


Curriculum and Skills Mapping Template

Subject : PE Key Stage: 3 Year: 7 (GIRLS / BOYS / BOTH)

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1 (Sept-Oct)	Hockey Swimming Rugby Interval Training	Levels of Blooms taxonomy applied to skill development: 1. Understand how to perform skill 2. Demonstrate the skill in isolation 3. Apply the skill in an open situation 4. Analyse performance 5. Evaluation of self and others	Formative Assessment: 1. Observation throughout unit 2. Questioning 3. Peer & Self-Assessment against core & advanced skills	<ul style="list-style-type: none"> Understanding Application Analysis Creating Evaluation 	6Rs: When and Where in PE? Readiness to learn: Turn up to lesson on time, with correct equipment and with a positive attitude
Autumn 2 (Oct- Dec)	Gymnastics (floor) Hockey Badminton Rugby Basketball Swimming Cross Country	Athletics: Shot, Discus, Javelin, Hurdles, Long, Triple and High Jump, Sprints, Distance		<u>Global/IOM/ Subject Links:</u>	
Spring 1 (Jan-Feb)	Netball Circuit Training Swimming Football Orienteering Basketball Interval Training	Badminton: Forehand & Backhand Low and High Serves, Overhead Clear, Drop Shot, Net Shots, Smash, Doubles Basketball: Passing, Dribbling, Shooting, Triple Threat Position, Defending, Games	Summative Assessment: 1. End of unit assessment for each sport/ activity (Emerging,	Links to other subjects – Skeletal, Muscular, Respiratory & Circulatory Systems ☑ Biology Links to Global picture – Benefits of a healthy and active lifestyle Links to IOM – Links to local sports clubs through 'Southern 6'	Remembering: Remember and use key terminology alongside retain key information about skills
Spring 2 (Feb- Mar)	Swimming Gymnastics Netball Football Cricket	Cricket: Bowling, Batting (Grip, Stance, Drive, Cross Bat), Running between wicket			Relationships:

	<p>Basketball Football Interval Training</p>	<p>Cross Country: Running for distance, Running for Time, Personal Bests, Inter House Competition</p>	<p>Developing, Secure, Mastery)</p> <p>2. Grading recorded to inform report</p>	<p>Be able to build and maintain relationships with staff and peers</p> <p>Reflectiveness:</p> <p>Be able to reflect on performance and use your reflection to build on ability/knowledge</p> <p>Resourcefulness:</p> <p>Use a wide range of tools to aid learning. Be able to apply the skills taught in lesson in game situations</p> <p>Resilience:</p> <p>Be able to be gracious in winning or losing and use these experiences to grow</p>
<p>Summer 1 (Apr – May)</p>	<p>Rounders Cricket Softball Athletics</p>	<p>Fitness: Methods of training – Circuit & interval</p> <p>Football: Passing and Control, Dribbling, Shooting, Running with ball, Defence, Match Play</p>		
<p>Summer 2 (May-Jul)</p>	<p>Softball Ultimate Frisbee Rugby Longball Athletics Cricket Short Tennis</p>	<p>Gymnastics (floor): Floor Work, Rolls, Balances, Travel, Control, Tension, Extension, Designing group routines</p> <p>Hockey: Grip and handling, Dribbling, Passing/Receiving, Shooting, Defending</p> <p>Longball: Game awareness, Fielding, Teamwork, Decision Making</p> <p>Netball: Passing, Footwork, Creating space, Attacking play, Shooting, Stages of Defense, Rules, Match Play</p> <p>Orienteering: Map work, following line features, compass work, route navigation</p> <p>Rugby: Passing, Running with the ball, Tackling, Rucking, Scrum, Ball presentation</p> <p>Rounders: Catching, Fielding, Bowling, Batting, Tactics</p>		


