

Autumn- Half term 1

		Performance and Leadership in Sports Activities x2	Increasing Awareness of Outdoor Adventurous Activities x1
Activity content		<p>1.1 Performance in two selected activities 1.1.1 Performance of skills and techniques</p> <p>1.2 Participating in your activities 1.2.1 Appropriate use of: - Tactics - Strategies - Compositional ideas - Use of creativity in performance</p> <p>1.3 Decision-making during performance 1.3.1 Appropriate and timely decisions</p> <p>1.4 Managing and maintaining performance in individual activities 1.4.1 Ability to manage and maintain own performance (individual activities only): - Continuing to perform under pressure - Maintaining focus</p> <p>1.5 Your role and contribution to team activities 1.5.1 Awareness of role and contribution to the team (team activities only): - Performing a specific role during a game - Adapting role in different situations</p> <p>2.1 Strengths and weakness of sports performance 2.1.1 Key components for assessing strengths and weaknesses in an activity: - Skills and techniques - Tactics and strategies - Compositional ideas</p>	<p>1.1 The provision available for outdoor and adventurous activities both locally and nationally</p> <p>1.1.1 Referencing the National Governing Body (NGB) for additional information on the approved activity areas, as listed on the approved activities list and below: Water sports, Trekking, Camping, Climbing, Caving, Cycling, Snow sports, Gliding & other land-based activities</p> <p>1.1.2 Outdoor activity organisations (including NGBs) National Sports Centres, Voluntary Organisations & Local Providers</p>
NC Links IT in the curriculum – IT1/IT2/IT3		<p>Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities.</p> <p>Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.</p>	Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
Assessment / moderation		Students moderated on individual/team performances as part of formative assessment	The evidence is in the form of a written report.
Tier 2 Vocabulary		Demonstrate, analyse, describe, explain, communicate, create, review, apply	Demonstrate, analyse, describe, explain, communicate, create, review, apply
Tier 3 Vocabulary		Skills, techniques, creativity, tactics, strategies, compositional ideas, decision making	National Governing Bodies, National Sports Centre, Voluntary Organisations, Local Providers, Safety Equipment, Health & Safety, Contingency plan, Terrain, First Aid, Communication, Mental, Physical & Social Benefits.
Careers	linked roles	PE teaching, coaching, sports science, player, personal trainer, fitness instructor, leisure centre worker. See link on last page for more detail.	
	Employability skills	Aiming high, creativity, leadership, listening, staying positive, teamwork, literacy, independence, communication	
Prior learning and misconceptions		Participation of various sports in core PE lessons Misconceptions highlighted in the learning outcomes.	Experiences in lessons e.g, cross-country & orienteering. Misconceptions highlighted in learning outcomes.
Homework/reading tasks		Homework set by teacher: Questions set to be completed in assessment book weekly.	Homework set by teachers: Questions set to be completed in assessment book. Completion of written coursework and evidence.

Autumn- Half term 2

		Performance and Leadership in Sports Activities x2	Increasing Awareness of Outdoor Adventurous Activities x1
Activity content		<p>1.1 Performance in two selected activities 1.1.1 Performance of skills and techniques</p> <p>2.2 Methods to improve performance 2.2.1 Different types of practices and progressive drills 2.2.2 Altering the context of performance</p> <p>2.3 Measuring improvement in performance 2.3.1 Use of tools to aid evaluation</p>	<p>2.1 Types of equipment to be used for participation 2.1.1 The categories of equipment should include: Safety equipment & Specialist equipment</p> <p>2.2. Types of clothing to be used for participation 2.2.1 The categories of clothing types: Safety clothing, Specialist clothing & General items of clothing 2.2.2 These categories of clothing include: Wetsuit/dry suit, Footwear, Gloves, Hat, Windproof jacket, Jacket – waterproof, windproof, Trousers – waterproof, windproof, Wicking top, Fleece & Thermal clothing</p> <p>2.3 Types of technology that can enhance participation or safety 2.3.1 Different categories of technology include: GPS and signalling devices, Light weight equipment and clothing & Waterproof technology</p>

