

Autumn- Half term 1

		Theory x 2	Practical X 1												
Activity content		<p><u>3.1.3.1 The relationship between health and fitness and the role that exercise plays in both (Paper 1)</u></p> <ol style="list-style-type: none"> Health and fitness recap, including the relationship between health and fitness. <p>Chapter 3</p> <p><u>3.1.3.2 The components of fitness, benefits for sport and how fitness is measured and improved (Paper 1)</u></p> <ol style="list-style-type: none"> The components of fitness. Linking sports and activities to the required components of fitness. Reasons for and limitations of fitness testing. Measuring the components of fitness and demonstrating how data is collected. <p><u>3.1.3.3 The principles of training and their application to personal exercise/training programme</u></p> <ol style="list-style-type: none"> The principles of training and overload Application of the principles of training Types of training 	<p>NEA: Non-Examined assessment of practical performance in physical activity and sport.</p> <p>Handball - 3 weeks of practical assessment</p> <p>Netball – 4 weeks of practical assessment</p> <p>Part 1 – Skills (10 Marks)</p> <ul style="list-style-type: none"> Demonstrate ability to develop and apply core skills & techniques in increasingly demanding and progressive drills. <p>Part 2 – Full Context (15 Marks)</p> <ul style="list-style-type: none"> Demonstrate ability to apply the core skills & techniques to their specific position if appropriate, in full context of the activity. 												
NC Links		Students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport, including	Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Develop their technique and improve their performance in other competitive sports. Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.												
IT in the curriculum – IT1/IT2/IT3															
Assessment / moderation		<ul style="list-style-type: none"> Pupils will be assessed through exam questions Assessment of paper 1 through mini tests and definition tests 	<ul style="list-style-type: none"> Students will be assessed against the AQA NEA criteria. Moderation of ability to perform the activity at moderation day. 												
Key Vocab		<table border="0"> <tr> <td>Cardiovascular endurance</td> <td>Agility</td> </tr> <tr> <td>Balance</td> <td>Coordination</td> </tr> <tr> <td>Flexibility</td> <td>Muscular Endurance</td> </tr> <tr> <td>Power</td> <td>Speed</td> </tr> <tr> <td>Reaction Time</td> <td>Strength</td> </tr> <tr> <td>Qualitative</td> <td>Quantitative</td> </tr> </table>	Cardiovascular endurance	Agility	Balance	Coordination	Flexibility	Muscular Endurance	Power	Speed	Reaction Time	Strength	Qualitative	Quantitative	
Cardiovascular endurance	Agility														
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Reaction Time	Strength														
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Careers	linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, leisure centre worker See link on last page for more detail.													
	Employability skills	Aiming high, Creativity, Leadership, Listening, Staying positive, Teamwork, Literacy, Independence, Communication													
Prior learning and misconceptions		<p>Prior Learning: Understanding of Fitness, Components of Fitness from previous lessons. Outside of School engagement.</p> <p>Misconceptions: Reading data, what is a good level of fitness, types of fitness, components of fitness.</p>													
Homework/reading tasks		<ul style="list-style-type: none"> Revision and key vocab tests – weekly Exam questions every 2 weeks 	<ul style="list-style-type: none"> Recording/design of session plans - weekly 												

Autumn- Half term 2

		Theory x 2	Practical X 1																
Activity content		<p>Chapter 3 <u>3. 1.3.4 How to optimise training and prevent injury (Paper 1)</u> 9. Calculating intensities to optimise training effectiveness</p> <p>10. Considerations to prevent injury</p> <p>11. Specific training techniques – high altitude training as a form of aerobic training</p> <p>12. Seasonal Aspects</p> <p>13. Warm up and Cool down</p> <p>Performance analysis assessment: (CW)</p> <ul style="list-style-type: none"> - Pick performance they are going to analyse - Strength and weaknesses of skill - Strength and weaknesses of Fitness 	<p>NEA: Non-Examined assessment of practical performance in physical activity and sport.</p> <p>Rugby - 4 weeks of practical assessment</p> <p>Football – 3 weeks of practical assessment</p> <p>FINAL WEEK – 1 week of volleyball practical assessment</p> <p>Part 1 – Skills (10 Marks)</p> <ul style="list-style-type: none"> • Demonstrate ability to develop and apply core skills & techniques in increasingly demanding and progressive drills. <p>Part 2 – Full Context (15 Marks)</p> <p>Demonstrate ability to apply the core skills & techniques to their specific position if appropriate, in full context of the activity.</p>																
NC Links		Students must enable students to make the connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance.																	
IT in the curriculum – IT1		Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Develop their technique and improve their performance in other competitive sports. Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Understand the relationship between health and fitness and the role that exercise plays in both																	
Assessment / moderation		End of unit examination Assessed against the AQA NEA criteria	Students will be assessed against the AQA NEA criteria. Moderation of ability to perform the activity at moderation day.																
Key Vocab		<table border="0"> <tr> <td>Frequency</td> <td>Intensity</td> <td>Time</td> <td>Type</td> </tr> <tr> <td>Progressive Overload</td> <td>Specificity</td> <td>Tedium</td> <td>Circuit Training</td> </tr> <tr> <td>Repetition</td> <td>Plyometrics</td> <td>Continuous Training</td> <td>Fartlek Training</td> </tr> <tr> <td>Interval Training</td> <td>DOMS</td> <td></td> <td></td> </tr> </table>	Frequency	Intensity	Time	Type	Progressive Overload	Specificity	Tedium	Circuit Training	Repetition	Plyometrics	Continuous Training	Fartlek Training	Interval Training	DOMS			
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Careers	linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker See link on last page for more detail.																	
	Employability skills	Aiming high, Creativity, Staying positive, Literacy, Independence,																	
Prior learning and misconceptions		Prior Learning: Understanding of Training, Principles of Fitness in lessons. Outside of School engagement. Misconceptions: Types of training, methods of training, overtraining, high quality training.																	
Homework/reading tasks		Homework <ul style="list-style-type: none"> • Exam questions - weekly • Completing Coursework tasks • Everleaner tasks 																	

