










	Theme	Overview of key learning to take place	How learning will be assessed
Term 1	Unit 1: The Skeleton and Muscular System	<p>Key Topic 1: The Skeleton and its function</p> <ul style="list-style-type: none"> a) I can outline the four main functions of the skeleton b) I can name and locate the main bones in the skeleton and classify them according to type. c) I can describe the functions of different bones. <p>Key Topic 2: Joint types, structure and function</p> <ul style="list-style-type: none"> a) I can identify the three different types of joint. b) I can describe two types of freely moveable joints. <p>Key Topic 3: Movements at joints</p> <ul style="list-style-type: none"> a) I can identify the main pairs of movement around a joint. b) I can understand that each movement can go in at least two directions and know the names of each of these directions. c) I can provide sporting examples for each of these types of movement. <p>Key Topic 4: Muscles</p> <ul style="list-style-type: none"> a) I can identify the location and roles of the major muscles in the body. b) I can understand the importance and role of tendons. c) I can provide sporting examples for each of these types of movement. <p>Key Topic 5: Antagonistic muscle action</p> <ul style="list-style-type: none"> a) I can understand how muscles work in pairs to create movement. b) I can identify the action of an agonist and antagonist. c) I can explain how muscles work using isotonic and isometric contractions. <p>Key Topic 6: Muscle Fibre Types</p> <ul style="list-style-type: none"> a) I can identify the difference between fast and slow twitch fibres. b) I can explain how fast and slow twitch muscle fibres impact upon physical activities. 	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment.</p> <p>At the end of the unit, students will sit a test. Marked out of 25.</p> <div style="text-align: center;">  Analysing </div>

Term 1	Unit 2: Respiratory System	<p>Key Topic 1: The pathway of air and gaseous exchange</p> <ul style="list-style-type: none"> a) I can identify the different components of the respiratory system. b) I can describe the pathway of air into the body. c) I can understand the role of alveoli during gaseous exchange. <p>Key Topic 2: The mechanics of breathing</p> <ul style="list-style-type: none"> a) I can identify the location of the diaphragm and intercostal muscles. b) I can understand the functions of the diaphragm and the intercostal muscles in normal breathing. c) I can describe the mechanics of breathing. <p>Key Topic 3: Breathing volumes and minute ventilation</p> <ul style="list-style-type: none"> a) I can explain what is meant by the terms 'tidal volume', 'vital capacity', 'residual volume', 'minute ventilation'. b) I can outline the role and importance of each of these during the mechanics of breathing. c) I can describe the effect of exercise for the volumes of tidal volume, vital capacity, residual volume, minute ventilation. 	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment.</p> <p>At the end of the unit, students will sit a test. Marked out of 25.</p> <div style="text-align: center;">  <p>Analysing</p> </div>
Term 1	Unit 3: Circulatory System	<p>Key Topic 1: Components of blood</p> <ul style="list-style-type: none"> a) I can identify the different components of blood. b) I can understand the role of haemoglobin. c) I can describe the structure of the blood vessels and their functions. <p>Key Topic 2: Heart structure and function</p> <ul style="list-style-type: none"> a) I can identify the location of each section of the heart. b) I can describe the functions of atria, ventricles and valves. c) I can describe the pathway of blood through the heart. <p>Key Topic 3: Cardiac output</p> <ul style="list-style-type: none"> a) I can explain the terms 'heart rate', 'stroke volume' and cardiac output'. b) I can identify how cardiac output can be calculated. 	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p>