		2.3.2 The role of technology in terms of: Access and transportation, Comfort, Safety, Communication Information
		2.4. Types of terrain and environment 2.4.1 The different types of terrain/man-made environments include: Lakes, Rivers, Sea, Canals, Forests, Moorlands, Mountainous areas, National Parks, Quarries, Crags, Trails – walking, cycling, orienteering, Snowdomes, Dry ski slopes, High ropes courses & Gorges
NC Links IT in the curriculum – IT1	Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities. Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.	Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
Assessment / moderation	Assessed through logbooks and written reports/presentations as per assessment brief	The evidence is in the form of a written report.
Tier 2 Vocab Tier 3 Vocab	Demonstrate, analyse, describe, explain, communicate, create, review, apply Skills, techniques, creativity, tactics, strategies, compositional ideas, decision making, management/maintenance of own performance	Demonstrate, analyse, describe, explain, communicate, create, review, apply National Governing Bodies, National Sports Centre, Voluntary Organisations, Local Providers, Safety Equipment, Health & Safety, Contingency plan, Terrain, First Aid, Communication, Mental, Physical & Social Benefits.
Careers	Linked roles PE teaching, coaching, sports science, player, personal trainer, fitness instructor, referee, leisure centre worker See link on last page for more detail.	
	Employability skills Aiming high, creativity, leadership, listening, staying positive, teamwork, literacy, independence, communication	
Prior learning and misconceptions	Previous sporting experiences in training sessions at local clubs. Misconceptions highlighted in the learning outcomes.	Experiences in lessons e.g. cross-country & orienteering. Misconceptions highlighted in learning outcomes.
Homework/reading tasks	Homework set by teacher: Questions completed in assessment book. Completion of written coursework and evidence.	Homework set by teachers: Questions set to be completed in assessment book. Completion of written coursework and evidence.
Spring - Half term 1		
	Performance and Leadership in Sports Activities x2	Increasing Awareness of Outdoor Adventurous Activities x1
Activity content Skills used	3.1 Organisation of a sports activity 3.1.1 Appropriate venue 3.1.2 Equipment 3.1.3 Timing 3.1.4 Supervision 3.1.5 Contingency plan 3.2 Safety considerations when planning a sports activity session 3.2.1 Risk assessment – activity specific risks 3.2.2 Checking of equipment 3.2.3 Basic first aid and child protection 3.2.4 Emergency procedures 3.3 Objectives to meet the needs of the group 3.3.1 Introduction and conclusion 3.3.2 Basic warm up and cool down 3.3.3 Skill and technique development	3.1 Key considerations when planning an outdoor activity in a specified location 3.1.1 Key considerations to include: Health and Safety, Personnel, Licensing, Supplies, Location, Timing of activity, Shelter & Contingency plan 3.2 Outdoor activity risk assessment 3.2.1 Risk assessment to include: Personnel, Unstable terrain, Inappropriate equipment, Inappropriate clothing, Unforeseen weather, Poor organisation, Getting lost, Animals & Insects 3.3 Emergency procedures plan 3.3.1 Emergency procedure plan to include: First aid & Rescue 3.4 Demonstrate appropriate skills in outdoor activities 3.4.1 For outdoor activities it is essential to demonstrate: Safe practice, Communication skills, Decision-making skills/problem solving skills, Identifying and clarifying any issues & Team-working skills
NC Links IT in the curriculum – IT1	Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities. Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.	Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

Assessment / moderation	Evidence in the form of a written session plan and risk assessment	The evidence is in the form of a written report.
Tier 2 Vocab	Demonstrate, analyse, describe, explain, communicate, create, review, apply	Demonstrate, analyse, describe, explain, communicate, create, review, apply
Tier 3 Vocab	Venue, equipment, timing, supervision, contingency plan, risk assessment, corrective action, emergency procedures, hazards, warm up, cool down, stretching, pulse raiser, skill, technique development, progression differentiation	National Governing Bodies, National Sports Centre, Voluntary Organisations, Local Providers, Safety Equipment, Health & Safety, Contingency plan, Terrain, First Aid, Communication, Mental, Physical & Social Benefits.
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker. See link on last page for more detail.
	Employability skills	Aiming high, creativity, leadership, listening, staying positive, teamwork, literacy, independence, communication
Prior learning and misconceptions	Previous sporting experiences in training sessions at local clubs. Misconceptions highlighted in the learning outcomes.	Experiences in lessons e.g., cross-country & orienteering. Misconceptions highlighted in learning outcomes.
Homework/reading tasks	Homework/ exam questions – weekly	Homework set by teachers: Questions set to be completed in assessment book. Completion of written coursework and evidence.

