

Year 12					
Autumn half term 1					
		Unit 8 Organisation of sports events	Unit 1 Body systems and the effect of physical activity	Unit 18 Practical skills in sport and physical activity	
Activity content Skills used		Know different types of sports events and their purpose Know the different roles and responsibilities involved in the planning and delivery of sports events	Understand the skeletal system in relation to exercise and physical activity <ul style="list-style-type: none"> The axial and appendicular skeletons / Structure and function of the vertebral column The functions of the skeleton and the link to types of bone Classifications of joints / The types of synovial joint / Structures and functions of synovial joints / Joint movements The impact of physical activity, training and lifestyle on the skeletal system Understand the muscular system in relation to exercise and physical activity <ul style="list-style-type: none"> Main muscles acting at synovial joints Types of muscle function 	P8: Describe the roles and responsibilities of officials in sport and physical activity P9: Officiate a competitive game or performance situation effectively, applying the rules and regulations accurately M3: Communicate clearly and effectively with participants while officiating a competitive game or performance situation M4: Demonstrate consistency and confidence in decision-making D3: Justify decisions made as an official and how positioning supported the accurate and appropriate application of rules and regulations	
Assessment / moderation		P1*: Describe different types of sports events and their purpose, using examples P2*: Outline roles and responsibilities of individuals involved in planning and delivering sports events M1: Assess the potential impact on an event if each role and responsibility is not carried out effectively	Ongoing informal assessment against exam criteria. End of unit test for skeletal system.	To be moderated by the class teacher against the criteria stated above.	
Key Vocab		Tier 3 words: Tournament, Participative, Environmental, Educational, Official, Marketing, Outdoor and Adventurous Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 3 words: Axial skeleton, Appendicular skeleton, functions, Classifications of joints, synovial, Structures Also -Full names of muscles, bones and names of joints and parts in exercise books. Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Positioning, communication, referee, umpire, official, rules, regulations, confidence, accuracy, consistency. Creativity and flair, adaptability, Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	
	Employability skills	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication	
Prior learning and misconceptions		Builds on from BTEC unit 6 Misconceptions highlighted in content	Builds on from parts of KS4 Science and BTEC unit 3 and GCSE PE Misconceptions highlighted in content.	This unit builds on their skills, technique and tactics that they have gained over the previous 5 years in school and sports clubs, competitions they have been involved within.	
Homework/reading tasks		Research tasks on sports events Complete assessment criteria from content in supervised study	Research tasks, Exam questions	Participate in competitions relevant to their sport and gain video evidence during competition.	
Autumn half term 2					
		Unit 8 Organisation of sports events	Unit 1 Body systems and the effect of physical activity	Unit 18 Practical skills in sport and physical activity	

