

Subject: Physical Education

Curriculum vision

The Physical Education vision at Avonbourne Academies is to ensure that all pupils develop competence and confidence. We want students to excel in a broad range of activities and be physically active for sustained periods of time. We also want to create confident members of the community, who pursue and engage in competitive sports and who continue to maintain healthy active lives beyond their academic career.

Our curriculum and enrichment programme are underpinned by three core principles: 'fit to perform', 'fit to lead' and 'fit for life' through the context of physical activity. These three core principles are developed further in our Key stage 4 and 5 provision where students have the opportunity to continue their study of sport at examination level.

Through 'fit to perform' students will master the fundamental skills that improve their physical literacy such as agility, coordination and movement. The mastery of these skills will allow students to access higher levels of participation with confidence and competence.

Through 'fit to lead', students' understanding beyond physical activity such as cooperation and teamwork can be developed. The importance of emotional skills will also be addressed such as increasing self-esteem, self-confidence and inclusivity.

Through 'fit for life', we will educate our students not just for examinations but to be active and confident citizens in the modern world with a love of sport, physical activity and a greater understanding of health and well-being.

The enrichment programme enhances the three core principles through a vast range of extra-curricular opportunities. Students are offered additional practice and recreational play as well as the opportunity to compete in their chosen sport at a local and County level. Trips are also an integral part of enrichment for students allowing them to experience new sports, independence and life skills.



Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	<p>Core PE Fit To Perform: Basketball/ Netball/ Handball: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance Fit to Lead: Badminton/ Basketball: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges Fit for Life: Health Related Fitness: Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle.</p>	<p>Core PE Yr7 students begin with an introduction to skills in isolation, leading partners in simple activities and demonstrating appropriate components of fitness. This enables students to learn the fundamental Fit to Lead, Perform and Life principles.</p>	<p>Core PE Fit To Perform: Basketball/ Netball/ Handball: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance Fit to Lead: Badminton/ Basketball: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges Fit for Life: Health Related Fitness: Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle.</p>	<p>Core PE Yr7 students begin with an introduction to skills in isolation, leading partners in simple activities and demonstrating appropriate components of fitness. This enables students to learn the fundamental Fit to Lead, Perform and Life principles.</p>
Year 8	<p>Core PE Fit To Perform: Basketball/ Netball/ Handball Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements Fit to Lead: Badminton/ Basketball: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges Fit for Life: Health Related Fitness: Sustained stamina for longer periods/ uses CoF to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle.</p>	<p>Core PE Y8 students develop and progress the concepts learnt in year 7. Skills are placed within more pressured situations. Leadership builds to larger numbers. Students demonstrate sustained cardiovascular endurance. Students' practical ability, knowledge of sports and leadership roles are developing. Students need to develop knowledge of how their body adapts to exercise.</p>	<p>Core PE Fit To Perform: Basketball/ Netball/ Handball Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements Fit to Lead: Badminton/ Basketball: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges Fit for Life: Health Related Fitness: Sustained stamina for longer periods/ uses CoF to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle.</p>	<p>Core PE Y8 students develop and progress the concepts learnt in year 7. Skills are placed within more pressured situations. Leadership builds to larger numbers. Students demonstrate sustained cardiovascular endurance. Students' practical ability, knowledge of sports and leadership roles are developing. Students need to develop knowledge of how their body adapts to exercise.</p>