		<p>Short Tennis: Ball/Racket Familiarization, Forehand, Backhand, Cross Court, Doubles, Singles</p> <p>Softball: Pitching, Striking, Fielding, Gameplay</p> <p>Swimming: Front Crawl, Breaststroke, Backstroke, Butterfly</p> <p>Ultimate Frisbee: Throwing technique, Forehand, Back Hand, Marking, Stalling, Interception</p>			
--	--	---	--	--	---

Curriculum and Skills Mapping Template

Subject : PE Key Stage: 3 Year: 8 (GIRLS / BOYS / BOTH)

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1 (Sept-Oct)	Hockey Swimming Rugby Basketball Interval Training	<p>Levels of Blooms taxonomy applied to skill development:</p> <ol style="list-style-type: none"> Understand how to perform skill Demonstrate the skill in isolation Apply the skill in an open situation Analyse performance Evaluation of self and others 	<p>Formative Assessment:</p> <ol style="list-style-type: none"> Observation throughout unit Questioning Peer & Self-Assessment against core & advanced skills 	<ul style="list-style-type: none"> Understanding Application Analysis Creating Evaluation 	<p>6Rs: When and Where in PE?</p> <p>Readiness to learn:</p> <p>Turn up to lesson on time, with correct equipment and with a positive attitude</p>
Autumn 2 (Oct- Dec)	Hockey Football Rugby Basketball Swimming Cross Country	<p>Athletics: Shot, Discus, Javelin, Hurdles, Long, Triple and High Jump, Sprints, Distance</p>	<p>Summative Assessment:</p> <ol style="list-style-type: none"> End of unit assessment for each sport/ activity (Emerging, Developing, Secure, Mastery) 	<p>Prior learning</p> <ul style="list-style-type: none"> PE Schemes of Work taught previously EC programmes attended Representing CRHS in fixtures and interschool competitions Expectations previously outlined (listen and act on instructions, cooperate with 	<p>Remembering:</p> <p>Remember and use key terminology alongside retain key information about skills</p>
Spring 1 (Jan-Feb)	Netball Circuit Training Swimming Basketball Interval Training Football	<p>Badminton: Forehand & Backhand Low and High Serves, Overhead Clear, Drop Shot, Net Shots, Smash, Doubles</p> <p>Basketball: Passing, Dribbling, Shooting, Man to Man Defence, Half-Court & Full Court Press, Triple Threat Position, Defending, Games</p>			
Spring 2 (Feb- Mar)	Swimming Dance Netball Football Interval Training	<p>Cricket: Bowling, Batting (Drives, Cuts, Sweeps, Creativity), Fielding, Running, Wicket Keeping</p>			<p>Relationships:</p>

<p>Summer 1 (Apr – May)</p>	<p>Rounders Cricket Softball Athletics</p>	<p>Cross Country: Running for distance, Running for Time, Personal Bests, Inter House Competition</p>	<p>2. Grading recorded to inform report</p>	<p>others, adversity to challenge, positive attitude to learning, safety in different sports, respect, communication and punctuality)</p> <p><u>Global/IOM/ Subject Links:</u></p> <p>Links to other subjects – Skeletal, Muscular, Respiratory & Circulatory Systems @ Biology</p> <p>Links to Global picture – Benefits of a healthy and active lifestyle</p> <p>Links to IOM – Links to local sports clubs through 'Southern 6'</p>	<p>Be able to build and maintain relationships with staff and peers</p> <p>Reflectiveness: Be able to reflect on performance and use your reflection to build on ability/knowledge</p> <p>Resourcefulness: Use a wide range of tools to aid learning. Be able to apply the skills taught in lesson in game situations</p> <p>Resilience: Be able to be gracious in winning or losing and use these experiences to grow</p>
<p>Summer 2 (May-Jul)</p>	<p>Rounders Softball Ultimate Frisbee Rugby Longball Athletics Cricket Short Tennis</p>	<p>Dance: Cheerleading Motifs, Cannon, Mirroring, Group Choreography, Control, Tension, Extension</p> <p>Fitness: Methods of training – Circuit & interval</p> <p>Football: Passing and Control, Dribbling, Shooting, Running with Ball, Shape, Possession, Penetration of Defenses, Defense, Match Play</p> <p>Hockey: Dribbling to Outwit, Passing/Receiving on the move, Dynamic Shooting, Defending</p> <p>Longball: Game awareness, Fielding, Teamwork, Decision Making</p> <p>Netball: Passing, Dynamic Footwork, Creating Space, Attacking Play, Shooting, Stages of Defense, Rules, Match Play & Tactical</p> <p>Orienteering: Map work, following line features, compass work, route navigation</p> <p>Rugby: Passing, Running, Tackling, Rucking, Scrum, Ball Presentation, Backs Moves, Alignment, Mauling</p> <p>Rounders:</p>			


