

Curriculum Overview for Year 7 in (Sport)

Year 7 Assessment point 1: information about the data that is provided on reports to parents following the assessments eg current progress, A2L

Year 7 Assessment point 2: information about the data that is provided on reports to parents following the assessments eg current progress, A2L

Year 7 Assessment point 3: information about the data that is provided on reports to parents following the assessments eg current progress, A2L

Date of Interim Assessment: dates of assessment week

Date of Masters Assessment: date of assessment week

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their interim and masters assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

Half Term	5th September - 21st October	31st October - 16th December	3rd January - 10th February	20th February - 31st March	17th April - 26th May	5th June - 25th July
	1	2	3	4	5	6
	Through the medium of the following activities: NETBALL, RUGBY, FOOTBALL, HOCKEY, GYM, ORIENTEERING, TRAMPOLINING, NET GAMES, DANCE.				ATHLETICS	ROUNDERS/DO DGEBALL
Knowledge and skills which will be covered this year	<ul style="list-style-type: none"> • Know the basic coaching points for skills in order to: improve the consistency, quality and use of their skills; make suggestions to improve play • Understand strategic and tactical principles in familiar situations in order to: apply strategic and tactical principles at a basic level; to anticipate and respond to situations • Know the the basic common errors and corrections in order to: be able to observe others and learn from 					

	<p>their own experience;</p> <ul style="list-style-type: none"> ● Know Plan, Perform, Evaluate and start to use it as a tool for self reflection. ● Know the principles behind warm-up and cool down in order to prepare for and recover from exercise safely and effectively ● Know the components, order and muscles involved in the warm-up. ● Know the basic structure of different sections of a practical session in order to develop the interpersonal, organisational and communication skills necessary to work independently in small groups and lead small parts of a practical session ● Understand the main age appropriate rules and regulations for the activity. ● Understand the nature of the challenge in order to develop the interpersonal skills necessary to work independently in small groups ● Understand compositional ideas and create sequences in response to set compositional tasks ● Know the principles behind warm-up and cool down in order to prepare for and recover from exercise safely and effectively ● Know the names of the fitness tests and the component of fitness that they test. ● Recognise that different types of activity require different types of fitness ● Recognise the benefits to their health of regular exercise and good hygiene and the benefits of being active.
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Curriculum Overview for Year 8 in (Sport)

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Date of Interim Assessment: dates of assessment week

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	Through the medium of the following activities: NETBALL, RUGBY, FOOTBALL, HOCKEY, GYM, ORIENTEERING, TRAMPOLINING, NET GAMES, DANCE.				ATHLETICS	ROUNDERS/DO DGEBALL
Knowledge and skills which will be covered this year	<ul style="list-style-type: none"> ● Know the coaching points for basic skills in order to adapt their skills to the needs of events ● Understand strategic and tactical principles more effectively in familiar situations in order to: apply strategic and tactical principles more effectively; to select their knowledge and understanding when moving from familiar activities/ground to unfamiliar situations; to anticipate and describe outcomes, strategic and tactical principles more effectively. ● Know Plan, Perform, Evaluate and use it as a tool for self reflection. 					

- Know the organisational and communication skills necessary to lead small parts of a practical session in order to develop the skills necessary to work independently in larger groups and lead small parts of a practical session
- Understand the concepts of the activity and the strengths and weaknesses in their own and others' performance in order to: make effective evaluations of strengths and weaknesses in their own and others' performance; analyse performance and use the information to influence and improve their progress; take responsibility for making decisions about how to develop and improve their own and others' progress
- The main age appropriate rules and regulations for the activity.
- Understand compositional ideas more effectively and apply them to create sequences in response to set compositional tasks
- Be able to describe the fitness tests and the component of fitness that they test.
- Understand the principles used to prepare and recover from exercise
- Recognise and describe how regular involvement in sporting activities affects fitness, health and social wellbeing.
- Know where and how to get involved in health-enhancing activity.

Curriculum Overview for Year 9 in (Sport)

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	1	2	3	4	5	6
	Through the medium of the following activities: NETBALL, BASKETBALL, FOOTBALL, HANDBALL, PARKOUR, ORIENTEERING, TRAMPOLINING, NET GAMES, DANCE.				ATHLETICS	ROUNDERS/DO DGEBALL
Knowledge and skills which will be covered this year	<ul style="list-style-type: none"> Know the coaching points for more advanced skills in order to apply more specific techniques in the activities undertaken; refine and adapt techniques in different circumstances; improve the range and quality of techniques required to be successful in invasion games; develop consistency in the precision, control and fluency of techniques to bring about successful performance. Knowledge of specific situations that occur in the activity in order to anticipate and respond to situations. 					



- Knowledge of possible basic strategies to overcome these scenarios in order to organise themselves as a team and select and apply strategies consistently and effectively and adapt strategies and tactics used in one game and apply them to a different one.
- Understand the concepts of the activity and the strengths and weaknesses in their own and others' performance in order to take the initiative and decide how to develop and improve their own progress and that of others; use information gained from analysis of a performance to influence and improve their own play and the work of others.
- Know Plan, Perform, Evaluate and have it embedded as a tool for self reflection.
- Organisational and communication skills necessary to lead small parts of a practical session in order to: Organise and warm up safely and effectively in small groups; set up and facilitate practices/competition in small groups
- Know the structure of different sections of a practical session.
- How the rules change as the age group increases and a closer to full version of the sport is played.
- Know how to prepare and recover from exercise
- Theoretical knowledge: Effect on performance of the different components of the warm-up. How to take your pulse (fitness testing and emergency). Format of the fitness tests
- Know how to link the fitness tests to training methods. How to set up training methods to meet targets. Borg's RPE and HR training zones.