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Term 1	Unit 4: Energy supply and the effects of exercise on the body	<p>Key Topic 1: Aerobic and anaerobic respiration</p> <ul style="list-style-type: none"> a) I can describe the process involved in converting food to energy. b) I can state the equations for both aerobic and anaerobic respiration. c) I can link the use of aerobic and anaerobic respiration to different types of physical activity. <p>Key Topic 2: Recovery</p> <ul style="list-style-type: none"> a) I can state why the body experiences an oxygen debt after strenuous exercise. b) I can explain how oxygen removes lactic acid from the body. c) I can describe how excess post-exercise consumption (EPOC) can be achieved. d) I can outline the factors affecting recovery time. <p>Key Topic 3: Short-term effects of exercise</p> <ul style="list-style-type: none"> a) I can identify the immediate effects of exercise on the body. b) I can describe what happens to the body during exercise. c) I can explain the negative effects that impair performance. <p>Key Topic 4: Long-term effects of exercise</p> <ul style="list-style-type: none"> a) I can identify what happens to the heart after training for a period of time. b) I can understand the effects that changes to the heart have on the body. c) I can understand how blood is able to tolerate lactic acid. 	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment.</p> <p>At the end of the unit, students will sit a test. Marked out of 25.</p>


			 Hard working
Term 2	Unit 5: Simple Biomechanics	<p>Key Topic 1: Principles of force</p> <ol style="list-style-type: none"> I can identify what is meant by force. I can understand and apply the equation involving force, mass and acceleration. I can describe the effects force has on aspects of sports performance. <p>Key Topic 2: Applications of force</p> <ol style="list-style-type: none"> I can identify and explain the forces exerted by gravity, air resistance and muscular force. I can define ground resistance force and explain its importance to sprinters. I can draw force diagrams to illustrate the forces acting on performers and objects in sports <p>Key Topic 3: Levers</p> <ol style="list-style-type: none"> I can identify and sketch the three classes of lever. I can state examples of the three classes of lever within the human body. I can describe how levers help performance in different sporting situations. 	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment.</p> <p>At the end of the unit, students will sit a test. Marked out of 25.</p>
Term 2	Unit 6: Health & Well-being	<p>Key Topic 1: Health and well-being</p> <ol style="list-style-type: none"> I can explain what is meant by ‘Health’ as defined by the WHO. I can describe, with examples, what is meant by physical, mental and social well-being. I can explain the benefits of working to improve aspects of physical, mental and social well-being. <p>Key Topic 2: Fitness</p> <ol style="list-style-type: none"> I can provide a definition of fitness. I can explain the relationship between health and fitness. <p>Key Topic 3: Diet and energy sources</p> <ol style="list-style-type: none"> I can outline the functions of carbohydrates, fats and proteins in providing energy. 	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p>

		<p>b) I can describe which foods are sources of the different nutrients.</p> <p>c) I can explain how food sources contributes to energy produced for different activities.</p> <p>Key Topic 4: Components of fitness</p> <p>a) I can recognise the components of health-related and skill-related fitness.</p> <p>b) I can explain how these components link to performance of sports and physical activities.</p> <p>Key Topic 5: Fitness testing</p> <p>a) I can identify the different tests used to assess health-related and skill-related fitness.</p> <p>b) I can be able to carry out the different health-related and skill-related fitness tests</p> <p>c) I can outline the main reasons for carrying out fitness tests.</p> <p>d) I can explain how fitness tests can improve performance in specific physical activities.</p> <p>Key Topic 6: VO2 max</p> <p>a) I can describe what VO2 max is and its role in measuring cardiovascular endurance.</p> <p>b) I can identify and explain the factors that affect the level of VO2 max.</p>	<p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment.</p> <p>At the end of the unit, students will sit a test. Marked out of 25.</p>  <p>Hard working</p>
Term 2	Unit 7: Training	<p>Key Topic 1: Principles of training and overload</p> <p>d) I can understand the principles of training known as SPORT</p> <p>e) I can apply these principles to a training programme.</p> <p>f) I can provide examples of the principles of overload known as FITT</p> <p>g) I can explain the dangers of overtraining</p> <p>Key Topic 2: Methods of training</p> <p>d) I can outline the six different types of training method and the activities involved.</p> <p>e) I can link each training method to goals for improving specific areas of fitness</p> <p>f) I can explain the advantages and disadvantages of specialised high-altitude training</p> <p>Key Topic 3: Warming up and cooling down</p> <p>g) I can understand the physiological reasons for a warm-up and cool-down</p>	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term.</p>

