

PE Curriculum Plan - Whole Academy

[PRIMARY](#)

[KEY STAGE 3](#)

[KEY STAGE 4](#)

[KEY STAGE 5](#)

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EYFS, Key Stage 1 and 2

PE Intent

At Kettering Buccleuch Academy, our intent is to deliver a high-quality Physical Education curriculum that inspires all pupils to succeed and excel in physically demanding activities, while developing the knowledge and skills needed to lead healthy, active lives.

Our PE curriculum is inclusive and ambitious for all learners, ensuring that every child, regardless of ability, background or need, feels valued and able to participate fully. We place a strong emphasis on mental wellbeing, recognising the positive impact that physical activity has on pupils' confidence, resilience, emotional regulation and overall happiness.

From EYFS to Year 6, pupils are provided with opportunities to develop fundamental movement skills, physical competence and a love of physical activity through a broad and balanced curriculum that is fully aligned with the National Curriculum. As pupils progress, they build on these skills through a range of sports and physical activities that promote teamwork, leadership, fairness and respect.

Through inclusive practice, adaptive teaching and a supportive environment, pupils are empowered to challenge themselves, develop self-belief and understand the importance of physical activity for both physical and mental health.

School Overview	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	Fundamentals Yoga	Fundamentals Yoga	Fundamentals Yoga	Fundamentals Yoga	Fundamentals Yoga	Fundamentals Yoga
Through continuous provision children develop their physical knowledge and skills through the early years physical development (gross motor skills and fine motor skills).						
Year 1	Gymnastics Fundamentals	Invasion games Team building	Ball skills Dance	Fitness Ball skills	Sending and receiving Target games	Athletics Net and wall games
Year 2	Gymnastics Invasion games	Invasion games Team building	Sending and receiving Ball skills	Fitness Dance	Striking and fielding games Net and wall games	Athletics Target games
Year 3	Football Fundamentals Yr 3/4	Basketball Yoga	Fitness Netball	Gymnastics Tennis	Cricket Dance	Dodgeball Rounders
Year 4	Basketball Ball skills	Football Dance	Fitness Rugby	Gymnastics Netball	Swimming Rounders Dodgeball	Swimming Cricket Dodgeball
Year 5	Gymnastics Basketball	Dodgeball Netball	Swimming Football Fitness	Swimming Rugby Fitness	Tennis Badminton Y5/6	Cricket Dance

Year 6	Swimming Rugby Gymnastics	Swimming Football Gymnastics	Dodgeball Hockey	Netball Fitness	Cricket Dance	Rounders Badminton Y5/6
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PE Strands	Fundamental Movement Skills	Games and Team Sports	Gymnastics	Dance	Outdoor And Adventure Activities	Health and Fitness
EYFS	<ul style="list-style-type: none"> Focus heavily on core movements including, running, jumping, hopping, skipping, balancing, rolling, throwing, catching and kicking Use small equipment (beanbags, balls, hoops) Emphasis on exploring movement rather than performance 	<ul style="list-style-type: none"> Simple chasing games Turn-taking and following basic rules Partner or small group play Cooperative challenges instead of teams 	<ul style="list-style-type: none"> Body shapes (tall, small, wide and narrow) Balancing on different body parts Rolling and stretching Creating shapes on mats Moving over or under apparatus Linking two movements together 	Expressive Art and Design Area – try to move in time with music.	<ul style="list-style-type: none"> Explore space and the outdoor area. Simple movement challenges (e.g., balancing on logs, stepping stones). Follow adult-led trails around the outdoor area. Collect natural items (leaves, sticks) for creative tasks. 	<ul style="list-style-type: none"> Increasing stamina through active movement Short bursts of energetic activity Talking about breathing and feeling warm

