

**We aim to develop students who:**

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents;
- Develop a range of life and employability skills in order to be effective members of society;
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

Physical Education - PE Key Stage 3						
	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 HT6
<b>Topic Covered (Typical Example)</b>	Football Health Related Fitness	Netball Gymnastics	Basketball Dance	Rugby Badminton	Tennis Athletics	Rounders Cricket
<b>Knowledge Deepened</b>	<p><b>Year 7</b> - Identify and demonstrate fundamental skills and techniques. Know and understand the basic rules of a variety of sports and anatomy.</p> <p><b>Year 8</b> - Build confidence in the application of key skills in a variety of conditioned situations. Begin to develop knowledge of key tactics and strategies to bring about success.</p> <p><b>Year 9</b> - Develop independent learning in order to apply more complex skills, tactics and strategies across a range of activities. Knowledge of physical skill and abilities</p>					
<b>Skills developed</b>	Character	Leadership	Problem Solving	Communication	Teamwork	Mindset
<b>Links to National Curriculum</b>	<p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long -term health benefits of physical activity.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis];</li> <li>• develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics];</li> <li>• perform dances using advanced dance techniques within a range of dance styles and forms;</li> <li>• take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group;</li> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best;</li> <li>• take part in competitive sports and activities outside school through community links or sports clubs.</li> </ul>					
<b>Flagship Link</b>						

<b>Cross Curriculum Connections</b>	Links to Personal development - Developing Skills and Aspirations Y7 Links to Biology at KS3 - Year 7 - Cells, Tissues Organs & anatomy Links to French/Spanish KS3 - Different types of sports
<b>Resources to support learning</b>	Twitter link to physical workouts: DAREEBEE - <a href="https://twitter.com/dareebes">https://twitter.com/dareebes</a> The Body Coach - <a href="https://twitter.com/thebodycoach">https://twitter.com/thebodycoach</a>

<b>Physical Education - PE Key Stage 4</b>						
	<b>Autumn 1 (HT1)</b>	<b>Autumn 2 (HT2)</b>	<b>Spring 1 (HT3)</b>	<b>Spring 2 (HT4)</b>	<b>Summer 1 (HT5)</b>	<b>Summer 2 (HT6)</b>
<b>Topic Covered</b> (Typical Example)	Football	Fitness Suite	Badminton	Trampolining	Tennis	Softball
<b>Knowledge Deepened</b>	<p><b>Year 10</b> - Students will develop the knowledge of a range of activities in fully competitive and/or recreational settings. Students will understand the importance of lifelong participation and leading a healthy active lifestyle.</p> <p><b>Year 11</b> - Students will develop the knowledge and confidence to participate in physical activity. They will understand the importance of a lifelong love of physical activity and have knowledge of external organisations in order to continue with a healthy active lifestyle.</p>					
<b>Skills developed</b>	Character	Leadership	Problem Solving	Communication	Teamwork	Mindset
<b>Links to National Curriculum or Specification</b>	<p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis];</li> <li>• develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance];</li> <li>• 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;</li> <li>• evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.</li> <li>• continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>					
<b>Flagship Link</b>						

<b>Cross Curriculum Connections</b>	Personal Development Year 7 - Healthy Lifestyle Science Year 8 - Healthy Lifestyle
<b>Resources to support learning</b>	Twitter link to physical workouts: DAREEBEE - <a href="https://twitter.com/dareebes">https://twitter.com/dareebes</a> The Body Coach - <a href="https://twitter.com/thebodycoach">https://twitter.com/thebodycoach</a>

Year 10 GCSE PE						
	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
<b>Topic Covered</b>	Component 1: Applied anatomy and physiology (musculoskeletal system)  Component 2 :Health fitness and wellbeing	Component 1: Applied anatomy and physiology (cardiovascular system)  Component 2 :Health fitness and wellbeing	Component 1: Applied anatomy and physiology (respiratory system)  Component 2: Sports Psychology	Component 1: Physical Training- Fitness and training  Component 2: Sports Psychology	Component 1: Physical Training- Fitness and training  Personal Exercise Programme (PEP) - Coursework section	Personal Exercise Programme (PEP) - Coursework section
<b>Knowledge Deepened</b>	Component 1: Fitness and Body Systems - Knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.					
	Component 2: Health and Performance - Knowledge and understanding of the factors underpinning participation and performance in physical activity and sport. Students will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and wellbeing and how these can impact on their own performance. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance.				Component 4: PEP - Knowledge and understanding of the principles of training, relevant methods of training.	
<b>Skills developed</b>	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				Use of data in order to analyse and evaluate the PEP.	
<b>Links to Specification (Edexcel)</b>	Component 1) 1.1-1.2 Component 2)1.1-1.3	Component 1)1.3-1.4 Component 2) 1.1-1.3	Component 1) 1.3-1.4 Component 2) 2.1-2.4	Component 1)3.1-3.3 Component 2) 2.1-2.4	Component 1) 3.1-3.3 Component 4	Component 4

