Corby Business Academy			A
Quality of Education - Curriculum			
	Curriculum Area:	Physical Education (Active)	
		Intent	
Curriculum Statement:			
	-	d respect in all students at the Academy , social and cultural experiences, and m	We believe Physical Education can be the foundation to ost importantly physical development.
	e guidance and support for path		vill learn to lead a healthy and active lifestyles that benefit Students will also develop the qualities of team work, e.
•	•	•	ents of the National Curriculum. It is of an educational, ng student leadership and the values of the Academy.
		, as students study accreditation or part d inspires for the many career pathways	cicipate in core lessons. This not only educates students' that sport offers.

emy			



	Year	7 - Content	- Content Assessments			CEIAG	Personal Development
			Торіс	S	Assessment type		
Term 1	BOYS	 Rugby Netball 	 Handling Passing Tackling Rucking Mauling Scrummaging Catching Passing Footwork/Pivoting Positioning Shooting 		 Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport.	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum: Resilience Responsibility Self-motivation
Term	BOYS	FootballBasketball	 Control Passing Tackling Dribbling Shooting 	Basketball Passing Dribbling Set/Jump shots Lay ups Marking Triple threat 	 Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported 	Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the right qualifications and dedication, a career in sport is achievable.	 Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
2	GIRLS	BasketballHockey	Basketball: • Passing • Dribbling • Set/Jump shots • Lay ups • Marking • Triple threat	 Hockey Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 	home via a personal learning checklist after each big term.	Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into the sports sector, but they're not the only options. These are just some of the many other career pathways	
Term 3	BOYS	 Table Tennis Hockey 	Table Tennis: • Forehand Push • Backhand Push • Serving • Backhand/Forehand Drive • Smash	 Shooting Hockey: Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 	Differentiated learning objectives for students to be assessed against every lesson. in sport: Sports Journalism Sports Nutritionist Strangth and		
	GIRLS	 Dodgeball Health Related Fitness 	Dodgeball: • Catching • Basic throws • Rules of Dodgeball	HRF:Continuous TrainingFartlek TrainingInterval TrainingPlyometrics	learning checklist after each big term.	Manager • Sports Photographer	



Looney	2. 200000	ion curreatant	Attacking stratesiss		
			Attacking strategies	Circuit Training	
			 Defending strategies 	HIIT training	
		 Volleyball 	Volleyball	Futsal:	 Differentiated learning
		 Futsal 	Set/Volley	 Ball Control 	objectives for students to
			• Dig	 Passing 	be assessed against every
	BOYS		• Spike	 Shooting 	lesson.
			Overhead Serves	 Tactics/Positioning 	End of unit formal
			Blocking	 Defending 	assessment for each sport
			Tactics	Attacking	where students are given
		u		-	
Term		Football	Football:	Gymnastics:	an overall grade. Reported
4		 Gymnastics 	Control	 Locomotion 	home via a personal
			Passing	 Balance (Individual) 	learning checklist after
			 Tackling 	 Balance 	each big term.
	CIDIC		Dribbling	(Partner/Group)	
	GIRLS		Shooting	Group Balance	
			Crossing	Development	
			Heading	Rotation	
				Routine	
				Development	
		Athletics	Athletics	Badminton:	Differentiated learning
					-
		 Badminton 	• Shot Put	Serving (forehand	objectives for students to
			Javelin	and flick)	be assessed against every
			Discus	 Overhead Clear 	lesson.
	BOYS		 Sprinting (100m/200m) 	 Drop Shot 	 End of unit formal
	DOIS		 Middle Distance 	 Smash 	assessment for each sport
			Running	• Net Shots (Kill, Drop	where students are given
			(800m/1500m)	and Lift)	an overall grade. Reported
			High Jump	 Singles/Doubles 	home via a personal
Term			Long/Triple Jump	Play	learning checklist after
5		Athletics	Athletics:	Tennis:	each big term.
					each big term.
		Tennis	• Shot Put	Forehand	
			• Javelin	Backhand	
			• Discus	 Forehand/Backhand 	
	GIRLS		 Sprinting (100m/200m) 	Volley	
	-OINLS-		 Middle Distance 	• Lob	
			Running	 Overhead shot 	
			(800m/1500m)	Service	
			High Jump	 Singles/Doubles 	
			Long/Triple Jump	Play	
		Cricket	Cricket:	Tennis:	Differentiated learning
			• Ball	Forehand	•
		• Tennis			objectives for students to
			familiarisation/catching	Backhand	be assessed against every
Term	BOYS		Fielding	 Forehand/Backhand 	lesson.
6			Bowling	Volley	End of unit formal
			Batting	• Lob	assessment for each sport
				 Overhead shot 	where students are given
				Service	an overall grade. Reported

