

Physical Education Curriculum Map

Intent

The Lambeth Academy Physical Education curriculum inspires ALL pupils to succeed and excel in competitive sport and other physically demanding activities. Students will finish their journey in PE understanding that PE really is for everyone and not just those looking to perform at elite level. We provide opportunities to broaden student's experiences by offering an innovative curriculum with the aspirations and interest of the student at the centre. Our curriculum is designed with this in mind offering a range of team sports, individual sports and health related activities; from more 'popular' sports such as Football and less common sports such as handball and Yoga.

Sport and physical Education at Lambeth Academy builds character and compelling individuals and helps to embed values such as fairness, respect, confidence, sportsmanship and teamwork. One of our key values is the importance of leadership and we work with students to develop their leadership skills that can be used throughout their school and future pathways this will include extensive areas of self-reflection and the ability to evaluate. We hope to encourage the future leaders within the sports and fitness industry.

We aim to provide opportunities for pupils to become physically and mentally confident in a way which supports their health, fitness and wellbeing. Students' health, fitness and knowledge surrounding this area will grow rapidly, all students will finish their PE journey with the knowledge of how to be a lifelong active healthy citizen, including theoretical knowledge around training, effective nutrition and the body. Our KS4/KS5 courses are designed for our students to embark on careers within the sports industry whether that may be sports journalism, professional athlete, nutritionist or Personal Trainer. We offer courses on both a theoretical academic pathway and vocational and both key stage four and five. We want our students to have the opportunity to access a range of theory and experience the completely diverse opportunities within sport and career choices.

Additionally, students will have opportunities to extend their learning outside of the formal curriculum with a range of extracurricular activities. Students will have opportunities to expand their experiences at competitive events at local, regional and county level. We aim to develop future elite sportsmen and women that compete proudly representing Lambeth Academy across London and may even be a next world famous athletes.

Most importantly we provide a curriculum at Lambeth Academy which offers a key element of fulfilment and enjoyment where we will deliver with passion and ensure students are motivated to participate within sport and lead a healthy active lifestyle.

Implementation

Term	1	2	3	4	5	6	
	September - October	November - December	January - February	March - April	May - July		
Year 7	<p>Students will develop their performance, fitness and leadership skills within the sports of: Multiskills, Basketball, Netball, Cricket, Handball, 5 A Side Football</p> <p>Students will learn to effectively perform a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings</p> <p>Students will learn to successfully lead a simple activity individually or as part of a group, showing respect and empathy for others and good cooperation skills in doing so.</p> <p>Students will demonstrate appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.</p>	<p>Students will develop their performance, fitness and leadership skills within the sports of: Football, Netball, Handball, Basketball, Badminton, Table Tennis, Boxing</p> <p>Students will learn to successfully employ simple tactics or creative processes in practical settings across team sports.</p> <p>Students will build upon their understanding of simple tactics or creative ideas. Students will learn to communicate those tactics and ideas effectively using good verbal and non-verbal skills</p> <p>Students will be able to effectively conduct their own safe and well-designed warmup/cool-down and describe the purpose and benefits of each component.</p>	<p>Student will focus on fitness and being 'Fit for Life'. They will develop their knowledge and understanding through: Fitness classes, boxing, Circuit Training, Weight training, yoga and the gym</p> <p>Students will learn and be able to effectively conduct their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</p> <p>Students will be develop knowledge around how physical activity contributes to a balanced, healthy lifestyle.</p> <p>Students will be given the opportunity to work on fitness – demonstrating appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.</p>	<p>Students will develop their performance, fitness and leadership skills within the sports of: Table Tennis, Trampolining, Boxing, Fitness and alternative activities (supporting sport relief).</p> <p>Students will learn to effectively perform a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings</p> <p>Students will learn to successfully lead a simple activity individually or as part of a group, showing respect and empathy for others and good cooperation skills in doing so.</p> <p>Students will have the opportunity to explore the charity Sport Relief and raise awareness of their work and work towards it. They will be involved in alternative sporting activities and challenges</p>	<p>Students will develop their performance, fitness and leadership skills within the sports of: Athletics, Softball and Rounders and Alternative activities.</p> <p>Students will be able to successfully lead a simple activity individually or as part of a group, showing respect and empathy for others and good cooperation skills in doing so.</p> <p>Students will explore simple tactics or creative ideas and communicate them effectively using good verbal and non-verbal skills.</p> <p>Students will be able to effectively conduct their own safe and well-designed warmup/cool-down and describe the purpose and benefits of each component.</p> <p>All students will be involved in national school sports week and explore a range of alternative sporting activities with a key focus on sportsmanship and teamwork.</p>		