<b>Flagship Link</b>		<b>GCSE PE and Biology - cardiovascular system</b>  <b>Food Preparation and Nutrition - Components of a balanced diet (including macro and micro nutrients</b>	<b>GCSE PE and Biology - respiratory system</b>			
<b>Cross Curriculum Connections</b>						
<b>Resources to support learning</b>	<p>Paper 1-Applied anatomy and physiology (musculoskeletal system)  <a href="https://members.gcsepod.com/shared/podcasts/title/12402/76330">https://members.gcsepod.com/shared/podcasts/title/12402/76330</a>  <a href="https://members.gcsepod.com/shared/podcasts/title/12403/76333">https://members.gcsepod.com/shared/podcasts/title/12403/76333</a>  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8378">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8378</a></p> <p>Paper 2-Health fitness and wellbeing  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8495">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8495</a></p>	<p>Paper 1- Applied anatomy and physiology (cardiovascular system)  <a href="https://members.gcsepod.com/shared/podcasts/title/12404/76335">https://members.gcsepod.com/shared/podcasts/title/12404/76335</a>  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8378">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8378</a></p> <p>Paper 2-Health fitness and wellbeing  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8495">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8495</a></p>	<p>Paper 1- Applied anatomy and physiology (respiratory system)  <a href="https://members.gcsepod.com/shared/podcasts/title/12404/76335">https://members.gcsepod.com/shared/podcasts/title/12404/76335</a></p> <p>Paper 2- Sports Psychology  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8681">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8681</a></p>	<p>Paper 1-Physical Training- Fitness and training  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8800">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8800</a></p> <p>Paper 2- Sports Psychology  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8681">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8681</a></p>	<p>Paper 1-Physical Training- Fitness and training  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8800">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8800</a></p> <p>If paper 1 is completed then- Personal Exercise Programme (PEP) - Coursework section</p>	
		<a href="http://www.Everlearner.com">www.Everlearner.com</a> online videos and quizzes		<a href="https://members.gcsepod.com/login">https://members.gcsepod.com/login</a> GCSEpod - podcasts to support content delivery		

## Year 11 GCSE PE

	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)
<b>Topic Covered</b>	<p>Component 1: Paper 1-Physical Training- Performance Enhancing Drugs and Injuries</p> <p>PEP Coursework completion</p> <p>Revision for PPE Nov</p>	<p>Component 1: Movement Analysis:</p> <p>Component 2: Social Cultural Influences</p>	<p>Component 1: Revision/Review of Anatomy and physiology</p> <p>Component 2: Revision/Review - Health and wellbeing</p>	<p>Component 1: Tailored Revision based Students needs and QLA from PPE</p> <p>Component 2: Tailored Revision based Students needs and QLA from PPE</p>	<p>Revision of all topics and all papers</p> <p>Walking talking PPE</p>
<b>Knowledge Deepened</b>	<p>Component 1: Fitness and Body Systems - Knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.</p>				
	<p>Component 2: Health and Performance - Knowledge and understanding of the key socio-cultural influences that can affect people's involvement in physical activity and sport.</p>				
	<p>HT1 - Component 4: PEP - Knowledge and understanding of the principles of training, relevant methods of training.</p>				
<b>Skills developed</b>	<p>Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</p> <p>HT1 - Use of data in order to analyse and evaluate the PEP.</p>				
<b>Links to Specification (Edexcel)</b>	<p>Component 1) 3.4-3.6</p> <p>Component 4</p>	<p>Component 1) 2.1-2.2</p> <p>Component 2) 1.1- 1.3</p>	<p>Component 1) 1.1-1-1.4</p> <p>Component 2) 2.2-2.4</p>	<p>Component 1 and Component 2</p>	
<b>Flagship Link</b>					
<b>Cross Curriculum Connections</b>		<p>Psychology (HT1) - Memory</p>			