		Batting	 Singles/Doubles 	home via a personal	
		Strategies/Fielding	Play	learning checklist after	
		Strategies		each big term.	
		Game play			
	Rounders	Rounders:	Volleyball:		
	 Volleyball 	 Throwing/Catching 	 Set/Volley 		
		Fielding	• Dig		
GIRLS		Bowling	• Spike		
GIRLS		Batting	 Overhead Serves 		
		 Fielding Strategies 	 Blocking 		
		 Batting Strategies 	 Tactics 		
		Game play			

Corby Business Academy
Quality of Education - Curriculum

	Year	8 - Content	Assessments			CEIAG	Personal Development
			Тор	ics	Assessment type		
	BOYS	 Rugby Health Related Fitness 	Rugby: • Handling • Passing • Tackling • Rucking • Mauling • Scrummaging	HRF: • Continuous Training • Fartlek Training • Interval Training • Plyometrics • Circuit Training • HIIT training	 Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given 	A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum:
Term 1	GIRLS	 Netball Badminton 	Netball: • Catching • Passing • Footwork/Pivoting • Positioning • Shooting • Movement	 Badminton: Serving (forehand and flick) Overhead Clear Drop Shot Smash Net Shots (Kill, Drop and Lift) Singles/Doubles Play 	an overall grade. Reported home via a personal learning checklist after each big term.	students to develop a passion for sports, opening many wide-ranging career opportunities in sport. Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the right qualifications and	 Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy
Term	BOYS	FootballBasketball	Football: • Control • Passing • Tackling • Dribbling • Shooting • Crossing • Heading	Basketball Passing Dribbling Set/Jump shots Lay ups Marking Triple threat	 Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported 	dedication, a career in sport is achievable. Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into the sports sector, but they're not the only options.	 Motivating others Innovation Evaluation
2	GIRLS	BasketballHockey	Basketball: • Passing • Dribbling • Set/Jump shots • Lay ups • Marking • Triple threat	 Hockey Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 	home via a personal learning checklist after each big term.	These are just some of the many other career pathways in sport: • Sports Journalism • Sports Nutritionist • Strength and	
Term 3	BOYS	 Table Tennis Hockey 	Table Tennis: • Forehand Push • Backhand Push • Serving • Backhand/Forehand Drive • Smash • Lob • Singles/Doubles play	 Hockey: Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 	 Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal 	 Strengtrand Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager Sports Photographer 	