Term	1	2	3	4	5	6	
	September - October	November - December	January - February	March - April	May - July		
Year 8	<p>Students will develop their performance, fitness and leadership skills within the sports of: Basketball, Netball, Cricket, Handball, 5 A Side Football</p> <p>Students will learn to select, combine and perform skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.</p> <p>Students will develop their leadership skills to lead and motivate others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p> <p>Students will develop their ability to sustain stamina for longer periods in specific activities and use different types of exercise to improve their health and well-being.</p>	<p>Students will develop their performance, fitness and leadership skills within the sports of: Football, Netball, Handball, Basketball, Badminton, Table Tennis, Boxing</p> <p>Students will learn to select, combine and perform skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.</p> <p>Students will develop understanding around more complex tactics or creative ideas and will learn to communicate those effectively using good verbal and non-verbal skills.</p> <p>Students will develop their ability to leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p> <p>Sportsmanship across all team sports will be a key focus and students will explore the positives of great sportsmanship.</p>	<p>Student will focus on fitness and being 'Fit for Life'. They will develop their knowledge and understanding through: Fitness classes, boxing, Circuit Training, Weight training, yoga and the gym</p> <p>Students will be develop knowledge around how physical activity contributes to a balanced, healthy lifestyle.</p> <p>Students will explore basic anatomical structures and will be able to explain how they use different components of fitness to improve their performance.</p> <p>Students will be given the opportunity to work on fitness – demonstrating how to sustain stamina for longer periods in specific activities and uses different types of exercise to improve their health and well-being.</p> <p>Students will develop knowledge and be able to explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being.</p>	<p>Students will develop their performance, fitness and leadership skills within the sports of: Table Tennis, Trampolining, Boxing, Fitness and alternative activities (supporting sport relief).</p> <p>Students will learn to select, combine and perform skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.</p> <p>Students will develop understanding around more complex tactics or creative ideas and will learn to communicate those effectively using good verbal and non-verbal skills.</p> <p>Students will develop skills to be able to accurately explain and evaluate the effectiveness of their own and/or others' performances and suggests appropriate improvements.</p> <p>Students will explore reflection and accurately reflect on their progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p> <p>Students will explore reflection and accurately reflect on their progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p>	<p>Students will develop their performance, fitness and leadership skills within the sports of: Athletics, Softball and Rounders and Alternative activities.</p> <p>Students will develop their ability to leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p> <p>Students will develop skills to be able to accurately explain and evaluate the effectiveness of their own and/or others' performances and suggests appropriate improvements.</p> <p>Students will explore reflection and accurately reflect on their progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p> <p>Students will explore the positives of great sportsmanship and demonstrate this in all sports.</p>		
Term	1	2	3	4	5	6	
	September - October	November - December	January - February	March - April	May - July		
Year 9	<p>Students will develop their performance, fitness and leadership skills within the sports of: Basketball, Netball, Cricket, Handball, 5 A Side Football</p> <p>Students will learn to show imagination when performing advanced skills with control and fluency in a game situation or performance setting.</p> <p>Students will develop their leadership skills to be able to confidently undertake leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.</p>	<p>Students will develop their performance, fitness and leadership skills within the sports of: Football, Netball, Handball, Basketball, Badminton, Table Tennis, Boxing</p> <p>Students will develop knowledge to successfully employ advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p> <p>Students will develop understanding around sensitively adapting activities when leading peers of all abilities and backgrounds so that they are included and supported to succeed.</p>	<p>Student will focus on fitness and being 'Fit for Life'. They will develop their knowledge and understanding through: Fitness classes, boxing, Circuit Training, Weight training, yoga and the gym</p> <p>Students will be develop knowledge around how physical activity contributes to a balanced, healthy lifestyle. They will explore the importance of nutrition and hydration for either success in sport or general physical and mental well-being.</p> <p>Students will be given the opportunity to work on fitness – demonstrating how to consistently meet the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.</p>	<p>Students will develop their performance, fitness and leadership skills within the sports of: Table Tennis, Trampolining, Boxing, Fitness and alternative activities (supporting sport relief).</p> <p>Students will learn to show imagination when performing advanced skills with control and fluency in a game situation or performance setting.</p> <p>Students will learn to employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p> <p>Students will be given the opportunity to undertakes leadership and officiating roles and learn to show a good knowledge and</p>	<p>Students will develop their performance, fitness and leadership skills within the sports of: Athletics, Softball and Rounders and Alternative activities.</p> <p>Students will develop their ability to leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p> <p>Students will learn to analyse and evaluate the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.</p> <p>Students will explore reflection and accurately reflect on their progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p>		

