

Year 7 – Physical Education Long Term Plan (Emerging)

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: <ul style="list-style-type: none"> - 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>HT1</u>		<u>HT2</u>		<u>HT3</u>		<u>HT4</u>		<u>HT5</u>		<u>HT6</u>		
	1 – 4	5 - 8	9 – 12	13 - 15	16 -18	19 - 21	22 – 24	25 - 27	28 – 31	32 - 34	35 – 37	38-40	
	<u>BOYS 1</u> <u>BOYS 2</u>	Fitness Inv Games	Inv Games Inv Games	IND ATH IND ATH	Leadership Leadership	Gym Dance	OAA Gym	Dance OAA	ATHLETICS ATHLETICS	Str/ Field Net/Wall	Str/Field Str/ Field	Net/Wall Str/ Field	
	<u>GIRLS 1</u> <u>GIRLS 2</u>	Inv Games Inv Games	Fitness Fitness	Gym Dance	IND ATH IND ATH	Dance Gym	Leadership Leadership	OAA Multi Games	Inv Games OAA	ATHLETICS ATHLETICS	Str/Field Str/ Field	Net/Wall Str/ Field	
Principles that underpin the curriculum	Skill acquisition / development of Technique	Skills will be learnt in isolation and students will have the opportunity to walk through skills unopposed and develop them from 1v1 to 2v2 and then into a small sided game situation. Tactics to be introduced to generate understanding of gameplay. Students will be introduced to the components of fitness that equip them to play certain sports.		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 will experience performing to an audience as part of PE programme.		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 have the opportunity to perform in front of an audience and receive feedback on how to improve.		Students will develop their knowledge of individual and teamwork strategies and tactics through tailored units of work to suit the group the students are in. Students will experience an aesthetic appreciation of performing to an audience in a group or as an individual.		Students spend much of the term working on isolated activities, due to the nature of the athletics events being taught. Students work to beat their personal best. The skills of throwing, catching and striking will be introduced to the students.		Students develop their tactical understanding of these summer activities, trying to outwit opponents through running faster, throwing more accurate and working as a team.	
	Ability to evaluate and opportunities to develop leadership,	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.		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.		Students display 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.		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.		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.	
	Personal wellbeing/ healthy life choices	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, students opting into extra-curricular 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 and also through the Sports Day preparation and the focus on personal best and individual achievement and sharing this success.	
Middle Stake Testing	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 select teams for regional competitions.		End of Unit assessments to check knowledge and understanding. Students will be given the opportunity to peer assess both playing ability and leadership proficiency.		End of Unit assessments to check knowledge and understanding. Team building and problem solving skills will be the area of focus for this half term.		End of Unit assessments to check knowledge and understanding. Tracking and recording of individual scores and data will inform the assessment during an athletics block of work.		End of Unit assessments to check knowledge and understanding. Final assessment of the Year on developing all the skills learnt in team and individual sports and putting them on show.		
High Stake Testing					<u>Google Form Assess 1</u>						<u>Google Form Asses 2</u>		
Skills development	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 a confidence, communication, resilience and team building, which all contributes to developing a fully rounded sporting individual in Year 7.												

Year 8 – Physical Education Long Term Plan (Developing)

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: <ul style="list-style-type: none"> - 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. 													
	HT1 1 – 4 5 - 8		HT2 9 – 12 13 - 15		HT3 16 – 18 19 - 21		HT4 22 – 24 25 - 27		HT5 26 – 29 30 - 32		HT6 33 – 35 36-39		
	<u>BOYS 1</u> <u>BOYS 2</u>	Fitness Inv Games	Inv Games Fitness	Inv Games IND ATH	Inv Games IND ATH	Leadership Gym	Dance Dance	OAA Gym	Dance OAA	ATHLETICS ATHLETICS	St/ Field Net/Wall	St/Field St/ Field	Net/Wall St/ Field
	<u>GIRLS 1</u> <u>GIRLS 2</u>	Inv Games Inv Games	Fitness Fitness	Gym Dance	IND ATH IND ATH	Dance Gym	Leadership Leadership	OAA Multi Games	Inv Games OAA	ATHLETICS ATHLETICS	St/Field St/ Field	Net/Wall St/ Field	St/ Field Net/Wall
Principles that underpin the curriculum	Skill acquisition / development of Technique	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 Students will develop their knowledge of Athletic competition and the challenges that comes with.		Students given the opportunity to further develop their Leadership skills, through In-House Leadership 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 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. Activities are selected to allow progress through challenging team and solo activities, which both stretch and challenge every student. 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 enable pupils to test their own ability and fitness against the rest of the Year group.	
	Ability to evaluate and opportunities to develop leadership	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 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 developing Leadership skills, through a variety of activities. Students will be put into sporting situations where they will have to plan, lead and officiate structured activities leading into competitive situations.		Leadership skills are transferred into team building exercises and the opportunity to lead small groups of people through an activity. Student's show their 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.	
	Personal wellbeing/ healthy life choices	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.	
Middle Stake Testing	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.		
High Stake Testing					<u>Google Form</u> <u>Assess 1</u>						<u>Google Form</u> <u>Asses 2</u>		
Skills development	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 a confidence, communication, resilience team building, which all contributes to developing a fully rounded sporting individual at Year 8.												



Year 9 – Physical Education Long Term Plan (Mastering)

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.