Activity content Skills used		Be able to plan and promote a sports event	Understand the muscular system in relation to exercise and physical activity <ul style="list-style-type: none"> Types of muscle contraction Structure and function of muscle fibre types Link between mix of fibre types and performance The impact of physical activity, training and lifestyle on the muscular system Understand the cardiovascular system in relation to exercise and physical activity <ul style="list-style-type: none"> The structures of the heart and their roles Stroke volume, heart rate and cardiac output 	P8: Describe the roles and responsibilities of officials in sport and physical activity P9: Officiate a competitive game or performance situation effectively, applying the rules and regulations accurately M3: Communicate clearly and effectively with participants while officiating a competitive game or performance situation M4: Demonstrate consistency and confidence in decision-making D3: Justify decisions made as an official and how positioning supported the accurate and appropriate application of rules and regulations
Assessment / moderation		P3: Plan a safe and effective sports event M2: Explain in detail areas of health and safety, contingency and feasibility and the impact these areas may have on the event P4: Promote a sports event using appropriate materials and methods M3: Explain the impact of promotional material on the event D1: Evaluate the promotional material produced, justifying the choice of promotional material used	Ongoing informal assessment against exam criteria. End of unit test for muscles.	To be moderated by the class teacher against the criteria stated above.
Key Vocab		Tier 3 words: Promotional material, objectives, feasibility, competitive, contingency Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 3 words: Axial skeleton, Appendicular skeleton, functions, Classifications of joints, synovial, Cardiovascular Structures, Stroke Volume, Heart rate, Cardiac output Also -Full names of muscles, bones and names of joints and parts in exercise books. Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Positioning, communication, referee, umpire, official, rules, regulations, confidence, accuracy, consistency. Creativity and flair, adaptability Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review
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	Employability skills	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Numeracy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication
Prior learning and misconceptions		Recap previous term Builds on from BTEC unit 6 Misconceptions – often students do not understand the difference between risks and hazards	Recap previous term Builds on from parts of KS4 Science and BTEC unit 3 and GCSE PE Misconceptions highlighted in content.	This unit builds on their skills, technique and tactics that they have gained over the previous 5 years in school and sports clubs, competitions they have been involved within.
Homework/reading tasks		Research tasks on different types of promotional material Complete assessment criteria from content in supervised study	Research tasks, Exam questions	Participate in competitions relevant to their sport and gain video evidence during competition.
Spring half term 1				
		Unit 8 Organisation of sports events	Unit 1 Body systems and the effect of physical activity	Unit 18 Practical skills in sport and physical activity
Activity content Skills used		Be able to participate in the delivery of a sports event	Understand the cardiovascular system in relation to exercise and physical activity <ul style="list-style-type: none"> Structure of blood vessels 	P1: Demonstrate effective selection and execution of skills and techniques in an individual sport.

		<ul style="list-style-type: none"> • Components and functions of blood • Vascular shunt mechanism and the role of arterioles and pre-capillary sphincters • The impact of physical activity, training and lifestyle on the cardiovascular system. <p>Understand the respiratory system in relation to exercise and physical activity</p> <ul style="list-style-type: none"> • The structures of the lungs and their roles • Respiratory muscles used during exercise 	<p>P2: Demonstrate effective selection of tactics and strategies during performance.</p> <p>P3: Manage and maintain own performance appropriately.</p> <p>M1: Demonstrate understanding of the sport and awareness of own performance and that of opponent(s) through decision-making and adaptability during performance.</p> <p>D1: Demonstrate creativity and flair during performance</p>
Assessment / moderation	<p>P5: Participate in the delivery of a sports event, describing own roles and responsibilities</p> <p>M4: Carry out different roles in a sports event effectively</p>	<p>Ongoing informal assessment against exam criteria.</p> <p>End of unit test for cardiovascular system</p>	<p>To be moderated by the class teacher against the criteria stated above.</p>
Key Vocab	<p>Tier 3 words: Responsibilities, Officiating, Roles, Resources, Communication, Decision-making</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>	<p>Tier 3 words: Cardiovascular Structures, Stroke Volume, Heart rate, Cardiac output, Tidal Volume, Gaseous exchange</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>	<p>Tier 3 words: Skills, technique, tactics, creativity, flair, manage, maintain, adaptability, strategy</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>
Careers	Linked roles	<p>PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor.</p> <p>See link on last page for more detail.</p>	<p>PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor.</p> <p>See link on last page for more detail.</p>
	Employability skills	<p>Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Numeracy, Independence, Communication</p>	<p>Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Numeracy, Independence, Communication</p>
Prior learning and misconceptions	<p>Recap previous term</p> <p>Builds on from BTEC unit 6</p> <p>Misconceptions – Students often do not understand the difference between roles and responsibilities</p>	<p>Recap previous term</p> <p>from previous term Builds on from parts of KS4 Science and BTEC unit 3 and GCSE PE</p> <p>Misconceptions highlighted in content.</p>	<p>Follow on from previous work and builds on pupils playing skills, teamwork and tactical knowledge.</p> <p>Misconceptions highlighted in content.</p>
Homework/reading tasks	<p>Support in lower schools’ practical lessons as a coach</p> <p>Complete assessment criteria from content in supervised study</p>	<p>Research tasks,</p> <p>Exam questions</p>	<p>Participate in competitions relevant to their sport and gain video evidence during competition.</p>

