

**PE**

**2025 – 2026**



**THE GRANGE SCHOOL**



## Physical Education - Boys – Year 7

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming <b>Confident Movers</b>. Students will explore fundamental movement skills and physical literacy and how these areas help them produce movements. They will also explore components of fitness and how it affects their sporting performance.</p> <p>To do this they will spend lessons developing what they:</p> <ul style="list-style-type: none"> <li>• <b>Know</b> - procedural knowledge in how to perform skills and rules of activities and decision making. What it means to co-ordinate movements.</li> <li>• <b>Show</b> - control of movement skills in isolation and in conditioned games. It will also, cover evaluating and improving.</li> <li>• <b>Grow</b> - linked with the school's core value and ethos such as resilience and respect and making informed choices about healthy, active lifestyles.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	Components of fitness Physical literacy – delivered through Gymnastics
<b>Autumn term 2<sup>nd</sup> Half</b>	Badminton. Rugby
<b>Spring term 1<sup>st</sup> Half</b>	Orienteering. Football
<b>Spring term 2<sup>nd</sup> Half</b>	Dance Basketball
<b>Summer term 1<sup>st</sup> Half</b>	Athletics.
<b>Summer term 2<sup>nd</sup> Half</b>	Cricket. Rounders. Tennis
<b>Assessments</b>	<p>Students are assessed each half-term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>
<b>Homework Structure</b>	<p>Students are not currently set homework.</p>
<b>School-based enrichment opportunities</b>	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter-form competitions.</p>
<b>Resources available for home-based study</b>	<p>Community based clubs/activities.</p>

## Subject: Physical Education - Girls – Year 7

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming <b>Confident Movers</b>. Students will explore fundamental movement skills and physical literacy and how these areas help them produce movements. They will also explore components of fitness and how it affects their sporting performance.</p> <p>To do this they will spend lessons developing what they:</p> <ul style="list-style-type: none"> <li>• <b>Know</b> - procedural knowledge in how to perform skills and rules of activities and decision making. What it means to co-ordinate movements.</li> <li>• <b>Show</b> - control of movement skills in isolation and in conditioned games. It will also, cover evaluating and improving.</li> <li>• <b>Grow</b> - linked with the school's core value and ethos such as resilience and respect and making informed choices about healthy, active lifestyles.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	Components of Fitness Physical Literacy – delivered through Football
<b>Autumn term 2<sup>nd</sup> Half</b>	Gymnastics. Hockey.
<b>Spring term 1<sup>st</sup> Half</b>	Badminton. Dance.
<b>Spring term 2<sup>nd</sup> Half</b>	Orienteering. Netball
<b>Summer term 1<sup>st</sup> Half</b>	Athletics.
<b>Summer term 2<sup>nd</sup> Half</b>	Cricket. Rounders. Tennis
<b>Assessments</b>	<p>Students are assessed each half-term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>
<b>Homework Structure</b>	<p>Students are not currently set homework.</p>
<b>School-based enrichment opportunities</b>	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter-form competitions.</p>
<b>Resources available for home-based study</b>	<p>Community based clubs/activities.</p>

## Physical Education – Year 8

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming versatile performers. This is achieved through the development of movement skills performed in different situations and the application of rules. We have created single gender groups and mixed gender groups to create different pathways within levels of performance and raising the standard of physical literacy and building an enjoyment of participation in physical activity. They will spend lessons developing what they:</p> <ul style="list-style-type: none"> <li>• <b>Know</b> - procedural knowledge in how to perform skills and rules of activities and decision making. The importance of using advanced skills in controlling movements.</li> <li>• <b>Show</b> - fluency of movement skills in isolation and in conditioned games. It will also, cover evaluating and improving.</li> <li>• <b>Grow</b> - linked with the school's core value and ethos such as creativity and a can-do attitude and making informed choices about healthy, active lifestyles.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> half</b>	Rugby and Badminton for single gender groups Gymnastics and Orienteering for mixed gender groups
<b>Autumn term 2<sup>nd</sup> half</b>	Basketball and Netball for single gender groups Fitness and Football for mixed gender groups
<b>Spring term 1<sup>st</sup> half</b>	Handball and Fitness for single gender groups Rugby and Basketball for mixed gender groups
<b>Spring term 2<sup>nd</sup> half</b>	Gymnastics and Football for single gender groups Netball and Badminton for mixed gender groups
<b>Summer term 1<sup>st</sup> half</b>	Athletics.
<b>Summer term 2<sup>nd</sup> half</b>	Cricket. Rounders. Tennis
<b>Assessments</b>	<p>Students are assessed each half term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>
<b>Homework Structure</b>	<p>Students are not currently set homework.</p>
<b>School-based enrichment opportunities</b>	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter form competitions.</p>
<b>Resources available for home-based study</b>	<p>Community based clubs/activities.</p>