Curriculum Overview for Year 10 in (Sport) - CORE

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	Through the medium of the following activities: NETBALL, BASKETBALL, FOOTBALL, HOCKEY, HANDBALL, HEALTHY/ACTIVE LIFESTYLE ACTIVITIES, ORIENTEERING, TRAMPOLINING, NET GAMES.				ATHLETICS	ROUNDERS/DO DGEBALL
Knowledge and skills which will be covered this year	<ul style="list-style-type: none"> • The coaching points for advanced skills in order to show precision, control and fluency in a range of chosen activities; • Knowledge of when to apply these techniques in order to apply techniques specific to the game effectively, safely and efficiently 					



- Knowledge of further specific situations that occur in the activity in order to adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations
- Knowledge of more advanced strategies to overcome these scenarios in order to use principles of performance in planning tactics and strategies for the tasks and challenges
- The organisational and communication skills necessary to set up and facilitate with appropriate teaching points practices/competition in groups actively coaching to ensure improvement.
- Organisational and communication skills necessary to warm up safely and effectively in groups in order to organise and warm up safely and effectively
- The full version of the rules and regulations for schools competition
- Understand the concepts of the activity and the strengths and weaknesses in their own and others' performance in order to: use Plan, Perform, Evaluate; improve their analytical skills and develop either their own or others' performance as a result of the analysis; consistently use information gained from analysis of a performance to influence and improve their own play and the work of others
- Know drills/practice structures and how to condition and adapt practices to change the objective in order to develop either their own or others' performance as a result of the analysis.
- Theoretical knowledge: How to link the fitness tests to training methods. How to set up training methods to meet targets. Borg's RPE and HR training zones. In order to consistently use information gained from analysis of a performance to influence and improve their own play and the work of others
- Basic effects of exercise in order to recognise and evaluate the impact that fitness has on performance and that activity has on fitness
- Know the effects on mental and physical health

Curriculum Overview for Year 11 in (Sport) - CORE

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	Through the medium of the following activities: NETBALL, BASKETBALL, FOOTBALL, HOCKEY, HANDBALL, HEALTHY/ACTIVE LIFESTYLE ACTIVITIES, ORIENTEERING, TRAMPOLINING, NET GAMES.				ATHLETICS	
Knowledge and skills which will be covered this year	<ul style="list-style-type: none"> • Know how to refine the use of advanced skills in order to plan for and make use of advanced techniques. • Knowledge of further specific situations that occur in the activity in order to adapt and apply advanced techniques in chosen activities, where warm-up is run by students and activity is set-up and run by students. • Knowledge of more advanced strategies to overcome these scenarios in order to plan for and 					

implement advanced strategic and tactical principles and concepts, and then adapt them as needed

- The full version of the rules and regulations for the open age group version of the game.
- Know advanced drills/practice structures
- Know how to condition the game to change its objective and practice tactical play.
- Know the organisational and communication skills necessary to set up and facilitate with appropriate teaching points practices/competition in groups in order to develop leadership and more advanced collaborative skills.
- Know the organisational and communication skills necessary to set up and facilitate activity where the warm-up is run by students and activity is set-up and run by students.
- Theoretical knowledge: Training effects. Structuring training programmes and the principles of training in order to devise, implement and monitor their own and/or others' exercise and fitness programmes based on principles of safe and effective exercising

Curriculum Overview for Year 10 in (Sport) - BTEC TECH AWARD

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Knowledge and skills which will be covered this year	<p>Component 1: Preparing participants to take part in sport and physical activity</p> <p>Learning outcome A: Explore types and provision of sport and physical activity for different types of participant</p>		<p>Component 2: Taking part and improving other participants sporting performance</p> <p>Learning outcome A: Understand how different components of fitness are used in different physical activities</p>			

	<p>Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>Learning outcome C: Be able to prepare participants to take part in sport and physical activity</p>	<p>Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>Learning outcome C: Demonstrate ways to improve participants sporting techniques.</p>
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Knowledge and skills which will be covered this year	<p>COMPONENT 3 - Components of fitness, Fitness testing and training</p> <p>Learning outcome A: Explore the importance of fitness for sports performance</p> <p>Learning outcome B: Investigate fitness testing to determine fitness levels</p> <p>Learning outcome C: Investigate different fitness training methods</p> <p>Learning outcome D: Investigate fitness programming to improve fitness and sports performance</p>				

Curriculum Overview for Year 11 in (Sport) - LEGACY BTEC FIRST AWARD

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Knowledge and skills which will be covered this year	Unit 2 – Practical Sports Performance Learning aim A: Understand the rules, regulations and scoring systems for selected sports		Unit 3 – Applying the Principles of Personal Training Learning aim A: design a personal fitness training programme		

	<p>Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports</p> <p>Learning aim C: Be able to review sports performance</p>	<p>Learning aim B: know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</p> <p>Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p>Learning aim D: To review a personal fitness training programme.</p>
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