<p>Year 9</p>	<p>Core PE Fit To Perform: Basketball/ netball/ Handball: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements Fit to Lead: Badminton/ Basketball: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience Fit for Life: Health Related Fitness: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Core PE Y9 students revisit sports they have already studied in KS3. They can perform advanced skills, undertake different roles, Eg. official, show good knowledge of rules and can participate in strenuous activity. Students become confident with the sports studied and progress to more complex concepts and roles throughout the key stage.</p>	<p>Core PE Fit To Perform: Basketball/ netball/ Handball: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements Fit to Lead: Badminton/ Basketball: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience Fit for Life: Health Related Fitness: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Core PE Y9 students revisit sports they have already studied in KS3. They can perform advanced skills, undertake different roles, Eg. official, show good knowledge of rules and can participate in strenuous activity. Students become confident with the sports studied and progress to more complex concepts and roles throughout the key stage.</p>
<p>Year 10</p>	<p>Core PE Fit to Perform: Basketball/ Netball/ Handball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Badminton/ Basketball: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Health Related Fitness: Health Related Fitness: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p> <p>BTEC Tech Award: Sport</p>	<p>Core PE As students move into KS4 it is important for students to make stronger links between activity and a healthy activity lifestyle. More emphasis is placed on physical activity and emotional well-being. Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits.</p> <p>BTEC Tech Award: Sport</p>	<p>Core PE Fit to Perform: Basketball/ Netball/ Handball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Badminton/ Basketball: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Health Related Fitness: Health Related Fitness: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p> <p>BTEC Tech Award: Sport</p>	<p>Core PE As students move into KS4 it is important for students to make stronger links between activity and a healthy activity lifestyle. More emphasis is placed on physical activity and emotional well-being. Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits.</p> <p>BTEC Tech Award: Sport</p>



	<p>Component 2: Taking part and improving other participants' sporting performance (Internal assessment)</p> <p>Learning Outcome A – Understand How Different Components of Fitness Are Used in Different Physical Activities</p> <p>Learning Outcome B – Be Able to Participate in Sport</p> <p>Learning Outcome B – Understand the Roles and Responsibilities of Officials</p> <p><u>GCSE Physical Education</u> Paper 1: The human body and movement in physical activity and sport. Unit: Applied Anatomy and Physiology</p>	<p>We are starting the course with Component 2 in Term 1 with the students learning about how the components of fitness affect sports performers to build foundational knowledge vital for the rest of the course. Students will learn how different components of fitness are used in various physical activities. Students will be assessed practically in their ability to participate in sport and understand the roles and responsibilities of officials.</p> <p><u>GCSE Physical Education</u> Students will start their GCSE course with Paper 1: The human body and movement in physical activity and sport. Students will begin by looking at the first teaching unit: Applied Anatomy and Physiology. Within this unit students will start looking at the <i>structure & functions of the musculoskeletal system</i>.</p>	<p>Component 2: Taking part and improving other participants' sporting performance (Internal assessment)</p> <p>Learning Outcome B – Be Able to Participate in Sport</p> <p>Learning Outcome B – Understand the Roles and Responsibilities of Officials</p> <p>Learning Outcome C – Demonstrate Ways to Improve Participants' Sporting Techniques</p> <p><u>GCSE Physical Education</u> Paper 1: The human body and movement in physical activity and sport. Unit: Applied Anatomy and Physiology</p>	<p>Following on from Learning Outcome A, students will now be assessed practically in their ability to participate in sport and understand the roles and responsibilities of officials. Using their knowledge learned in this unit students will demonstrate methods to improve participants' sporting techniques.</p> <p><u>GCSE Physical Education</u> Continuing with Paper 1: The human body and movement in physical activity and sport, and the first teaching unit: Applied Anatomy and Physiology. Students will now look at the <i>structure & functions of the cardiorespiratory system</i>.</p>
Year 11	<p>Core PE Fit to Perform: Basketball/ Netball/ Handball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Badminton/ Basketball: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Health Related Fitness: Health Related Fitness: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the</p>	<p>Core PE As students move into KS4 it is important for students to make stronger links between activity and a healthy activity lifestyle. More emphasis is placed on physical activity and emotional well-being.</p> <p>Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits.</p>	<p>Core PE Fit to Perform: Basketball/ Netball/ Handball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Badminton/ Basketball: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Health Related Fitness: Health Related Fitness: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the</p>	<p>Core PE As students move into KS4 it is important for students to make stronger links between activity and a healthy activity lifestyle. More emphasis is placed on physical activity and emotional well-being.</p> <p>Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits.</p>



