

1 s t F o r m	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	Badminton	Basketball	Football	Gymnastics	Handball	Athletics
	<b>Prior Knowledge</b>	The pupils should have knowledge of how to successfully: <ul style="list-style-type: none"> <li>• Balance</li> <li>• Run</li> <li>• Jump</li> <li>• Catch</li> <li>• Throw</li> <li>• Strike</li> </ul>	The pupils should have knowledge of how to successfully: <ul style="list-style-type: none"> <li>• Balance</li> <li>• Run</li> <li>• Jump</li> <li>• Catch</li> <li>• Throw</li> <li>• Strike</li> </ul>	The pupils should have knowledge of how to successfully: <ul style="list-style-type: none"> <li>• Balance</li> <li>• Run</li> <li>• Jump</li> <li>• Catch</li> <li>• Throw</li> <li>• Kick</li> </ul>	The pupils should have knowledge of how to successfully: <ul style="list-style-type: none"> <li>• Balance</li> <li>• Run</li> <li>• Jump</li> <li>• Hop</li> <li>• Gallop</li> <li>• Leap</li> </ul>	The pupils should have knowledge of how to successfully: <ul style="list-style-type: none"> <li>• Balance</li> <li>• Run</li> <li>• Jump</li> <li>• Catch</li> <li>• Throw</li> </ul>	The pupils should have knowledge of how to successfully: <ul style="list-style-type: none"> <li>• Balance</li> <li>• Run</li> <li>• Jump</li> <li>• Throw</li> </ul>
<b>Core Knowledge</b>	The pupils will gain the fundamental knowledge of: <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Effective warm-up/cool down.</li> <li>• Rules. associated with Badminton.</li> <li>• Grip, rally court lines.</li> <li>• Overarm/underarm clear.</li> <li>• Forehand/backhand serve (high low serve).</li> <li>• Singles/Doubles play.</li> <li>• Drop shot.</li> <li>• Smash.</li> <li>• How to assess and improve performance.</li> </ul>	The pupils will gain the fundamental knowledge of: <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Effective warm-up/cool down.</li> <li>• Rules. associated with Basketball.</li> <li>• Court lines</li> <li>• Passing/receiving.</li> <li>• Dribbling/pivoting.</li> <li>• Set shot/jump shot.</li> <li>• Lay-up.</li> <li>• Attacking/Defending</li> <li>• How to assess and improve performance.</li> </ul>	The pupils will gain the fundamental knowledge of: <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Effective warm-up/cool down.</li> <li>• Rules. associated with Football.</li> <li>• Passing/receiving &amp; control.</li> <li>• Dribbling/turning.</li> <li>• Shooting.</li> <li>• Heading.</li> <li>• Attacking/Defending &amp; tackling</li> <li>• How to assess and improve performance.</li> </ul>	The pupils will gain the fundamental knowledge of: <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Effective warm-up/cool down.</li> <li>• How to develop a sequence /routine.</li> <li>• Shapes.</li> <li>• Individual balances.</li> <li>• Paired balances.</li> <li>• Jumps/leaps</li> <li>• Types of travel</li> <li>• How to assess and improve performance.</li> </ul>	The pupils will gain the fundamental knowledge of: <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Effective warm-up/cool down.</li> <li>• Rules. associated with Handball.</li> <li>• Passing/receiving</li> <li>• Dribbling.</li> <li>• Shooting.</li> <li>• Attacking/positions</li> <li>• Defending &amp; tackling</li> <li>• How to assess and improve performance.</li> </ul>	The pupils will gain the fundamental knowledge of: <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Effective warm-up/cool down.</li> <li>• Rules. associated with athletics.</li> <li>• Sprinting</li> <li>• Shot put</li> <li>• Relay</li> <li>• Discus</li> <li>• Middle distance running</li> <li>• Long jump</li> <li>• How to assess and improve performance.</li> </ul>	