	Students will build upon their fitness to consistently meet the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.	Students will learn to analyse and evaluate the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.	Students will develop knowledge and be able to explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being. Students will be able to successfully apply a good understanding of the principles of safe and effective training to improve their health and performance.	application of appropriate rules/laws and effective communication skills. Students will be challenged within their leadership to be able to sensitively adapt activities when leading peers of all abilities and backgrounds so that they are included and supported to succeed.	Students will be provided with an opportunity to be an effective role model, they will learn how to apply themselves fully in a range of contexts and show resilience to overcome setbacks. Students will explore the positives of great sportsmanship and demonstrate this in all sports.	
Term	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - July	
Year 10	Students will develop their performance, fitness and leadership skills within the sports of: Basketball, Netball, Cricket, Handball, 5 A Side Football Students will build upon their fitness to consistently meet the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect. Students will develop their leadership skills to be able to confidently undertake leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills. Students will learn to analyse and evaluate the effectiveness of their own and/or others' team/group performances and implements appropriate improvements. Students will learn to show imagination when performing advanced skills with control and fluency in a game situation or performance setting. Students will develop knowledge to successfully employ advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.	Student will focus on fitness and being 'Fit for Life'. They will develop their knowledge and understanding through: Fitness classes, boxing, Circuit Training, Weight training, yoga and the gym Students will be develop knowledge around how physical activity contributes to a balanced, healthy lifestyle. They will explore the importance of nutrition and hydration for either success in sport or general physical and mental well-being. Students will be given the opportunity to work on fitness – demonstrating how to consistently meet the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect. Students will develop knowledge and be able to explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being. Students will be able to successfully apply a good understanding of the principles of safe and effective training to improve their health and performance.	Students will develop knowledge and be able to explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being. Students will be able to successfully apply a good understanding of the principles of safe and effective training to improve their health and performance.	Students will develop their performance, fitness and leadership skills within the sports of: Table Tennis, Trampolining, Boxing, Fitness and alternative activities (supporting sport relief). Students will be given the opportunity to undertakes leadership and officiating roles and learn to show a good knowledge and application of appropriate rules/laws and effective communication skills. Students will be challenged within their leadership to be able to sensitively adapt activities when leading peers of all abilities and backgrounds so that they are included and supported to succeed.	Students will develop their performance, fitness and leadership skills within the sports of: Athletics, Softball and Rounders and Alternative activities. Students will develop their ability to leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills. Students will learn to analyse and evaluate the effectiveness of their own and/or others' team/group performances and implements appropriate improvements. Students will explore reflection and accurately reflect on their progress towards ambitious personal challenges and/or goals in PE and/or leadership. Students will explore the positives of great sportsmanship and demonstrate this in all sports.	
Year 11	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - July	
	Students will develop their performance, fitness and leadership skills within the sports of: Football, Netball, Badminton, softball, Cricket, handball, Table Tennis. Some students will access an alternative fitness programme and experience a range of classes such as BOUNCE, yoga, Nordic Walking.		Student will focus on fitness and being 'Fit for Life'. They will develop their knowledge and understanding through: Fitness classes, boxing, Circuit Training, Weight training, yoga and the gym. All students will focus on ensuring they are remaining healthy whilst preparing for their exams and explore how they will continue to do this after leaving school.	Students will develop their performance and fitness within the sports of: Football, Table Tennis, Netball, Trampolining and Basketball. They will experience a range of alternative activities built around team work.		