Quality	OI EQUCA	tion - Curriculum	1	1		1
		 Dodgeball 	Dodgeball:	HRF:	learning checklist after	
		 Health Related 	Catching	Continuous Training	each big term.	
		Fitness	Basic throws	Fartlek Training	-	
	GIRLS		Rules of Dodgeball	Interval Training		
	GINES			-		
			Dodging skills	Plyometrics		
			 Attacking strategies 	Circuit Training		
			 Defending strategies 	 HIIT training 		
		 Volleyball 	Volleyball	Futsal:	 Differentiated learning 	
		Futsal	Set/Volley	Ball Control	objectives for students to	
			• Dig	Passing	be assessed against every	
	BOYS		Spike	Shooting	lesson.	
	BUTS		-	-		
			Overhead Serves	 Tactics/Positioning 	End of unit formal	
			Blocking	 Defending 	assessment for each sport	
			 Tactics 	 Attacking 	where students are given	
		 Football 	Football:	Gymnastics:	an overall grade. Reported	
Term		Gymnastics	Control	Locomotion	home via a personal	
4		e y maetree	Passing	Balance (Individual)	learning checklist after	
			_	Balance	each big term.	
			Tackling			
	GIRLS		Dribbling	(Partner/Group)		
			 Shooting 	 Group Balance 		
			Crossing	Development		
			Heading	 Rotation 		
			_	Routine		
				Development		
		Athletics	Athletics	Badminton:	 Differentiated learning 	
					_	
		 Badminton 	Shot Put	Serving (forehand	objectives for students to	
			• Javelin	and flick)	be assessed against every	
			Discus	Overhead Clear	lesson.	
	BOYS		 Sprinting (100m/200m) 	 Drop Shot 	 End of unit formal 	
	BUIS		Middle Distance	Smash	assessment for each sport	
			Running	Net Shots (Kill, Drop	where students are given	
			(800m/1500m)	and Lift)	an overall grade. Reported	
					home via a personal	
_			High Jump	Singles/Doubles		
Term			Long/Triple Jump	Play	learning checklist after	
5		 Athletics 	Athletics:	Tennis:	each big term.	
		 Tennis 	Shot Put	 Forehand 		
			Javelin	 Backhand 		
			Discus	 Forehand/Backhand 		
			 Sprinting (100m/200m) 	Volley		
	GIRLS					
			Middle Distance	• Lob		
			Running	 Overhead shot 		
			(800m/1500m)	Service		
			High Jump	 Singles/Doubles 		
			Long/Triple Jump	Play		
		Cricket	Cricket:	Tennis:	 Differentiated learning 	
Term	BOYS	Tennis	• Ball	Forehand	objectives for students to	
6	BUTS				objectives for students to	
			familiarisation/catching	 Backhand 		



Corby Business Academy	
Quality of Education - Curriculum	

Singles/Doubles play



Year 9- Content CEIAG **Personal Development** Assessments Topics Assessment type Rugby: HRF: • Differentiated learning Rugby Health Related Handling Continuous Training objectives for students to Fitness Passing Fartlek Training be assessed against every A career in sport allows many Physical education and sport do not only develop our BOYS Tackling Interval Training lesson. physical abilities it helps with our social and personal to find a job that combines Rucking Plyometrics End of unit formal something you love with a development too. The list below demonstrates the many areas of personal development students will Mauling Circuit Training assessment for each sport promising, rewarding job. where students are given improve within the Physical Education curriculum: Scrummaging HIIT training This curriculum will allow Netball an overall grade. Reported Netball: Badminton: students to develop a Term Badminton Catching • Serving (forehand home via a personal Resilience passion for sports, opening ٠ Passing and flick) learning checklist after many wide-ranging career Responsibility • Footwork/Pivoting Overhead Clear each big term. opportunities in sport. Self-motivation ٠ Positioning Drop Shot Integrity . GIRLS Although the sports industry • Shooting Smash Self-management . is highly competitive, there's • Net Shots (Kill, Drop Movement Communication skills a wide range of careers to and Lift) Collaboration . choose from and, with the • Singles/Doubles Empathy . right qualifications and Play Motivating others • dedication, a career in sport Basketball Football Football: Differentiated learning Innovation . is achievable. Basketball Control objectives for students to Passing Evaluation Passing Dribbling be assessed against every Becoming a PE Teacher or a Tackling • Set/Jump shots lesson. Sports Coach are often the Dribbling Lay ups End of unit formal most obvious choices for Shooting Marking assessment for each sport those looking for a way into Crossing Triple threat where students are given the sports sector, but they're an overall grade. Reported Heading not the only options. Basketball Basketball: home via a personal Hockey learning checklist after These are just some of the Hockey Passing Dribbling Passing and reverse each big term. many other career pathways Dribbling stop in sport: Set/Jump shots • Attacking principles • Lay ups Sports Journalism Defending/jab Marking Sports Nutritionist tackle Triple threat Strength and Shooting **Conditioning Coach** • Differentiated learning Table Tennis Table Tennis: Hockey: Sport specific coach • Hockey Forehand Push Dribbling objectives for students to Personal Trainer . Backhand Push Passing and reverse be assessed against every Leisure Centre lesson. Serving stop Term Manager BOYS • Backhand/Forehand • Attacking principles End of unit formal Sports Drive Defending/iab assessment for each sport Photographer where students are given Smash tackle • Lob Shooting an overall grade. Reported

