



Curriculum Rationale: Learners will have developed good habits when it comes to physical activity and will be ready for the next stage of their development whether that be into further education or leading a healthy and active adulthood. Throughout the PE curriculum students will have the opportunity to experience challenges which will develop their resilience and give them a sense of pride in their achievements. Students are exposed to a breadth of sporting events either through taking part or through homework and research. Many events and sporting activities are experienced as they occur in the world around them moving learning beyond the classroom.

Year 7			
Discipline	Unit Title	Unit Purpose	Knowledge and Skills
Team sports	Basketball	Learning should; <ul style="list-style-type: none">• High levels of repetition at the start building basic skill level for passes and static shooting• Progress to light competition through 2v1/2v2/3v3 activities as appropriate• Make sure of half court for game scenarios	Students will be able to show an understanding of the following knowledge in basketball; <ul style="list-style-type: none">• Basic rules of the game• Outer court lines• Order of triple threat Students will learn; <ul style="list-style-type: none">• Passing & Movement• Effective triple threat• Footwork• Shooting• 1v1 defending
	Netball	Learning should; <ul style="list-style-type: none">• High levels of repetition at the start building basic skill level	Students will be able to show an understanding of the following knowledge in netball; <ul style="list-style-type: none">• Rules of the game• Court lines



		<ul style="list-style-type: none">• Progress to light competition through 2v1/2v2 activities as appropriate• Develop understanding of playing positions and court lines in a full 7v7 game• Provide opportunities to revisit prior learning and challenge any misconceptions	<ul style="list-style-type: none">• Positions on court• Order of play <p>Students will learn;</p> <ul style="list-style-type: none">• Passing & Movement• Footwork• Shooting
	Football	<p>Learning should:</p> <ul style="list-style-type: none">• High levels of repetition at the start building basic skill level• Progress to light competition through 2v1/2v2 activities as appropriate• Skills and knowledge applied in small sided games 4v4 ideally, no more than 6v6	<p>Students will be able to show an understanding of the following knowledge in football:</p> <ul style="list-style-type: none">• Basic rules• Basic concepts of attack and defence• Playing positions• Finding and using space <p>Students will learn how to:</p> <ul style="list-style-type: none">• Pass/Receive using both feet (short distances)• Dribbling and Running with the ball• Defending
Individual sports	Badminton	<p>Learning should:</p> <ul style="list-style-type: none">• High levels of repetition at the start building basic skill level• Opportunities to revisit previous week's skills	<p>Students will be able to show an understanding of the following knowledge in Badminton:</p> <ul style="list-style-type: none">• Basic grips and stance• Basic rules (singles and doubles play)• Technical points for different shots • Where shots are played



		<ul style="list-style-type: none">• Opportunities to practice individual skills in isolation and competitive or match scenarios• A mixture of singles and doubles play	<p>Students will learn how to:</p> <ul style="list-style-type: none">• Backhand low serve, Forehand high serve, Overhead clear, Underarm clear <p>Sequences include:</p> <ul style="list-style-type: none">• Forehand high serve, forehand clear• Forehand high serve, backhand clear
	Athletics	<p>Learning should:</p> <ul style="list-style-type: none">• Introduce basic techniques• Allow opportunity for high repetition of skills• Consider advanced techniques where appropriate• Provide opportunity for competition	<p>Students will be able to show an understanding of the following knowledge in Athletics:</p> <ul style="list-style-type: none">• Technical requirements to perform skills in a range of events• Analyse own strengths and limitations• Application of event rules• Health and safety guidelines when using equipment.• Club links for athletics <p>Students will learn how to:</p> <ul style="list-style-type: none">• Sprinting, Leg and arm drive• Pacing• Take off, flight, landing• Throwing actions• Legal baton changeover• Measuring performance
Performance	Dance (Whole class)	Learning should;	<p>Students will be able to show an understanding of the following knowledge in Dance:</p>



		<ul style="list-style-type: none">• Provide opportunity for accurate replication of movement• Develop dance styles• Build creativity through choreography of short dance pieces• Introduced to choreographic devices	<ul style="list-style-type: none">• 5 basic body actions• Muscle memory and practice• Dance genres making comparisons• Count music in 4's and 8's <p>Students will learn how to:</p> <ul style="list-style-type: none">• Accurately replicate movement• Recall a whole class dance piece• Choreograph original movement
Striking and Feilding	Rounders	<p>Learning should;</p> <ul style="list-style-type: none">• Contain high levels of repetition, building basic skill level in throwing, catching, bowling and batting.• Develop skills and knowledge applied in small sided conditioned games• Build up to 7v7 games implementing fielding placement• Provide opportunities to revisit prior learning and challenge any misconceptions	<p>Students will be able to show an understanding of the following knowledge in Rounders:</p> <ul style="list-style-type: none">• Basic rules• Batting, bowling and fielding techniques• Field placement <p>Students will learn how to:</p> <ul style="list-style-type: none">• Throw/catch over varying distances• Field the ball from different positions• Bowl• Bat
	Cricket	<p>Learning should;</p> <ul style="list-style-type: none">• Build basic skill levels in overarm throwing, catching• Develop skills and knowledge applied in small sided	<p>Students will be able to show an understanding of the following knowledge in cricket:</p> <ul style="list-style-type: none">• Basic rules including runs, wickets and a no ball• Batting- vertical bat



		<p>conditioned games- Diamond Cricket</p> <ul style="list-style-type: none">• Build up to 8v8 paired cricket games using basic fielding placements• Provide opportunities to check and draw upon any prior learning	<ul style="list-style-type: none">• Bowling- rocking motion• Fielding placement• Basic field positions- Wicket keeper, Bowler and Boundary <p>Students will learn how to;</p> <ul style="list-style-type: none">• Throw over varying distances• Catch over varying distances using long barrier to stop the ball• Throws- Cup/ Cradle• Batting- Grip and stance• Bowling- Straight arm• Field the ball from different positions and return it to the wicket keeper• Bowl with a consistent straight-arm action aiming for the stumps• Bat using a front-foot drive
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Year 7 Knowledge topics	Year 7 Theory (knowledge) reasoning
<p>Sporting events: Students look at various sporting events which are national and international.</p> <p>Each area set has a piece of reading, video example of a sporting event and a quiz to demonstrate knowledge and understanding of the event.</p> <p>This supports our students cultural capital and allows them to see popular sporting events and sports</p>	<p>Substantive knowledge:</p> <p>Students acquire specific, foundational knowledge regarding major sporting events which are national and international. This core knowledge component ensures that learners:</p> <p>Understand the scale and significance of global events such as the Olympic Games, FIFA World Cup and World Athletics Championships.</p>