	1 – 4	<u>HT1</u> 5 - 8	9 – 12	<u>HT2</u> 13 - 15	16 – 17	<u>HT3</u> 18 - 21	22 – 24	<u>HT4</u> 25 - 27	26 – 29	<u>HT5</u> 30 - 32	33 – 35	<u>HT6</u> 36-39
	<u>BOYS 1</u> <u>BOYS 2</u>	Inv Games Fitness Inv Games	Inv Games Leadership Inv Games	Inv Games Leadership Inv Games	Well Being Inv Games Well Being	Inv Games Leadership Inv Games	OAA Net/Wall Net/Wall	Net/Wall OAA	ATH ATH	St/ Field Net/Wall	St/Field St/ Field	Net/Wall St/ Field
	<u>GIRLS 1</u> <u>GIRLS 2</u>	Fitness Inv Games Fitness	Inv Games Dance Inv Games	Gym Dance Gym	Well Being Leadership Well Being	Leadership Leadership	OAA Inv Games	Inv Games OAA	ATH ATH	St/Field St/ Field	Net/Wall St/ Field	St/ Field Net/Wall
Principles that underpin the 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 Leadership skills. Students will attempt to master their understanding by adopting specialised roles in demanding sporting environments. The Well-being Unit of 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. Skills developed are map reading, communicating, rallying and tactical awareness.	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 enable 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 an game activity or orienteering task.	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 a 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				<u>Google Form</u> <u>Assess 1</u>								<u>Google Form</u> <u>Asses 2</u>
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 a confidence, communication, resilience team building, which all contributes 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 unit 2 students will be able to explain the rules and regulations of 2 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		Online Exam Unit - Fitness for sport and exercise	Online Exam Unit - Fitness for sport and exercise	Online Exam Unit - Fitness for sport and exercise	Unit 2 – Practical Sport Performance	Unit 2 – Practical Sport Performance	Unit 2 – Practical Sport Performance
Principles that underpin the curriculum	Knowledge	Develop the knowledge and understanding of the importance of completing a warm up and cool down and the major muscles we use in physical activity. 1. To be able to explain the 11 different components of fitness and link them with sporting examples. 2. To understand the various methods of training, linking them with specific sports and the components they would benefit. 3. To be able to explain the principles and additional principles of training, providing examples that will link these to specific sports 4. Combine knowledge and understanding of key concepts on sport and be able to confidently answer short and long answer questions.			Demonstrate a knowledge and understanding of the rules, regulations and scoring systems for two selected sport and demonstrate practical capability. 1. Explain the rules and regulations of two sports by completing presentations. 2. Discuss and explain the skills, techniques and tactics relating to both sports 3. Practically demonstrate the skills and techniques required for those sports. 4. Analyse performance providing recommendations of how to improve through activities and how these effect performance.		
	Skill acquisition / development of Technique	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.	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.
	Ability to evaluate and opportunities to develop leadership	Fitness Results, observations of warm-ups and cool downs, group discussions. Practical assessment of skills. Observation checklist – skills in isolation / skills in a competitive situation.	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.	Practical Sport Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills in selected sports and activities.	Practical Sport Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills in a game situation.	Practical Sport Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills.
	Personal well-being/ healthy life choices	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 unit 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 unit 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 unit 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.
Middle Stake Testing	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.	Students will need to complete 2 PowerPoint presentations outlining the rules, regulations and scoring systems of 2 sports. There will be separate submission dates that allow students to receive feedback and improve upon their opening grades.	Students will need to complete several written based assignments, complete presentations and perform practically to achieve grading criteria. There will be separate submission dates that allow students to receive feedback and improve upon their opening grades.	Students will need to complete written evaluations on their practical performance in 2 sports and produce a checklist stating where their strengths and weaknesses lie. There will be separate submission dates that allow students to receive feedback and improve upon their opening grades.	
High Stake Testing	Students complete retired online test.	Students complete retired online test	Students complete retired online test	Learning Aim A assessment on Google Classroom	Learning Aim B – Practical assessment of 2 sports or activities.	Learning Aim C – Written analysis assessment on Google Classroom.	
Skills development	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 wo 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)



Year 11 Intent / End Point: By the end of year 11 students will be able to deliver a small structured session to student. The delivery will demonstrate some of the key attributes discussed during lesson 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.

<u>Year 11 Btec Sport</u>	<u>HT1</u> WEEKS 1-8	<u>HT2</u> 9 – 15	<u>HT3</u> 16 – 21	<u>HT4</u> 22 - 27	<u>HT5</u> 28 - 33	<u>HT6</u> 34 – 39
<u>Btec Groups</u>	Unit 6– Leading Sports Activity	Unit 6 – Leading Sports Activity	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

Principles that underpin the curriculum	Knowledge	Develop the knowledge and understanding what makes a sports leader, planning and leading a session and finally evaluate personal performance when delivering. <ol style="list-style-type: none"> 1. Understand and explain the attributes of a sports leader including qualities and responsibilities. 2. Compare and contrast two sports leaders, providing detail around their leadership styles. 3. Be able to plan and lead a sporting activity with clear aims and objectives. 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. <ol style="list-style-type: none"> 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. 			
	Skill acquisition / development of Technique	Oral communication, teamwork, evaluate, assess, practical sport demonstration, accurate, develop techniques. Throughout the unit students will develop their communication, organisation and evaluation techniques to aid them in their development as a leader.	Throughout the unit students will develop their communication, organisation and evaluation techniques to aid them in their development as a leader and give them the skills to deliver a sports lesson.	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.
	Ability to evaluate and opportunities to develop leadership	Students will analyse their own coaching performance through performance wheels. They will identify their strengths and weaknesses, providing suitable recommendations in ways to improve those areas.	Students will lead a full coaching session, as part of this Unit of work. Students will lead a sports session of their choice and deliver it to a younger group of students.	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.
	Personal well-being/ healthy life choices	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.
Middle Stake Testing	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.	
High Stake Testing	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.	
Skills development	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 respond to exercise and the processes need to complete an effective programme. Finally, students will understand the importance of reflection, by completing session based evaluations, identifying strengths and weaknesses.						