		<p>h) I can identify the psychological reasons for a warm-up and cool-down</p> <p>i) I can explain the phases required in a warm-up and cool-down</p> <p>j) I can create a warm-up and cool-down for a specific activity</p>	<p>Students will receive a percentage for this assessment.</p> <p>At the end of the unit, students will sit a test. Marked out of 25.</p>  <p>Agile</p>
<p>Term 2</p>	<p>Unit 8: Skills & Skill Acquisition</p>	<p>Key Topic 1: Skill and ability</p> <p>k) I can define the terms 'skill' and 'ability'</p> <p>l) I can describe the differences between skill and ability</p> <p>a) I can show an awareness of the idea of mastering an ability against adversity (e.g. Paralympics)</p> <p>Key Topic 2: Skilled Performance</p> <p>a) I can identify the six main characteristics of a skilled performance</p> <p>b) I can explain the role and importance of these characteristics in different sports</p> <p>c) I can use these characteristics as a focus for coaching/training and improvements</p> <p>Key Topic 3: Skill Classification</p> <p>a) I can identify the different types of skills: Basic/complex, fine/gross, open/closed</p> <p>b) I can understand that these can be placed on a continuum</p> <p>c) I can justify the choice of these skills with sporting examples</p> <p>Key Topic 4: Simple information-processing model</p> <p>a) I can identify the four stages of the information-processing model</p> <p>b) I can explain the difference between short-term and long-term memory</p> <p>c) I can apply the stages of information processing to a physical activity</p> <p>d) I can explain what is meant by limited-channel capacity and single-channel hypothesis</p>	<p>Formative assessment</p> <p>Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term:</p> <p>Gap-fill with key details</p> <p>Examination style questions</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term.</p> <p>Students will receive a percentage for this assessment.</p> <p>At the end of the unit, students will sit a test. Marked out of 25.</p>  <p>Agile</p>

		<p>Key Topic 5: The stages of learning</p> <ul style="list-style-type: none"> a) I can outline the three stages of learning: cognitive, associative and autonomous b) I can describe the characteristics of a performer at each stage of learning c) I can apply these characteristics to a physical activity <p>Key Topic 6: Skill Classification</p> <ul style="list-style-type: none"> a) I can identify and outline four different types of feedback: intrinsic, extrinsic, knowledge of performance and knowledge of results b) I can explain how each type of feedback links to the stages of learning and can be given to performers at different levels c) I can explain the importance of receiving good feedback and the impact it can have on performance <p>Key Topic 7: Guidance</p> <ul style="list-style-type: none"> a) I can identify and outline the different types of guidance: visual, verbal, manual and mechanical b) I can summarise the advantages and disadvantages of different types of guidance c) I can explain how different types of guidance can be used during different stages of learning 	
Term 3	Unit 9: Psychology	<p>Key Topic 1: Goal-setting</p> <ul style="list-style-type: none"> a) I can understand the principles of SMARTER goal-setting b) I can suggest how to set SMARTER targets appropriate to the physical activity c) I can explain how goal-setting can control anxiety <p>Key Topic 2: Motivation and mental preparation</p> <ul style="list-style-type: none"> a) I can define the term 'motivation' b) I can explain the terms 'intrinsic motivation' and 'extrinsic motivation' c) I can understand what rewards and incentives are <p>Key Topic 3: Arousal</p> <ul style="list-style-type: none"> a) I can give the definition of arousal b) I can know the signs of optimal arousal for different skills c) I can draw and explain the inverted-U theory (Yerkes-Dodson law) d) I can explain the effects of under-arousal and over-arousal <p>Key Topic 4: Anxiety</p>	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment.</p>