## Physical Education – Year 9

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming Independent Athletes. This is achieved by students learning to apply more complex skills to a conditioned game context and are given opportunities to manage their own actions. Students will also explore the transfer of skills within activities and the benefits of fitness testing and links to training. They will spend lessons developing what they:</p> <ul style="list-style-type: none"> <li>• <b>Know</b> - procedural knowledge in how to perform skills and rules of activities and decision making in a variety of activities.</li> <li>• <b>Show</b> – precision in their movement skills in isolation and in conditioned games. It will also cover evaluating and improving.</li> <li>• <b>Grow</b> - linked with the school's core value and ethos such as independence and self-management and making informed choices about healthy, active lifestyles.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn Term 1<sup>st</sup> half</b>	Fitness and Football for single gender groups Handball and Basketball for mixed gender groups.
<b>Autumn Term 2<sup>nd</sup> half</b>	Basketball and Netball for single gender groups Football and Orienteering for mixed gender groups
<b>Spring Term 1<sup>st</sup> half</b>	Badminton and Orienteering for single gender groups. Gymnastics and Tag Rugby for mixed gender groups
<b>Spring Term 2<sup>nd</sup> half</b>	Handball and Gymnastics for single gender groups. Fitness and Netball for mixed gender groups
<b>Summer Term 1<sup>st</sup> half</b>	Athletics.
<b>Summer Term 2<sup>nd</sup> half</b>	Cricket. Rounders. Tennis
<b>Assessments</b>	Students are assessed each half-term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.
<b>Homework Structure</b>	Students are not currently set homework but may have work set when options for exam groups are made.
<b>School-based enrichment opportunities</b>	All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter-form competitions.
<b>Resources available for home-based study</b>	Community based clubs/activities.

## GCSE PE

<b>Course Details</b>	<p><b>Exam Board: OCR</b></p> <p><b>Level: GCSE (LEVEL 2)</b></p> <p><b>Examination Structure: 4 units of work comprising 2 exam papers and coursework including the practical moderation of 3 sports and an analysis and evaluation of performance.</b></p> <p><b>Coursework / Controlled Assessment: Assessed in 3 sports (from approved list) and planning of personal exercise programme</b></p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.</li> <li>• Understand how the physiological and psychological state affects performance in physical activity and sport</li> <li>• Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas</li> <li>• Develop their ability to analyse and evaluate to improve performance in physical activity and sport</li> <li>• Understand the contribution that physical activity and sport make to health, fitness and well-being.</li> <li>• Understand the key socio-cultural influences that can affect people’s involvement in physical activity and sport.</li> </ul>
<b>Curriculum Content – Year 10</b>	
<b>Autumn Term</b> (September – December)	<p><b>J587/01 Physical factors affecting performance</b></p> <p>1.1 Applied anatomy and physiology Students to look at the structure and functions of the various body systems and how they respond to exercise in both the short and long term. They will look at the differences between aerobic and anaerobic exercise and how the body adapts to them</p>
<b>Spring Term</b> (January - April)	<p><b>J587/04 Practical Performances</b></p> <p>The assessment consists of students completing <b>three</b> physical activities from a set list. One must be a <b>team</b> activity. One must be an <b>individual</b> activity. The final activity can be a <b>free</b> choice.</p> <p>Students must participate in three <b>separate</b> activities. They will be assessed against set assessment criteria found in the <i>approved sporting performance list</i>. Each activity can last up to 12 hours.</p> <p>These will be assessed by the teacher and moderated by OCR. <b>The practical activities will last right through to January of Year 11.</b></p> <p><b>J587/01 Physical factors affecting performance</b></p> <p>1.2 Physical training</p> <p>Students will look at an introduction into biomechanics and how the body uses levers to produce movement and also planes of movement.</p> <ul style="list-style-type: none"> <li>• Physical training methods and principles.</li> </ul> <p>Students will look at the relationship between health and fitness and the different components of fitness. They will also look at how training can be tailored to individuals needs and aimed at making improvements in certain areas of fitness.</p>