<p>Year 1</p>	<ul style="list-style-type: none"> • Practicing movements with increasing control and coordination • Use a wider range of equipment (balls, bats and hoops) • Linking movements together (run and jump, throw and move) • Master basic movements, develop balance and coordination 	<ul style="list-style-type: none"> • Simple attacking and defending ideas • Awareness of space and others • Small-sided games with a clear aim (hit the target) • Working in pairs or small groups • Following rules and taking turns • Develop simple tactics for attacking and defending 	<ul style="list-style-type: none"> • Balancing on apparatus and on the floor • Creating shapes and linking actions • Improving strength, flexibility and body tension • Performing sequences of 2-3 movements • Using mats, benches and low apparatus safely • Perform basic gymnastic actions and link them into a small sequence 	<ul style="list-style-type: none"> • Exploring actions, dynamics and space • Performing movements to music • Beginning to remember and repeat sequences • Creating short dances based on themes • Copying and adapting teacher-led movements • Performing to peers and responding to feedback 	<ul style="list-style-type: none"> • Follow simple routes or trails in the playground or field. • Work with a partner to complete basic obstacle courses. • Play simple directional games (e.g., “go north to the tree”). • Explore safe risk-taking (jumping from low platforms, climbing). 	<ul style="list-style-type: none"> • Developing stamina and strength • Understanding the effect of exercise on the body • Learning about warm up and cool downs • Talking about breathing, heart rate and sweating • Encouraging resilience and positive attitudes to physical activity
<p>Year 2</p>	<ul style="list-style-type: none"> • Running, jumping, hopping, skipping with improved technique 	<ul style="list-style-type: none"> • Improved sending and receiving • Awareness of teammates, opponents and space 	<ul style="list-style-type: none"> • Controlled balances • Linking movements into longer sequences 	<ul style="list-style-type: none"> • Exploring dynamics, timings and levels • Creating, remembering 	<ul style="list-style-type: none"> • Take part in simple team challenges outdoors. • Begin problem-solving tasks (e.g., carrying 	<ul style="list-style-type: none"> • Developing cardiovascular fitness and strength • Understanding why

	<ul style="list-style-type: none"> • Balancing, rolling and changing direction smoothly • Throwing, catching and kicking with accuracy • Use a range of equipment with purpose • Adapting movements to different tasks and challenges • Master basic movements and apply them in a range of activities 	<ul style="list-style-type: none"> • Small-sided games with simple rules • Choosing when and where to pass or move • Understanding fairness, scoring and teamwork • Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> • Using strength, flexibility and body tension effectively • Performing sequences of 3-4 movements • Travelling at different levels and speeds • Using apparatus confidently and safely 	<p>and repeating sequences</p> <ul style="list-style-type: none"> • Performing with expression and confidence • Creating dances based on themes or stimuli • Working in pairs or small groups to choreograph • Performing to an audience and offering simple feedback • Use a range of simple movement patterns 	<p>objects together, building small structures).</p> <ul style="list-style-type: none"> • Create simple maps of the playground and follow them. • Introduce basic compass directions (N, S, E, W) in games. 	<p>exercise is important</p> <ul style="list-style-type: none"> • Recognising how the body responds to exercise (sweating, breathing) • Sustained physical activity and fitness circuits • Identifying changes in breathing and heart rate • Discussing healthy habits
Year 3	<ul style="list-style-type: none"> • Consolidating fundamental movements skills and applying them more consistently • Running, jumping, hopping and 	<ul style="list-style-type: none"> • Passing, receiving and shooting with purpose • Improving attacking and defending • Developing movement into space during play 	<ul style="list-style-type: none"> • Controlled balances and dynamic actions • Developing strength, flexibility and body tension • Refining transitions 	<ul style="list-style-type: none"> • Exploring actions, dynamics and relationships • Developing timing and coordination • Creating and refining movement phrases 	<ul style="list-style-type: none"> • Introduction to map skills: Use basic symbols for treasure hunts. • Cooperative group tasks requiring communication. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching to develop • To continue to understand warm up and cool downs