		<p>a) I can identify the two types of anxiety (cognitive and somatic) and describe their symptoms</p> <p>b) I can describe four physiological responses to arousal</p> <p>c) I can explain the causes of anxiety in physical activities</p> <p>Key Topic 5: Relaxation Techniques</p> <p>a) I can explain the benefits of relaxation techniques in reducing anxiety and arousal</p> <p>b) I can describe an use the techniques of mental rehearsal, visualisation and deep breathing</p> <p>c) I can explain how these techniques control and support the performer</p> <p>Key Topic 6: Personality types</p> <p>a) I can define the two personality types: introvert and extrovert</p> <p>b) I can describe the typical characteristics of introverts and extroverts</p> <p>c) I can suggest physical activities that might be taken up by introvert and extrovert personality types</p>	<p>At the end of the unit, students will sit a test. Marked out of 25.</p>  <p>Agile</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 3</p>	<p>Unit 10: Leisure, recreation and the growth of leisure activities</p>	<p>Key Topic 1: Leisure, recreation and the growth of leisure activities</p> <p>a) I can explain the terms ‘leisure’, ‘(physical) recreation’, ‘play’ and ‘sport’</p> <p>b) I can outline the factors that influence the recreational activities people take part in</p> <p>c) I can describe the factors that have influenced the growth of leisure activities.</p> <p>Key Topic 2: The sports development pyramid</p> <p>a) I can define sports development and identify the different levels of the sports development pyramid</p> <p>b) I can describe the pathways performers take through the pyramid in different sports</p> <p>c) I can investigate the role of sports development officers</p> <p>Key Topic 3: Access and participate in sport</p> <p>a) I can identify the factors that affect access to physical activity</p> <p>b) I can describe the factors that affect participation in sports and physical activities</p> <p>c) I can explain strategies for increasing access and participation in sports</p> <p>Key Topic 4: Sponsorship</p>	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment.</p> <p>At the end of the unit, students will sit a test. Marked out of 25.</p>

		<p>a) I can identify the different forms sponsorship can take b) I can describe the role that sponsorship plays in sport c) I can explain the advantages of sponsorship in sport</p> <p>Key Topic 5: Media</p> <p>a) I can identify the different types of media coverage b) I can explain how the media function in sport c) I can describe the advantages and disadvantages of media coverage of sport</p> <p>Key Topic 6: Global Events</p> <p>a) I can identify the advantages and disadvantages of hosting global events b) I can understand how global sports events can affect areas of sport and society c) I can describe the effects of global sports events on different host cities/countries</p> <p>Key Topic 7: Professional and amateur performers</p> <p>a) I can identify the difference between professional and amateur performers b) I can explain the blurred lines between professional and amateur status c) I can describe how sportsmanship and gamesmanship are displayed in physical activities</p> <p>Key Topic 8: Technology in sport</p> <p>a) I can identify the different forms of technology used in sport b) I can understand how technology is used in sport by officials, improving performance, recording time and distance c) I can describe the positive and negative impact of technology on sport</p>	 <p>Hard working</p>
Term 3	Unit 11: Ethics and other issues	<p>Key Topic 1: Performance-enhancing drugs (PEDs)</p> <p>a) I can describe the difference types of PEDs and their effects on performance b) I can understand the reasons why some performers use prohibited PEDs c) I can explain the disadvantages of using PEDs d) I can describe the negative consequences of drug scandals</p> <p>Key Topic 2: Blood Doping</p> <p>a) I can outline the reasons why some performances use blood doping</p>	<p>Formative assessment Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term: Gap-fill with key details Examination style questions</p>

- b) I can describe how blood doping is carried out
- c) I can explain the effects and potential side effects of blood doping

Key Topic 3: Risk and risk assessment

- a) I can identify and describe the differences between real and perceived risk
- b) I can assess risks in different environments
- c) I can suggest strategies for reducing risk and injury in physical activities

Key Topic 4: Injuries

- a) I can describe the causes of and treatments for minor injuries
- b) I can explain the causes of bruises, and muscle, tendon and ligament injuries
- c) I can know how to use the RICE method for injuries

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Agile