Spring half term 2

	Unit 8 Organisation of sports events	Unit 1 Body systems and the effect of physical activity	Unit 18 Practical skills in sport and physical activity
Activity content	<p>Be able to review the planning and delivery of a sports event</p>	<p>Understand the respiratory system in relation to exercise and physical activity</p> <ul style="list-style-type: none"> • The mechanics of breathing • Gaseous exchange at the alveoli • Tidal volume, breathing frequency and minute Ventilation • The impact of physical activity, training and lifestyle on the respiratory system <p>Understand the different energy systems in relation to exercise and physical activity</p> <ul style="list-style-type: none"> • The three energy systems • The energy continuum and how intensity and duration of exercise determines which energy system is predominant • The recovery process for each energy system 	<p>P1: Demonstrate effective selection and execution of skills and techniques in an individual sport.</p> <p>P2: Demonstrate effective selection of tactics and strategies during performance.</p> <p>P3: Manage and maintain own performance appropriately.</p> <p>M1: Demonstrate understanding of the sport and awareness of own performance and that of opponent(s) through decision-making and adaptability during performance.</p> <p>D1: Demonstrate creativity and flair during performance</p>
Skills used			

Assessment / moderation		P6: Review the planning and delivery of a sports event, identifying strengths and areas for improvement P7: Evaluate own effectiveness in the delivery of a sports event M5: Create a personal development plan based on strengths and areas for improvement D2: Evaluate own contribution during the delivery of a sports event and adapt approach where necessary	Ongoing informal assessment against exam criteria. End of unit test for cardiovascular system	To be moderated by the class teacher against the criteria stated above.
Key Vocab		Tier 3 words: Assessment, Feedback, Weaknesses, Strengths Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 3 words: Partial pressure gradient, energy continuum, Krebs cycle, ATP, ADP, by-product, aerobic, anaerobic. Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 3 words: Skills, technique, tactics, creativity, flair, manage, maintain, adaptability, strategy Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.
	Employability skills	Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Literacy, Numeracy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication
Prior learning and misconceptions		Recap previous term Builds on from BTEC unit 6 Misconceptions – Students often struggle with constructive criticism for themselves and others	Recap previous term from previous term Builds on from parts of KS4 Science and BTEC unit 3 and GCSE PE Misconceptions highlighted in content.	Follow on from previous work and builds on pupils playing skills, teamwork and tactical knowledge. Misconceptions highlighted in content.
Homework/reading tasks		Complete assessment criteria from content in supervised study	Research tasks, Exam questions	Participate in competitions relevant to their sport and gain video evidence during competition.
Summer half term 1				
	Unit 8 Organisation of sports events	Unit 1 Body systems and the effect of physical activity	Unit 18 Practical skills in sport and physical activity	
Activity content Skills used	Be able to review the planning and delivery of a sports event	Exam / revision on the following areas: <ul style="list-style-type: none"> Understand the skeletal system in relation to exercise and physical activity Understand the muscular system in relation to exercise and physical activity Understand the cardiovascular system in relation to exercise and physical activity Understand the respiratory system in relation to exercise and physical activity 	P4: Demonstrate effective selection and execution of skills and techniques in a team sport P5: Demonstrate effective performance and communication of tactics and strategies P6: Fulfil own role within a team performance effectively M2: Demonstrate understanding of the sport and awareness of performance of teammates and opponent(s), through decision-making and adaptability during performance D2: Demonstrate creativity and flair during performance, appropriate to the needs of the team P7: Demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity	
Assessment / moderation	P6: Review the planning and delivery of a sports event, identifying strengths and areas for improvement P7: Evaluate own effectiveness in the delivery of a sports event M5: Create a personal development plan based on strengths and areas for improvement D2: Evaluate own contribution during the delivery of a sports event and adapt approach where necessary	Exam questions based on above learning aims. Past papers	To be moderated by the class teacher against the criteria stated above.	