<p>outside of the classroom. Sporting events reflect real world activities taking place such as the football world cup, Olympics, athletics championships and so on. Adding these in relation to what is happening in the outside world enables students to recognise these events and share knowledge and engage with them with confidence.</p> <p>Overtime students learn and recognise recurring events and are able to interact with these in a knowledgeable way. In addition to supporting the whole development of the student, this knowledge carries into our KS4 curriculum whereby students must be able to recognise different major sporting events and their significance.</p>	<p>Learn the specific vocabulary, rules and cultural contexts associated with a diverse range of sports.</p> <p>Recognise how major sporting events and competitions function as global cultural phenomena that connect communities, histories and nations.</p> <p>Disciplinary knowledge:</p> <p>The learning sequence is structured to develop core academic and analytical skills. Through the designated tasks, students practice:</p> <p>Reading. Extracting and evaluating key information from informational texts about specific sports and athletes.</p> <p>Media Literacy: Analysing video examples to observe tactical execution, sportsmanship and event atmosphere in real time.</p> <p>Active Recall: Consolidating understanding and identifying misconceptions independently through targeted knowledge quizzes which are reviewed by the class teacher.</p>
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Discipline	Unit Title	Unit Purpose	Knowledge and Skills
Team sports	Basketball	<p>Learning should;</p> <ul style="list-style-type: none">• Revisit fundamentals from year 7• Revisit game conditions of 2v1/ 2v2/3v3• Provide opportunities to revisit prior learning and challenge any misconceptions• Take part in Half court 5v5 scenarios• Provide opportunity for conditioned games, varying skills and rules used	<p>Students will be able to show an understanding of the following knowledge in basketball;</p> <ul style="list-style-type: none">• Rules of the game• Outer court lines and Key area• Order of triple threat and why <p>Students will recap how to;</p> <ul style="list-style-type: none">• Passing & Movement• Effective triple threat• Footwork• Shooting• 1v1 defending <p>Students will learn how to;</p> <ul style="list-style-type: none">• Combine skills to complete complex shots (Lay-ups)• Vary passes based on court positioning• Progress from 2 handed bounce pass to one handed bounce pass• Collect rebounds• Defend the space



	Netball	<p>Learning should;</p> <ul style="list-style-type: none">• Revisit fundamentals from year 7• High levels of repetition at the start of lessons building basic skill level in the new skills• Progress to light competition through 3v2/4v3• Skills and knowledge applied in match scenarios 7v7• Provide opportunities to revisit prior learning and challenge any misconceptions	<p>Students will be able to show an understanding of the following knowledge in netball;</p> <ul style="list-style-type: none">• Good knowledge of 1 or 2 playing positions• Understanding of different strategies to outwit opponents• Knowledge of the different fitness components that underpin performance <p>Students will recap how to;</p> <ul style="list-style-type: none">• Passing & Movement• Footwork <p>Students will learn how to;</p> <ul style="list-style-type: none">• Advanced footwork (Turning & Landing)• Defence
Alternative Sport	Extreme and disability sport	<p>Learning should;</p> <ul style="list-style-type: none">• Focus on introducing non mainstream sports• Provide understanding of adapted and disability sports• Take part in different extreme and disability sports• Include paralympic sports and athletes	<p>Students will be able to show an understanding of the following knowledge in Alternative sport:</p> <ul style="list-style-type: none">• Know different para-athletes and paralympic events• Basic rules of extreme and disability sport• Different Para events• What sports are considered to be extreme sports• Knowledge of sitting positions and how to implement them



			<p>Students will learn how to;</p> <ul style="list-style-type: none">• Perform different throws and catches• Movement across the floor- Knees and bottom only• Use rules within small games <p>Covered sports</p> <ul style="list-style-type: none">• Boccia• Sit down volleyball• Ultimate frisbee• Orienteering (OAA)• Blind football <p>Discuss: Skateboarding, BMXing, Roller skating, Skiing, Snow-boarding.</p> <p>Building substantive knowledge of extreme sports which are hosted in major sporting events as well as sports which are growing in participation nationally.</p>
Individual sports	Badminton	Learning should: <ul style="list-style-type: none">• Revisit fundamentals from year 7	<p>Students will be able to show an understanding of the following knowledge in Badminton:</p> <ul style="list-style-type: none">• Serving rules and scoring



		<ul style="list-style-type: none">• High levels of repetition at the start building basic skill level in the new skills• Opportunities to link sequences of skills together during practice• A mixture of singles and doubles play	<ul style="list-style-type: none">• Basic shot selection / sequencing• Technical points for different shots• When shots are played to make appropriate shot selection <p>Students will recap how to:</p> <ul style="list-style-type: none">• Serve (backhand low / forehand high)• Clear (overhead / underarm) <p>Students will learn how to:</p> <ul style="list-style-type: none">• Net lift, Dropshot, Forehand low serve <p>Sequences include:</p> <ol style="list-style-type: none">1. Backhand low serve, underarm clear, dropshot2. Forehand high serve, overhead clear, dropshot3. Backhand low serve, net lift, dropshot
	Athletics	<p>Learning should:</p> <ul style="list-style-type: none">• Re-visit basic techniques• Introduce more advanced techniques• Allow opportunity for high repetition of skills• Provide opportunity for competition	<p>Students will be able to show an understanding of the following knowledge in Athletics:</p> <ul style="list-style-type: none">• Technical requirements to perform skills in a range of events• Analyse own strengths and limitations• How to apply tactics to improve performance



			<ul style="list-style-type: none">• H&S guidelines when using equipment• Modern day Olympics including WR holders• Importance of different fitness components for success in different events• ESAA performance standards• Club links for athletics <p>Students will recap how to:</p> <ul style="list-style-type: none">• Sprinting• Pacing• Leg and arm drive/acceleration• Take off, flight, landing• Throwing actions• Measuring performance <p>Students will learn how to;</p> <ul style="list-style-type: none">• Sprint start technique for sprinting• Fosbury Flop Technique for High Jump• Hurdle technique
Performance	Dance (Small group)	Learning should; <ul style="list-style-type: none">• Provide opportunity for accurate replication of movement	Students will be able to show an understanding of the following knowledge in Dance: <ul style="list-style-type: none">• RADS- Relationships, Actions, Dynamics, Space



		<ul style="list-style-type: none">• Develop cultural characteristics• Build creativity through choreography of small group dance• Effective choreographic devices• Performance skills	<ul style="list-style-type: none">• Choreographic devices- Unison, Canon, Repetition, Mirroring, Dynamics, Levels, Speed• Cultural characteristics <p>Learners will recap:</p> <ul style="list-style-type: none">• 5 basic body actions• Muscle memory and practice• Dance genres making comparisons• Count music in 4's and 8's <p>Students will learn how to:</p> <ul style="list-style-type: none">• Accurately replicate movement• Use cultural characteristics• Count music in 4's, 8's, 3's and 6's• Choreograph original movement inspired by a chosen culture• Use energy and projection in performance
Striking and Feilding	Rounders	<p>Learning should:</p> <ul style="list-style-type: none">• Revisit fundamentals from year 7• Contain high levels of repetition, building basic	<p>Students will be able to show an understanding of the following knowledge in Rounders:</p> <ul style="list-style-type: none">• A more in depth knowledge of the rules