home via a personal



Quality	OI EUUCAL	tion - Curriculum					
Quanty	GIRLS	 Dodgeball Health Related Fitness Volleyball 	Dodgeball: • Catching • Basic throws • Rules of Dodgeball • Dodging skills • Attacking strategies • Defending strategies Volleyball	HRF: • Continuous Training • Fartlek Training • Interval Training • Plyometrics • Circuit Training • HIIT training Futsal:	 learning checklist after each big term. Differentiated learning 		
	BOYS	• Futsal	 Set/Volley Dig Spike Overhead Serves Blocking Tactics 	 Ball Control Passing Shooting Tactics/Positioning Defending Attacking 	 objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given 		
erm 4	GIRLS	FootballGymnastics	Football: • Control • Passing • Tackling • Dribbling • Shooting • Crossing • Heading	Gymnastics: • Locomotion • Balance (Individual) • Balance (Partner/Group) • Group Balance Development • Rotation • Routine Development	an overall grade. Reported home via a personal learning checklist after each big term.		
erm	BOYS	AthleticsBadminton	Athletics • Shot Put • Javelin • Discus • Sprinting (100m/200m) • Middle Distance Running (800m/1500m) • High Jump • Long/Triple Jump	 Badminton: Serving (forehand and flick) Overhead Clear Drop Shot Smash Net Shots (Kill, Drop and Lift) Singles/Doubles Play 	 Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after 		
5	GIRLS	AthleticsTennis	Athletics: • Shot Put • Javelin • Discus • Sprinting (100m/200m) • Middle Distance Running (800m/1500m) • High Jump • Long/Triple Jump	Tennis: • Forehand • Backhand • Forehand/Backhand Volley • Lob • Overhead shot • Service • Singles/Doubles Play	each big term.		
erm 6	BOYS	CricketTennis	Cricket: • Ball familiarisation/catching	Tennis: • Forehand • Backhand	 Differentiated learning objectives for students to 		

COIDy D	usiness Acadei					7
Quality of Edu	ication - Curriculum					
		 Fielding Bowling Batting Batting Strategies/Fielding Strategies Game play 	 Forehand/Backhand Volley Lob Overhead shot Service Singles/Doubles Play 	 be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal 		
GIRI	• Rounders • Volleyball	 Game pay Rounders: Throwing/Catching Fielding Bowling Batting Fielding Strategies Batting Strategies Game play 	Volleyball: • Set/Volley • Dig • Spike • Overhead Serves • Blocking • Tactics	learning checklist after each big term.		

Quality of Education - Curriculum

Term

GCSE



Implementation Year 10 - Content CEIAG Personal Development Assessments Topics Assessment type • The structure and Bones Differentiated learning functions of the Structure of the skeleton objectives for students to musculoskeletal • Functions of the skeleton be assessed against every Physical education and sport do not only develop A career in sport allows system • Muscles of the body lesson. many to find a job that our physical abilities it helps with our social and • Structure of a synovial joint Questioning and personal development too. The list below combines something you • Types of freely movable joints that allow answering throughout love with a promising, demonstrates the many areas of personal GCSE different movement lessons. development students will improve within the rewarding job. This How joints differ in design to allow certain types • 10-point end of lesson curriculum will allow Physical Education curriculum: of movement at a joint testing. students to develop a How the major muscles and muscle groups of • End of unit formal passion for sports, opening Resilience the body work antagonistically on the major assessment for each unit many wide-ranging career Responsibility ٠ joints of the skeleton to affect movement in of work where students opportunities in sport. Self-motivation . physical activity at the major movable joint are given an overall grade. Integrity . Although the sports industry • Unit 2- Practical Learning aim A: Understand the rules, regulations Differentiated learning Self-management is highly competitive, there's Sport and scoring systems for selected sports objectives for students to **Communication skills** a wide range of careers to • The Rules (or laws) be assessed against every Collaboration . choose from and, with the Regulations lesson. Empathy . right qualifications and Scoring systems Questioning and Motivating others ٠ dedication, a career in sport • Application of the rules/laws of sports in answering throughout Innovation is achievable. different situations. lessons. Evaluation • Roles of officials. Formal Pearson accredited Becoming a PE Teacher or a • Responsibilities of officials. assignments. Sports Coach are often the Differentiated learning The structure and · The pathway of air most obvious choices for functions of the Gaseous exchange objectives for students to those looking for a way into cardio-respiratory Blood vessels be assessed against every the sports sector, but they're • Structure of the heart lesson. system not the only options. • The cardiac cycle and the pathway of the blood Questioning and • Cardiac output, stroke volume and heart rate answering throughout These are just some of the