	<b>Key takeaways for future learning</b>	Knowledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.	Knowledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.	Knowledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.	Knowledge of how to conduct an appropriate warm-up, clear understanding of how to work safely and the ability to describe how to complete or improve the skills required for the sport.	Knowledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.	Knowledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.
<b>2 nd F o r m</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	<b>Badminton</b>	<b>Basketball</b>	<b>Football</b>	<b>Handball</b>	<b>Rounders</b>	<b>Athletics</b>
	<b>Prior Knowledge</b>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>How to complete an appropriate warm-up/cool-down</li> <li>The rules of the sport.</li> <li>The basic skills associated with Badminton.</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>How to complete an appropriate warm-up/cool-down</li> <li>The rules of the sport.</li> <li>The basic skills associated with Basketball.</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>How to complete an appropriate warm-up/cool-down</li> <li>The rules of the sport.</li> <li>The basic skills associated with Football.</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>How to complete an appropriate warm-up/cool-down</li> <li>The rules of the sport.</li> <li>The basic skills associated with Handball.</li> </ul>	The pupils should have knowledge of to successfully: <ul style="list-style-type: none"> <li>Balance</li> <li>Run</li> <li>Jump</li> <li>Catch</li> <li>Throw</li> <li>Strike</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>How to complete an appropriate warm-up/cool-down</li> <li>The rules of the sport.</li> <li>The basic skills associated with Athletics.</li> </ul>
<b>Core Knowledge</b>	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their: <ul style="list-style-type: none"> <li>Overarm/underarm clear.</li> <li>Forehand/backhand serve (high low serve).</li> <li>Singles/Doubles play.</li> <li>Drop shot.</li> <li>Smash.</li> <li>Ability to assess and improve performance.</li> </ul>	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their: <ul style="list-style-type: none"> <li>Passing/receiving.</li> <li>Dribbling/pivoting.</li> <li>Set shot/jump shot.</li> <li>Lay-up.</li> <li>Attacking/Defending</li> <li>Ability to assess and improve performance.</li> </ul>	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their: <ul style="list-style-type: none"> <li>Passing/receiving &amp; control.</li> <li>Dribbling/turning.</li> <li>Shooting.</li> <li>Heading.</li> <li>Attacking/Defending &amp; tackling</li> <li>Ability to assess and improve performance</li> </ul>	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their: <ul style="list-style-type: none"> <li>Passing/receiving</li> <li>Dribbling.</li> <li>Shooting.</li> <li>Attacking/positions</li> <li>Defending &amp; tackling</li> <li>Ability to assess and improve performance.</li> </ul>	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and develop their understanding of: <ul style="list-style-type: none"> <li>The rules associated with Rounders.</li> <li>Fielding</li> <li>Bowling</li> <li>Batting</li> <li>Tactics and strategies</li> <li>Ability to assess and improve performance.</li> </ul>	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their: <ul style="list-style-type: none"> <li>Sprinting</li> <li>Shot put</li> <li>Relay</li> <li>Discus</li> <li>Middle distance running</li> <li>Long jump</li> <li>Ability to assess and improve performance</li> </ul>	

	<b>Key takeaways for future learning</b>	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.	Clear understanding of the rules and knowledge of how to assess performance and implement appropriate tactics and strategies.	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.
<b>3</b> <b>r</b> <b>d</b> <b>F</b> <b>o</b> <b>r</b> <b>m</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	Badminton	Basketball	Football	Handball	Cricket	Athletics
	<b>Prior Knowledge</b>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>• The rules.</li> <li>• How to assess performance.</li> <li>• The skills, tactics and strategies that can be used to outwit your opponent.</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>• The rules.</li> <li>• How to assess performance.</li> <li>• The skills, tactics and strategies that can be used to outwit your opponent.</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>• The rules.</li> <li>• How to assess performance.</li> <li>• The skills, tactics and strategies that can be used to outwit your opponent.</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>• The rules.</li> <li>• How to assess performance.</li> <li>• The skills, tactics and strategies that can be used to outwit your opponent.</li> </ul>	The pupils should have knowledge of how to successfully: <ul style="list-style-type: none"> <li>• Balance</li> <li>• Run</li> <li>• Jump</li> <li>• Catch</li> <li>• Throw</li> <li>• Strike</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>• The rules.</li> <li>• How to assess performance.</li> <li>• The skills, tactics and strategies that can be used to outwit your opponent.</li> </ul>