		<p>skill level in throwing, catching, bowling and batting</p> <ul style="list-style-type: none">• Develop skills and knowledge applied in small sided conditioned games (using overload) 4 batters/8 Fielders• Build up to 7v7 games focusing on outwitting opponents• Provide opportunities to revisit prior learning and challenge any misconceptions	<ul style="list-style-type: none">• Understanding of different batting strategies to outwit opponents• Knowledge of how to prepare for performance <p>Students will recap how to:</p> <ul style="list-style-type: none">• Throw/catch over varying distances• Field the ball from different positions <p>Students will learn how to:</p> <ul style="list-style-type: none">• Bowl using changing techniques• Bat in different directions
	Cricket	<p>Learning should;</p> <ul style="list-style-type: none">• Revisit fundamentals from Year 7• Repetition building skill levels in accuracy of bowling and power in batting• Develop skills and knowledge applied in small-sided conditioned games. Overloaded games- 4 batters vs. 8 fielders	<p>Students will be able to show an understanding of the following knowledge in Cricket:</p> <ul style="list-style-type: none">• A more in-depth knowledge of the rules linking to Wide ball, Byes and basic LBW• Understanding of different batting strategies to outwit opponents- hitting into pockets of space <p>Students will recap how to:</p>



		<ul style="list-style-type: none">• Build up to 8v8 games focusing on outwitting opponents through shot selection• Provide opportunities to revisit prior learning and challenge any misconceptions.	<ul style="list-style-type: none">• Throw/catch over varying distances with increased speed and accuracy• Field the ball from different positions <p>Students will learn how to:</p> <ul style="list-style-type: none">• Bowl using changing techniques by varying the pace or introducing basic spin on the ball• Bat in different directions by introducing horizontal bat shots
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Year 8 Knowledge organiser topics	Year 8 Theory (knowledge) reasoning
<p>Students engage with how to exercise safely and ensure their own and others safety. Increasing their knowledge of how the body works and functions recognising signs that they are ready to move and be active.</p> <p>Components of warm ups and effects of exercise on the body long term provide students with deep understanding of how to live well and that regular activity is an important part of a healthy lifestyle.</p> <p>This transitions into barriers faced when attempting to take part in sports which reflect areas they may experience or come across at some point in their</p>	<p>Substantive knowledge:</p> <p>Students acquire essential scientific and lifestyle knowledge that underpins physical competence and healthy living. This core component ensures that learners:</p> <p>Understand how the body works and functions during physical exertion including recognising physical readiness to move.</p> <p>Learn the precise components of an effective warm-up and the physiological rationale behind injury prevention and safe exercise practice.</p>



<p>life. It enables pupils to reflect on their own activities and reasons why they may struggle to participate and how solutions can be found to overcome these.</p> <p>Sporting values and how to develop performance effectively means that pupils can reflect on their own performance honestly and critically as they move through the breadth of sports they are introduced to.</p> <p>Students are permitted to create a piece of work which supports their development followed up with a knowledge recall quiz as part of their double PE lesson. This is well balanced ensuring time is not taken away from practical performance unnecessarily.</p>	<p>Explore the long-term effects of exercise on the human body and how regular physical activity forms the foundation of a healthy lifestyle.</p> <p>Identify common personal and environmental barriers to participation and recognise real-world solutions to overcome them.</p> <p>Disciplinary knowledge:</p> <p>The work is structured to support and nurture investigative and analytical skills used by athletes and practitioners:</p> <p>Safe Application: Executing physical movements while independently managing risks to ensure the safety of both themselves and their peers.</p> <p>Critical Self-Assessment: Objectively evaluating performance against set criteria, enabling students to reflect honestly on their strengths and areas for development as they transition across different sports.</p> <p>Value-Led Practice: Applying core sporting values to shape behaviour, sportsmanship and tactical awareness during physical activities.</p>
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Discipline	Unit Title	Unit Purpose	Knowledge and Skills
Team sports	Basketball	<p>Learning should;</p> <ul style="list-style-type: none">• Revisit fundamentals from year 7 and 8• Revisit game conditions of 2v1/ 2v2/3v3• Provide opportunities to revisit prior learning and challenge any misconceptions• Revisit Half court 5v5 scenarios• Provide opportunity for full court games	<p>Students will be able to show an understanding of the following knowledge in basketball;</p> <ul style="list-style-type: none">• Rules of the game• All court markings• Order of triple threat• Clocks (Key, Shot, Halfway)• How opening and closing down space impacts the game <p>Students will recap how to;</p> <ul style="list-style-type: none">• Passing & Movement• Effective triple threat• Footwork• Shooting• Collect rebounds <p>Students will learn how to;</p> <ul style="list-style-type: none">• Combine skills to complete complex skills• Use time pressures to adhere to within a game• Zone mark dropping back from a turnover• Vary passes based on court positioning



			<ul style="list-style-type: none">• Perform skills with eyes on/ scanning the court
	Netball	<p>Learning should;</p> <ul style="list-style-type: none">• Focus on skill practices as part of an extended warm up.• More competitive practices with increased numbers, 4v4/6v6.• More time spent on scenario based game play with regular intervention/team talks and opportunities for players to reflect.• Provide opportunities to revisit prior learning and challenge any misconceptions	<p>Students will be able to show an understanding of the following knowledge in netball;</p> <ul style="list-style-type: none">• Knowledge of different strategies within a game• Knowledge of at least two playing positions• Knowledge of the rules and confidence to umpire a match <p>Students will recap how to;</p> <ul style="list-style-type: none">• Passing• Defence <p>Students will learn how to;</p> <ul style="list-style-type: none">• Advanced Passing• Blocking• Counter Attacking• Zonal Defence• Holding Space
Alternative Sport	Extreme and disability sport	<p>Learning should;</p> <ul style="list-style-type: none">• Focus on introducing non mainstream sports• Provide understanding of adapted and disability sports	<p>Students will be able to show an understanding of the following knowledge in Alternative sport:</p> <ul style="list-style-type: none">• Know different para-athletes and paralympic events