	skipping with improved technique <ul style="list-style-type: none"> • Balancing, rolling and changing direction with control • Throwing, catching and striking with increasing accuracy and power • Applying skills in increasingly complex tasks • Adapting techniques to different activities and challenges 	<ul style="list-style-type: none"> • Small-sided invasion, net and field games • Choosing appropriate skills in game situations • Understand simple game strategies and team roles • Play competitive games 	between movements <ul style="list-style-type: none"> • Performing sequences of 4-5 actions • Using a range of levels, speeds and directions • Combining actions on the floor and apparatus • Performing with control and consistency 	<ul style="list-style-type: none"> • Working collaboratively to choreograph dances • Using stimuli such as stories, music or themes • Performing confidently and responding to feedback 	<ul style="list-style-type: none"> • Plan and complete short outdoor routes using a simple map. • Timed challenges (e.g., complete an obstacle course in a set time). 	<ul style="list-style-type: none"> • Completing fitness circuits and sustained activity • Encouraging resilience and positive attitudes to challenge
Year 4	<ul style="list-style-type: none"> • Running, jumping and skipping with speed and coordination • Balancing, turning and changing 	<ul style="list-style-type: none"> • Applying attacking and defending strategies • Using space effectively and supporting teammates 	<ul style="list-style-type: none"> • Developing strength, flexibility and body tension • Smooth transitions and controlled landings 	<ul style="list-style-type: none"> • Exploring dynamics, timing and spatial awareness • Introducing unison and canon movements 	<ul style="list-style-type: none"> • Develop map-reading skills for short routes. • Complete outdoor challenges that require planning and teamwork. 	<ul style="list-style-type: none"> • Developing strength, stamina and flexibility further • Understanding why different activities

	<p>direction smoothly</p> <ul style="list-style-type: none"> • Throwing, catching, kicking and striking with improved accuracy and control • Applying skills confidently in a range of activities • Combining movements with precision • Adapting techniques to meet the demands of different sports • Apply and develop a broader range of skills with increasing control and confidence 	<ul style="list-style-type: none"> • Further understanding roles such as attacker, defender or fielder • Small sided games with modified rules • Making decisions under pressure • Evaluating individual and team performance • Play competitive games whilst applying basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • Refining sequences for accuracy and flow • Creating sequences of 5-6 actions • Combining floor and apparatus work • Working collaboratively to refine performances • Perform movements with increasing control, consistency and quality 	<ul style="list-style-type: none"> • Refining choreography through practice • Creating structured dances in small groups • Performing with clarity, control and expression • Using feedback to improve performances • Perform dances using a range of movement patterns and techniques 	<ul style="list-style-type: none"> • Use clues to navigate a scavenger hunt. • Introduce problem-solving under constraints (e.g., limited resources). 	<p>improve fitness</p> <ul style="list-style-type: none"> • Setting personal goals and recognising progress • Completing fitness circuits with varied intensity • Discussing effort, recovery and hydration • Encouraging perseverance and resilience
Year 5	<ul style="list-style-type: none"> • Running, jumping and skipping with speed, 	<ul style="list-style-type: none"> • Applying attacking and defending 	<ul style="list-style-type: none"> • Continuing to maintain strength, flexibility, 	<ul style="list-style-type: none"> • Exploring dynamics, timing and 	<ul style="list-style-type: none"> • Orienteering: Navigate set courses using maps and 	<ul style="list-style-type: none"> • Developing cardiovascular endurance,