Key Vocab		Tier 3 words: Assessment, Feedback, Weaknesses, Strengths Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	See previous	Tier 3 words: Skills, technique, tactics, creativity, flair, manage, maintain, adaptability, team work, awareness, strategy Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.
	Employability skills	Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Literacy, Numeracy, Independence, Communication	Aiming high, Listening, Problem solving, Staying positive, Literacy, Numeracy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication
Prior learning and misconceptions		Recap previous term Builds on from BTEC unit 6 Misconceptions – Students often struggle with constructive criticism for themselves and others	Recap and revision of prior year 12 leaning Misconceptions – Exam/revision technique	Follow on from previous work and builds on pupils playing skills, teamwork and tactical knowledge. Misconceptions highlighted in content.
Homework/reading tasks		Complete assessment criteria from content in supervised study	Exam questions	Participate in competitions relevant to their sport and gain video evidence during competition.

Summer – half term 2

	Unit 8 Organisation of sports events	Unit 3 Sports organisation and development	Unit 18 Practical skills in sport and physical activity
Activity content Skills used	Be able to review the planning and delivery of a sports event	Introduction to Unit 3 & Understand how sport in the UK is organised <ul style="list-style-type: none"> • Organisations involved in sport in the UK • Roles and responsibilities of sports organisations in the UK • International organisations which impact UK sport • How the different organisations interact 	P4: Demonstrate effective selection and execution of skills and techniques in a team sport P5: Demonstrate effective performance and communication of tactics and strategies P6: Fulfil own role within a team performance effectively M2: Demonstrate understanding of the sport and awareness of performance of teammates and opponent(s), through decision-making and adaptability during performance D2: Demonstrate creativity and flair during performance, appropriate to the needs of the team P7: Demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity
Assessment / moderation	P6: Review the planning and delivery of a sports event, identifying strengths and areas for improvement P7: Evaluate own effectiveness in the delivery of a sports event M5: Create a personal development plan based on strengths and areas for improvement D2: Evaluate own contribution during the delivery of a sports event and adapt approach where necessary	Ongoing informal assessment against exam criteria. End of topic test	To be moderated by the class teacher against the criteria stated above.
Key Vocab	Tier 3 words: Assessment, Feedback, Weaknesses, Strengths Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 3 words: Government, DDCMS, DfE, DH, NGB, UK Sport, Sport England Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 3 words: Skills, technique, tactics, creativity, flair, manage, maintain, adaptability, team work, awareness, strategy Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review

Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.
	Employability skills	Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Literacy, Numeracy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication
Prior learning and misconceptions	Recap previous term Builds on from BTEC unit 6 Misconceptions – Students often struggle with constructive criticism for themselves and others	Builds on learning from Unit 1, 2 and 8 Misconceptions highlighted in content	Follow on from previous work and builds on pupils playing skills, teamwork and tactical knowledge. Misconceptions highlighted in content.	
Homework/reading tasks	Complete assessment criteria from content in supervised study	Research tasks & Further reading Exam questions	Participate in competitions relevant to their sport and gain video evidence during competition.	
Activity content	Introduction to unit 2. P1: Describe the roles and responsibilities of sports coaches and activity leaders P2: Describe how sports coaches and activity leaders support a healthy active lifestyle P3: Compare the different roles and responsibilities of those involved in teaching and delivering sport			
Skills used				
Assessment / moderation	Assessment against course work criteria.			
Key Vocab	Tier 3 words: role model, motivator, planner, instructor, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organiser, sets agreed ground rules, fair, consistent, ethical, duty of care, safeguard, assess risk, promote health and wellbeing, codes of conduct, importance of being a role model, rules and regulations of the sport or activity Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review			
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.		
	Employability skills	Aiming high, Listening, Presenting, Staying positive, Literacy, Independence,		
Prior learning and misconceptions	Works with unit 8- very similar. Builds on from unit 6 completed in BTEC			
Homework/reading tasks	Research tasks- on leaders and responsibilities and roles. List the differences between a Teacher/coach/leader What is a health/active lifestyle? Misconceptions highlighted in content.			