Spring - Half term 1

		Theory x 2	Practical X 1																				
Activity content Skills used		<p>Chapter 4 3.2.1 Sports psychology (Paper 2) 1. Classification of skills (basic/complex, open/closed)</p> <p>2. The use of goal setting and SMART targets to improve and/or optimise performance</p> <p>3. Basic information processing</p> <p>4. Guidance and feedback on performance</p> <p>5. Mental preparation for performance</p>	<p>NEA: Non-Examined assessment of practical performance in physical activity and sport. Basketball - 3 weeks of practical assessment Badminton – 4 weeks of practical assessment Part 1 – Skills (10 Marks)</p> <ul style="list-style-type: none"> • Demonstrate ability to develop and apply core skills & techniques in increasingly demanding and progressive drills. <p>Part 2 – Full Context (15 Marks)</p> <ul style="list-style-type: none"> • Demonstrate ability to apply the core skills & techniques to their specific position if appropriate, in full context of the activity. 																				
NC Links IT in the curriculum – IT1		<p>Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Develop their technique and improve their performance in other competitive sports. Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport</p>																					
Assessment / moderation		Weekly quizzes and 5 a day's to update knowledge.	Students will be assessed against the AQA NEA Criteria. Moderation of ability to perform the activity at moderation day.																				
Key Vocab		<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Extrovert</td> <td>Motivation</td> </tr> <tr> <td>Skill</td> <td>Ability</td> </tr> <tr> <td>Trait</td> <td>Basic Skill</td> </tr> <tr> <td>Complex Skill</td> <td>Performance Goals</td> </tr> <tr> <td>Outcome Goals</td> <td>SMART</td> </tr> <tr> <td>Intrinsic</td> <td>Kinaesthetic</td> </tr> <tr> <td>Extrinsic</td> <td>Information Processing</td> </tr> <tr> <td>Guidance</td> <td>Feedback</td> </tr> <tr> <td>Arousal</td> <td>Aggression</td> </tr> <tr> <td>Introvert</td> <td></td> </tr> </table>		Extrovert	Motivation	Skill	Ability	Trait	Basic Skill	Complex Skill	Performance Goals	Outcome Goals	SMART	Intrinsic	Kinaesthetic	Extrinsic	Information Processing	Guidance	Feedback	Arousal	Aggression	Introvert	
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Careers	linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker See link on last page for more detail.																					
	Employability skills	Aiming high, Creativity, Staying positive, Literacy, Independence,																					
Prior learning and misconceptions		<p>Prior Learning: Learning from lessons, experiences outside of school, watching sporting events. Misconceptions: Models of Information Processing, types of trait, outcome goals, types of personality.</p>																					
Homework/reading tasks		<ul style="list-style-type: none"> • Exam questions - weekly • Completing Coursework tasks • Everleaner Tasks 																					