<p><b>Resources to support learning</b></p>	<p>Paper 1: Paper 1-Physical Training- Performance Enhancing Drugs and Injuries  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8800">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8800</a>   <a href="https://members.gcsepod.com/shared/podcasts/title/13128/79527">https://members.gcsepod.com/shared/podcasts/title/13128/79527</a></p>	<p>Paper 1: Movement Analysis:  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8486">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8486</a>           Paper 2: Social Cultural Influences  <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8495">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8495</a>   <a href="https://theeverlearner.com/course/25">https://theeverlearner.com/course/25</a></p>	<p>Paper 1: Revision/Review of Anatomy and physiology   <a href="https://members.gcsepod.com/shared/podcasts/title/12402/76330">https://members.gcsepod.com/shared/podcasts/title/12402/76330</a>   <a href="https://members.gcsepod.com/shared/podcasts/title/12403/76333">https://members.gcsepod.com/shared/podcasts/title/12403/76333</a>           Paper 2:Revision/Review Health and wellbeing   <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8495">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8495</a></p>	<p>Paper 2: Tailored Revision based Students needs and QLA from PPE   <a href="https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8887">https://members.gcsepod.com/content?subject_id=6022&amp;exam_board_id=1022&amp;topic_id=8887</a>   <a href="https://theeverlearner.com/course/25">https://theeverlearner.com/course/25</a></p>	
<p><a href="http://www.Everlearner.com">www.Everlearner.com</a> online videos and quizzes</p>		<p><a href="https://members.gcsepod.com/login">https://members.gcsepod.com/login</a> GCSEpod - podcasts to support content delivery</p>			

## Year 12 A-Level PE

	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 HT6
<b>Topic Covered</b>	<b>Physiological Factors -</b> The musculo-skeletal system Cardiovascular system Respiratory systems  <b>Skill Acquisition</b> Characteristics of skill Skill Continua Justification of placement of skills on continua Transfer of Learning	<b>Physiological Factors -</b> Neuromuscular systems Energy systems  <b>Skill Acquisition</b> Methods of Presenting Practice Types of Practice Understanding how knowledge of skill classification informs practice structure	<b>Sociocultural Studies</b> Pre-industrial (pre-1780) Industrial and post-industrial (1780–1900)  <b>Skill Acquisition</b> Principles and theories of learning Stages of learning Learning plateau	<b>Sociocultural Studies</b> Industrial and post-industrial (1780–1900)  <b>Skill Acquisition</b> Guidance & Feedback General information processing model	<b>Sociocultural Studies</b> Post World War II (1950 to present)  <b>Skill Acquisition</b> Efficiency of information processing model Memory models Reaction Time	<b>Written - NEA Exercise Physiology</b> Diet and nutrition  <b>Skill Acquisition</b> Anticipation Schema Theory Strategies to improve information processing speed
<b>Knowledge Deepened</b>	Students develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery.		Students develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.			
	Knowledge of how skill is acquired and the impact of psychological factors on performance. Knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. Understand and interpret graphical representations associated with skill acquisition theories.					
<b>Skills developed</b>	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. Interpret data and graphs relating to changes within the body systems and the use of energy systems during different types of physical activity and sport, and the recovery process.					
<b>Links to Specification (AQA)</b>	3.1.1 3.1.2	3.1.1 3.1.2	3.1.2 3.1.3	3.1.2 3.1.3	3.1.2 3.1.3	3.1.2 3.1.3
<b>Flagship Link</b>	Biology & PE -					

	Cardiovascular system and respirations					
<b>Cross Curriculum Connections</b>	<b>Biology HT2 Cholesterol</b>		<b>Psychology HT3/4 Behaviourism</b>		<b>Psychology HT2 - Baddeley and Hitch's Working Memory Model</b>	
<b>Resources to support learning</b>	<p><b>Physiological Factors -</b> <a href="https://theeverlearner.com/course/34">https://theeverlearner.com/course/34</a></p> <p><b>Skill Acquisition</b> <a href="https://theeverlearner.com/course/43">https://theeverlearner.com/course/43</a></p>	<p><b>Physiological Factors -</b> <a href="https://theeverlearner.com/course/34">https://theeverlearner.com/course/34</a></p> <p><b>Skill Acquisition</b> <a href="https://theeverlearner.com/course/43">https://theeverlearner.com/course/43</a></p>	<p><b>Sociocultural Studies</b> <a href="https://theeverlearner.com/course/55">https://theeverlearner.com/course/55</a> Pre-industrial (pre-1780)</p> <p><b>Skill Acquisition</b> <a href="https://theeverlearner.com/course/43">https://theeverlearner.com/course/43</a></p>	<p><b>Sociocultural Studies</b> <a href="https://theeverlearner.com/course/55">https://theeverlearner.com/course/55</a></p> <p><b>Skill Acquisition</b> <a href="https://theeverlearner.com/course/43">https://theeverlearner.com/course/43</a></p>	<p><b>Sociocultural Studies</b> <a href="https://theeverlearner.com/course/55">https://theeverlearner.com/course/55</a></p> <p><b>Skill Acquisition</b> <a href="https://theeverlearner.com/course/43">https://theeverlearner.com/course/43</a></p>	<p><b>Skill Acquisition</b> <a href="https://theeverlearner.com/course/43">https://theeverlearner.com/course/43</a></p>
A-Level PE videos and tests available to students on all students on Everlearner - <a href="https://www.theeverlearner.com/">https://www.theeverlearner.com/</a>						