<b>Summer 1<sup>st</sup> Half Term</b> (May-June)	<b>Unit 1: Fitness and Body Systems</b> <ul style="list-style-type: none"> <li>• Use of data.</li> </ul> Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods Present data (including tables and graphs) Interpret data accurately Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport.
<b>Summer 2<sup>nd</sup> Half Term</b> (June-July)	<b>J587/02 Socio-cultural issues and sports psychology</b> <p>2.1 Socio-cultural influences  Students to look at how their environment around them will influence participation and the effect business and money has on sport.</p> <p>2.2 Sports psychology  Students will look at the classification of skill and how we can set targets to improve our learning. The influence of feedback and how we use guidance to learn and prepare.</p>
<b>Curriculum Content – Year 11</b>	
<b>Autumn Term</b> (September – December)	<b>J587/02 Socio-cultural issues and sports psychology</b> <p>2.3 Health, fitness and well-being  Students to look at how Physical, Emotional and Social health have an impact on our well-being and the consequences of leading a sedentary lifestyle. Students will also look at the impact of nutrition and hydration on energy levels and participation.</p> <ul style="list-style-type: none"> <li>• Use of data</li> </ul> Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. Demonstrate an understanding of how data is collected in fitness, physical and sport activities – using both qualitative and quantitative methods Present data (including tables and graphs) Interpret data accurately Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport
<b>Spring Term</b> (January - May)	<b>J587/05 Analysis and Evaluation of Performance</b> <p>Non-examined assessment: internally marked and externally moderated  10% of the qualification  20 marks</p> <p><b>Content overview</b>  This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer’s performance in one activity.</p> <p><b>Assessment overview</b>  The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.  These will be assessed by the teacher and moderated by Pearson.</p> <p><b>THE PRACTICAL MODERATION WILL ALSO TAKE PLACE WITHIN THIS TERM.</b></p>

<b>Assessments</b>	4 units of work comprising 2 exam papers and coursework including the practical moderation of 3 sports and a Personal Exercise Programme.
<b>Homework / independent study</b>	Students will gather video evidence of them performing in their chosen sports. Exam questions to consolidate learning of lesson.
<b>School-based enrichment opportunities</b>	Students are encouraged to use core PE sessions to improve their skills in isolation and game situations. There are also opportunities to represent the school in interschool competition to help moderate scores.
<b>Resources available for home-based study</b>	All resources will be available through the shared drive and also the Teams class. Revision books are also available through the school finance dept.