Year 13

Autumn half term 1

	Unit 2 Sports coaching and activity leadership	Unit 3 Sports organisation and development	Unit 18 Practical skills in sport and physical activity
Activity content Skills used	<p>P4: Explain how different leadership styles and personalities can support different stages of group development M1: Evaluate the importance of different attributes in supporting the principles of leadership and group dynamics</p> <p>P4: Explain how different leadership styles and personalities can support different stages of group development – Practical work based on badminton- pupils identify 4 weaknesses and type of skills and ways to improve. M1: Evaluate the importance of different attributes in supporting the principles of leadership and group dynamics.</p>	<p>Understand sports development</p> <ul style="list-style-type: none"> What sports development is The purpose of sports development The sports development continuum levels Target groups 	<p>Complete any outstanding competition videos or gain more video evidence if needed before moderation in January.</p>
Assessment / moderation	Assessment against course work criteria.	Ongoing informal assessment against exam criteria. End of topic test	Video moderation of all Criteria for unit 18
Key Vocab	<p>Tier 3 words: autocratic, democratic, laissez-faire, aggressive, passive, introvert, extrovert, NACH, NAF, type a, type b open/closed, gross/fine, simple/ discrete/serial/continuous, continuous, whole. Part, whole-part-whole, variably, fixed, massed</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>	<p>Tier 3 words: Sports development, continuum, foundation, participation, performance, excellence</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>	<p>Tier 3: Positioning, communication, referee, umpire, official, rules, regulations, confidence, accuracy, consistency, skills, technique, tactics, creativity, flair, manage, maintain, adaptability, team work, awareness, strategy</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>
Careers	Linked roles	Linked roles	Linked roles
	<p>PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor.</p> <p>See link on last page for more detail.</p>	<p>PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor.</p> <p>See link on last page for more detail.</p>	<p>PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor.</p> <p>See link on last page for more detail.</p>
	Employability skills	Employability skills	Employability skills
	<p>Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Numeracy, Independence, Communication</p>	<p>Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication</p>	<p>Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication</p>
Prior learning and misconceptions	<p>Continues from last term. Works with unit 8- very similar. Builds on from unit 6 completed in BTEC Misconceptions highlighted in content.</p>	<p>Builds on learning from Unit 1, 2 and 8 Misconceptions highlighted in content</p>	<p>Follow on from previous work and builds on pupils playing skills, teamwork and tactical knowledge. Misconceptions highlighted in content.</p>
Homework/reading tasks	<p>Research different types of leaders – what are their attributes, What are the stages of group development? Outline each stage</p>	<p>Research tasks & Further reading Exam questions</p>	<p>Participate in competitions relevant to their sport and gain video evidence during competition.</p>

Autumn half term 2

	Unit 2 Sports coaching and activity leadership	Unit 3 Sports organisation and development	Unit 18 Practical skills in sport and physical activity
Activity content Skills used	<p>P5: Demonstrate methods used to improve skills, techniques and tactics in sport – Practical pictures of badminton with annotation.</p>	<p>Understand how the impact of sports development can be measured</p> <ul style="list-style-type: none"> Possible measures Methods 	<p>Complete any outstanding competition videos or gain more video evidence if needed before moderation in January.</p>

