



Topic Name	Term	Skills Developed	Next link in curriculum	Link to prior learning
PREVENTION OF INJURY	Autumn	<ul style="list-style-type: none"> • Develop knowledge and understanding of how to prevent injury when participating in sport • Know how to minimise risks by using appropriate equipment, clothing, lifting equipment correctly, performing a warm up and cool down and making sure performers perform at an appropriate level of competition. • Know the potential hazards in a range of sport settings and the impact they have. 	<ul style="list-style-type: none"> • Section 4 AEP – Action Plan (Risk assessment) • 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 – understanding of preventing injury through KS3 PE lessons. All pupils taught how to warm up effectively. All pupils understand from year 7 how to minimise risks by wearing the correct PE kit and not wearing jewellery.
CHARACTERISTICS OF SKILFUL MOVEMENT	Autumn	<ul style="list-style-type: none"> • 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 movements and be able to link to sporting examples. 	<ul style="list-style-type: none"> • 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. 	
CLASSIFICATION OF SKILLS	Autumn	<ul style="list-style-type: none"> • Know continua used in the classification of skills; <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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.<ul style="list-style-type: none">- Specific- Measurable- Achievable- Recorded• Timed	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Mental preparation techniques and be able to apply practical examples<ul style="list-style-type: none">ImageryMental RehearsalSelective AttentionPositive Thinking• Relevance and importance of mental preparation during sport• Benefits and consequences	<ul style="list-style-type: none">• 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
GUIDANCE AND FEEDBACK	Spring	<ul style="list-style-type: none">• Understand different types of guidance, and their advantages and disadvantages<ul style="list-style-type: none">ManualMechanicalVerbalVisual• Apply practical examples• Understand different types of feedback<ul style="list-style-type: none">IntrinsicExtrinsicKnowledge of PerformanceKnowledge of Results	<ul style="list-style-type: none">• Can link to engagement patterns as receiving guidance and feedback in different ways can help to motivate performers and help them stick to training / perseverance in sport	Links back to previous topic of mental preparation, as guidance and feedback can be used to allow performers to improve their technique and focus using mental preparation techniques



		<p>Positive Negative</p> <ul style="list-style-type: none"> Apply practical examples 		
ENGAGEMENT PATTERNS OF DIFFERENT SOCIAL GROUPS IN PHYSICAL ACTIVITY AND SPORT	Spring	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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



		<p>Triangle (Sport, Sponsorship, Media) and recognise the positive and negative effects.</p> <ul style="list-style-type: none">• Understand the influence of sponsorship on the commercialisation of sport		
ETHICAL AND SOCIO-CULTURAL ISSUES IN PHYSICAL ACTIVITY AND SPORT	Spring	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<p>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</p>