	<p>power and control</p> <ul style="list-style-type: none"> • Balancing and turning and changing direction efficiently • Throwing, catching, kicking and striking with accuracy and consistency • Applying skills confidently across different sports and activities • Combining movements fluently under pressure • Adapting techniques to improve performance • Apply and develop a broader range of skills with consistency 	<p>principles effectively</p> <ul style="list-style-type: none"> • Using width, depth and support in team games • Making informed decisions in competitive situations • Playing competitive, small-sided games • Adjusting tactics based on games scenarios • Evaluating individual and team strengths and areas of improvement • Play competitive games, applying principles suitable for attacking and defending effectively 	<p>balanced and control</p> <ul style="list-style-type: none"> • Linking movements smoothly with clear transitions • Creating sequences with compositional intent • Performing sequences of 6+ actions • Combining floor and apparatus work confidently and safely • Working collaboratively to refine performance quality • Performing with increasing complexity, control and consistency 	<p>spatial awareness</p> <ul style="list-style-type: none"> • Developing motifs, unison and contrast • Refining performance through rehearsal • Creating structured group dances • Performing with confidence, expression and clarity • Giving and responding to constructive feedback 	<p>simple compasses.</p> <ul style="list-style-type: none"> • Take on multi-step problem-solving challenges under time constraints. • Work in teams to design their own outdoor challenge. • Apply basic survival skills (e.g., knot tying, simple shelter building). 	<p>strength and flexibility</p> <ul style="list-style-type: none"> • Understanding the principles of training • Recognising how lifestyle choices affect health • Sustained fitness activities and circuits • Monitoring effort and recovery • Setting personal fitness goals and evaluating progress
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	and confidence					
Year 6	<ul style="list-style-type: none"> Running, jumping and skipping with speed, power and efficiency Balancing, turning and changing direction with control and precision Throwing, catching, kicking and striking accurately under pressure Applying skills confidently in complex and competitive situations Selecting and adapting techniques to maximise performance Demonstrating 	<ul style="list-style-type: none"> Applying attacking and defending strategies effectively Using teamwork, communication and positioning to gain advantage Leading and officiating games responsibly Playing full or modified competitive games Adjusting tactics during play Evaluating performance and suggesting improvements Compare performance with previous efforts 	<ul style="list-style-type: none"> Continuing to develop strength, flexibility and body tension Complete complex sequences with clear structure and flow High-quality execution and controlled landings Creating and performing extended sequences Combining floor and apparatus with confidence safely Refining performances using peer and self-assessment 	<ul style="list-style-type: none"> Using dynamics, timing and spatial awareness effectively Creating motifs, contrasts and formations in small groups Performing with confidence and expressive clarity Choreographing structured group dances Performing to an audience with control and expression Evaluating and refining work through feedback 	<ul style="list-style-type: none"> Advanced orienteering with more complex routes. Leadership roles: Pupils lead a group in outdoor tasks. Survival basics: Shelter building and understanding natural resources. Plan and lead a multi-stage outdoor activity for younger pupils. Introduce risk assessment: Identify hazards and plan safe routes. 	<ul style="list-style-type: none"> Developing high levels of stamina, strength and flexibility Understanding training principles and healthy lifestyles Taking responsibility for personal fitness Sustained fitness activities and circuits Monitoring performance and setting realistic goals Understanding the importance of physical activity beyond school

	consistency and high-quality execution <ul style="list-style-type: none"> Develop a broad range of skills with fluency, control and confidence 					
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PE Strands	Fundamental Movement Skills	Games and Team Sports	Gymnastics	Dance	Outdoor And Adventure Activities	Health and Fitness
What does this include ?	<ul style="list-style-type: none"> Balance, coordination and agility Running, jumping, throwing, catching 	<ul style="list-style-type: none"> Tactics and teamwork Attack and defence Playing fairly and understanding rules 	<ul style="list-style-type: none"> Shapes, balances, rolls, jumps Sequences and performance 	<ul style="list-style-type: none"> Responding to music Creating and performing routines Expressing ideas through movement 	<ul style="list-style-type: none"> Problem solving Map and navigation skills Team challenges 	<ul style="list-style-type: none"> Understanding the effects of exercise Healthy lifestyle choices Building stamina and strength

KEY STAGE 3

	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
7	<p>Introduce key skills and tactics, and develop basic skills in a mixture of individual and team sports.</p> <p>Sports delivered ensuring a breadth of individual and team sports: Netball, Athletics, Trampolining, Basketball, Rugby, Fitness, Lacrosse, Rounders Football, Rugby, Netball, Athletics, Trampolining, Table Tennis and Badminton.</p>	<p>Introduce key skills and tactics, and develop basic skills in a mixture of individual and team sports.</p> <p>Sports delivered ensuring a breadth of individual and team sports: Netball, Athletics, Trampolining, Basketball, Rugby, Fitness, Lacrosse, Rounders Football, Rugby, Netball, Athletics, Trampolining, Table Tennis and Badminton.</p>