Spring- Half term 2										
	Theory X 2	Practical X 1								
Activity content Skills used	<p>Chapter 4 Revision of Chapter 6 and tests/mocks</p> <p>Performance analysis assessment: (CW) Evaluation – the use of theoretical principles to cause improvement (10 marks)</p>	<p>NEA: Non-Examined assessment of practical performance in physical activity and sport. Gymnastics - 2 weeks of practical assessment Trampolining – 2 weeks of practical assessment FINAL WEEK: 1 week for potential alternative assessments. Part 1 – Skills (10 Marks)</p> <ul style="list-style-type: none"> • Demonstrate ability to develop and apply core skills & techniques in increasingly demanding and progressive drills. <p>Part 2 – Full Context (15 Marks) Demonstrate ability to apply the core skills & techniques to their specific position if appropriate, in full context of the activity</p>								
NC Links	<p>Students must enable students to make the connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Develop their technique and improve their performance in other competitive sports. Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Understand the relationship between health and fitness and the role that exercise plays in both</p>									
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Careers	linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker See link on last page for more detail.								
	Employability skills	Aiming high, Creativity, Problem solving, Staying positive, Teamwork, Literacy, Independence, Communication								
Prior learning and misconceptions	<p>Prior Learning: Learning from previous lessons, sporting experiences outside of school, watching sporting events. Misconceptions: Types of skill, tactical changes, effective ways to evaluate and reflect.</p>									
Homework/reading tasks	<ul style="list-style-type: none"> • Exam questions - weekly • Completing Coursework tasks • Everleaner tasks 									

Summer - Half term 1

		Theory 1 lesson	Practical 2 lessons
Activity content Skills used		<p>Chapter 6 3.2.3.1 Physical, emotional and social health, fitness and wellbeing 3.2.3.2 The consequences of a sedentary lifestyle</p>	<p>NEA: Non-Examined assessment of practical performance in physical activity and sport. Athletics – 3 weeks of practical assessment Tennis – 3 weeks of practical assessment Part 1 – Skills (10 Marks) <ul style="list-style-type: none"> Demonstrate ability to develop and apply core skills & techniques in increasingly demanding and progressive drills. Part 2 – Full Context (15 Marks) Demonstrate ability to apply the core skills & techniques to their specific position if appropriate, in full context of the activity.</p>
NC Links		<p>Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. lead healthy, active lives and are physically active for sustained periods of time. Students must enable students to make the connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Develop their technique and improve their performance in other competitive sports. Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Understand the relationship between health and fitness and the role that exercise plays in both</p>	
Assessment / moderation		<p>End of Chapter tests Mocks</p>	<p>Students will be assessed against the AQA NEA criteria. Moderation of ability to perform the activity at moderation day.</p>
Key Vocab		<p>Physical Health Well Being Fitness Obesity Somatotype</p>	<p>Mental Health Social Sedentary Hypertension</p>
Careers	linked roles	<p>PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker See link on last page for more detail.</p>	
	Employability skills	<p>Aiming high, Creativity, Problem solving, Staying positive, Teamwork, Literacy, Independence, Communication</p>	
Prior learning and misconceptions		<p>Prior Learning: Prior learning from lessons, experiences outside of school, watching sporting events. Misconceptions: Effective coaching, types of coaching style, traits of a high quality coach/trainer.</p>	
Homework/reading tasks		<ul style="list-style-type: none"> Exam questions - weekly Completing Coursework tasks Everleaner tasks 	

Summer - Half term 2		
	Theory X 1 lessons	Practical X 2 Lessons
Activity content Skills used	<p>Chapter 6 3.2.3.3 Energy use, diet, nutrition and hydration <u>Revision of Chapter 3's and catch up on coursework.</u></p>	<p>NEA: Non-Examined assessment of practical performance in physical activity and sport. Cricket - 3 weeks of practical assessment Alternative Assessment Opportunity – Recap/Re-assess other sports. Part 1 – Skills (10 Marks)</p> <ul style="list-style-type: none"> • Demonstrate ability to develop and apply core skills & techniques in increasingly demanding and progressive drills. <p>Part 2 – Full Context (15 Marks) Demonstrate ability to apply the core skills & techniques to their specific position if appropriate, in full context of the activity.</p>
NC Links	<p>Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. lead healthy, active lives and are physically active for sustained periods of time Students must enable students to make the connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Develop their technique and improve their performance in other competitive sports. Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Understand the relationship between health and fitness and the role that exercise plays in both.</p>	
Assessment / moderation	<p>End of Chapter tests Mocks</p>	<p>Students will be assessed against the AQA NEA criteria. Moderation of ability to perform the activity at moderation day.</p>
Key Vocab	<p>Calorie Expenditure Nutrition Hydration</p>	
Careers	linked roles	<p>PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker See link on last page for more detail.</p>
	Employability skills	<p>Aiming high, Creativity, Problem solving, Staying positive, Teamwork, Literacy, Independence, Communication</p>
Prior learning and misconceptions	<p>Prior Learning: Prior experience in lessons, experience from sporting fixtures, watching sporting events. Misconceptions: A balanced diet, what constitutes to a balanced, healthy diet.</p>	
Homework/reading tasks	<p>Ongoing Learning Quizzes Mock Exam Questions</p>	<p>Past Paper Revision Learning questionnaires.</p>

Teaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher>
Coaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach>
Sports science <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist>
Player <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional>
Personal trainer <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer>
Fitness instructor <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/fitness-instructor>
Referee <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee>
Leisure centre worker <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/leisure-centre-assistant>