BTEC SPORT LEVEL 2 Curriculum Map

TERM	1	2	3	4	5	6		
	September - October	November - December	January - February	March - April	May - June	June - July		
Year 10 BTEC	<p>Unit 1: Fitness for Sport and Exercise – (Examined unit – Exam May) Learning aim, A - Students will develop their knowledge and understanding of the components of fitness. They will discover the components of physical fitness, and skill related fitness they will explore why fitness components are important for successful participation in given sports. Students will explore exercise intensities and how they can be determined theoretically and practically.</p> <p>Unit 3: Applying the Principles of Personal Training In this unit students will be aiming to improve/ enhance their performance and personal fitness. Learning Aim, A – Students will learn to design a personal fitness training programme. They will identify their personal information, be able to set SMART goals, they will explore training methods to work on the components of fitness.</p>	<p>Unit 1: Fitness for Sport and Exercise – (Examined unit – Exam May) Learning Aim, A – Students will develop and understanding of the principles of training (FITT) and additional principles of training. They will use their knowledge on components of fitness to practically apply the principles of training across case studies.</p> <p>Learning Aim B: Students will start to explore the different fitness training methods including the requirements for each of fitness training methods.</p> <p>Unit 3: Applying the Principles of Personal Training In this unit students will be aiming to improve/ enhance their performance and personal fitness. Learning Aim, A – Students will design a programme using all theoretical knowledge on components of fitness and methods of training.</p>	Assessment cycle 1	<p>Unit 1: Fitness for Sport and Exercise – (Examined unit – Exam May) Learning Aim B – Students will develop knowledge around flexibility training, strength, muscular endurance and power training, aerobic endurance training and speed training. They will apply their knowledge to a variety of different athletes and case studies.</p> <p>Unit 3: Applying the Principles of Personal Training In this unit students will be aiming to improve/ enhance their performance and personal fitness. Learning Aim B – Students will develop understanding about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training.</p>	<p>Unit 1: Fitness for Sport and Exercise – (Examined unit – Exam May) Learning aim C -Students will investigate fitness testing to determine fitness levels. They will explore how each of the components of fitness can be measured and the importance of measuring them. They will be learnt he protocols for fitness tests and be able to administer each fitness test safely. They will be able to interpret the fitness test results.</p> <p>Unit 3: Applying the Principles of Personal Training In this unit students will be aiming to improve/ enhance their performance and personal fitness. Learning Aim B – Students will develop understanding about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training.</p>	<p>Unit 1: Fitness for Sport and Exercise – (Examined unit – Exam May) Students will revise all content explored across Learning Aim A, B and C. They will sit examined online test in May.</p> <p>Unit 3: Applying the Principles of Personal Training In this unit students will be aiming to improve/ enhance their performance and personal fitness. Learning Aim C – Students will implement a self-designed personal fitness training programme to achieve own goals and objectives. They will safely implement a personal fitness training programme, keep a training diary for each session recording.</p>	Assessment Cycle 2	<p>Unit 3: Applying the Principles of Personal Training In this unit students will be aiming to improve/ enhance their performance and personal fitness. Learning Aim D – After completing a self-designed training programme student will review their programme identifying strengths, areas for improvement recommendations for improvement and identify how they can modify training programmes.</p>
	TERM	1	2	3	4	5	6	
	September - October	November - December	January - February	March - April	May - June	June - July		
YEAR 11 BTEC	<p>Unit 2: Practical Performance in Sport Learning Aim, A – In this unit students will be introduced to a variety of different sports and, through participating in different sports, it is expected that they will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics. Students will fully investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action.</p> <p>Unit 6: Leading Sports Activities This unit introduces students to sports leadership, enabling students to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. For learning aim, A, students will be introduced to the attributes required to be a successful sports leader, knowledge of the skills, qualities and responsibilities associated with success in sports leadership.</p>		<p>Unit 2: Practical Performance in Sport Learning Aim B – In this unit students will take part in a variety of sports. These may be sports in which they excel or have an interest. Students are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment.</p> <p>Unit 6: Leading Sports Activities Learning aim B enables students to consider the planning and leadership requirements for delivering sports activities. Students will be given the opportunity to develop their ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.</p>		<p>Unit 2: Practical Performance in Sport Learning Aim C –students will review their performance in the sports in which they participated. This review will look at the strengths and areas for development within your own performance. students will also be encouraged to consider plans to develop your performance within the selected sports.</p> <p>Unit 6: Leading Sports Activities For learning aim C, students will evaluate their own effectiveness as a sports leader within the session they planned and delivered. They will need to consider their strengths within the process of sports leadership and plans for further developing their ability as a sport leader.</p>			
	TERM	1	2	3	4	5	6	
	September - October	November - December	January - February	March - April	May - June	June - July		