	<p>principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p> <p>BTEC Tech Award: Sport Component 2: Taking part and improving other participants' sporting performance (Internal assessment)</p> <p>Learning Outcome A – Understand How Different Components of Fitness Are Used in Different Physical Activities</p> <p>Learning Outcome B – Be Able to Participate in Sport</p> <p>Learning Outcome B – Understand the Roles and Responsibilities of Officials</p>	<p>BTEC Tech Award: Sport We are starting Year 11 with Component 2 following on from Component 1 in year 10. Students will learn how different components of fitness are used in various physical activities. Students will be assessed practically in their ability to participate in sport and understand the roles and responsibilities of officials.</p>	<p>principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p> <p>BTEC Tech Award: Sport Component 2: Taking part and improving other participants' sporting performance (Internal assessment)</p> <p>Learning Outcome B – Be Able to Participate in Sport</p> <p>Learning Outcome B – Understand the Roles and Responsibilities of Officials</p> <p>Learning Outcome C – Demonstrate Ways to Improve Participants' Sporting Techniques</p>	<p>BTEC Tech Award: Sport Following on from Learning Outcome A, students will now be assessed practically in their ability to participate in sport and understand the roles and responsibilities of officials. Using their knowledge learned in this unit students will demonstrate methods to improve participants' sporting techniques.</p>
Year 12	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity</p> <p>Unit 1 - Body systems and the effects of physical activity</p> <ul style="list-style-type: none"> -Understand the skeletal system in relation to exercise and physical activity. -Understand the muscular system in relation to exercise and physical activity - Understand the cardiovascular system in relation to exercise and physical activity 	<p>Whether students are aiming to become a coach, nutritionist, personal trainer or work within the sports industry, knowledge of the human body, its systems and how they function will help them to ensure that their clients gain the benefits of an active, healthy lifestyle. By understanding the effects that physical activity, training and lifestyle can have on the body systems students can ensure that sports and activities are properly focused and do not risk a client's health or wellbeing and will help them to persuade others to pursue and maintain a balanced, active, healthy lifestyle. In this unit students will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity</p> <p>Unit 1 - Body systems and the effects of physical activity</p> <ul style="list-style-type: none"> -Understand the respiratory system in relation to exercise and physical activity - Understand the different energy systems in relation to exercise and physical activity 	<p>Students' understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training, and lifestyle can have on them will be assessed in the form of an external exam in January.</p>



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Year 13	Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 2 – Sports Coaching and activity leadership Using the knowledge gained in Unit 3 students will be able to lead six coaching sessions for a specific sports person.	Students will lead six sessions of coaching in their chosen area. These have already been planned and all have SMART targets. These sessions will take place in lessons and PE teachers will give feedback to the individual sixth from students for them to gain criteria for this unit.	Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 8 – Organisation of a sports event. Understand the professionals involved in organising a sports event.	Students will write up the contributions they made to sports day in the summer. They will discuss the strengths of the roles they carried out and areas for improvement, this will allow them to access necessary grading criteria to pass the unit.
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Term 2



	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	<p>Core PE</p> <p>Fit To Perform: Volleyball/ Rugby: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Football/ table Tennis: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Football/ Gymnastics Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle</p>	<p>Core PE</p> <p>Yr7 progress to looking at simple tactics, verbalising ideas and competing for short periods of sustained exercise.</p> <p>This increases their understanding of more competitive activities and their ability to apply skills learnt.</p>	<p>Core PE</p> <p>Fit To Perform: Volleyball/ Rugby: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Football/ table Tennis/ O.A.A.: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Football/ Gymnastics Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle</p>	<p>Core PE</p> <p>Yr7 progress to looking at simple tactics, verbalising ideas and competing for short periods of sustained exercise.</p> <p>This increases their understanding of more competitive activities and their ability to apply skills learnt.</p>
Year 8	<p>Core PE</p> <p>Fit To Perform: Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Sustained stamina for longer periods/ uses CoFF to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle</p>	<p>Core PE</p> <p>Y8 students develop their ability to use more complex tactics/ compositions, adapting to changing environments, and knowledge of basic anatomical structures.</p> <p>Students have developed their ability to perform in sports and now can increase their understanding of tactics. Their understanding of the body starts to be developed for later units.</p>	<p>Core PE</p> <p>Fit To Perform: Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Sustained stamina for longer periods/ uses CoFF to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle</p>	<p>Core PE</p> <p>Y8 students develop their ability to use more complex tactics/ compositions, adapting to changing environments, and knowledge of basic anatomical structures.</p> <p>Students have developed their ability to perform in sports and now can increase their understanding of tactics. Their understanding of the body starts to be developed for later units.</p>