		<p>Catching, Fielding, Bowling, Batting, Tactics</p> <p>Short Tennis: Ball/Racket Familiarization, Forehand, Backhand, Cross Court, Singles, Doubles, Umpiring, Scoring</p> <p>Softball: Pitching, Striking, Fielding, Gameplay</p> <p>Swimming: Front Crawl, Breaststroke, Backstroke, Butterfly</p> <p>Ultimate Frisbee: Throwing technique, Forehand, Back Hand, Marking, Stalling, Interception</p>			
--	--	---	--	--	---

Curriculum and Skills Mapping Template

Subject : PE Key Stage: 3 Year: 9 (GIRLS / BOYS / BOTH)

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1 (Sept-Oct)	Hockey Badminton OAA Rugby Basketball Interval Training	<p>Levels of Blooms taxonomy applied to skill development:</p> <ol style="list-style-type: none"> Understand how to perform skill Demonstrate the skill in isolation Apply the skill in an open situation Analyse performance Evaluation of self and others 	<p>Formative Assessment:</p> <ol style="list-style-type: none"> Observation throughout unit Questioning Peer & Self-Assessment against core & advanced skills 	<ul style="list-style-type: none"> Understanding Application Analysis Creating Evaluation 	<p>Employability Skills: When and Where in PE?</p> <p>Ability to Learn:</p>
Autumn 2 (Oct- Dec)	Hockey Badminton OAA Volleyball Rugby Table Tennis Basketball Cross Country	<p>Athletics: Shot, Discus, Javelin, Hurdles, Long, Triple and High Jump, Sprints, Distance</p> <p>Badminton: Forehand & Backhand Low and High Serves, Overhead Clear, Drop Shot, Net Shots, Smash, Doubles</p>	<p>Summative Assessment:</p> <ol style="list-style-type: none"> End of unit assessment for each sport/ activity (Emerging, Developing, Secure, Mastery) 	<p>Prior learning</p> <ul style="list-style-type: none"> PE Schemes of Work taught previously EC programmes attended Representing CRHS in fixtures and interschool competitions Expectations previously outlined (listen and act on instructions, cooperate with 	<p>Engaging in lessons and taking part in independent study completing homework and online lessons when needed</p> <p>Communication:</p> <p>Communicating effectively with peers through peer assessment in a range of topics including Gymnastics</p>
Spring 1 (Jan-Feb)	Netball HRF Circuit Training Tag Rugby Badminton Interval Training Football	<p>Basketball: Passing, Dribbling, Shooting, Defence Variety, Triple Threat Position, Defending, Screening, Inbound Plays, Games</p> <p>Cricket: Bowling Varying Lines and Lengths (spin/ seam), Batting (judging length, hitting over the top, quick singles), Advanced Fielding</p>			
	Swimming				<p>Resilience:</p>