	Mid-Year Assessment KPI 8 Test on Health and Fitness	End of Year Assessment KPI 9 Test on the Components of fitness
8	<p>Master basic skills and tactics, and develop advanced skills and tactics in competitive situations in a mixture of individual and team sports.</p> <p>Sports delivered ensuring a breadth of individual and team sports: Netball, Athletics, Trampolining, Basketball, Rugby, Fitness, Lacrosse, Rounders Football, Rugby, Netball, Athletics, Trampolining, Table Tennis and Badminton.</p>	<p>Master basic skills and tactics, and develop advanced skills and tactics in competitive situations in a mixture of individual and team sports.</p> <p>Sports delivered ensuring a breadth of individual and team sports: Netball, Athletics, Trampolining, Basketball, Rugby, Fitness, Lacrosse, Rounders Football, Rugby, Netball, Athletics, Trampolining, Table Tennis and Badminton.</p>
	Mid-Year Assessment KPI 8 Test on Methods of Training	End of Year Assessment KPI 9 Test on Fitness testing
9	<p>Master basic skills and tactics and advanced skills and tactics in competitive situations, and start to introduce these skills and tactics into full games and competitions in a mixture of individual and team sports.</p> <p>Sports delivered ensuring a breadth of individual and team sports: Netball, Athletics, Trampolining, Basketball, Rugby, Fitness, Lacrosse, Rounders Football, Rugby, Netball, Athletics, Trampolining, Table Tennis and Badminton.</p>	<p>Develop and master advanced skills and tactics in competitive situations, and start to introduce these skills and tactics into full games and competitions in a mixture of individual and team sports.</p> <p>Sports delivered ensuring a breadth of individual and team sports: Netball, Athletics, Trampolining, Basketball, Rugby, Fitness, Lacrosse, Rounders Football, Rugby, Netball, Athletics, Trampolining, Table Tennis and Badminton.</p>
	Mid-Year Assessment KPI 8 Test on the Cardio-respiratory system	End of Year Assessment KPI 9 Test on the Musculoskeletal system

KEY STAGE 4

GCSE	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10	<p>Introduction into course and 5 units explained. Unit 1 (Fitness and Health), Unit 2 (Exercise Physiology), Unit 3 (Movement Analysis), Unit 4 (Participation and Provision) and Unit 5 (Psychology of Sport)</p> <p><u>Units studied</u></p>	<p><u>Units studied</u></p> <p>Unit 3 – Movement Analysis (Planes and axis, levers, technology and importance of data)</p> <p><u>GCSE Personal Exercise Programme (PEP) Coursework completed</u></p>

GCSE PE Course	Unit 1 – Fitness and Health (Components of fitness, diet and nutrition, methods of training, training zones, warm up and cool down). Unit 2 – Exercise Physiology (Muscular system, respiratory system, cardiovascular system, skeletal system and energy systems)	Students will design, plan and complete a 10-week fitness programme aimed to solidify their strengths and improve weaknesses in their best sport.
	Mid-Year Assessment Students take one paper which assesses their understanding of the Physiology, Socio-cultural, and health and fitness unit.	End of Year Assessment Students take 1 2 hour Mock GCSE paper as content will be completely taught
11 GCSE PE Course	<u>Units Studied</u> Unit 4 – Participation and Provision (Barriers to participation, strategies to improve participation) Unit 5 – Psychology of Sport (Skill continuum, mental preparation, guidance and feedback, goal setting)	Students to develop their A03 extended writing skills, focussing on 6-8 mark questions.
		March Mock Exams Students to take a past GCSE paper
		Students to identify areas for development based on November and March mock exam. Students to use knowledge organisers, lesson booklets and independent time to focus on improving these identified areas. A01 knowledge content reviewed via mastery quizzes and independent time. Students to develop their A03 extended writing skills, focussing on 6–8-mark questions.
	November Mock Exams Students to take a past GCSE paper	ACTUAL GCSE EXAMS.