<p>Year 9</p>	<p><u>Core PE</u></p> <p>Fit To Perform: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements</p> <p>Fit to Lead: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience</p> <p>Fit for Life: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p><u>Core PE</u></p> <p>Students explore decision making in more complex situations/ routines and understand how to adapt sessions according to the principles of training.</p> <p>As students become competent performers, they need to understand how to lead and adapt training to develop confidence for activities outside of school.</p>	<p><u>Core PE</u></p> <p>Fit To Perform: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements</p> <p>Fit to Lead: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience</p> <p>Fit for Life: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p><u>Core PE</u></p> <p>Students explore decision making in more complex situations/ routines and understand how to adapt sessions according to the principles of training.</p> <p>As students become competent performers, they need to understand how to lead and adapt training to develop confidence for activities outside of school.</p>
<p>Year 10</p>	<p><u>Core PE</u></p> <p>Fit to Perform: Volleyball/ Rugby: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance.</p> <p>Fit To Lead: Football/ Table Tennis: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Football/ Gymnastics: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p> <p><u>BTEC Tech Award: Sport</u> Component 1: Preparing Participants to take part in Sport and Physical Activity</p>	<p><u>Core PE</u></p> <p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles.</p> <p>It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health.</p> <p><u>BTEC Tech Award: Sport</u> Students will consider the types of sports available for everyone to participate and</p>	<p><u>Core PE</u></p> <p>Fit to Perform: Volleyball/ Rugby: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance.</p> <p>Fit To Lead: Football/ Table Tennis: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Football/ Gymnastics: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p> <p><u>BTEC Tech Award: Sport</u> Component 1: Preparing Participants to take part in Sport and Physical Activity</p>	<p><u>Core PE</u></p> <p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles.</p> <p>It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health.</p> <p><u>BTEC Tech Award: Sport</u> Student will then continue to investigate equipment and clothing required for</p>



	<p>(Internal assessment)</p> <p>Learning Outcome A – Explore the types and provision of sport and physical activity for different types of participant</p> <p>Learning Outcome B – Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>GCSE Physical Education Paper 1: The human body and movement in physical activity and sport. Unit: Applied Anatomy and Physiology</p>	<p>enjoy. This will allow them to explore the benefits of participation in sport for various target group, for example children or older adults.</p> <p>Student will then investigate equipment and clothing required for participation and how technology can enhance performance as well as motivate, whilst also exploring the limitations of technology, during Learning Outcome B.</p> <p>GCSE Physical Education Continuing with Paper 1: The human body and movement in physical activity and sport, and the first teaching unit: Applied Anatomy and Physiology. Students will now look at the <i>energy systems & effects of exercise</i>.</p>	<p>(Internal assessment)</p> <p>Learning Outcome B – Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>Learning Outcome C – Be able to prepare participants to take part in sport and physical activity</p> <p>GCSE Physical Education Paper 1: The human body and movement in physical activity and sport. Unit: Movement Analysis</p>	<p>participation and how technology can enhance performance as well as motivate, whilst also exploring the limitations of technology.</p> <p>Students will then study the components of a warm-up. They will apply this knowledge by delivering a warm-up, whilst considering different categories of participants and types of physical activities. Students will then complete Pearson-set assignment in preparation for internal assessment.</p> <p>GCSE Physical Education Continuing with Paper 1: The human body and movement in physical activity and sport. We now look to start our second unit: Movement Analysis. Students will start by looking at <i>movement analysis, optimising training & preventing injury</i>.</p>
Year 11	<p>Core PE</p> <p>Fit to Perform: Volleyball/ Rugby: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Football/ Table Tennis: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Football/ Gymnastics: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>Core PE</p> <p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles.</p> <p>It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health.</p>	<p>Core PE</p> <p>Fit to Perform: Volleyball/ Rugby: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Football/ Table Tennis: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Football/ Gymnastics: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>Core PE</p> <p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles.</p> <p>It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health.</p>