		<ul style="list-style-type: none">• Take part in different extreme and disability sports• Include paralympic sports and athletes	<ul style="list-style-type: none">• Basic rules of extreme and disability sport• Different Para events• What sports are considered to be extreme sports• Knowledge of sitting positions and how to implement them <p>Students will recap how to;</p> <ul style="list-style-type: none">• Perform different throws and catches• Movement across the floor- Knees and bottom only• Use rules within small games <p>Students will learn how to;</p> <ul style="list-style-type: none">• Loop and star cards in OAA• Slice and fore hand frisbee throw• Spin in Boccia• Dig and smash in Sit down volleyball <p>Covered sports</p> <ul style="list-style-type: none">• Boccia• Sit down volleyball• Ultimate frisbee• Orienteering (OAA)• Blind football
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			Discuss: Skateboarding, BMXing, Roller skating, Skiing, Snowboarding.
Individual sports	Badminton	Learning should; <ul style="list-style-type: none">• Revisit fundamentals from year 7/8• High levels of repetition at the start building basic skill level in the new skills• Opportunities to link sequences of skills together during practice• Tactics in singles and doubles play	<p>Students will be able to show an understanding of the following knowledge in Badminton;</p> <ul style="list-style-type: none">• How to umpire a match• Technical points for different shot• Why shots are played / selected (attacking and defensive shots)• Tactical awareness and decision making <p>Students will recap how to:</p> <ul style="list-style-type: none">• Serve (backhand low, forehand high, forehand low)• Net lift • Drop shot <p>Students will learn how to:</p> <ul style="list-style-type: none">• Flick serve, Net shot, Net kill, Smash <p>Sequences include:</p> <p>1. Low serve (FH/BH), backhand clear, smash shot</p>



			2. Flick serve (FH/BH), overhead clear, dropshot, net shot 3. Low serve (FH/BH), net shot, net lift, smash shot
	Athletics	Learning should: <ul style="list-style-type: none">• Re-visit basic techniques• Introduce more advanced techniques• Allow opportunity for high repetition and practice• Provide opportunity for competition• Refer to standards of competition and times/entry requirements• Allow opportunities for peer feedback	Students will be able to show an understanding of the following knowledge in Athletics: <ul style="list-style-type: none">• Record and run competitions• Apply strategy to performance• Learn advanced throwing techniques (glide/3 stride approach)• ESAA performance standards• Club links for athletics Students will recap how to: <ul style="list-style-type: none">• Sprinting, Hurdling, Pacing, Javelin, High Jump Students will learn how to: <ul style="list-style-type: none">• More complex run ups on Javelin• Discus• Race middle distance
Performance	Dance (Solo)	Learning should; <ul style="list-style-type: none">• Provide opportunity to use stimuli• Build creativity through choreography	Students will be able to show an understanding of the following knowledge in Dance: <ul style="list-style-type: none">• Use of stimuli



		<ul style="list-style-type: none">• Effective choreographic devices• Performance skills• Creation of whole dance piece• Build confidence in performance skills through rehearsal	<ul style="list-style-type: none">• Generating ideas and movement• Relationship of movement to music <p>Learners will recap:</p> <ul style="list-style-type: none">• 5 basic body actions• Muscle memory and practice• Count music in sets of 4/8 or 3/6• RADS- Relationships, Actions, Dynamics, Space• Choreographic devices- Unison, Canon, Repetition, Mirroring, Dynamics, Levels, Speed <p>Students will learn how to:</p> <ul style="list-style-type: none">• Use dance characteristics (cultural or stylised)• Be int time with the music• Choreograph original movement inspired by a chosen stimulus• Combine performance skills
Striking and Feilding	Rounders	Learning should: <ul style="list-style-type: none">• Focus on skill practices as part of an extended warm up.	Students will be able to show an understanding of the following knowledge in Rounders:



		<ul style="list-style-type: none">• Contain more competitive practices using overload• Spend time on scenario based game play with regular intervention/team talks and opportunities for players to reflect.• Build up to 9v9 games• Provide opportunities to revisit prior learning and challenge any misconceptions	<ul style="list-style-type: none">• Roles/responsibilities of at least two fielding positions• Different fielding tactics to outwit opponents• The rules and how to officiate <p>Students will learn how to:</p> <ul style="list-style-type: none">• Adapt fielding positions• Apply fielding tactics• Adapt batting (open/closed)• Apply batting tactics
	Cricket	<p>Learning Should;</p> <ul style="list-style-type: none">• Focus on skill practice warmups, batting/ catching drills• Competitive games using overload to challenge decision-making• Scenario-based gameplay with team talks and opportunities for players to reflect• Build up to whole class games• Provide opportunities to revisit prior learning and challenge any misconceptions	<p>Students will be able to show an understanding of the following knowledge in Cricket:</p> <ul style="list-style-type: none">• Roles/responsibilities of at least two fielding positions- Slip fielder vs. deep mid-wicket• Different fielding tactics to outwit opponents- trap setting, speed of bowl• The rules and how to officiate regarding scoring and out <p>Students will recap how to;</p> <ul style="list-style-type: none">• Fielding positions• Batting styles <p>Students will learn how to:</p>



			<ul style="list-style-type: none">• Adapt fielding positions based on the batter's style- moving fielders closer/ left or right• Apply fielding tactics• Adapt batting- Onside, Offside, closed and open
Year 9 Knowledge organiser topics		Year 9 Theory (knowledge) reasoning	
<p>Students recap essential knowledge about performance and how to effectively improve and analyse their personal performance. This is a key area that needs to be developed and be carried forward into KS4 either as an option choice (sport studies) or within CORE PE as this becomes more game-based scenarios.</p> <p>Students build on their knowledge of sporting values by deepening their understanding through the Olympic and Paralympic values, what they mean and how they are shown within sport.</p> <p>Within this unit students begin to use knowledge of results and performance and consider how this will impact their development and target setting/ reflection within the various sporting areas they have studied. They are then able to consider how elite performers use the same processes based on different types of motivation such as intrinsic and extrinsic.</p>		<p>Students continue with theoretical concepts that build progressively on prior learning to bridge key stages. Substantive knowledge within this next segment of work:</p> <p>Understanding the core distinction between knowledge of results and knowledge of performance.</p> <p>Deepening knowledge of Olympic and Paralympic values and how these moral codes manifest in competitive sport.</p> <p>Exploring sports psychology concepts including intrinsic and extrinsic motivation and how elite performers harness them to drive success.</p> <p>Recognising how these analytical and psychological frameworks prepare learners for Key Stage 4 pathways whether selecting Sport Studies or engaging in advanced game-based scenarios within Core PE.</p>	