Vocational	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10 OCR Sport Course	Unit R186: Sport and the media – 20% of the course In this unit students will learn to explore the effects of media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. You will develop your ability to evaluate and interpret the different ways sport is represented by the media. Topics include:	Unit R185: Performance and leadership in sports activities – 40% of the course In this unit students will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity, where they will need to plan, deliver and review safe and effective sporting activity sessions. Topics include:

	<p>Topic Area 1: The different sources of media that cover sport</p> <p>Topic Area 2: Positive effects of the media in sport</p> <p>Topic Area 3: Negative effects of the media in sport</p>	<p>Topic Area 1: Key components of performance</p> <p>Topic Area 2: Applying practice methods to support improvement in a sporting activity</p> <p>Topic Area 3: Organising and planning a sports activity session</p> <p>Topic Area 4: Leading a sports activity session</p> <p>Topic Area 5: Reviewing your own performance in planning and leading of a sports activity session</p>
	Mid-Year Assessment	End of Year Assessment
<p>11</p> <p>OCR Sport Course</p>	<p>Continue Unit R185: Performance and leadership in sports activities – 40% of the course</p> <p>In this unit students will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity, where they will need to plan, deliver and review safe and effective sporting activity sessions.</p> <p>Topics include:</p> <p>Topic Area 1: Key components of performance</p> <p>Topic Area 2: Applying practice methods to support improvement in a sporting activity</p> <p>Topic Area 3: Organising and planning a sports activity session</p> <p>Topic Area 4: Leading a sports activity session</p> <p>Topic Area 5: Reviewing your own performance in planning and leading of a sports activity session</p> <p>November Mock Exams N/a</p>	<p>Continue R184: contemporary issues in sport – Exam Content – 40% of the course.</p> <p>Student will now develop understanding of exam content in preparation for the exam at the end of the course.</p> <p>Topics include</p> <p>Topic area 1: Issues that affect participation in sport</p> <p>Topic Area 2: Promoting values in sport.</p> <p>Topic 3: The implications of hosting a major sporting event for a city or country.</p> <p>Topic Area 4: The role of NGB's in developing sport</p> <p>Topic Area 5: The use of technology in sport</p> <p>Students will have the opportunity to sit the real exam in January and again in the summer exam window</p>
		<p>March Mock Exams</p> <p>R184: Contemporary issues in sport</p>

KEY STAGE 5

<u>A Level</u>	September – November	December – March	March - June
	Applied anatomy and physiology	Applied anatomy and physiology	Applied anatomy and physiology

12	<p>Cardiovascular system, Respiratory system, Neuromuscular system, The musculo-skeletal system and analysis of movement in physical activities, Energy systems</p> <p>Skill acquisition Skill, skill continuums and transfer of skills, Impact of skill classification on structure of practice for learning, Principles and theories of learning and performance, Use of guidance and feedback, Memory models</p> <p>Sport and society Pre-industrial (pre-1780), Post World War II (1950 to present), Sociological theory applied to equal opportunities</p>	<p>Cardiovascular system, Respiratory system, Neuromuscular system, The musculo-skeletal system and analysis of movement in physical activities, Energy systems</p> <p>Skill acquisition Skill, skill continuums and transfer of skills, Impact of skill classification on structure of practice for learning, Principles and theories of learning and performance, Use of guidance and feedback, Memory models</p> <p>Sport and society Pre-industrial (pre-1780), Post World War II (1950 to present), Sociological theory applied to equal opportunities</p>	<p>Cardiovascular system, Respiratory system, Neuromuscular system, The musculo-skeletal system and analysis of movement in physical activities, Energy systems</p> <p>Skill acquisition Skill, skill continuums and transfer of skills, Impact of skill classification on structure of practice for learning, Principles and theories of learning and performance, Use of guidance and feedback, Memory models</p> <p>Sport and society Pre-industrial (pre-1780), Post World War II (1950 to present), Sociological theory applied to equal opportunities</p> <p>Practical Content for AO4</p>
	<p>November Mock Exam Exam on content covered</p>	<p>March Mock Exam Exam on content covered</p>	<p>End of Year Exam Past exam paper – paper 1</p>
13	<p>Exercise Physiology and Training Injuries, Drugs in Sport, Training methods</p> <p>Biomechanical movement Exercise physiology, Levers, Linear motion, Angular motion, Projectile motion, Fluid mechanics</p> <p>Sport Psychology Aspects of personality, Attitudes, Arousal, Anxiety, Aggression, Motivation, Achievement motivation theory, Social facilitation, Group dynamics, Importance of goal setting, Attribution theory, Self-efficacy and confidence, Leadership, Stress management</p>	<p>Biomechanical movement Exercise physiology, Levers, Linear motion, Angular motion, Projectile motion, Fluid mechanics</p> <p>AO4 Evaluation and Analysis Coursework</p> <p>Sport Psychology Aspects of personality, Attitudes, Arousal, Anxiety, Aggression, Motivation, Achievement motivation theory, Social facilitation, Group dynamics, Importance of goal setting, Attribution theory, Self-efficacy and confidence, Leadership, Stress management</p> <p>Sport and society and the role of technology in physical activity and sport.</p>	<ul style="list-style-type: none"> Students to develop their A03 extended writing skills, focussing on 8-15 mark questions. Students to focus on past papers and exemplar questions. Student to focus on their areas of development – based on analysis of the mock examinations.