GCSE PE Curriculum Map

TERM	1	2	3	4	5	6		
	September - October	November - December	January - February	March - April	May - June	June - July		
Year 10 GCSE	<p>Physical Training, Health and Performance, Physical emotional and social health fitness and wellbeing. In this topic, Students will develop an understanding around the relationship between health and fitness and the role that exercise plays in both the components of fitness, benefits for sport and how fitness is measured and improved</p> <p>Students will explore the components of fitness, the principles of training and their application to personal exercise/training programmes</p> <p>Students will develop knowledge and understanding around the reasons for fitness testing, the purpose of fitness tests to measure specific components of fitness: the test protocol for each of these fitness tests and how to use normative data tables.</p> <p>Students will develop knowledge and understanding on the principles of training, factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and training methods for specific components of fitness, physical activity and sport: continuous; Fartlek; circuit; interval; plyometrics; weight/resistance and the advantages and disadvantages of different training methods.</p>	<p>The consequences of a sedentary lifestyle and Energy use, diet, nutrition and hydration In this topic, students will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being</p> <p>In this term students will develop knowledge and understanding of how a sedentary lifestyle and its consequences can be the cause of an increase of overweight, overfat or obese people and how the increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of Muscle tone, posture, impact on components of fitness.</p> <p>Students will all link aerobic and anaerobic respiration to energy use, diet, nutrition and hydration.</p> <p>Students will develop knowledge and understanding of energy use, diet, nutrition and hydration this will include what constitutes a balanced diet and the importance of hydration in lifestyle and sport.</p>	Assessment cycle 1	<p>The use of goal setting and SMART targets to improve and/or optimise performance. Students will explore the importance of a well designed and implemented Personal Exercise Programme (PEP) to bring about health gains, lifestyle choices – limited to diet; activity level; work/rest/sleep balance and recreational drug use - positive and negative impacts of lifestyle choices and the consequences of a sedentary lifestyle.</p> <p>The use of goal setting and SMART targets will be key for students to enhance vocabulary and relating to why, how and what to improve and/or how to optimise performance.</p> <p>Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period and can relate to any physical activity of their choice.</p>	<p>The structure and functions of the musculoskeletal system. The structure and functions of the cardiorespiratory system. In this term, students will develop knowledge and understanding of the key musculoskeletal system and it influences health, fitness and performance in physical activity and sport through the following content.</p> <p>Students will apply their knowledge of different functions of the musculoskeletal system to the topics of the importance of locations, movement, classifications and characteristics within muscles, bones and ligaments.</p> <p>Students will understand why different muscle groups different responses have, why bones are shaped and formed the way they are, how the skeletal and muscular systems work together to allow participation in physical activity and sport.</p> <p>In this term students will apply their knowledge of different functions of the cardiorespiratory system, its structure and its surroundings, the mechanisms required for vasoconstriction and vasodilation and the compositions of inhaled and exhaled air and key vocabulary of keywords and definitions and key changes required to perform and participate in physical activity. Students will be able to link previous learning from year 9 of how the cardiovascular and respiratory systems work together to allow participation in physical activity and sport.</p>	Assessment Cycle 2	<p>Coursework and Exam Technique In this term students will start to complete their coursework. The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity.</p> <p>Students will be required to analyse the data gathered during their PEP and evaluate it to show how their performance in their chosen activity has improved, as well as to make recommendations for further improvements/optimisation to their performance. Students will be assessed on the coherence and conciseness of their evaluation of their PEP.</p> <p>Students will also spend time developing exam technique and exploring how to effectively answer 9-mark questions.</p>	
	TERM	1	2	3	4	5	6	
	September - October	November - December	January - February	March - April	May - June	June - July		
YEAR 11 GCSE	<p>The structure and functions of the cardiorespiratory system. Anaerobic and aerobic exercise and the short- and long- term effects of exercise. In this term students will apply their knowledge of different functions of the cardiorespiratory system, its structure and its surroundings, the</p>	<p>How to optimize training and prevent injury, Effective use of warm up and cool down. Lever systems, examples of their use in activity and the mechanical advantage they provide in movement and Planes and axes of movement.</p>	Assessment cycle 3	<p>PEP Component 4(coursework) Students will finalise and complete the coursework component of work. This will involve students reacting to feedback and individually assessing and evaluating their work.</p>	<p>Engagement patterns of different social groups in physical activity and sport and Commercialisation of physical activity and sport and Ethical and socio-cultural issues in</p>	Assessment cycle 4	<p>Revision on component 1 Fitness and Body Systems, applied anatomy and physiology, movement analysis, physical training and the use of data.</p>	GCSE EXAMS
		1	2	3	4	5	6	
	September - October	November - December	January - February	March - April	May - June	June - July		

	<p>mechanisms required for vasoconstriction and vasodilation and the compositions of inhaled and exhaled air and key vocabulary of keywords and definitions and key changes required to perform and participate in physical activity.</p> <p>In this term students will apply knowledge and understanding from year 1 to demonstrate and evaluate how the different energy respirations are fuelled, what their short and long-term effects include and what energy sources can help maintain performance and participation in sport.</p>	<p>In this term students will learn how to optimise training and prevent injury, focusing on how to warm-up and cool down before and after exercise. Theoretically students will explore Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports.</p> <p>Students will also discover the world of Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, this topic is particularly relevant with the current issues in modern sport.</p> <p>In this term students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport as well as the mechanical advantages and disadvantages of lever system and movements commonly used with body patterns of planes and axes. Students will have the opportunity to discuss movement in complex sports, sports they may not have been introduced to before and evaluate the principles with argumentative persuasion.</p>		<p>Students will demonstrate how to interpret graphical representations and the use of data within their coursework</p> <p>Classification of skills (basic/complex, open/closed) and Topic 2.3 Guidance and feedback on performance and Mental preparation for performance.</p> <p>In this topic students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport through classification of skills (basic/complex, open/closed) Students will all apply knowledge of practice and skill classification to select the most relevant practice to develop a range of interpersonal skills.</p> <p>Students will explore Types of guidance to optimise performance: visual, verbal, manual and mechanical, Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal</p>	<p>physical activity and sport.</p> <p>In this term students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through participation rates in physical activity and sports, the relationship between commercialisation, the media and physical activity and sport and the advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator.</p> <p>Students will develop understanding and knowledge of how ethical and socio-cultural issues in physical activity and sport can have consequences and influence others; this will also allow students to evaluate the importance of sport in the UK today for adolescents and adults.</p>		<p>Revision on component 2 Health and Performance, health, fitness and well-being, sport psychology and socio-cultural influences.</p>	
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BTEC SPORT LEVEL 3 Curriculum Map