	<p>The curriculum is designed for students to build and continue to develop analytical and reflective skills:</p> <p>Advanced Performance Analysis: Objectively assessing personal execution and establishing structured targets for ongoing physical development.</p> <p>Value-Led Interpretation: Critically evaluating sporting scenarios through competition, experiences and real-life scenarios.</p> <p>Comparative Evaluation: Analysing the psychological strategies used by elite athletes and transferring those reflection processes to one's own practical performance.</p>
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Year 10- CORE			
Discipline	Unit Title	Unit Purpose	Knowledge and Skills
Team sports	Basketball	Learning should; <ul style="list-style-type: none">• Apply team skills within competitive situations• Implement tactics and strategies within a game	Students will be able to show an understanding of the following knowledge in Basketball: <ul style="list-style-type: none">• Tactics to outwit an opponent



		<ul style="list-style-type: none">• Exploit weaknesses of opponents• Play to strengths of the team	<ul style="list-style-type: none">• Use of space to play the width of the court• How to use own team strengths• Knowledge of rules and court markings <p>Students will recap how to: Week 1- Basic skills of basketball in isolation Dribbling, passing, shooting, 2 step, triple threat</p> <p>Students will learn how to; Week 2- Combining skills to make complex movement. Small sided games. Lay-up, moving up court, varying pass under pressure. Week 3- Conditioned half court games to encourage varying skills.</p> <ul style="list-style-type: none">• All players must touch the ball• Only lay-ups/ set shot/ jump shot• Must dribble before pass• No dribbling (basketball netball game)
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	Netball	<p>Learning should;</p> <ul style="list-style-type: none">• Apply team skills within competitive situations• Implement tactics and strategies within a game• Exploit weaknesses of opponents• Play to strengths of the team	<p>Students will be able to show an understanding of the following knowledge in Netball:</p> <ul style="list-style-type: none">• Tactics to outwit an opponent• Use of space to play the width of the court• Use of angles to create front drive• How to use own team strengths• Knowledge of rules and court markings <p>Students will recap how to:</p> <p>Week 1- Playing positions and basic rules of the game. Skills in isolation.</p> <p>Main types of passing, defending 1v1, drive, shooting, rebounding/turnovers, footwork (landing)</p> <p>Students will learn how to;</p> <p>Week 2- Centre passes and order of play.</p> <p>Conditioned games using both Centre passes and backline passes to start the game. Half court games.</p> <p>Week 3- Whole court games with mixed ability teams and set</p>
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			positions. Round robin competition to add a pressured situation and reflect on skill quality. Discussion of tactics and strategies and their implementation.
Performance	Fitness	<p>Learning should;</p> <ul style="list-style-type: none">• Recap basic safety in sport i.e. leading intended warm up, cool down, being mentally prepared for sport• Provide opportunity to better an individuals fitness based on a varied programme where students can measure their success and use SMART targets	<p>Students will be able to show an understanding of the following knowledge in Fitness:</p> <ul style="list-style-type: none">• Different types of fitness and the affect this has on the body• What sports different types of fitness are applicable for and why• SMART targets and how to collect data i.e. resting heart rate, working heart rate• Knowledge of muscles and how to develop specific areas of the body <p>Students will recap how to:</p> <ul style="list-style-type: none">• Exercise safely and use appropriate warm up and cool downs• Use motor and fine motor skills to develop their physical literacy



			<ul style="list-style-type: none">• Use co-ordination in different areas of activity <p>Students will learn how to; Week 1- Implement a fitness test and write a SMART target to give them a focus for their fitness training. Consider that a fitness circuit should consist of and take part in different fitness activities which develop strength, stamina, balance, reaction and co-ordination. They will measure resting and working heart rate to provide insight into work rate and cardio load.</p> <p>Week 2- Consider how to develop certain areas of the body and their benefits. Contribute to the creation of a fitness circuit through making a fitness station. Students will consider best ways to create</p>
Net and racket	Badminton	Learning should; <ul style="list-style-type: none">• Opportunities to link sequences of skills together during practice	Students will be able to show an understanding of the following knowledge in Badminton:



		<ul style="list-style-type: none">• Tactics in singles and doubles play• Allow opportunity for correct scoring and use of in game rules• Provide time for full court games as singles or doubles game play	<p>Students will recap how to:</p> <ul style="list-style-type: none">• Perform serves across the diagonal• Use different shot types to vary game play• Use rules of the game accurately• Use full court space dictating on attack <p>Students will learn how to;</p> <ul style="list-style-type: none">• Play returns on the defence• Exploit weaknesses of the opponent• Identify strengths of opponents and play against these areas of skill• Take advantage of court positioning when on the attack (attacking shots)• Implement creativity within the game <p>Week 1- Look at different types of shot and accuracy of their position on court to move opponents</p> <p>Week 2- Agility and using defensive shots such as clears to</p>
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			<p>maintain the rally and switch to attack</p> <p>Week 3- Implement creativity in full game play such as dives, backhands on the turn, in flight (jump) shots</p>
Individual	Athletics	<p>Learning should;</p> <ul style="list-style-type: none">• Recap health and safety in athletics.• Cover knowledge of the various disciplines associated with athletics• Provide the opportunity for students to know how to compete using rules of the sport• Give students the opportunity to improve their performance	<p>Students will be able to show an understanding of the following knowledge in Athletics:</p> <ul style="list-style-type: none">• Know rules and different competitions that take place.• Understand the different disciplines that occur and the competitions that take place• Know some areas have different techniques which can be used legally (i.e. upsweep or down sweep, relay hand over) <p>Students will recap how to:</p> <ul style="list-style-type: none">• Sprint start technique for sprinting• Give students the opportunity to improve their performance• Fosbury flop technique for High Jump• Technical requirements to perform skills in a range of events



			<ul style="list-style-type: none">• Analyse own strengths and limitations• Health and Safety guidelines when using equipment <p>Students will learn how to;</p> <ul style="list-style-type: none">• Perform to the best of their ability in individual events• Use PB's (personal best) to improve own performance and meet SMART targets <p>Week 1- Mid distance run or jump. Use of pace and breathing to maintain stride speed. Take resting and working heart rate to ascertain work rate of run. Cooper run to measure and compete against classmate</p> <p>Week 2- Throws Making use of motion to create power. Either use of rotation, lean or run depending on the throw</p> <p>Week 3- Sprint and relay Revisit drive-stride-fly phase with use of efficient acceleration and lean. For relay quick acceleration and preference</p>
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			over up/down sweep on baton change over. Staggered start and timing to beat PB
Striking and fielding	Rounders	<p>Learning should;</p> <ul style="list-style-type: none">• Contain competitive practices using overload and small sided practice within a game• Build up to 15v15 full rounders games• Provide opportunities to revisit prior learning and challenge any misconceptions• Think tactically about the game and their opponents to exploit areas of weakness• Take advantage of their strengths and plan play around these areas	<p>Students will be able to show an understanding of the following knowledge in Rounders:</p> <p>Students will recap how to:</p> <p>Adapt fielding positions</p> <ul style="list-style-type: none">• Apply fielding tactics• Adapt batting (open/closed)• Apply batting tactics <p>Students will learn how to;</p> <ul style="list-style-type: none">• Score using whole and half rounders. Score accurately for the fielding team with outs• Fully participate in a full 15V15 game• Think critically about efficiency of ball movement when fielding, ensuring it is moving the fastest route back to post or bowler



