



Topic Name	Term	Skills Developed	Next link in curriculum	Link to prior learning
Optimising Training	Autumn	- Develop knowledge and understanding of the seven different methods of training (know and understand the definition, benefits of each method and sporting examples) - Continuous - Fartlek - Interval - Circuit - Weight - Plyometrics - HIIT - Develop understanding of the term 'FITT' and be able to use this in personal AEP action plan and training programmes. - Develop knowledge and understanding of the key components of a warm up and cool down and the physical benefits and importance of completing them.	- Section 4 AEP – Action Plan - Paper 1 Physical Factors affecting performance paper - Section A questions; multiple choice questions, 2 and 3 marks questions. Section B questions; 4 and 5 mark questions. 6 mark questions.	Prior knowledge – KS3 fitness lessons allow a basic understanding of types of training such as circuit and continuous training. All year 7 pupils have the opportunity to experience continuous training through the year 7 cross country race and 12-minute cooper run.
Characteristics of skilful movement	Autumn	- Develop knowledge and understanding of what a motor skill is and what the characteristics of skilful movement are. - Know the definitions of the characteristics of skilful	Paper 2 Socio-cultural issues and sports psychology - Section A questions; multiple choice questions, 2 and 3 marks questions. Section B questions; 4 and 5 mark questions. 6 mark questions.	



		movements and be able to link to sporting examples.		
Classification of skills	Autumn	• Know continua used in the classification of skills; - Simple-complex skills (difficulty continuum) - Open-closed skills (environmental continuum) • Be able to place a range of sports and skills on each continua and justify placement of skill.	• Section 3 AEP – Movement analysis and classification of skill • Paper 2 Socio-cultural issues and sports psychology - Section A questions; multiple choice questions, 2 and 3 marks questions. Section B questions; 4 and 5 mark questions. 6 mark questions.	Links to GCSE PE coursework – classification of skills.
Goal Setting	Autumn	• Develop understanding of the importance of goal setting and the benefits. • Know what is meant by the term 'SMART' and be able to link to sporting examples and action plans. - Specific - Measurable - Achievable - Recorded • Timed	• Section 4 AEP – Action Plan • Paper 2 Physical Factors affecting performance paper - Section A questions; multiple choice questions, 2 and 3 marks questions. Section B questions; 4 and 5 mark questions. 6 mark questions.	



Mental Preparation	Autumn	• Mental preparation techniques and be able to apply practical examples Imagery Mental Rehearsal Selective Attention Positive Thinking • Relevance and importance of mental preparation during sport • Benefits and consequences	• Links to next topic of Guidance and Feedback as mental preparation can be used in conjunction with guidance given to enable development in sport	Links to prior learning of some individuals through practical performance, as they will understand how preparing your mind can positively or negatively affect you during sport
Engagement Patterns of different social groups in physical activity and sport	Spring	• Be familiar with current trends in participation in sport; Sport England NGB's DCMS • Understand how different factors can affect participation; Age, Gender, Ethnicity, Religion/culture, Family, Education, Opportunity, Discrimination, Environment, Media coverage, Role models • Understand strategies that can be used to improve participation; Promotion, Provision, Access • Apply examples to participation issues	• Can link to other topics such as Health, Fitness and Well-being and how participation in sport can contribute to a healthy lifestyle	Individual's learning has previously developed in practical activities that links to aspects of engagement patterns, students will be able to describe ways of being engaged in sports from personal experienced



Commercialisation of physical activity and sport	Spring	• Understand the influence of the media on the commercialisation of physical activity and sport • Know the different types of media; Social Internet TV/Visual Newspapers/Magazines • Know the meaning of commercialisation and the Golden Triangle (Sport, Sponsorship, Media) and recognise the positive and negative effects. • Understand the influence of sponsorship on the commercialisation of sport	• Can also link to Health, Fitness and Well-being as increased participation can lead to positive effects on the body and a healthy lifestyle • Knowledge here can be developed with understanding for individual's own sports and pathways into elite sport	Can link to previous topic of participation rates and strategies to improve participation in physical activity and sport, aiming to increase participation using influences that make people more aware of sport
Ethical and Socio-cultural issues in physical activity and sport	Spring	• Definitions of; Sportsmanship Gamesmanship Deviance • Apply practical examples • Know the reasons why sports performers use drugs and their effect on performance • Know the reasons for player violence and give practical examples	• It can link to physical, social and emotional factors that can either positively or negatively affect someone's performance in sport • Students should be confident now answering exam style questions and these will be frequent now at the end of the course	Drugs topic can link back to Paper 1 effects of exercise on the body, short term and long term adaptations to the heart, muscles and lungs



Effects of exercise on body system	Summer	• Develop knowledge and understanding of the short and long-term effects of exercise on muscles, bones, the respiratory system and cardiovascular system. • Develop ability to apply understanding of the short and long-term effects to a range of different sporting examples.	• Paper 1 Physical Factors affecting performance paper - Section A questions; multiple choice questions, 2 and 3 marks questions. Section B questions; 4 and 5 mark questions. 6 mark questions.	Prior knowledge – exploring the body systems (skeletal system, muscular system, cardiovascular system, respiratory system) taught in year 9.
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