Implementation							
Term	1	2	3	4	5	6	
	September - October	November - December	January - February	March - April	May - July		
Year 12	<p>Unit 1 Anatomy and Physiology: (Examined unit – Exam May) Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Understanding body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. In order to appreciate how each of these systems function, learners will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance.</p> <p>Unit 2: Fitness Training and Programming for Health sport and Well Being (Examined unit – Exam May) Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client’s health and well-being. In this unit, learners will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information there will be exploration on how to make judgements on a specific individual’s current lifestyle and then suggest modifications to help improve the individual’s fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored.</p> <p>Unit 4: Sports Leadership Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles. This unit aims to develop the student’s confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. Students will be guided through the requirements of effective leadership and this will develop knowledge and understanding of the leader’s role, the key skills, qualities and characteristics. Students will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event.</p> <p>Unit 10: Sports Event Organisation Learners will plan, promote and deliver an approved sports event and review the implementation of the event and their own performance in this unit, students will develop knowledge of the planning, promotion and delivery of different types of global sports events, as well as smaller-scale regional and local sports events. They will develop their own proposal for a sports event and present this for approval. Feasible and appropriate proposals will form the remit for students to implement a plan to deliver a sports event. Student will execute the planning, promotion and delivery of this event. They will also carry out a review of the sports event, drawing on information collected both during and at the end of the event.</p>		<p>Unit 1 Anatomy and Physiology: (Examined unit – Exam May) Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Understanding body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. In order to appreciate how each of these systems function, students will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance.</p> <p>Unit 2: Fitness Training and Programming for Health sport and Well Being (Examined unit – Exam May) Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client’s health and well-being. In this unit, learners will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information there will be exploration on how to make judgements on a specific individual’s current lifestyle and then suggest modifications to help improve the individual’s fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored.</p> <p>Unit 7: Practical Sports Performance Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports. This unit gives the opportunity to improve student’s own knowledge and practical ability in a selection of individual and team sports. They will develop practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This will be achieved through participation in practical activities, followed by a reflection on your performance. students will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques. The rules and regulations of the selected sports are also investigated, since an awareness of the rules can often lead to an improvement in performance.</p> <p>Unit 31: Current Issues in Sport Learners will examine and explore the history of sport, the key issues in modern UK sport and the factors that prevent sport and exercise participation. In this unit, students will examine how sport has evolved in society, with a focus on the British experience. The development of sport is explored from early British sports to the influence of public schools in the nineteenth century, the rationalisation and regulation of sports, such as cricket and football, to the present day. Students will gain an understanding of the support provided by both the private and public sectors to help overcome participation barriers. Students will understand how sport can be used as a tool for alleviating social issues in society, such as deprivation and health issues. They will explore current issues relevant to sport, such as school participation, racism and sexism.</p>				
	Term	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - July		

Unit 22: Investigating Business in the Sport and Active Leisure Industry (Examined unit – Exam January)

Learners investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business – This unit looks at the skills needed to work in business, how sports businesses are organised and what makes a successful business. In this unit, students will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses

Unit 9: Research Methods in sport

Learners cover the importance of research, factors affecting the quality of research, an introduction to research and the different methods commonly used in sport-based research. This unit begins by developing a clear grasp of research, the different types of research, how to search for and read different examples of research, and the importance of this for emerging sports practitioners. Following on from this, students will gain a clearer understanding of the different factors that can affect the quality of research, before progressing to understanding the importance of ethical research practices.

Unit 17: Sports Injury Management

Learners study the signs and symptoms of sports injuries, application of basic treatment and rehabilitation methods, injury risk factors and injury prevention. Students will explore injury risk reduction through effective preventative measures, and the treatment and rehabilitation of those who are suffering an injury. Students will also develop an awareness of the aetiology, mechanisms of injury and symptoms that can present for each injury. They will investigate the injury symptoms and understand physiological and psychological responses to injury and will be able to make an informed decision regarding treatment at the time of injury. Students will learn to effectively apply first aid techniques and common treatment methods and develop a functional rehabilitation program.

Unit 3: Professional Development in the Sports Industry

Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities. In this unit, students will research the different possible careers and the associated job roles in the sports industry, then action plan their development towards achieving a selected career aim. They will analyse their own skills and identify how to develop them into a career using a career plan. Students will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify strengths and gaps in knowledge and skills.

Unit 6: Sports Psychology

This unit covers the psychological dimensions of sport and introduces psychological techniques that can be used to enhance performance. In this unit, students will look at individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. Students will look at how the functioning of a group can influence the outcome a sports team produces and how motivation can be developed and influenced. Learners will examine how arousal, anxiety, stress and self-confidence can affect performance and how these need to be controlled in order to achieve optimum performance. Finally, students will explore the psychological skills and programmes that can be used to improve performance.

Unit 19: Development and Provision of Sport and Physical Activity (Examined unit – Exam May)

Learners study the development and provision of sport in the UK and its relationship with global sport, including understanding what is needed to write a proposal for a sports development project. Students will investigate the relationship between sports development and commercialisation and its impact at different levels. This will increase understanding of the sports industry, how sport is developed and its effects on wider sports development. Students will learn how sports development agencies work to identify need, develop provision and the process they must follow to secure support for sports projects.