<b>r m</b>		AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.
	<b>Core Knowledge</b>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>Relationship between health &amp; fitness.</li> <li>Components of fitness</li> <li>Fitness tests</li> <li>Qualitative &amp; quantitative data</li> <li>Principles of training</li> <li>Types of training</li> <li>Safety principles when training</li> <li>Training seasons</li> <li>Effective use of warm up/cool down.</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>Structure of the musculo-skeletal system</li> <li>The function of the skeleton</li> <li>Synovial joints</li> <li>Bones that form joints (head/neck, elbow, shoulder, chest, hip, knee and ankle.</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>The respiratory system</li> <li>Gaseous exchange</li> <li>Breathing</li> <li>Lung volumes</li> <li>Blood vessels</li> <li>Structure if the heart</li> <li>Cardiac cycle</li> <li>Cardiac output</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>Exercise</li> <li>EPOC</li> <li>Immediate effects of exercise</li> <li>Short term effects of exercise</li> <li>The recovery process from vigorous exercise</li> <li>Long term effects of exercise</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>Levers</li> <li>Mechanical advantage</li> <li>Muscle action</li> <li>Antagonistic muscle action</li> <li>Muscle contraction for movement</li> <li>Planes and axes</li> <li>Movement analysis</li> <li>Sagittal plane/transverse axis</li> <li>Frontal plane/sagittal axis</li> <li>Transverse plane/longitudinal axis</li> <li>Analysis of selected movement</li> </ul>	The pupils should have knowledge of: <ul style="list-style-type: none"> <li>Understanding of types of data</li> <li>Understanding of how data is collected</li> <li>Understanding of how to present data in various formats</li> <li>Understanding of how to analyse and evaluate data.</li> <li>Analysis and evaluation task.</li> </ul>
	<b>Key takeaways for future learning</b>	<ul style="list-style-type: none"> <li>Linking components of fitness to sport.</li> <li>Linking COF to fitness testing</li> <li>Linking principles of training and types of training to a sports performer.</li> </ul>	<ul style="list-style-type: none"> <li>Naming and locating basic bones and muscle groups.</li> <li>Identify the structure of a synovial joint</li> </ul>	<ul style="list-style-type: none"> <li>The pathway that oxygen travels.</li> <li>The structure of the heart.</li> </ul>	<ul style="list-style-type: none"> <li>The effects that exercise has on the body.</li> </ul>	<ul style="list-style-type: none"> <li>Linking 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class levers to specific sporting movements.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing data and creating graphs and charts</li> </ul>
<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	

5 t h F o r m	<b>Title</b>	Sports psychology	Health & fitness	Socio-cultural influences, Commercialisation of physical activity and sport/ethical issues	Revision and Non-examined assessment		
	<b>Prior Knowledge</b>	<p>The pupils should have knowledge of how to:</p> <p>AO1 – Demonstrate knowledge &amp; understanding (identify, define, state &amp; outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.</p>	<p>The pupils should have knowledge of how to:</p> <p>AO1 – Demonstrate knowledge &amp; understanding (identify, define, state &amp; outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.</p>	<p>The pupils should have knowledge of how to:</p> <p>AO1 – Demonstrate knowledge &amp; understanding (identify, define, state &amp; outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.</p>	<p>The pupils should have knowledge of how to:</p> <p>AO1 – Demonstrate knowledge &amp; understanding (identify, define, state &amp; outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts.</p>		
	<b>Core Knowledge</b>	<p>The pupils should have knowledge of:</p> <ul style="list-style-type: none"> <li>• Skill and ability</li> <li>• Classification of skills</li> <li>• Goal setting</li> <li>• SMART targets</li> <li>• Information processing</li> <li>• Guidance</li> <li>• Feedback</li> <li>• Arousal</li> <li>• Aggression</li> <li>• Introvert and extrovert personality types</li> <li>• Motivation</li> </ul>	<p>The pupils should have knowledge of:</p> <ul style="list-style-type: none"> <li>• Physical, emotional and social health fitness and well-being</li> <li>• The consequence of a sedentary lifestyle</li> <li>• Obesity and how it may affect performance</li> <li>• Somatotypes</li> <li>• Energy use, diet, nutrition and hydration</li> </ul>	<p>The pupils should have knowledge of:</p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Commercialisation</li> <li>• Technological developments in sport</li> <li>• Players conduct</li> <li>• Prohibited substances</li> <li>• Spectator behaviour</li> </ul>	<p>The pupils should have knowledge of:</p>		
<b>Key takeaways for future learning</b>	<ul style="list-style-type: none"> <li>• Set long/short goals and targets for a sports performer.</li> </ul>	<ul style="list-style-type: none"> <li>• How lifestyle choices can affect performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The effects that external factors have on sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision, consolidation of learning and coursework.</li> </ul>			

**By the end of Key Stage 4, pupils are able to:**

- Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- Demonstrate and apply relevant skills and techniques in physical activity and sport.