Spring- Half term 2

	Performance and Leadership in Sports Activities x2	Increasing Awareness of Outdoor Adventurous Activities x1
Activity content Skills used	<p>4.1 Organisation of a sports activity session</p> <p>4.1.1 Safe practice 4.1.2 Timing 4.1.3 Adaptability 4.1.4 Reliability</p> <p>4.2 Leading a sports activity session</p> <p>4.2.1 Leading a sports activity session: - Activity-specific details - Leadership style - Adaptability - Communication - Positioning - Enthusiasm for the activity and motivation of the group - Confidence - Creativity</p>	<p>4.1 Evaluate participation of outdoor activity</p> <p>4.1.1 How to evaluate the completed activity in terms of: What aspects went well & What aspects could be improved</p> <p>4.2 Evaluate the value of participating in outdoor activities</p> <p>4.2.1 Evaluate the value of participating to include: Mental benefits, Physical benefits & Social benefits</p>
NC Links	Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities. Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best	Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
Assessment / moderation	Filmed evidence of leading a sports activity session	The evidence is a written report.
Tier 2 Vocab	Demonstrate, analyse, describe, explain, communicate, create, review, apply	Demonstrate, analyse, describe, explain, communicate, create, review, apply
Tier 3 Vocab	Safe practice, adaptability, reliability, democratic, autocratic, laissez-faire, proactive, reactive, adaptability, communication, verbal, non-verbal, confidence, creativity	National Governing Bodies, National Sports Centre, Voluntary Organisations, Local Providers, Safety Equipment, Health & Safety, Contingency plan, Terrain, First Aid, Communication, Mental, Physical & Social Benefits.
Careers	linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker. See link on last page for more detail.
	Employability skills	Aiming high, Creativity, Problem solving, Staying positive, Teamwork, Literacy, Independence, Communication
Prior learning and misconceptions	Previous sporting experiences in training sessions at local clubs. Misconceptions highlighted in the learning outcomes.	Experiences in lessons e.g, cross-country & orienteering. Misconceptions highlighted in learning outcomes.
Homework/reading tasks	Homework set by teacher: Questions completed in assessment book. Work on session planning if required.	Homework set by teachers: Questions set to be completed in assessment book. Completion of written coursework and evidence.

Summer - Half term 1

	Performance and Leadership in Sports Activities x3	
Activity content Skills used	<p>5.1 Review your leadership of a sports activity session</p> <p>5.1.1 Planning: - Positives - Negatives 5.1.2 Leading: - Positives - Negatives 5.1.3 Improvements that could be made 5.1.4 Opportunities to develop leadership skills for the future</p>	

NC Links	Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities. Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.	
Assessment / moderation	Assessment will be in the form of a written report as per the assessment brief	
Tier 2 Vocab	Demonstrate, analyse, describe, explain, communicate, create, review, apply	
Tier 3 Vocab	Positive, negative, opportunity	
Careers	linked roles	PE Teaching, Coaching, Sports Science, Player, Personal Trainer, Fitness Instructor, Referee, Leisure Centre Worker. See link on last page for more detail.
	Employability skills	Aiming high, Creativity, Problem solving, Staying positive, Teamwork, Literacy, Independence, Communication
Prior learning and misconceptions	Evaluations and reflections of work from previous subjects. Misconceptions highlighted in the learning outcomes.	
Homework/reading tasks	Homework set by teacher: Questions completed in assessment book. Work on written report if required.	

Unifrog links:

Teaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher>

Coaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach>

Sports science <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist>

Player <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional>

Personal trainer <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer>

Fitness instructor <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/fitness-instructor>

Referee <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee>

Leisure centre worker <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/leisure-centre-assistant>