Unit 9: Research Methods in sport

Learners cover the importance of research, factors affecting the quality of research, an introduction to research and the different methods commonly used in sport-based research. This unit begins by developing a clear grasp of research, the different types of research, how to search for and read different examples of research, and the importance of this for emerging sports practitioners. Following on from this, students will gain a clearer understanding of the different factors that can affect the quality of research, before progressing to understanding the importance of ethical research practices. Students will finish the unit by developing practical skills in the use of different research methods.

Unit 17: Sports Injury Management

Learners study the signs and symptoms of sports injuries, application of basic treatment and rehabilitation methods, injury risk factors and injury prevention. Students will explore injury risk reduction through effective preventative measures, and the treatment and rehabilitation of those who are suffering an injury. Students will also develop an awareness of the aetiology, mechanisms of injury and symptoms that can present for each injury. They will investigate the injury symptoms and understand physiological and psychological responses to injury and will be able to make an informed decision regarding treatment at the time of injury. Students will learn to effectively apply first aid techniques and common treatment methods and develop a functional rehabilitation program.

Unit 8: Coaching for Performance

Learners will develop the techniques, personal knowledge and ability to deliver coaching sessions. In this unit, students will develop coaching skills, knowledge, qualities and best practices, allowing for sessions to incorporate progression over time. Students will develop your planning, delivery and reflection skills, as well as your ability to use a variety of coaching practices. Students will explore different practices that could be used to develop sports performance. Students will demonstrate their ability to coach a session to improve the performance of the athletes and then reflect on their impact as a coach. Students will learn how to effectively evaluate the impact of their own coaching for the future development of the athlete and as a coach.

Unit 23: Skill Acquisition

Learners study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills. Learners will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. Students will examine how sports performers are able to take information from their environment, for example their position, the positions of their opponents or the speed and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement. Students will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.

A LEVEL SPORT Curriculum Map

Implementation							
Term	1	2	3	4	5	6	
	September - October	November - December	January - February	March - April	May - July		
Year 12	<p>Applied Anatomy and Physiology and Exercise Physiology All students will develop their knowledge and understanding of the roles of the skeletal and muscular systems in the performance of movement skills in physical activities and sport. Knowledge and understanding of planes of movement, the roles of muscles and types of contraction will be developed. Learners will also be able to analyse movement in physical activities and sport applying the underlying knowledge of muscular contraction.</p> <p>Learners will know key terms and develop their knowledge and understanding of the cardiovascular and respiratory systems at rest, during exercise and during recovery. Knowledge and understanding of the recovery system and how the body returns to its pre-exercise state will also be developed.</p> <p>Learners will develop their knowledge and understanding of the components and functions of a balanced diet, as well as being able to relate diet, hydration and dietary supplements to performance in physical activities and sports. Knowledge and understanding will also be developed of ergogenic aids and how they are used to improve sports performance.</p>	<p>Exercise Physiology and Biomechanics Learners will develop their knowledge and understanding of aerobic training, methods of evaluating aerobic capacity and factors affecting VO2 max, as well as applying the importance of this training to physical activities and sports. Strength and flexibility training will also be covered, including knowledge and understanding of the types of strength and flexibility training, factors that affect strength and flexibility and methods of evaluating strength and flexibility. Learners will also develop their knowledge and understanding of the periodisation of training and how to plan personal health and fitness programmes. Learners will also develop their knowledge and understanding of the impact of training on lifestyle related diseases that affect the cardiovascular and respiratory systems. Learners will be able to develop their knowledge and understanding of the underlying biomechanical principles related to Newton's Laws and force, including the factors affecting air resistance and how this knowledge is applied to sports performance. Learners will be able to calculate force, momentum, acceleration and weight. The components of a lever system will be known for 1st, 2nd and 3rd class levers. Learners will also develop their knowledge and understanding of the use of technology to analyse movement and improve performance.</p>	Assessment cycle 1	<p>Skill Acquisition This topic will develop learners' knowledge and understanding of the role of skill acquisition in performance of physical activities and sports. It aims to develop knowledge and understanding of the principles required in order to optimise the learning of new, and the development of existing, skills. Learners will develop an understanding of the importance of being able to classify skills in order to select the most suitable approach to the learning of motor skills. This topic looks at the underlying factors required for effective and efficient performance. Learners will also gain a detailed understanding of the impact of the environment and conditions in which new skills are learned on the success of acquiring these motor skills. Knowledge and understanding will also be developed in the different approaches and theories to teaching new skills as well as the guidance and feedback used to support this. Focus will also be placed on enhancing existing skills and the opportunities to transfer between the two. Through application of knowledge gained from this topic, learners will be able to develop their skills in other sporting roles such as coach or leader, as well as directly relating it to their own performance.</p>	<p>Sport Psychology In this topic, learners will develop their knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Learners knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport; group and team dynamics in sport; the importance of goal setting in sports performance; the role of attribution in motivating performers; confidence and self-efficacy in sport; leadership in sport and stress management in physical activities and sports to optimise performance.</p>	Assessment Cycle 2	<p>Sport and Society In this topic, learners will develop their knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport. For the 'Emergence and evolution of modern sport' topic area, students will investigate cases such as football, tennis, athletics or cricket) which can be charted through the different time periods covered. Learners will also understand the nature of global sporting events and how they reflect and are impacted upon by social issues.</p>
	Term	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - June	June - July	
Year 13	<p>Applied Anatomy and Physiology, Exercise Physiology Learners will develop their knowledge and understanding of Adenosine Triphosphate (ATP) as energy</p>	<p>Exercise Physiology, Biomechanics and Skill Acquisition Learners will develop their knowledge and understanding of acute and chronic injuries related to physical activities and</p>	Assessment cycle 3	<p>Practical Assessment and NEA completion All students will complete a practical assessment. All students will be assessed in the role of performer or coach in one activity. Learners are required to</p>	<p>Sports Psychology and Contemporary Issues in PA and Sport Students will learn Wieners model of attribution including the dimensions of stability, locus of control and countability.</p>	Assessment cycle 4	<p>Revision on all content from both years.</p>
	Term	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - June	June - July	