## BTEC Tech Award SPORT

<b>Course Details</b>	<p><b>Exam Board: Pearson/Edexcel</b></p> <p><b>Level: BTEC Tech Award in Sport (Level 1 / Level 2)</b></p> <p><b>Examination Structure:</b> A mixture of written exam and exam board set and school marked assignments which are then moderated.</p> <p><b>Coursework / Controlled Assessment:</b> Written Exam – 60 marks. Written and practical coursework – 2 units of work.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Encourage personal development through practical participation and performance in a range of sports and exercise activities.</li> <li>• Give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of specialist units.</li> <li>• Encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select skills from units available in the qualification structure.</li> <li>• Provide education and training for sport, leisure and recreation employees.</li> </ul>
<b>Curriculum Content – YEAR 10</b>	
<b>Autumn Term</b> (September – December)	<p><b>Component 1: Preparing participants to take part in sport and physical activity</b></p> <p>A. Explore types and provision of sport and physical activity for different types of participant Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity.</p>
<b>Spring Term</b> (January - April)	<p><b>Component 1: Preparing participants to take part in sport and physical activity</b></p> <p>B. Examine equipment and technology required for participants to use when taking part in sport and physical activity C. Be able to prepare participants to take part in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</p>
<b>Summer 1<sup>st</sup> Half Term</b> (May - June)	<p><b>Component 2: Taking part and improving other participants sporting performance.</b></p> <p>A. Understand how different components of fitness are used in different physical activities Learners will investigate the components of fitness and their effect on performance and take part in practical sport.</p>
<b>Summer 2<sup>nd</sup> Half Term</b> (June - July)	<p><b>Component 2: Taking part and improving other participants sporting performance.</b></p> <p>B. Be able to participate in sport and understand the roles and responsibilities of officials C. Demonstrate ways to improve participants sporting techniques. Students will explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants’ sporting performance.</p>

<b>Curriculum Content – YEAR 11</b>	
<b>Autumn Term</b> (September – December)	<p><b>Component 3: Developing fitness to improve other participants performance in sport and physical activity</b></p> <p>Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.</p> <p>AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</p> <p>AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</p> <p>AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</p> <p>AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</p>
<b>Spring Term</b> (January - May)	Revision and prep for resits of the external exam.
<b>Assessments</b>	<p>Components 1 and 2 have assignments that will be set and marked internally. They will also be externally moderated.</p> <p>Component 3 is assessed in the form of an exam which students can resit. This paper has multiple choice, short and longer exam-style questions.</p>
<b>Homework / independent study</b>	<p>Some homework will be revision-based for the Component 3 exam, some will be completed in relation to assignments.</p> <p>Once students are set an assignment, they are expected to complete these assignments independently.</p>
<b>School-based enrichment opportunities</b>	Students can join and help run school clubs to practice and hone leadership skills.
<b>Resources available for home-based study</b>	All resources are available via Teams and student shared drive. These include PLCs and specifications, sample exams, revision aids, knowledge organisers for their learning and access to the assignment briefs. They will also be placed on Teams within the individual class channel.

## Physical Education – Core - Boys

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming Young leaders in sport and Active role models. They will spend lessons developing what they:</p> <ul style="list-style-type: none"> <li>• <b>Know</b> - procedural knowledge in how to lead activities and apply decision making and tactical skills across a number of activities. Students will also develop skills of sportsmanship and fair play. Students will value the benefit of lifelong participation.</li> <li>• <b>Show</b> – flair in movement skills in isolation and in conditioned games. It will also, cover evaluating and improving. Students will also show skills in building team cohesion and leadership skills.</li> <li>• <b>Grow</b> - linked with the school’s core value and ethos such as leadership and empathy. Students will look to enjoy the activities so they will be encouraged to continue doing the activity when they leave school. Students will also show an understanding of the beneficial effects of exercise on your body and its value for health and fitness generally.</li> </ul>
<b>Curriculum Content – Year 10</b>	
<b>Autumn Term</b> (September to December)	Rugby Fitness for life Handball Badminton
<b>Spring Term</b> (January to April)	Football Fitness in sport Sports leadership Gaelic football
<b>Summer Term</b> (May to June)	Athletics Tennis
<b>Summer Term</b> (June to July)	Cricket Rounders
<b>Curriculum Content – Year 11</b>	
<b>Autumn Term</b> (September to December)	Rugby Football Fitness in Sport Badminton Rugby
<b>Spring Term</b> (January to April)	Basketball Football Fitness for Life Handball Gaelic football
<b>Summer Term</b> (May to July)	Lifelong participation options Study leave
<b>Assessments</b>	<p>Students are assessed each half-term on the activities they have completed. The criteria used to assess is based on their Attitude to learning. This will come from their application to the key learning objectives mentioned above and also how well the students conduct themselves in lessons – being fully equipped and also working hard in each lesson.</p>