## Year 13 A-Level PE

	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)
<b>Topic Covered</b>	<p><b>Exercise Physiology</b> Injury prevention and the rehabilitation of injury</p> <p><b>Biomechanics</b> Biomechanical principles Levers Linear motion</p> <p><b>Psychological Factors</b> Aspects of personality Attitudes Arousal Theories Anxiety &amp; Stress &amp; Stress management techniques Goal setting</p> <p><b>Written - NEA</b></p>	<p><b>Biomechanics</b> Angular motion Projectile motion Fluid mechanics</p> <p><b>Psychological Factors</b> Aggression Motivation Achievement Motivation Theory Social Facilitation Group dynamics</p> <p><b>Written - NEA</b></p>	<p><b>Sociocultural Studies</b> Concepts of physical activity and sport Ethics in sport Violence in sport</p> <p><b>Psychological Factors</b> Attribution Theory Self efficacy &amp; Self Confidence Leadership</p> <p><b>Written - NEA</b></p>	<p><b>Sociocultural Studies</b> Sport and the law Drugs in sport</p> <p><b>Sociocultural Studies</b> The role of technology in physical activity and sport (technology and sport analytics)</p> <p><b>Written - NEA</b></p>	<p><b>Exercise Physiology</b> Preparation and training methods in relation to maintaining physical activity and performance. Principles of training Periodisation Key data terms for laboratory tests.</p> <p><b>Sociocultural Studies</b> Development of elite performers in sport (Organisations supporting elite)</p> <p><b>Revision</b></p>
<b>Knowledge Deepened</b>	<p>Knowledge and understanding of the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.</p>	<p>Knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Understand biomechanical definitions, equations, formulae and units of measurement.</p>	<p>Knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.</p>	<p>Knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.</p>	<p>Knowledge and understanding of the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.</p>
	<p>Knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p>			<p>Knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.</p>	
<b>Skills developed</b>	<p>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.</p>				

	interpret data and graphs relating to changes within the body systems and the use of energy systems during different types of physical activity and sport, and the recovery process.				
<b>Links to Specification (AQA)</b>	3.2.1 3.2.2	3.2.1 3.2.2	3.2.2 3.2.3	3.2.2 3.2.3	3.2.1 3.2.3
<b>Flagship Link</b>					
<b>Cross Curriculum Connections</b>	<b>Maths HT3 - Moments</b>	<b>Maths HT3</b> Projectiles <b>Psychology HT1 - The Frustration Aggression Hypothesis and Evolutionary theory/Instinct theory</b>			
<b>Resources to support learning</b>	<b>Exercise Physiology</b> <a href="https://theeverlearner.com/course/34">https://theeverlearner.com/course/34</a>  <b>Biomechanics</b> <a href="https://theeverlearner.com/course/39">https://theeverlearner.com/course/39</a>  <b>Psychological Factors</b> <a href="https://theeverlearner.com/course/43">https://theeverlearner.com/course/43</a>	<b>Biomechanics</b> <a href="https://theeverlearner.com/course/39">https://theeverlearner.com/course/39</a>  <b>Psychological Factors</b> <a href="https://theeverlearner.com/course/43">https://theeverlearner.com/course/43</a>	<b>Sociocultural Studies</b> <a href="https://theeverlearner.com/course/55">https://theeverlearner.com/course/55</a>  <b>Psychological Factors</b> <a href="https://theeverlearner.com/course/43">https://theeverlearner.com/course/43</a>	<b>Sociocultural Studies</b> <a href="https://theeverlearner.com/course/55">https://theeverlearner.com/course/55</a>  <b>Sociocultural Studies</b> <a href="https://theeverlearner.com/course/55">https://theeverlearner.com/course/55</a>	<b>Exercise Physiology</b> <a href="https://theeverlearner.com/course/34">https://theeverlearner.com/course/34</a>  <b>Sociocultural Studies</b> <a href="https://theeverlearner.com/course/55">https://theeverlearner.com/course/55</a>
A-Level PE videos and tests available to students on all students on Everlearner - <a href="https://www.theeverlearner.com/">https://www.theeverlearner.com/</a>					