	<p>currency, along with the principle of the coupled reactions and resynthesis of ATP. The detail of the different energy systems will be known, and learners will understand the energy continuum and factors that affect the interplay of the energy systems.</p> <p>Learners will develop their knowledge and understanding of the effect of exercise intensity on excess post exercise oxygen consumption (EPOC) and implications of the recovery process for planning exercise or training sessions related to physical activities and sports.</p> <p>Learners will develop their knowledge and understanding of the effect of altitude on the cardiovascular and respiratory systems and the performance of exercise at different intensities at altitude. Knowledge of acclimatisation will also be developed.</p> <p>Learners will develop their knowledge and understanding of exercise in the heat and recognise the effect of heat on the cardiovascular and respiratory systems. The understanding of the performance of exercise of different intensities in the heat will also be developed in this topic.</p> <p>Exercise Physiology,</p>	<p>sports. The prevention of injury will also be known by understanding the risk factors and the relative value of warm up and cool down routines used in physical activities and sports. Learners will develop their knowledge and understanding of how we might respond to injuries and medical conditions in a sporting context. Rehabilitation of injury will be understood by knowing about common sports injuries and common treatments.</p> <p>Learners will develop their knowledge and understanding of linear motion by being able to define linear motion and be able to apply it as well as being able to calculate quantities of linear motion. They will also be able to define angular motion and know about the creation of angular motion through the application of an eccentric force about one (or more) of the three axes of rotation. Again, learners will also be able to calculate angular motion and interpret graphs of angular velocity, moment of inertia and angular momentum. Learners will develop their knowledge and understanding of fluid mechanics and the factors that impact the magnitude of air resistance (on land) or drag (in water) on a body or object. Projectile motion will also be understood with factors affecting the horizontal distance travelled by a projectile, as well as patterns of flight paths because of the relative size of air resistance and weight. Bernoulli's principle will be understood along with the application of projectile motion on the design of equipment and the use of spin in sport.</p>		<p>demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.</p> <p>The Evaluation and Analysis of Performance for Improvement (EAPI) In addition to a practical performance, learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, learners will provide an oral response analysing and critically evaluating their peers' performance.</p> <p>Before completing this assessment, students will spend time preparing evaluation and analysis techniques using all theory content they have learnt.</p>	<p>Learners will continue to develop understanding of learned helplessness as a barrier to sports performance and about mastery orientation to optimise sports performance.</p> <p>Learners will understand the impact of sports confidence on participation and self-esteem. Students will develop their knowledge on theories of leadership in sport and how to deal with stress to optimise performance.</p> <p>The ethics involved in sport and deviance that affects sport and sporting behaviour will be understood and applied using practical examples. Learners will develop their knowledge and understanding of the positive and negative impacts of commercialisation and the media on physical activity and sport. The routes to sporting excellence in the UK will be known and the roles of key organisations to develop excellence will also be understood. The important and developing influences of modern technology in physical activities and sport will be understood as well as its impact on participation, fair outcomes and entertainment.</p>		<p>Focus on application and ensuring students can: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>	
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Impact:

To ensure that all students achieve mastery in specified knowledge students are formatively assessed regularly at KS3 through KPI trackers and teaching is adapted accordingly. Assessment data at KS3 is used to judge the success of the curriculum and progress towards mastery with teaching time allocated to the re teaching of specific knowledge and allowing students to develop tactics and creative within practical sport. Furthermore knowledge of key vocabulary and terminology is assessed through active questioning during warm ups and plenaries within every lesson. The impact of range of curriculum is further assessed through participation in extracurricular clubs and success in local and regional competitions. Finally, the impact of the curriculum will be the lifelong involvement of our students in a healthy active lifestyle and choosing to follow the Sport/PE pathway through KS4 / KS5 and University and future careers in sport.