Year 11- CORE			
Discipline	Unit Title	Unit Purpose	Knowledge and Skills
Team sports	Basketball	<p>Learning should;</p> <ul style="list-style-type: none">• Transition from isolated skill combinations into full-court and high tempo match play• Involve opportunity for strategic decision making• Solidify learning through peer coaching and the student expert• Develop life long commitment to physical health and well being	<p>Students will be able to show an understanding of the following knowledge in Basketball:</p> <ul style="list-style-type: none">• Understanding advanced technical defence and attack and the affect this has on the game. i.e. full court press, fast break• Know what is meant by a technical foul and actions taken from this on court• Know how to analyse team performance and not just their own• Developed understanding of what good and effective communication should be and looks like <p>Students will recap how to:</p> <ul style="list-style-type: none">• Score using whole and half rounders. Score accurately for the fielding team with outs• Fully participate in a full 15V15 game



			<ul style="list-style-type: none">• Think critically about efficiency of ball movement when fielding, ensuring it is moving the fastest route back to post or bowler <p>Students will learn how to;</p> <ul style="list-style-type: none">• Show an understanding of advanced skills and technical game play through the use of high press or fast break etc...• Demonstrate responsibilities they have if technical fouls or court violations take place• Use team performance analysis to adjust what is happening on court and influence game play• Make use of the different skills fluidly when on court• Be able to communicate effectively and appropriately on and off court to their team mates
	Netball	Learning should; <ul style="list-style-type: none">• Refine tactical game play and use spacing on court to maximise opportunity both defensively and attacking	Students will be able to show an understanding of the following knowledge in Netball: <ul style="list-style-type: none">• Use of space on court and how this creates opportunity



		<ul style="list-style-type: none">• Present knowledge of game play rules and officiating in order for students to confidently take on all roles within the sport• Provide time to explore creativity in play and develop their own ways of working	<ul style="list-style-type: none">• Have knowledge of angles to optimize performance and knowledge of analysis to make improvements• Know roles of captains and vice captains as well as team etiquette at the start and end of matches <p>Students will recap how to:</p> <ul style="list-style-type: none">• Centre passes and order of play. <p>Conditioned games using both Centre passes and backline passes to start the game. Half court games.</p> <ul style="list-style-type: none">• Whole court games with mixed ability teams and set positions. Round robin competition to add a pressured situation and reflect on skill quality. Discussion of tactics and strategies and their implementation. <p>Students will learn how to;</p> <ul style="list-style-type: none">• Students show and devise tactical plays and conditioned areas of play
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			<ul style="list-style-type: none">• Refine zoning skills which requires higher order thinking• Begin to look at game flow and its benefits through the advantage rule within the game
Performance	Fitness	<p>Learning should;</p> <ul style="list-style-type: none">• Promote autonomy where students can target their own fitness goals and begin to select their own pathways• Understand fitness as a lifelong habit and ways this can be incorporated into their everyday lifestyle• Know different types of fitness and how this targets different areas of the body• Cover benefits of physical activity and its impact on ones quality of life	<p>Students will be able to show an understanding of the following knowledge in Fitness:</p> <ul style="list-style-type: none">• Know how to modify fitness plans and adjust these based on their increasing fitness level in a safe and controlled manner that supports progress• Know long, mid and short term goals and their purpose• Develop knowledge f how fitness/ activity contributes to stress relief, particularly around exam season <p>Students will recap how to:</p> <ul style="list-style-type: none">• Perform various different exercises• What fitness circuits are and they way in which these should be set up• How to perform exercises safely and use of correct weights where required



			<ul style="list-style-type: none">• Monitoring and tracking progress <p>Students will learn how to;</p> <ul style="list-style-type: none">• independently manage a personal fitness regime• Set SMART targets and work towards meeting these with a plan of action for 1 half term• Adapt exercise based on their level of fitness and adapting for any medical needs that might be had (based on their personal need and consider what they can do rather than cannot do)• Review SMART targets to see if they met these
Net and racket	Badminton	<p>Learning should;</p> <ul style="list-style-type: none">• Apply the knowledge held about shots and use of court space• Provide full game experience so that knowledge about scoring and rules of play are solidified and become automated• Allow and empower students to take on the role	<p>Students will be able to show an understanding of the following knowledge in Badminton:</p> <ul style="list-style-type: none">• Students know how to review and analyse their game play identifying strengths and weaknesses in them and their opponent• Reinforce independent and good sportsmanship during play promoting good habits and qualities



		of an official within the sport of Badminton	<p>Students will recap how to:</p> <ul style="list-style-type: none">• Play returns on the defence• Exploit weaknesses of the opponent• Identify strengths of opponents and play against these areas of skill• Take advantage of court positioning when on the attack (attacking shots)• Implement creativity within the game <p>Students will learn how to;</p> <ul style="list-style-type: none">• play effective disguise shots with success against their opponent• Use opposition weaknesses to force errors in play and work efficiently on court• know and implement defensive shots until they can outwit their opponent on the court• Effectively use variation in timing, speed and power of their shot to maintain control of a game
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			<ul style="list-style-type: none">• Score and officiate independently
Striking and fielding	Rounders	<p>Learning should;</p> <ul style="list-style-type: none">• Give students the chance to perform competitively and experience game conditions• Be able to score in and out inline with formal competitive rules• Allow students to work together and develop team skills• Present problem solving that students can consider and work on together	<p>Students will be able to show an understanding of the following knowledge in Rounders:</p> <p>Students will recap how to:</p> <ul style="list-style-type: none">• Score using whole and half rounders. Score accurately for the fielding team with out• Fully participate in a full 15V15 game• Think critically about efficiency of ball movement when fielding, ensuring it is moving the fastest route back to post or bowler <p>Students will learn how to;</p> <ul style="list-style-type: none">• Participate in game based activity and recap skills based on an area of develop for them• Set up defensive fielding positions and attempt to influence the striking teams tactical plan• Know where to move on the field of play to create the best and most efficient travel for the ball to get strikers out



