sport Physical Education)

<b>Year 11 Intent / End Point:</b> By the end of Year 11, students will be able to deliver a small structured session to other students. The delivery will demonstrate some of the key attributes discussed during lessons and in their assignments. They will also identify areas for improvement and state how they intend to improve these. Unit 3, will allow the students to demonstrate their knowledge and understanding of effective training programme design. Students will complete this unit practically and in written form demonstrating competence and creativity.							
<b>Year 11 BTec Sport</b>	<b>HT1 WEEKS 1-8</b>	<b>HT2 9 – 15</b>	<b>HT3 16 – 21</b>	<b>HT4 22 - 27</b>	<b>HT5 28 - 33</b>	<b>HT6 34 – 39</b>	
<b>BTEC Groups</b>	Unit 2 – Practical Sport Unit 5 – Sports Performer in action	Unit 5 – Sports Performer in Action	Unit 1-Online exam re-sit. Unit 3 –Training for Personal Fitness	Unit 3 –Training for Personal Fitness	Unit 3 –Training for Personal Fitness	Unit 3 – Training for Personal Fitness	
<b>Principles that underpin your curriculum</b>	<b>Knowledge</b>	Develop the knowledge and understanding what makes the body work in sport and its responses to exercise 1. Understand and explain the functions of the main systems of the body 2. Compare and contrast how the systems work together to create movement and blood supply 3. Be able to identify the main systems for sporting activities. 4. Evaluate own performance, providing an action plan to improve areas of performance.		Demonstrate knowledge and understanding of goal setting to improve fitness. Be able to identify specific muscles and bones in the body and explain the short term effects of exercise. 1. Set goals for improving fitness by using SMART target and the principles of training. 2. Design a personal training programme that demonstrates understanding of training zones, targets and creativity. 3. Explain the barriers that impact completing the training programme. 4. Maintain a training diary and provide a written evaluation for each session.			
	<b>Skill acquisition / development of Technique</b>	Oral communication, teamwork, evaluate, assess, practical sport demonstration, accurate, develop techniques. Throughout the unit students will develop their subject knowledge of the body and learn how each system works to enable people to do sporting actions.	Oral communication, teamwork, evaluate, assess, practical sport demonstration, accurate, develop techniques. Throughout the unit students will develop their subject knowledge of the body and learn how each system works to enable people to do sporting actions.	Students will work to re-sit the exam, some students will be focusing on short and long structured answers. Unit 3 will require the students to link elements of Unit 1 into practical areas of performance. They will develop skills of fitness programme design.	Students will develop skills of programme design, establishing a fitness level and how to monitor Heart Rate and other components of fitness, in order to inform them of which area of fitness to focus on.	Students will develop skills of programme design, evaluation of their programme, regular monitoring of their sessions and analysis of physical exercise techniques.	Students will use all the data collected and interpret this to make informed decisions on their level of fitness since they started the programme. Students will fully evaluate their performance over time and make judgements on fitness.
	<b>Ability to evaluate and opportunities to develop leadership</b>	Students will analyse their own fitness function and evaluate their suitability for either aerobic or anaerobic activities.	Students will analyse their own fitness function and evaluate their suitability for either aerobic or anaerobic activities	Students will take the lead in establishing their own fitness levels and compare these scores to National data to make judgements on fitness levels.	Students will design their own personal training programme to suit their needs to improve the components of fitness that they deemed need to be improved.	Students will carry out a 6 week training programme, on their own, focussing on key areas of fitness, in which they decided were necessary to help them improve in their own sport. All data will be collected along with heart rate tracking.	Students will evaluate their own performance, by carrying out tests at the end of the programme to show what improvements they have made due to the training programme.
	<b>Personal well-being/ healthy life choices</b>	Students will be able track their own performance and progression when coaching by completing regular evaluations. Identifying strengths and weaknesses can have a significant impact on confidence/self-esteem.	Students will be able track their own performance and progression when coaching by completing regular evaluations of their coaching plans.	Students will be able track their own fitness levels and make educated judgements on which components of fitness they will need to work on during this Unit.	Monitoring of students fitness levels and heart rate allows them to make clear judgements on how they want to plan their training programme and get the best results possible.	Students need to make regular evaluations on the progress they are making and make changes to respond to the progress they are making from week to week.	Students will monitor all scores and progress made and make an informed evaluation on how the training programme went and suggest ways in which they could improve it if they were to do it again.
	<b>Middle Stake Testing</b>	Students will complete several written assignments where there are set deadline and submission dates. What makes a good leader and what are the qualities needed? How to plan a sports lesson	Students will complete several written assignments where there are set deadline and submission dates. Students will evaluate their delivered lesson and gain feedback from the students who were in the lesson.	Throughout the unit students will complete several written assignments where there are set deadline and submission dates. Students will need to establish what components of fitness they need to target in order to improve in their chosen sport.	Students will need to evaluate the principles of training and make judgements on what they need to do to improve their selected components of fitness.	Students will complete a 6 week training programme, with evaluations made each time to help with the planning of the next session.	Students complete a full evaluation of all 6 weeks completed, with data tracking of scores achieved. Full write up of all results and comparisons made with National Data and judgements on fitness levels.
	<b>High Stake Testing</b>	Learning Aim A and B on Google classroom. Final submissions of their assignments.	Learning Aim C on Google classroom. Final submissions of their assignments.	Learning Aim A submissions on Google classroom in conjunction with Unit deadlines.	Learning Aim B on Google classroom. Deadlines to be met.	Learning Aim C on Google Classroom. Completion of training programme.	Learning Aim D on Google Classroom. Evaluation of Training Programme.
	<b>Skills development</b>	Throughout the Year 11 programme, students will improve their knowledge and understanding of sports coaching and what makes an effective sports coach. They will also expand on their knowledge of effective programme design for fitness, learning key muscles and bones, how the body responds to exercise and the processes needed to complete an effective programme. Finally students will understand the importance of reflection, by completing session based evaluations, identifying strengths and weaknesses.					