<b>Homework Structure</b>	Students are not set homework.
<b>School-based enrichment opportunities</b>	All students are encouraged to attend extra-curricular sports clubs, represent school sports teams, and set targets for improvement and to participate in inter-form competitions. Community based clubs/activities.
<b>Resources available for home-based study</b>	<b>Fitness work and quizzes available on Teams and the student shared drive.</b>

## Physical Education – Core - Girls

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete units of work to help them achieve the overall concept of becoming Young leaders in sport and Active role models. They will spend lessons developing what they:</p> <ul style="list-style-type: none"> <li>• <b>Know</b> – procedural knowledge in how to lead activities and apply decision making and tactical skills across a number of activities. Students will also develop skills of sportsmanship and fair play. Students will value the benefit of lifelong participation.</li> <li>• <b>Show</b> – flair in movement skills in isolation and in conditioned games. It will also, cover evaluating and improving. Students will also show skills in building team cohesion and leadership skills.</li> <li>• <b>Grow</b> – linked with the school’s core value and ethos such as leadership and empathy. Students will look to enjoy the activities so they will be encouraged to continue doing the activity when they leave school. Students will also show an understanding of the beneficial effects of exercise on your body and its value for health and fitness generally.</li> </ul>
<b>Curriculum Content – Year 10</b>	
<b>Autumn Term</b> (September to December)	Fitness for life Tournament tactics and play Football Handball
<b>Spring Term</b> (January to April)	Fitness in sport Badminton Sports leadership Officiating in games
<b>Summer Term</b> (May to June)	Athletics Tennis
<b>Summer term</b> (June to July)	Cricket Rounders
<b>Curriculum Content – Year 11</b>	
<b>Autumn Term</b> (September to December)	Netball Circuit training Well- being  Tactical and tournament play Basketball Football
<b>Spring Term</b> (January to April)	Fitness to music Yoga / Pilates Badminton  Positive risks in physical activity Volleyball
<b>Summer Term</b> (May to July)	Lifelong participation options Study leave
<b>Assessments</b>	<p>Students are assessed each half-term on the activities they have completed. The criteria used to assess is based on their Attitude to learning. This will come from their application to the key</p>

	learning objectives mentioned above and also how well the students conduct themselves in lessons – being fully equipped and also working hard in each lesson.
<b>Homework Structure</b>	Students are not set homework.
<b>School-based enrichment opportunities</b>	All students are encouraged to attend extra-curricular sports clubs, represent school sports teams, and set targets for improvement and to participate in inter form competitions. Community based clubs/activities.
<b>Resources available for home-based study</b>	<b>Fitness work and quizzes available on Teams and the student shared drive.</b>

