

IMPLEMENTATION		Term 1							Term 2							Term 3							Term 4							Term 5							Term 6						
		31/08/20	7/9/20	14/9/20	21/9/20	28/9/20	5/10/20	12/10/20	19/10/20	Holiday- 1	2/11/20	9/11/20	16/11/20	23/11/20	30/11/20	7/12/20	14/12/20	Holiday- 2	4/1/21	11/1/21	18/1/21	25/1/21	1/2/21	8/2/21	Holiday- 1	22/2/21	1/3/21	8/3/21	15/3/21	22/3/21	29/3/21	Holiday- 2	19/4/21	26/4/21	3/5/21	10/5/21	17/5/21	Holiday- 1					
		L1 classification of skills	L2 Classification of skills	L2 Types and methods of practice	L2 Transfer of skill1 s	L2 Learning Theories	L2 Stages of learning, guidance and feedback	L2 Individual differences - Personality	REVISION of topics so far	DIRT OF ASSESSMENT		L2- Individual differences- Arousal	L2 Individual differences- Aggression	L2- Recap of individual differences	DIRT OF ASSESSMENT	L2-Group and team dynamics	L2 NEA	L2 DIRT of ASSESSMENT		L1 Stages of learning, guidance and feedback	L1 Individual differences- attitudes	ASSESSMENT	L2- Individual differences- Arousal	L2 Individual differences-		L2 Classification of skills	L2 Types and methods of practice	L2 Transfer of skill1 s	L2 Learning Theories	L2 Stages of learning, guidance and feedback	L2 Individual differences - Personality		Revision- soc cultural	Revision- soc cultural	Revision- soc cultural	Revision- soc cultural	Revision- soc cultural	Revision- soc cultural		AS PE Bridge project- Drugs in Sport	<ul style="list-style-type: none">Popular drugs to take in different sportsHow athletes hide thisMajor incidents of drug taking in sport e.g. lance Armstrong- stop at nothing and Icarus on Netflix		
End Point		<ul style="list-style-type: none">By the end of half term 1 students will be able to:Understand classifications of skill and how this links to other topicsUnderstand types and methods of practice and apply to practical examplesKnow what is meant by transfer of skills and applyUnderstand and evaluate learning theoriesKnow stages of learningKnow some individual differencesKnow some basic exam techniquesKnow how sport has developed over different time periodsThey will be able to do this by-Applying topics to practical examplesAnswering exam questionsEvaluate key theories							<p>By the end of term 2 students will be able to:</p> <ol style="list-style-type: none">Develop knowledge of skill acquisition areas.Be able to evaluate key topics and theories in skill acquisitionKnow more advanced exam techniquesDevelop knowledge of socio-cultural areas.Be able to evaluate key topics and theories in socio-culturalKnow more advanced exam techniques <p>They will be able to do this by-</p> <ul style="list-style-type: none">Applying topics to practical examplesAnswering exam questionsEvaluate key theories							<ul style="list-style-type: none">Understand how the NEA should lookKnow how sport has developed over different time periodsUnderstand what is meant by globalisationKnow and understand how politics has affected the Olympic games over the years.They will be able to do this by-Applying topics to practical examplesAnswering exam questions							<ul style="list-style-type: none">Develop knowledge of psychological areas.Be able to evaluate key topics and theories in psychologyKnow more advanced exam techniquesDevelop knowledge of socio-cultural areas.Be able to evaluate key topics and theories in socio-culturalKnow more advanced exam techniques <p>They will be able to do this by-</p> <ul style="list-style-type: none">Applying topics to practical examplesAnswering exam questions <p>Evaluate key theories</p>							<ol style="list-style-type: none">Develop knowledge of psychological areas.Be able to evaluate key topics and theories in psychologyKnow more advanced exam techniquesDevelop knowledge of socio-cultural areas.Be able to evaluate key topics and theories in socio-culturalKnow more advanced exam techniques													
Progress and Assessment		<ul style="list-style-type: none">Assessments will be completed at the end of every topic and will gradually build each topic in. E.g teach topic 1 and test topic 1, then teach topic 2 and test topic 1 & 2, etc. This ensuring students throughout the year are tested on how much they remember and know.The vast majority of lessons will always have a past paper question to consolidate the knowledge just learned. These will always be sprung on students throughout to test ‘stickability’.Low stakes tests will allow teacher to monitor live progress and careful plan for misconceptions and re-teach if needed.																																									

Key Vocabulary/Literacy	<ul style="list-style-type: none">• Each topic will have clearly defined key vocabulary that derrises from the specification that students will need to demonstrate their knowledge off and be able to change their answer depending on the question command word.• AO1 25%. AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.• AO2 25%. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.• AO3 20%. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. A04 30%. A04 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Connected Knowledge <i>Connectives to ??????</i> <i>Theme/topic/year group?</i> <i>Cross-curricular themes?</i>	Links to GCSE PE / VCERT Sport: Classification of skills. How skills are learnt. Links to Core PE, years 7-11: How do we learn and remember skills? Different practice methods put into practice. Different types of guidance shown in practice. Links to stages of learning. Links to Psychology: Memory models and theories of learning.
Impact	The impact of this curriculum will be: <ul style="list-style-type: none">• Students able to build on prior learning and demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity.• Students will be able to apply this knowledge to relevant situations relating to all theory consumed.• Students will be able to use all knowledge gained from across the schools curriculums to analyse and evaluate factors that underpin performance.