## Year 12 BTEC Level 3 National Extended Certificate in Sport

**(BTEC Sport - Year 12 and 13 are taught vertical)**

	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 HT6
<b>Topic Covered</b>	<b>Unit 1: Anatomy &amp; Physiology</b> A – The effects of exercise and sports performance on the skeletal system B – The effects of exercise and sports performance on the muscular system C – The effects of exercise and sports performance on the respiratory system D – The effects of sport and exercise performance on the cardiovascular system E – The effects of exercise and sports performance on the energy systems		<b>Unit 1: Anatomy &amp; Physiology Exam</b> Unit 4: Sports Leadership A – Understand the roles, qualities and characteristics of an effective sports leader B – Examine the importance of psychological factors and their link with effective leadership C – Explore an effective leadership style when leading a team during sport and exercise activities	Unit 4: Sports Leadership A – Understand the roles, qualities and characteristics of an effective sports leader B – Examine the importance of psychological factors and their link with effective leadership C – Explore an effective leadership style when leading a team during sport and exercise activities	Preparation for Unit 1 Anatomy & Physiology (Second attempt) Unit 4: Sports Leadership A – Understand the roles, qualities and characteristics of an effective sports leader B – Examine the importance of psychological factors and their link with effective leadership C – Explore an effective leadership style when leading a team during sport and exercise activities	EE Playmaker 4-5 Hour Course Safeguarding for all (45 minute course) Introduction to futsal (30-60 minutes) Sudden Cardiac Arrest (30-45 Minutes) Training for endurance in sport and fitness (5 Hour online course) Exploring sport coaching and psychology (24 Hour Course) Training for speed and power in sport and fitness (5 Hours Online Course)
<b>Knowledge Deepened</b>	Knowledge and understanding of body systems and their responses to sport and exercise. Deepening the knowledge and understanding to support people in sport and exercise. How the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a			Knowledge and understanding of what makes an effective leader. Deepening knowledge on a range of sports leadership roles, exploring the roles' job description and developing understanding of what good leadership skills, qualities and characteristics look like. Explore the importance of psychological factors when taking coaching and should look. This will develop their ability to plan and lead, before		

	knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.		evaluating all aspects of their performance and suggesting ways to improve.			
<b>Skills developed</b>	Apply knowledge and understanding of leadership theories, styles and methods. Develop knowledge of the requirements of effective leadership and the leader's role, key skills, qualities and characteristics.  Analyse and interpret the effects of exercise on the body systems.					
<b>Links to Specification (Pearson)</b>	<b>Unit 1: Anatomy &amp; Physiology</b> <a href="#">BTEC 2016 Specification</a>	<b>Unit 1: Anatomy &amp; Physiology</b> <a href="#">BTEC 2016 Specification</a>	<b>Unit 1: Anatomy &amp; Physiology</b> <a href="#">BTEC 2016 Specification</a>	Unit 4: Sports Leadership <a href="#">BTEC 2016 Specification</a>	Unit 4: Sports Leadership <a href="#">BTEC 2016 Specification</a>	Unit 4: Sports Leadership <a href="#">BTEC 2016 Specification</a>
<b>Flagship Link</b>	<b>Biology &amp; BTEC PE</b> - Cardiovascular system and respirations					
<b>Cross Curriculum Connections</b>	<b>Biology HT1</b> - The structure of respiratory system					
<b>Resources to support learning</b>	<p><b>Videos and tests available to all students on Everlearner</b> - <a href="https://www.theeverlearner.com/">https://www.theeverlearner.com/</a> Revise BTEC National Sport Units 1 &amp; 2 Revision Workbook, Revise BTEC National Sport Units 1&amp;2 Revision Guide.</p> <p><a href="http://www.youthsporttrust.org/how-we-can-help/programmes/young-ambassadors.aspx">http://www.youthsporttrust.org/how-we-can-help/programmes/young-ambassadors.aspx</a></p> <p><a href="http://www.sportscoachuk.org/">http://www.sportscoachuk.org/</a></p> <p><a href="https://www.youtube.com/watch?v=uBGI2BujkPQ">https://www.youtube.com/watch?v=uBGI2BujkPQ</a></p> <p><a href="#">Pearson BTEC Sport (2016) Website</a></p> <p><a href="#">Top End Sports</a></p> <p><a href="#">Brian Mac Sports Coaching</a></p> <p><a href="#">Inner Body</a></p> <p><a href="#">FA Learning</a></p>					