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	<p><u>BTEC Tech Award: Sport</u> Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity (External Assessment / Exam)</p>	<p><u>BTEC Tech Award: Sport</u> Year 11's will now start the preparation for their exam. They will learn how to use theoretical knowledge of anatomy, physiology, and physical training to analyse and evaluate performance. Following this analysis students will devise strategies for improving performance.</p>	<p><u>BTEC Tech Award: Sport</u> Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity (External Assessment / Exam)</p>	<p><u>BTEC Tech Award: Sport</u> Year 11's will continue the preparation for their exam. They will learn how to use theoretical knowledge of anatomy, physiology, and physical training to analyse and evaluate performance. Following this analysis students will devise strategies for improving performance.</p>
Year 12	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 3 – Organisation of sport</p>	<p>Students will study the organisation of sport in the UK looking at Government involvement and the main organisations involved in increasing participation and funding. This will allow them to sit an external exam in the summer term.</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 3 – Organisation of sport</p>	<p>Students will study the barriers to participation, target groups and how sports development is organised in this country and how its impact is measured. Students will learn about local, regional and national levels of sport and how sport is structured. This will allow them to sit an external exam in the summer.</p>
Year 13	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 17 – Sports injuries and rehabilitation</p>	<p>Students will understand what an acute and chronic injury is and how to treat them, they will also learn how to differentiate between physiological and psychological factors of injury and basic treatments for injuries.</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 17 – Sports injuries and rehabilitation</p>	<p>Students will understand the methods used to rehabilitate from a serious injury and will write a 10-week rehabilitation programme for a selected athlete. This will allow the students to meet the criteria needed to pass this unit.</p>

Term 3



	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	<p>Core PE</p> <p>Fit To Perform: Athletics/ Softball/ Rounders: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Cricket/ Badminton: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Tennis: Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle.</p>	<p>Core PE</p> <p>Students' progress to identifying strengths and weaknesses of performances, show determination to overcome challenges and can explain how physical activity plays a role in healthy active lifestyle.</p> <p>Students have developed their own physical ability and must now start to use evaluation skills.</p>	<p>Core PE</p> <p>Fit To Perform: Athletics/ Softball/ Rounders: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Cricket/ Badminton: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Tennis: Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle.</p>	<p>Core PE</p> <p>Students' progress to identifying strengths and weaknesses of performances, show determination to overcome challenges and can explain how physical activity plays a role in healthy active lifestyle.</p> <p>Students have developed their own physical ability and must now start to use evaluation skills.</p>
Year 8	<p>Core PE</p> <p>Fit To Perform: Athletics/ Softball/ Rounders: Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Cricket/ Badminton: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Tennis: Sustained stamina for longer periods/ uses Coff to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle.</p>	<p>Core PE</p> <p>Students' build on term 2 by evaluating their own and other performances, reflecting on challenges, and understanding the importance of physical activity.</p> <p>As student's understanding of skills and rules of activities improves, they need to identify how to improve own and others performance and the importance of an active lifestyle.</p>	<p>Core PE</p> <p>Fit To Perform: Athletics/ Softball/ Rounders: Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Cricket/ Badminton: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Tennis: Sustained stamina for longer periods/ uses Coff to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle.</p>	<p>Core PE</p> <p>Students' build on term 2 by evaluating their own and other performances, reflecting on challenges, and understanding the importance of physical activity.</p> <p>As student's understanding of skills and rules of activities improves, they need to identify how to improve own and others performance and the importance of an active lifestyle.</p>



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<p>Year 9</p>	<p>Core PE</p> <p>Fit To Perform: Athletics/ Softball/ Rounders: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements</p> <p>Fit to Lead: Cricket/ Badminton: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience</p> <p>Fit for Life: Tennis: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Core PE</p> <p>Y9 students have an opportunity to develop their analysis of performance, demonstrate resilience and explain the importance of nutrition and hydration.</p> <p>Students increase their understanding of the different opportunities sport can offer. The importance of diet and nutrition are introduced ahead of examination courses.</p>	<p>Core PE</p> <p>Fit To Perform: Athletics/ Softball/ Rounders: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements</p> <p>Fit to Lead: Cricket/ Badminton: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience</p> <p>Fit for Life: Tennis: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Core PE</p> <p>Y9 students have an opportunity to develop their analysis of performance, demonstrate resilience and explain the importance of nutrition and hydration.</p> <p>Students increase their understanding of the different opportunities sport can offer. The importance of diet and nutrition are introduced ahead of examination courses.</p>
<p>Year 10</p>	<p>Core PE</p> <p>Fit to Perform: Athletics/ Softball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance.</p> <p>Fit To Lead: Cricket/ Badminton: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Tennis: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p> <p>BTEC Tech Award: Sport</p>	<p>Core PE</p> <p>The activities change to have more of a focus on individual performance. Students are asked to reflect and evaluate their own and peers' performances, demonstrating resilience and empathy. Students should now have a greater understanding of a healthy lifestyle.</p> <p>BTEC Tech Award: Sport</p>	<p>Core PE</p> <p>Fit to Perform: Athletics/ Softball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance.</p> <p>Fit To Lead: Cricket/ Badminton: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Tennis: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p> <p>BTEC Tech Award: Sport</p>	<p>Core PE</p> <p>The activities change to have more of a focus on individual performance. Students are asked to reflect and evaluate their own and peers' performances, demonstrating resilience and empathy. Students should now have a greater understanding of a healthy lifestyle.</p> <p>BTEC Tech Award: Sport</p>