			<ul style="list-style-type: none">• Consider using on side and offside batting ensuring the ball still remains in the area of play to progress as far as possible within the game• Complete and play in a full 15v15 game
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Year 10- Sport Studies			
Term	Unit Title	Unit Purpose	Knowledge and Skills
Autumn 1	Unit R185 Sport performance and leadership <u>Worth 40%</u> of overall mark and comprises of the largest practical element including	Task 1- Key components of performance Foundations of Performance and Skill Development Purpose: This term establishes the fundamental theoretical framework of sports performance. Students transition from casual sports participants to	<ul style="list-style-type: none">• Knowledge: Students explore the key components of physical fitness (such as cardiovascular endurance, muscular strength and flexibility) and skill-related components (including agility, balance and coordination). They



	individual training programmes	analytical evaluators of performance. The focus is on understanding what makes an athlete successful and how to break down sporting excellence into measurable components.	<p>learn the theory behind different practice methods, such as part, whole, massed and distributed practice.</p> <ul style="list-style-type: none">• Skills: Development of analytical skills, allowing students to observe a performance in Sport 1 and accurately identify specific strengths and weaknesses using technical sporting vocabulary.
Autumn 2		<p>Task 1-2 Key components of performance</p> <p>Application of Training and Data Collection</p> <p>Purpose: Moving from theory to practical application, the purpose of this term is to understand how targeted training interventions drive athletic improvement. Students learn how to structure progress, linking physiological knowledge directly to a personalised training programme for Sport 1.</p>	<ul style="list-style-type: none">• Knowledge: Understanding the principles of training (such as progressive overload, specificity and reversibility) and how to apply them safely. Students learn how to design a structured training programme and the protocols for gathering baseline performance data.• Skills: Practical application of training methods, data logging, self-reflection and



			the ability to construct a coherent, safe Task 1 & Training Programme portfolio for their first selected sport.
Spring 1		<ul style="list-style-type: none">• Task 1-3 <p>Broadening Sporting Horizon and Tactical Analysis</p> <p>Purpose: This term aims to broaden the students' sporting repertoire by shifting focus to Sport 2. By applying the evaluative frameworks learned in the autumn to a completely different sporting activity, students develop adaptability and a deeper appreciation for how core components of performance transfer across different sports.</p>	<ul style="list-style-type: none">• Knowledge: Technical rules, regulations, advanced tactics and spatial awareness requirements specific to Sport 2. Students also deepen their understanding of how specific practice methods can be tailored to fix distinct skill deficits.• Skills: Comparative analysis, sport-specific skill execution and the completion of Task 1 for the second sport, demonstrating an ability to isolate and review performance components objectively.
Spring 2		Task 1-3	<ul style="list-style-type: none">• Knowledge: Risk assessment protocols,



		<p>The Principles of Session Planning</p> <ul style="list-style-type: none">• Purpose: The focus shifts from the athlete's perspective to the coach's perspective. This term introduces the vital leadership element of the course, challenging students to organize and plan a structured, safe and engaging sports activity session for a group of participants.	<p>safeguarding, group management strategies and the components of a successful session plan (warm-up, skill development, conditioned game and cool-down).</p> <ul style="list-style-type: none">• Skills: Meticulous lesson planning, time management, resource allocation and the ability to pre-empt safety hazards within a sporting environment.
Summer 1		<p>Task 2 & 5</p> <p>Leadership Delivery and Critical Evaluation</p> <ul style="list-style-type: none">• Purpose: This term represents the culmination of the core unit, where students step into the role of a sports leader. The purpose is to build communication confidence and self-awareness through the real-world delivery of their planned session, followed	<ul style="list-style-type: none">• Knowledge: Leadership styles, effective verbal and non-verbal communication cues, and methods of reflective practice (such as Gibbs' or Schon's models).• Skills: Active leadership, command of a group, real-time problem solving during delivery, and critical self-evaluation to identify areas for personal coaching improvement.



		by an honest, constructive critique of their own leadership performance.	
Summer 2	Unit R187 <u>Worth 20%</u> Practical OAA- Kayaking	<p>Task 3 & 4 Reflection and Introduction to the Outdoor Adventurous Activities</p> <ul style="list-style-type: none">• Purpose: This term begins a new unit specifically focusing on one area of outdoor adventurous activities which students will prepare to take part in.• They will be required to build their knowledge of Kayaking and key considerations for taking part in an OAA activity due to the higher risks they entail.• Planning and taking part in a beginner kayaking session demonstrating they know how to stay safe and practical develop beginner skills within a still water, instructor lead scenario.	<ul style="list-style-type: none">• Knowledge: For R185, a holistic understanding of their personal sporting journey.• For R187, knowledge of the provision of outdoor activities across the UK, the specific clothing, specialist equipment and stringent safety regulations required for safe water-based participation (specifically Kayaking).• Skills: Portfolio refinement, synoptic thinking, and initial planning for outdoor participation, ensuring all safety checkboxes and equipment checklists are meticulously met before practical engagement.• Substantive- key considerations to remain safe during OAA activities applying this to Kayaking.



			<p>Planning and Logistics (Task 3):</p> <ul style="list-style-type: none">Knowing the structural components required to plan an outdoor activity safely (e.g. route cards, timing plans, transport logistics, emergency contact chains and contingency provisions). <p>Reflective Performance Deconstruction (Task 4):</p> <ul style="list-style-type: none">Objectively evaluating personal and group performance, teamwork, leadership and decision-making during an outdoor activity against predetermined safety and success criteria.
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Year 11 - Sport studies			
Term	Unit Title	Unit Purpose	Knowledge and Skills