## Year 13 BTEC Level 3 National Extended Certificate in Sport

(BTEC Sport - Year 12 and 13 are taught vertical)

	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)
<b>Topic Covered</b>	<p><b>Unit 1: Anatomy &amp; Physiology</b></p> <p>A – The effects of exercise and sports performance on the skeletal system</p> <p>B – The effects of exercise and sports performance on the muscular system</p> <p>C – The effects of exercise and sports performance on the respiratory system</p> <p>D – The effects of sport and exercise performance on the cardiovascular system</p> <p>E – The effects of exercise and sports performance on the energy systems</p>		<p><b>Unit 1: Anatomy &amp; Physiology Exam</b></p> <p>Unit 4: Sports Leadership</p> <p>A – Understand the roles, qualities and characteristics of an effective sports leader</p> <p>B – Examine the importance of psychological factors and their link with effective leadership</p> <p>C – Explore an effective leadership style when leading a team during sport and exercise activities</p>	<p>Unit 4: Sports Leadership</p> <p>A – Understand the roles, qualities and characteristics of an effective sports leader</p> <p>B – Examine the importance of psychological factors and their link with effective leadership</p> <p>C – Explore an effective leadership style when leading a team during sport and exercise activities</p>	<p>Preparation for Unit 1 Anatomy &amp; Physiology (Second attempt)</p> <p>Unit 4: Sports Leadership</p> <p>A – Understand the roles, qualities and characteristics of an effective sports leader</p> <p>B – Examine the importance of psychological factors and their link with effective leadership</p> <p>C – Explore an effective leadership style when leading a team during sport and exercise activities</p>
<b>Knowledge Deepened</b>	<p>Knowledge and understanding of body systems and their responses to sport and exercise. Deepening the knowledge and understanding to support people in sport and exercise.</p> <p>How the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.</p>			<p>Knowledge and understanding of what makes an effective leader. Deepening knowledge on a range of sports leadership roles, exploring the roles' job description and developing understanding of what good leadership skills, qualities and characteristics look like. Explore the importance of psychological factors when taking coaching and should look. This will develop their ability to plan and lead, before evaluating all aspects of their performance and suggesting ways to improve.</p>	

<b>Skills developed</b>	<p>Apply knowledge and understanding of leadership theories, styles and methods. Develop knowledge of the requirements of effective leadership and the leader's role, key skills, qualities and characteristics.</p> <p>Analyse and interpret the effects of exercise on the body systems.</p>				
<b>Links to Specification (Pearson)</b>	<b>Unit 1: Anatomy &amp; Physiology</b> <a href="#">BTEC 2016 Specification</a>	<b>Unit 1: Anatomy &amp; Physiology</b> <a href="#">BTEC 2016 Specification</a>	<b>Unit 1: Anatomy &amp; Physiology</b> <a href="#">BTEC 2016 Specification</a>	Unit 4: Sports Leadership <a href="#">BTEC 2016 Specification</a>	Unit 4: Sports Leadership <a href="#">BTEC 2016 Specification</a>
<b>Flagship Link</b>					
<b>Cross Curriculum Connections</b>	<p><b>Biology HT2 Cholesterol</b></p> <p><b>Biology HT1-</b> The structure of respiratory system</p>				
<b>Resources to support learning</b>	<p><b>Videos and tests available to all students on Everlearner</b> - <a href="https://www.theeverlearner.com/">https://www.theeverlearner.com/</a> Revise BTEC National Sport Units 1 &amp; 2 Revision Workbook, Revise BTEC National Sport Units 1&amp;2 Revision Guide.</p> <p><a href="http://www.youthsporttrust.org/how-we-can-help/programmes/young-ambassadors.aspx">http://www.youthsporttrust.org/how-we-can-help/programmes/young-ambassadors.aspx</a></p> <p><a href="http://www.sportscoachuk.org/">http://www.sportscoachuk.org/</a></p> <p><a href="#">Pearson BTEC Sport (2016) Website</a></p> <p><a href="#">Top End Sports</a></p> <p><a href="#">Brian Mac Sports Coaching</a></p> <p><a href="#">Inner Body</a></p> <p><a href="#">FA Learning</a></p>				