lessons.

testing.

10-point end of lesson

assessment for each unit

of work where students

are given an overall grade.

End of unit formal

many other career pathways

Sports Journalism

Sports Nutritionist

Conditioning Coach

Strength and

Sport specific

Personal Trainer

coach

in sport:

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• Mechanics of breathing – the interaction of the

intercostal muscles, ribs and diaphragm in

• Understanding the terms aerobic exercise (in

• The use of aerobic and anaerobic exercise in

practical examples of differing intensities.Excess post-exercise oxygen consumption

(EPOC)/oxygen debt as the result of muscles

the presence of oxygen) and anaerobic exercise

Interpretation of a spirometer trace

(in the absence of enough oxygen).

breathing.



Quality	of Educat	tion - Curriculum				
		• Unit 2: Practical	 respiring anaerobically during vigorous exercise and producing lactic acid. The recovery process from vigorous exercise. Learning aim B: Practically demonstrate skills, 	Differentiated learning	 Leisure Centre Manager Sports Photographer 	
	BTEC	Sport	 techniques and tactics in selected sports: Components of physical fitness. Technical demands. Tactical demands. Safe and appropriate participation. Relevant skills and techniques. Relevant tactics. Effective use of skills and techniques, and the correct application of each component. Effective use of skills, techniques and tactics/ Isolated practices/conditioned practices/ competitive situations. 	 objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. 		
Term 3	GCSE	Movement analysis	 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement. First, second- and third-class lever systems within sporting examples. Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems Analysis of basic movements in sporting examples. Planes and axes of movement. Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions. 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 		
	BTEC	• Unit 2: Practical Sport	Learning aim C: Be able to review sports performance: • Observation checklist • Review performance	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. 		
Term 4	GCSE	Physical training	 Health and fitness The relationship between health and fitness The components of fitness Linking sports and physical activity to the required components of fitness. Reasons for and limitations of fitness testing. Measuring the components of fitness. 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 		



uality of Eu	uucat	ion - Curriculum			
			 Demonstration of how data is collected for fitness testing. The principles of training and overload. Application of the principles of training. Types of training. How to optimise training and prevent injury. Effective use of warm up and cool down. Demonstrate an understanding of how data are collected – both qualitative and quantitative. Present data (including tables and graphs). Analyse and evaluate data 	 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 	
BTI	rec	Unit 6: Leading Sports Activities	Learning aim A: Know the attributes associated with successful sports leadership: • Sports Leaders • Attributes • Responsibilities	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. 	
GC erm 5	CSE	 Non-Examination Assessment (written work 10%) 	 Performance analysis assessment (analysis and evaluation) – 25 marks Students are required to analyse and evaluate a performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification. Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified. This work can be completed in a written format. 	 Verbal feedback can be given to students when working in a controlled environment. No formal written feedback is permitted in the non-examination assessment. 	
BTI	ſEC	Unit 6: Leading Sports Activities	Learning aim B: Undertake the planning and leading of sports activities: • Sports activities • Plan • Lead • Measures of success	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. Observation of practical elements. 	
erm 6 GC	CSE	Paper 1 Revision/Preparation	Weekly work shops on each unit of work covered in terms 1-4.	Differentiated learning objectives for students to	