	<p>Component 1: Preparing Participants to take part in Sport and Physical Activity</p> <p>(Internal assessment)</p> <p>Learning Outcome B – Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>Learning Outcome C – Be able to prepare participants to take part in sport and physical activity</p> <p><u>GCSE Physical Education</u> Paper 1: The human body and movement in physical activity and sport. Unit: Physical Training</p>	<p>Student will continue to investigate equipment and clothing required for participation and how technology can enhance performance as well as motivate, whilst also exploring the limitations of technology.</p> <p>Students will then study the components of a warm-up. They will apply this knowledge by delivering a warm-up, whilst considering different categories of participants and types of physical activities. Students will then complete Pearson-set assignment in preparation for internal assessment.</p> <p><u>GCSE Physical Education</u> Continuing with Paper 1: The human body and movement in physical activity and sport. We now look to start our third unit: Physical Training. We will begin by looking at how the components of fitness link to sport, before looking at fitness testing and methods of training.</p>	<p>Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity</p> <p>(External Assessment / Exam)</p> <p><u>GCSE Physical Education</u> Paper 1: The human body and movement in physical activity and sport. Full review & Mock preparation</p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p>	<p>Year 10's will now start the preparation for their exam. They will learn how to use theoretical knowledge of anatomy, physiology, and physical training to analyse and evaluate performance. Following this analysis students will devise strategies for improving performance.</p> <p><u>GCSE Physical Education</u> Students will review all of the content from the past year as we look to prepare for our Paper 1 Mock exam.</p> <p>We will then look to learn about <i>Sports Psychology</i> and how arousal levels affect sports performance.</p>
Year 11	<p>Fit to Perform: Athletics/ Softball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance.</p> <p>Fit To Lead: Cricket/ Badminton: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Tennis: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the</p>	<p>The activities change to have more of a focus on individual performance. Students are asked to reflect and evaluate their own and peers' performances, demonstrating resilience and empathy. Students should now have a greater understanding of a healthy lifestyle.</p>		



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	<p>importance and models aspects of a healthy lifestyle.</p> <p>BTEC Tech Award: Sport Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity (External Assessment / Exam)</p>	<p>BTEC Tech Award: Sport Year 11's will now start the preparation for their exam. They will learn how to use theoretical knowledge of anatomy, physiology, and physical training to analyse and evaluate performance. Following this analysis students will devise strategies for improving performance.</p>		
Year 12	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 8 – Organisation of a sports event</p>	<p>Students will write about four different roles that they will participate in at school sports days. They will promote the event, discuss risk assessments and create an emergency action plan for the event.</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 8 – Organisation of a sports event</p>	<p>Students will carry out the four roles at sports day and will evaluate how well they carried out the roles and what they could have done better. This will allow them to be assessed in this unit.</p>
Year 13	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity As the student approach the end of the course they will catch up on any missed work and revisit any completed assignments to gain a higher grade. Preparation for any unit resits will take place in this half term.</p>	<p>Assignments will be completed so that the moderation process can take place early so any revisions can be made to students work to give them an opportunity to access the highest grades.</p>		



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Wider reading

Extracurricular Opportunities (competitions, associations and clubs)

Revision Guides

Academic Reading