		M2: Evaluate the effectiveness of different methods of measuring improvement in skills, techniques and tactics P6: Establish participants' needs for sports or activity sessions P7: Plan effective sports/activity sessions which are appropriate to participants' needs and include SMART goals – to be done on session plan M3: Plan a series of progressive, inclusive sports/activity sessions based on participants' needs - to be done on session plan	<ul style="list-style-type: none"> Purposes of measurement 	
Assessment / moderation		Assessment against course work criteria.	Ongoing informal assessment against exam criteria. End of topic test	Video moderation of all Criteria for unit 18
Key Vocab		Tier 3 words: open/closed, gross/fine, simple/discrete/serial/continuous, continuous, whole. Part, whole-part-whole, variably, fixed, massed Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 3 words: Impact, society, survey, initiatives, policy, procedures Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 3: Positioning, communication, referee, umpire, official, rules, regulations, confidence, accuracy, consistency, skills, technique, tactics, creativity, flair, manage, maintain, adaptability, team work, awareness, strategy Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.
	Employability skills	Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Literacy, Numeracy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication
Prior learning and misconceptions		Continues from last term. Works with unit 8- very similar. Builds on from unit 6 completed in BTEC Misconceptions highlighted in content.	Builds on learning from Unit 1, 2 and 8 Misconceptions highlighted in content	Follow on from previous work and builds on pupils playing skills, teamwork and tactical knowledge. Misconceptions highlighted in content.
Homework/reading tasks		Research tasks based on course work -What are Smarter targets Research and create a PARQ Research different session plans online.	Research tasks & Further reading Exam questions	Participate in competitions relevant to their sport and gain video evidence during competition.

Spring half term 1

	Unit 2 Sports coaching and activity leadership	Unit 3 Sports organisation and development
Activity content Skills used	P8-11 and D2 are practical activities run in year 7/8 lessons or after school P8: Prepare a safe sports/activity environment appropriate to the participants involved P9: Deliver warm-ups appropriate to the activities taking place in sports/activity sessions P10: Deliver sports/activity sessions are adapted accordingly using effective communication and motivation techniques P11: Bring sports/activity sessions to an appropriate, planned conclusion offering and obtaining feedback to/from the participants involved P10: Deliver sports/activity sessions are adapted accordingly M4: Explain how participants' safety was maintained throughout sports/activity sessions. D2: Deliver a series of sports/activity sessions where the participants progression and needs are continuously evaluated and sessions	Understand sports development in practice <ul style="list-style-type: none"> Methods of delivering sports development Characteristics of sports development initiatives and events Advantages and disadvantages of sports development initiatives and events Benefits of sports development

Assessment / moderation		Assessment against course work criteria.	Ongoing informal assessment against exam criteria. End of topic test
Key Vocab		Tier 3 words: Specific, Measurable, Achievable, Recorded, Time-phased Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 3 words: Accountability, Success, Characteristics Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.
	Employability skills	Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Literacy, Numeracy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication
Prior learning and misconceptions		Continues from last term. Works with unit 8- very similar. Builds on from unit 6 completed in BTEC Misconceptions highlighted in content.	Builds on learning from Unit 1, 2 and 8 Misconceptions highlighted in content
Homework/reading tasks		Research tasks on various skills needed within chosen sports. Research and compile a list of drills/ activities for each of the skills.	Research tasks & Further reading Exam questions

Spring half term 2

		Unit 2 Sports coaching and activity leadership	Unit 3 Sports organisation and development
Activity content		P12: Evaluate the delivery of a sports/activity session compared to the plan and using the feedback obtained from participants	Recap content, revise LO1 , LO2, LO3, LO4
Skills used		M5: Suggest changes to future sports/activity sessions with justifications	Exam technique
Assessment / moderation		Assessment against course work criteria.	Practice exam questions End of topic test
Key Vocab		Tier 2 words: Evaluate, review, analyse	Tier 3 words: Accountability, Success, Characteristics Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker, Physiotherapist, Chiropractor. See link on last page for more detail.
	Employability skills	Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Literacy, Numeracy, Independence, Communication	Aiming high, Listening, Presenting, Problem solving, Staying positive, Literacy, Independence, Communication
Prior learning and misconceptions		Continues from last term. Works with unit 8- very similar. Builds on from unit 6 completed in BTEC Misconceptions highlighted in content.	Builds on learning from Unit 1, 2 and 8 Students need to practice LO1 questions as these are the most difficult
Homework/reading tasks		Research and plan evaluation	Research tasks & Further reading Exam questions