## Sport (PE) BTEC

<b>Course Details</b>	<p><b>Exam Board: Pearson</b></p> <p><b>Level 3: National Foundation Diploma (7 units from 1-11)</b></p> <p><b>Examination Structure:</b> 2 written exams (externally marked)</p> <p><b>Unit 1:</b> Anatomy and Physiology <b>Unit 2:</b> Fitness training and programming for health, sport and well being</p> <p><b>Coursework/Controlled Assessment:</b> Unit 2 is done in a controlled assessment manner in which students can bring research notes based from a pre-release material. These notes are checked and signed off by the Subject teacher.</p> <p>Any other units are internally marked and assessed coursework units.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Gain specialist knowledge and technical skills within the sporting industry.</li> <li>• Understand and develop skills and knowledge within different fields of the sporting industry.</li> <li>• Develop Independent study skills and organisation.</li> </ul>
<b>Curriculum Content – Year 12</b>	
<b>Autumn Term</b> (September – December)	<p><b>Unit 1: Anatomy and Physiology</b></p> <ul style="list-style-type: none"> <li>• Know the structure and function of the skeletal system.</li> <li>• Know the structure and function of the muscular system.</li> <li>• Know the structure and function of the cardiovascular system.</li> <li>• Know the structure and function of the respiratory system.</li> <li>• Know the different types of energy systems.</li> <li>• Understand and apply the effects of exercise to the different body systems.</li> </ul> <p><b>Unit 2: Fitness training and programming for health, sport and well-being</b></p> <ul style="list-style-type: none"> <li>• Know different methods of training.</li> <li>• Plan and take part in a training programme.</li> <li>• Understand and apply the principles of training.</li> </ul>
<b>Spring Term</b> (January - April)	<p><b>Unit 7: Practical Sports Performance</b></p> <ul style="list-style-type: none"> <li>• Know the key factors that influence Health and Safety in Sport.</li> <li>• Be able to carry out risk assessments.</li> <li>• Be able to plan a safe sporting activity in time to music.</li> </ul> <p><b>Unit 4: Leadership in Sport</b></p> <ul style="list-style-type: none"> <li>• Know the qualities, characteristics and roles of effective sports leaders.</li> <li>• Know the importance of psychological factors in leading sports activities.</li> <li>• Be able to plan a sports activity.</li> <li>• Be able to lead a sports activity.</li> </ul>
<b>Summer Term</b> (May - July)	<p><b>Unit 3: Professional development in the sports industry</b></p> <ul style="list-style-type: none"> <li>• Understand career and jobs opportunities in the sports industry.</li> <li>• Know how to administer own skills audit to inform career development plan.</li> <li>• Demonstrate the processes that can lead to a successful job offer.</li> <li>• Use own experience to review selection process.</li> </ul> <p><b>Unit 8: Coaching for performance</b></p> <ul style="list-style-type: none"> <li>• Know the roles, responsibilities and skills of sports coaches.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know the techniques used by coaches to improve the performance of athletes.</li> <li>• Be able to plan a sports coaching session.</li> <li>• Be able to deliver and review a sports coaching session.</li> </ul>
<b>Curriculum Content Year 13</b>	
<b>Autumn Term</b> (September – December)	<p><b>Unit 6: Sports Psychology</b></p> <ul style="list-style-type: none"> <li>• Investigate methods of learning in sport.</li> <li>• Know how the mind is used to gain an advantage in the sports industry.</li> <li>• Understand and develop techniques to use the ???</li> </ul> <p><b>Unit 10: Sports Event Organisation</b></p> <ul style="list-style-type: none"> <li>• Understand how to organise a sporting event.</li> <li>• Know the skills and develop your own organisation.</li> <li>• Organise a sporting event of your choice.</li> </ul>
<b>Spring Term</b> (January - May)	<p><b>Unit 5: Application of fitness testing</b></p> <ul style="list-style-type: none"> <li>• Know and apply different fitness tests.</li> <li>• Understand the importance of testing correctly and safely.</li> <li>• Be able to interpret data and make use of it.</li> <li>• Be able to use health screening techniques.</li> <li>• Be able to administer appropriate fitness tests.</li> <li>• Be able to interpret the results of fitness tests and provide feedback.</li> </ul> <p><b>Unit 9: Research methods in Sport</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of research in sporting environments.</li> <li>• Examine key issues that impact on the effectiveness and quality of research in sport.</li> <li>• Apply appropriate research methods to a selected research problem in sport.</li> </ul>
<b>Assessments</b>	<p>Candidates will be assessed via oral and written projects, assignments and assessments of their practical abilities during training and performance.</p> <p>Year 12 students will sit an externally assessed unit of coursework on <b>Unit 2: Fitness training and programming for health, sport and well-being</b>. Also in Year 12, students will sit an exam on <b>Unit 1: Anatomy and physiology</b> in the Winter exam series. They will have a chance to resit at the end of Year 12.</p>
<b>Homework / independent study</b>	Students are set tasks related to completing assignments. Prep time for external assessment is given as well. Independent study time is given for completing assignments.
<b>Equipment required</b>	Approved P.E. kit. Revision guide.
<b>School-based enrichment opportunities</b>	Students use study time to complete assignments, some assignments will involve working with Primary School Festivals and key stage 3 core P.E. lessons.
<b>Resources available for home-based study</b>	Resources available on school intranet and VLE.