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			 Examination paper sat in normal exam 	be assessed against every
			conditions and teacher marked.	lesson.
			 Students to analyse examination papers and 	Paper 1 formal assessment
			identify gaps in knowledge.	where students are given
			Gaps of knowledge tasks set for each individual	an overall grade.
			student.	 Closing the gap tasks
				designed for each
				individual student.
		 Unit 6: Leading 	Learning aim C: Review the planning and leading	 Differentiated learning
		Sports Activities	of sports activities:	objectives for students to
			Review	be assessed against every
			 Targets for development. 	lesson.
	BTEC			 Questioning and
				answering throughout
				lessons.
				 Formal Pearson accredited
				assignments.

Quality of Education - Curriculum

Year 11 - Content		11 - Content	Assessments		CEIAG	Personal Development
			Topics	Assessment type		
Term 1	GCSE	Sports Psychology	 Classification of skills (basic/complex, open/closed) The use of goal setting and SMART targets to improve and/or optimise performance Basic information processing Guidance and feedback on performance Mental preparation for performance 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 	A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport.	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum: Resilience Responsibility Self-motivation Integrity
	BTEC	UNIT 1: FITNESS FOR SPORT AND EXERCISE	 Learning aim A: Know about the components of fitness and the principles of training The Rules (or laws) Components of physical fitness Components of skill-related fitness Why fitness components are important for successful participation in given sports Exercise intensity and how it can be determined. The basic principles of training (FITT) Additional principles of training 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination. 	Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the right qualifications and dedication, a career in sport is achievable. Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into	Self-management
Term 2	GCSE	• Socio-cultural influences	 Engagement patterns of different social groups in physical activity and sport Commercialisation of physical activity and sport. Ethical and socio-cultural issues in physical activity and sport. 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 	the sports sector, but they're not the only options. These are just some of the many other career pathways in sport: • Sports Journalism • Sports Nutritionist • Strength and Conditioning Coach • Sport specific coach	
	BTEC	UNIT 1: FITNESS FOR SPORT AND EXERCISE	Learning aim B: Explore different fitness training methods:Requirements for each of the fitness training methods.	 Differentiated learning objectives for students to be assessed against every lesson. 	 Personal Trainer Leisure Centre Manager 	





Quality	OI Luuca	tion - Curriculum				
			 Additional requirements for each of the fitness training method. Fitness training methods. Learning aim C: Investigate fitness testing to determine fitness levels: Fitness test methods for the 10 components of fitness. Importance of fitness testing to sports performers and coaches. Requirements for administration of each fitness test. Interpretation of fitness test results. 	 Questioning and answering throughout lessons. Formal Pearson accredited examination 	• Sports Photographer	
Term 3	GCSE	 Health, fitness and wellbeing. 	 Physical, emotional and social health, fitness and wellbeing. The consequences of a sedentary lifestyle. Energy use, diet, nutrition and hydration. 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 		
	BTEC	 Unit 3: Applying the principles of personal training. 	 Learning aim A: Design a personal fitness training programme: Personal information to aid training programme design. Programme design. 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. 		
Term 4	GCSE	Paper 1 Revision/Preparation	 Weekly work shops on each unit of work covered in terms 1-4. Examination paper sat in normal exam conditions and teacher marked. Students to analyse examination papers and identify gaps in knowledge. Gaps of knowledge tasks set for each individual student. 	 Differentiated learning objectives for students to be assessed against every lesson. Paper 1 formal assessment where students are given an overall grade. Closing the gap tasks designed for each individual student. 		
	BTEC	 Unit 3: Applying the principles of personal training. 	Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training:	 Differentiated learning objectives for students to 		