<p>Spring 2 (Feb- Mar)</p>	<p>HRF Gymnastics (Vaulting) Tag Rugby Netball Handball Interval Training Football</p>	<p>Cross Country: Running for distance, Running for Time, Personal Bests, Inter House Competition</p> <p>Dance: Cheerleading Motifs, Cannon, Mirroring, Group Choreography, Control, Tension, Extension</p> <p>Fitness/HRF: Methods of Training, Principles of Training, Fitness Testing, Circuit Training, Weight Training, Creating a Training Programme, HIIT, Interval Training</p>	<p>2. Grading recorded to inform report</p>	<p>others, adversity to challenge, positive attitude to learning, safety in different sports, respect, communication and punctuality)</p>	<p>The ability to continuously try and push yourself to succeed both independently & within a team. In either a physical PE session or a theoretical setting</p>
<p>Summer 1 (Apr – May)</p>	<p>Rounders Cricket Softball Athletics</p>	<p>Football: Advanced Core Skills, Ball Skills, Shape, Possession, Penetration of Defenses, Defense, 11-aside Match Play, Defending and Attacking Set Pieces</p>		<p><u>Global/IOM/ Subject Links:</u></p>	<p>Teamwork:</p>
<p>Summer 2 (May-Jul)</p>	<p>Rounders Softball Ultimate Frisbee Rugby Longball Athletics Cricket Short Tennis</p>	<p>Gymnastics (Vaulting): Jumping and Landing, Using Springboards, Through Vault, Straddle Vault, Cat Spring, Handspring Floor & Vault Routines</p> <p>Hockey: Transition to 11-aside Dimension, Set Pieces, Setting a Press, Advanced Core Skills</p> <p>Longball: Game awareness, Fielding, Teamwork, Decision Making</p> <p>Netball: Advanced Core Skills, Zonal Defence, Set Pieces, Match Play & Tactical Awareness</p> <p>Orienteering: Map work, following line features, compass work, route navigation</p>		<p>Links to other subjects – Skeletal, Muscular, Respiratory & Circulatory Systems @ Biology</p> <p>Links to Global picture – Benefits of a healthy and active lifestyle</p> <p>Links to IOM – Links to local sports clubs through 'Southern 6'</p>	<p>Working within a team during lessons and at extra-curricular clubs towards a shared goal</p> <p>Problem Solving:</p> <p>Being able to react and respond to a variety of situations within a range of sports. Being able to discuss ways in which we can progress drills or game play</p> <p>Self-Awareness:</p> <p>Being able to evaluate and monitor your own performance within lessons including being</p>

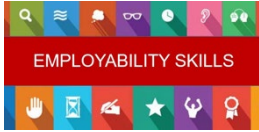
		<p>Rugby: Passing, Tackling, Rucking, Line Outs, Scrum, Ball Presentation, Kicking, Conversions, Backs Moves, Alignment, Mauling</p> <p>Rounders: Catching, Fielding, Bowling, Batting, Tactics</p> <p>Short Tennis: Ball/Racket Familiarization, Forehand, Backhand, Cross Court, Singles, Doubles, Umpiring, Scoring</p> <p>Softball: Pitching, Striking, Fielding, Gameplay</p> <p>Table Tennis: Forehand & Backhand, Push, Top Spin, Slice, Serves, Smash, Doubles</p> <p>Ultimate Frisbee: Throwing technique, Forehand, Back Hand, Marking, Stalling, Interception</p> <p>Volleyball: Dig, Set, Spike, Block, Serve, Match Play</p>			<p>able to reflect on your performance and adjust</p> 
--	--	---	--	--	---

Curriculum and Skills Mapping Template

Subject : PE Key Stage: 4 Year: 10 (IGCSE PE)