	Sport and society and the role of technology in physical activity and sport. Concepts of physical activity and sport, Development of elite performers in sport, Ethics in sport, Violence in sport, Drugs in sport, Sport and the law, Impact of commercialisation, The role of technology in physical activity and sport	Concepts of physical activity and sport, Development of elite performers in sport, Ethics in sport, Violence in sport, Drugs in sport, Sport and the law, Impact of commercialisation, The role of technology in physical activity and sport	
	November Mock Exam Past exam paper (paper 1) Exam on content covered so far in year 13 (paper 2)	March Mock Exam Past exam paper (paper 1) Paper 2 based on content covered	ACTUAL A LEVEL EXAMINATION

<u>Cam Tech</u>	September – November	December – March	March - June
12	Unit 1 – Body systems and the effects of physical activity	Review of content again for resit of examinations in June for units 1 and 3 (see above)	Unit 8 – Organisation of sports events Optional unit, internally assessed and externally verified, 60 credits

	<p>Mandatory unit, externally assessed (examination), 90 credits.</p> <p>Unit 3 – Sports organisation and development Mandatory unit, externally assessed (examination), 60 credits.</p>	<p>Introduction of Unit 8 – Organisation of sports events</p> <ul style="list-style-type: none"> Optional unit, internally assessed and externally verified, 60 credits 	<ul style="list-style-type: none">
	<p>November Mock Exam Unit 1 and 3 mock</p>	<p>MID-YEAR ASSESSMENT (Jan Exam)</p> <p>Students to complete written examinations comprising of multiple choice, short answer questions and questions requiring more extended responses in Units 1 and 3</p> <p>MID JANUARY</p> <p>Unit 1 – Body systems and the effects of physical activity Mandatory unit, externally assessed (examination), 90 credits.</p> <p>Unit 3 – Sports organisation and development Mandatory unit, externally assessed (examination), 60 credits.</p>	<p>End of Year Exam No exam</p>
13	<p>Unit 2 – Sport coaching and activity leadership Mandatory unit, internally assessed and externally verified, 90 credits</p>	<p>Unit 5 – Performance analysis in sport and exercise Optional unit, internally assessed and externally verified, 60 credits</p> <ul style="list-style-type: none"> 	<p>First week after Easter external assessor in for support meeting / moderation meeting</p> <p>Complete any outstanding tasks / corrections (any student who owes incomplete work)</p> <ul style="list-style-type: none">
	<p>November Mock Exam n/a</p>	<p>March Mock Exam n/a</p>	<p>ACTUAL A LEVEL EXAMINATION Results gained</p>