quanty	of Educat	tion - Curriculum		
			 Musculoskeletal system 	be assessed against every
			 Cardiorespiratory system 	lesson.
				 Questioning and
				answering throughout
				lessons.
				 Formal Pearson accredited
				assignments.
		 Paper 2 	 Weekly workshops on each unit of work 	 Differentiated learning
		Revision/Preparation	covered in terms 1-4.	objectives for students to
			 Examination paper sat in normal exam 	be assessed against every
			conditions and teacher marked.	lesson.
	0.005		 Students to analyse examination papers and 	• Paper 1 formal assessment
	GCSE		identify gaps in knowledge.	where students are given
			• Gaps of knowledge tasks set for each individual	an overall grade.
			student.	 Closing the gap tasks
				designed for each
				individual student.
Term 5		 Unit 3: Applying the 	Learning aim C: Implement a self-designed	Differentiated learning
Э		principles of	personal fitness training programme to achieve	objectives for students to
		personal training.	own goals and objectives:	be assessed against every
			Safely implement a personal fitness training	lesson.
			programme.	 Questioning and
	BTEC		 Training diary for each session recording. 	answering throughout
			 Measures for success. 	lessons.
				0
			Review programme.	elements.
Taura	GCSE	EXAMS	EXAMS	EXAMS
6	BTEC	EXAMS	EXAMS	EXAMS
Term 6	GCSE BTEC	-	Learning aim D: Review a personal fitness training programme: • Review programme. EXAMS	 Formal Pearson accredited assignments. Observation of practical elements. EXAMS

Quality of Education - Curriculum

Year 12 - Content		Assessments			CEIAG	Personal Development
		Topics		Assessment type		
Term 1	 Unit 1: Anatomy and Physiology Unit 5: Application of Fitness Testing 	Unit 1: • The effects of exercise and sports performance on the skeletal system.	Unit 5: • Understand the principles of fitness testing	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 	A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport. Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum: • Resilience • Responsibility
Term 2	 Unit 1: Anatomy and Physiology Unit 5: Application of Fitness Testing 	 Unit 1: The effects of exercise and sports performance on the muscular system. 	 Unit 5: Explore fitness tests for different components of fitness. 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 	right qualifications and dedication, a career in sport is achievable. Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into the sports sector, but they're not the only options. These are just some of the many other career pathways in sport:	 Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
Term 3	 Unit 1: Anatomy and Physiology Unit 5: Application of Fitness Testing 	 Unit 1: The effects of exercise and sports performance on the respiratory system. 	 Unit 5: Explore fitness tests for different components of fitness. 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination. 	 Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager Physiotherapist 	
Term 4	 Unit 1: Anatomy and Physiology Unit 5: Application of Fitness Testing 	 Unit 1: The effects of sport and exercise performance on the cardiovascular system The effects of exercise and sports performance on 	Unit 5: • Undertake evaluation and feedback of fitness test results	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 		





Year 13- Content		Assessments			CEIAG	Personal Development
		Topics		Assessment type		
Term 1	 Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	 Unit 2: Understand the screening processes for training programming. 	 Unit 3: Professional training routes, legislation, skills in the sports industry 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 	A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport. Although the sports industry is highly competitive, there's a wide	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum: • Resilience
Term 2	 Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	Unit 2: • Understand programme- related nutritional needs	Unit 3: • Explore own skills using a skills audit to inform a career development action plan	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 	range of careers to choose from and, with the right qualifications and dedication, a career in sport is achievable. Becoming a PE Teacher or a Sports Coach are often the most obvious	 Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy

Term 3	 Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	Unit 2: • Examine training methods for different components of fitness.	Unit 3: • Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected	 Formal Pearson accredited examination/assignments. Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout 	choices for those looking for a way into the sports sector, but they're not the only options. These are just some of the many other career pathways in sport: • Sports Journalism • Sports Nutritionist • Strength and	 Motivating others Innovation Evaluation
			career pathway.	 lessons. Formal Pearson accredited examination/assignments. 	Conditioning Coach Sport specific coach Personal Trainer Leisure Centre 	
Term 4	 Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	Unit 2: • Understand training programme design.	Unit 3: • Interviews and selected career pathway-specific skills	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 	Manager • Physiotherapist	
Term 5	 Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	Unit 2: • Examination preparation and revision.	 Unit 3: Reflect on the recruitment and selection process and your individual performance 	 Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 		
Term 6	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS