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn Term	<p>Chapter 1: The Skeleton and its Function</p> <p>Chapter 2: Respiratory System</p> <p>Chapter 3: Circulatory System</p> <p>Practical (<i>all delivered against IGCSE practical coursework criteria</i>):</p> <ol style="list-style-type: none"> Cross Country Lifesaving Hockey Rugby 	<p>Chapter 1: The Skeleton and its Function</p> <ul style="list-style-type: none"> Joint types, structure and formation, Movement at joints Muscles Antagonistic muscle action Muscle fibre types <p>Chapter 2: Respiratory System</p> <ul style="list-style-type: none"> The pathway of air and gaseous exchange The mechanics of breathing Breathing volumes and minute ventilation <p>Chapter 3: Circulatory System</p> <ul style="list-style-type: none"> Components of blood Heart structure and function Cardiac output 	<p>Formative Assessment:</p> <ol style="list-style-type: none"> Observation throughout unit Questioning Peer & Self-Assessment against core & advanced skills in IGCSE Practical Coursework Syllabus 10 Questions each lesson 	<ul style="list-style-type: none"> Understanding Application Analysis Creating Evaluation <p>Prior learning</p> <ul style="list-style-type: none"> PE Schemes of Work Yr.7 - Yr.9 Inter school fixtures / competitions & house events Links with Local Sports Clubs creating opportunities to enrich learning beyond the school setting 	<p>Employability Skills: When and Where in PE?</p> <p>Ability to Learn</p> <p>Engaging in lessons and taking part in independent study completing homework and online lessons. Alongside utilising revision resources including extra classes and Everlearner</p> <p>Communication</p> <p>Communicating effectively with peers through peer assessment in a</p>

<p>Spring Term</p>	<p>Chapter 4: Energy supply & the effects of exercise on the body</p> <p>Chapter 5: Simple Biomechanics</p> <p><i>Practical (all delivered against IGCSE practical coursework criteria):</i></p> <ol style="list-style-type: none"> 1. Netball 2. Football 3. Table Tennis 4. Badminton 5. Rounders 	<p>Chapter 4: Energy supply & the effects of exercise on the body</p> <ul style="list-style-type: none"> • Aerobic & anaerobic respiration • Recovery • Short term effects of exercise • Long term effects of exercise <p>Chapter 5: Simple Biomechanics</p> <ul style="list-style-type: none"> • Principles of force • Applications of force • Levers 	<p>on prior learning (established routine)</p> <p>Summative Assessment:</p> <ol style="list-style-type: none"> 1. End of unit assessment for each sport against IGCSE criteria. Score out of /25 	<p><u>Global/IOM/ Subject Links:</u></p> <p>Links to other subjects – Anatomy & physiology, Biology and Simple Biomechanics</p> <p>Links to Global picture – Benefits of a healthy and active lifestyle</p> <p>Links to IOM – Links to local sports clubs and local facilities</p>	<p>practical and theoretical setting. Being able to take part in in class discussions across a range of theoretical topics</p> <p>Resilience</p> <p>The ability to continuously try and push yourself to succeed both independently & within a team. In either a physical PE session or a theoretical setting</p>
<p>Summer Term</p>	<p>Chapter 6 : Health, Well-Being & Fitness</p> <p>Chapter 7: Training</p> <p><i>Practical (all delivered against IGCSE practical coursework criteria):</i></p> <ol style="list-style-type: none"> 1. Athletics 2. Weight Training for Fitness 3. Cricket 	<p>Chapter 6: Health, Well-Being & Fitness</p> <ul style="list-style-type: none"> • Diet and energy sources • Components of fitness <p>Chapter 7: Training</p> <ol style="list-style-type: none"> 1. Principles of training and overload 2. Fitness testing & VO2 Max 3. Methods of training 4. Warming up and cooling down 	<ol style="list-style-type: none"> 2. End of Chapter Assessments 3. Yr.10 & Yr.11 Mocks 4. Completion of end of chapter checkpoints on Everlearner supporting platform 		<p>Teamwork</p> <p>Working within a team during lessons and at extra-curricular clubs towards a shared goal</p> <p>Problem Solving</p> <p>Being able to react and respond to a variety of situations within a range of sports. Being able to discuss ways in which we can progress</p>


					<p>drills or game play. Being able to answer exam questions in timed settings</p> <p>Self-Awareness</p> <p>Being able to evaluate and monitor your own performance within lessons including being able to reflect on your performance and adjust including identifying areas needed to revisit and revise</p>  <p>The logo for 'EMPLOYABILITY SKILLS' features a central red banner with the text 'EMPLOYABILITY SKILLS' in white. Above the banner is a row of seven colorful icons: a magnifying glass, a list, a person, glasses, a speech bubble, a lightbulb, and a group of people. Below the banner is another row of seven colorful icons: a hand, a calendar, a pencil, a star, a person, a person with a star, and a person with a star.</p>
--	--	--	--	--	--

Curriculum and Skills Mapping Template

Subject : PE Key Stage: 4 Year: 11 (IGCSE PE)

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn Term	<p>Chapter 8: Skills and skill acquisition</p> <p>Chapter 9: Psychology</p> <p><i>Practical (completion of video moderation – create videos in practical lesson time):</i></p> <ol style="list-style-type: none"> 1. Hockey 2. Rugby 3. Weight Training for Fitness 4. Lifesaving 5. All individual videos to be collected (e.g. horse riding) 	<p>Chapter 8: Skills and skill acquisition</p> <ul style="list-style-type: none"> • Skill and ability • Skill performance and skill classification • Simple information-processing model • The stages of learning • Feedback and Guidance <p>Chapter 9: Psychology</p> <ul style="list-style-type: none"> • Goal setting • Motivation and mental preparation • Arousal and Anxiety • Relaxation techniques • Personality types • 	<p>Formative Assessment:</p> <ol style="list-style-type: none"> 1. Observation throughout unit 2. Questioning 3. Peer & Self-Assessment against core & advanced skills in IGCSE Practical Coursework Syllabus 4. 10 Questions each lesson on prior 	<ul style="list-style-type: none"> • Understanding • Application • Analysis • Creating • Evaluation <p>Prior learning</p> <ul style="list-style-type: none"> • PE Schemes of Work Yr.7 - Yr.9 • Inter school fixtures / competitions & house events • Links with Local Sports Clubs creating opportunities to enrich learning beyond the school setting 	<p>Employability Skills: When and Where in PE?</p> <p>Ability to Learn</p> <p>Engaging in lessons and taking part in independent study completing homework and online lessons. Alongside utilising revision resources including extra classes and Everlearner</p> <p>Communication</p> <p>Communicating effectively with peers through peer assessment in a practical and</p>
Spring Term	Chapter 10: Social and Cultural	<p>Chapter 10: Social and Cultural</p> <ul style="list-style-type: none"> • Leisure & recreation • Sponsorship and Media 			

	<p>Chapter 11: Ethics and Other Issues</p> <p>Practical (<i>completion of video moderation – create videos in practical lesson time</i>):</p> <ol style="list-style-type: none"> 1. Netball 2. Football 3. Cricket 4. Rounders 	<ul style="list-style-type: none"> • Professional and amateur performers <p>Chapter 11: Ethics and Other Issues</p> <ul style="list-style-type: none"> • PED'S • Risk and risk assessment • Injuries 	<p>learning (established routine)</p> <p>Summative Assessment:</p> <ol style="list-style-type: none"> 1. End of unit assessment for each sport against IGCSE criteria. Score out of /25 	<p><u>Global/IOM/ Subject Links:</u></p> <p>Links to other subjects – Anatomy & physiology, Biology and Simple Biomechanics</p> <p>Links to Global picture – Benefits of a healthy and active lifestyle</p> <p>Links to IOM – Links to local sports clubs and local facilities</p>	<p>theoretical setting. Being able to take part in in class discussions across a range of theoretical topics</p> <p>Resilience</p> <p>The ability to continuously try and push yourself to succeed both independently & within a team. In either a physical PE session or a theoretical setting</p>
<p>Summer Term</p>	<p>Whole syllabus Revision</p>	<p>Revision:</p> <ul style="list-style-type: none"> • Recap of all Chapters • Exam Technique • Consolidating in additional sessions 	<ol style="list-style-type: none"> 2. End of Chapter Assessments 3. Yr.10 & Yr.11 Mocks 4. Completion of end of chapter checkpoints on Everlearner supporting platform 		<p>Teamwork</p> <p>Working within a team during lessons and at extra-curricular clubs towards a shared goal</p> <p>Problem Solving</p> <p>Being able to react and respond to a variety of situations within a range of sports. Being able to discuss ways in which we can progress drills or game play.</p>

					<p>Being able to answer exam questions in timed settings</p> <p>Self-Awareness</p> <p>Being able to evaluate and monitor your own performance within lessons including being able to reflect on your performance and adjust including identifying areas needed to revisit and revise</p>  <p>The logo for 'EMPLOYABILITY SKILLS' features a central red banner with the text 'EMPLOYABILITY SKILLS' in white. Above the banner is a row of seven colorful icons: a magnifying glass, a hand holding a pencil, a lightbulb, a person with a gear, a person with a star, a person with a gear, and a person with a gear. Below the banner is another row of seven colorful icons: a hand, a hand holding a pencil, a hand holding a pencil, a star, a hand holding a pencil, a hand holding a pencil, and a hand holding a pencil.</p>
--	--	--	--	--	--

Curriculum and Skills Mapping Template

Subject : PE Key Stage: 5 Year: 12

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Pre-Industrial Britain	<ul style="list-style-type: none"> • Understand sporting recreation in pre-industrial society • Analyse the impact society had on sporting recreation. 	End of month tests	Understanding Describing Analyse Explain Evaluate	Resilience Reflection Responding to feedback Time management
	Industrial and Post-Industrial Britain	<ul style="list-style-type: none"> • Understand sport in industrial and post-industrial society (1780-1900), its characteristics and impact in rational recreation, particularly association football, lawn tennis, and track and field athletics. • Understand the reasons behind the formation of National Governing Bodies. • Apply the social and cultural factors of the time that influenced the development of rational recreation. • Analyse the differences between 19th century and modern day amateurs and professionals. • Evaluate the impact the Industrial revolution had on sport, in particular lawn tennis. 	End of month tests	Understanding Describing Analyse Explain Evaluate	Resilience Reflection Responding to feedback Time management

Autumn 2	Post World War II (1950 to present)	<ul style="list-style-type: none"> Analyse and evaluate the impact of the 'golden triangle', commercialisation, media and sponsorship on 20th century sport. 	End of month tests	Understanding Describing Analyse Explain Evaluate	Resilience Reflection Responding to feedback Time management
	Sociological theory applied to equal opportunities	<ul style="list-style-type: none"> To understand the Key Terms: society, discrimination, stereotyping, prejudice, equal opportunities. Understand the following Key Terms and their impact on sport: socialisation (primary and secondary), social processes (social control and social change), social issues and social structures/stratification • Understanding social action theory in relation to social issues in physical activity and sport Understand factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century. 			
Spring 1	Barriers to participation for under-represented groups	<ul style="list-style-type: none"> Describe and evaluate the barriers to participation in sport and physical activity and possible solutions to overcome them for under represented groups in sport. 	End of month tests	Understanding Describing Analyse Explain Evaluate	Resilience Reflection Responding to feedback Time management
Spring 2	Benefits of raising participation	Describe the benefits of participating in physical activity.	End of month tests	Understanding Describing	Resilience Reflection

				Analyse Explain Evaluate	Responding to feedback Time management
	Sport England	Describe the interrelationship between Sport England, local and national partners to increase participation at grass roots level and under represented groups in sport.		Understanding Describing Explain Evaluate	Resilience Reflection Responding to feedback Time management