Autumn 1	Unit R187 <u>Worth 20%</u> NEA written tasks	Task 4 completion, 1 & 2 Mastering the Outdoors and the Transition to Theory <ul style="list-style-type: none">Purpose: This term capitalises on the outdoor skills introduced at the end of Year 10, bringing the practical element of the coursework to a definitive close. Students shift from general awareness to proving their competence in real-world scenarios. Immediately following this, the curriculum pivots towards the examined unit, changing the student mindset from coursework portfolio generation to rigorous theoretical analysis.	<ul style="list-style-type: none">Knowledge: Students master the specific safety protocols, environmental factors and equipment parameters required for their two chosen outdoor activities. Transitioning to the exam unit, they acquire core knowledge for Topic Areas 1, 2 and 3, which covers the factors affecting sports participation, the role of national governing bodies and how sport promotes values such as fair play and respect.Skills: Practical competency and decision-making in outdoor environments, alongside analytical exam skills, including interpreting participation data and explaining the wider social impacts of sporting initiatives.
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			<p>Categorisation and Provision (Task 1):</p> <ul style="list-style-type: none">• Classifying outdoor and adventurous activities into distinct environments (land-based, water-based and air-based).• Knowing the range of national and local UK provision, including outdoor education centres, commercial providers and natural geographical resources. <p>Equipment, Clothing and Technology (Task 2):</p> <ul style="list-style-type: none">• Understanding the specific functional requirements of clothing layers (base, insulating and outer waterproof layers) for different environments.• Knowing specialist safety equipment requirements (e.g. buoyancy aids, helmets, harnesses) and how technological
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			<p>advancements (e.g. GPS devices, tracking apps, electronic weather monitors) support safe participation.</p> <p>Safety, Hazards and Regulations (Task 2):</p> <ul style="list-style-type: none">• Identifying environmental hazards (e.g. weather changes, water currents, terrain challenges) and human factors affecting safety.• Understanding risk management frameworks, emergency procedures and the importance of statutory guidelines or governing body codes of practice. <p>Issues Affecting Participation (Topic Area 1):</p> <ul style="list-style-type: none">• Identifying distinct user groups and recognising specific barriers (such as lack of disposable income, family commitments or
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			<p>poor accessibility) that restrict sports engagement.</p> <ul style="list-style-type: none">• Knowing targeted solutions and strategies used to overcome barriers and boost participation figures.• Understanding the factors influencing the popularity of different sports including media coverage, climate and role models. <p>Sporting Values and Ethics (Topic Area 2):</p> <ul style="list-style-type: none">• Defining the core Olympic and Paralympic values and explaining how they promote positive sporting culture.• Knowing the distinctions between sportsmanship, gamesmanship and etiquette.• Understanding doping in sport including performance-enhancing drugs, reasons for use, consequences and anti-doping protocols such as
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			<p>WADA and the whereabouts rule.</p> <p>Hosting Major Sporting Events (Topic Area 3):</p> <ul style="list-style-type: none">• Examining the wide-ranging economic, social, environmental and political implications of hosting one-off or regular major sporting events.• Understanding the multi-phase planning requirements including pre-event infrastructure improvements and long-term post-event legacy.
Autumn 2	<p>R184-Contemporary Issues in sport</p> <p>User groups, barriers and solutions</p>	<p>Studying this unit empowers students to look beyond the scoreboard and develop a deep, critical appreciation of how sport functions in modern society. Through this learning journey, students gain a comprehensive understanding of the complex factors that</p>	<ul style="list-style-type: none">• Knowledge: Coverage of Topic Areas 4 and 5, focusing on the relationship between sport and the media, and the economic and social impact of hosting major sporting events like the Olympics or



		<p>shape the sporting world while building the analytical and evaluative skills necessary for academic success and lifelong engagement.</p> <p>Specifically, students will gain:</p> <ul style="list-style-type: none">• Social Awareness: By investigating participation barriers and targeted solutions, learners uncover why certain demographics face exclusion and how sports providers work to make physical activity accessible for all.• Ethical Literacy: Exploring sportsmanship, gamesmanship and the strict anti-doping protocols surrounding elite competition enables students to form balanced, principled judgments on integrity and fair play.• Industry Insight: Analysing the multi-faceted impacts of hosting major global events and examining the	<p>Commonwealth Games. Students learn about sponsorship, broadcasting rights and legacy effects.</p> <ul style="list-style-type: none">• Skills: Advanced exam technique, structuring longer-form extended writing answers, evaluating the pros and cons of media coverage, and synthesizing knowledge from all five topic areas under timed conditions. <ul style="list-style-type: none">• Role of National Governing Bodies (Topic Area 4):• Knowing how NGBs operate to develop their specific sport from grassroots participation up to elite performance pathways.• Understanding how NGBs secure and distribute funding, implement safety guidelines and promote equality.
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		<p>operational responsibilities of National Governing Bodies gives students a clear window into the economics and management of the sports sector.</p> <ul style="list-style-type: none">• Technological Understanding: Evaluating the role of officiating technology and performance tracking prepares learners to navigate and critique the rapidly evolving digital landscape of modern sport.	<p>Technology in Sport (Topic Area 5):</p> <ul style="list-style-type: none">• Exploring the application of technology across officiating, decision-making, athlete performance tracking, equipment design and simulated training environments.• Recognising both the benefits and criticisms of technological integration in competitive sport.
Spring 1	<p>R184- Contemporary Issues in sport</p> <p>Popularity of sport and factors that affect participation</p>	<p>Diagnostic Review and Foundational Revisit</p> <ul style="list-style-type: none">• Purpose: Following the experience of the January external assessment, this term serves as a critical diagnostic and responsive teaching phase. Rather than moving on, the purpose is to confront misconceptions head-on	<ul style="list-style-type: none">• Knowledge: Targeted re-teaching of Topic Area 1 (Contemporary issues in sport) and Topic Area 2 (National Governing Bodies). Students deepen their understanding of barriers to participation, solutions to growth, and how funding is trickled



		<p>by revisiting the earliest theoretical concepts, ensuring that knowledge is deeply embedded and secure regardless of the January outcomes.</p>	<p>down from elite to grassroots levels.</p> <ul style="list-style-type: none">• Skills: Reflective analysis of exam performance, decoding examiner reports, refining examination stamina, and self-correcting common errors in command words such as describe, explain and evaluate.
Spring 2	<p>R184- Contemporary Issues in sport</p> <p>Benefits and drawbacks of Major sporting events and NGB's</p>	<p>Deep Dive Theory and Synthesis</p> <ul style="list-style-type: none">• Purpose: This term is designed for meticulous, detailed revision of the more complex areas of the exam specification. By explicitly linking national initiatives to media representation and event hosting, students learn to see the sports sector as a connected ecosystem rather than isolated topics, preparing them for top-tier marks.	<ul style="list-style-type: none">• Knowledge: Deep dive revisit of Topic Area 3 (Sports values), Topic Area 4 (Sport and the media) and Topic Area 5 (Hosting major events). Students explore up-to-date, real-world sporting examples from the UK media and recent global events to give context to their theoretical knowledge.• Skills: Synoptic thinking, applying contemporary case studies to exam responses, constructing high-scoring arguments on



			controversial sporting issues, and cross-referencing different areas of the specification.
Summer 1	R184- Contemporary Issues in sport Technology in sport Directed revision	Exam Strategy Unit R184, <ul style="list-style-type: none">• Purpose: This final active term brings absolute closure to the entire two-year course. The dual purpose is to ensure all coursework across both Unit R185 and Unit R187 is polished to the highest possible standard for final moderation, whilst simultaneously sharpening the students for their ultimate terminal examination.	<ul style="list-style-type: none">• Knowledge: Strategic exam blueprints, command word recognition, and a comprehensive overview of all five exam topic areas. Students also review their complete coursework portfolios to ensure all assessment criteria evidence is explicit.• Skills: Final portfolio curation, precision editing based on moderation feedback, peak examination performance tactics, and managing time effectively under terminal exam pressure.
Summer 2	x	Revision	<ul style="list-style-type: none">• Targeted revision based on QLA and student mock



			<p>and practice examinations.</p> <ul style="list-style-type: none">• Formative and summative AfL continuous to inform revision strategies and topic areas.
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