

Term	1	2	3	4	5	6
Title	Badminton	Basketball	Football	Gymnastics	Handball	Athletics
Prior Knowledge	The pupils should have knowledge of how to successfully: Balance Run Jump Catch Throw Strike	The pupils should have knowledge of how to successfully: Balance Run Jump Catch Throw Strike	The pupils should have knowledge of how to successfully: Balance Run Jump Catch Throw Kick	The pupils should have knowledge of how to successfully: Balance Run Jump Hop Gallop Leap	The pupils should have knowledge of how to successfully: Balance Run Jump Catch Throw	The pupils should have knowledge of how to successfully: Balance Run Jump Throw
Core Knowledge	The pupils will gain the fundamental knowledge of: Health & Safety Effective warm- up/cool down. Rules. associated with Badminton. Grip, rally court lines. Overarm/underarm clear. Forehand/backhand serve (high low serve). Singles/Doubles play. Drop shot. Smash. How to assess and improve performance.	The pupils will gain the fundamental knowledge of: Health & Safety Effective warm- up/cool down. Rules. associated with Basketball. Court lines Passing/receiving. Dribbling/pivoting. Set shot/jump shot. Lay-up. Attacking/Defending How to assess and improve performance.	The pupils will gain the fundamental knowledge of: Health & Safety Effective warm- up/cool down. Rules. associated with Football. Passing/receiving & control. Dribbling/turning. Shooting. Heading. Attacking/Defending & tackling How to assess and improve performance.	The pupils will gain the fundamental knowledge of: Health & Safety Effective warm-up/cool down. How to develop a sequence /routine. Shapes. Individual balances. Paired balances. Jumps/leaps Types of travel How to assess and improve performance.	The pupils will gain the fundamental knowledge of: Health & Safety Effective warm-up/cool down. Rules. associated with Handball. Passing/receiving Dribbling. Shooting. Attacking/positions Defending & tackling How to assess and improve performance.	The pupils will gain the fundamental knowledge of: Health & Safety Effective warm- up/cool down. Rules. associated with athletics. Sprinting Shot put Relay Discus Middle distance running Long jump How to assess and improve performance.



	Key takeaways for future learning	Knowledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.	wledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.	wledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.	howledge of how to conduct an appropriate warm- up, clear understanding of how to work safely and the ability to describe how to complete or improve the skills required for the sport.	owledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.	wledge of how to conduct an appropriate warm-up, clear understanding of the rules and the ability to describe how to complete or improve the skills required for the sport.
2	Term	1	2	3	4	5	6
F o r m	Title Prior Knowledge	Badminton The pupils should have knowledge of:	Basketball The pupils should have knowledge of: How to complete an appropriate warm-up/cooldown The rules of the sport. The basic skills associated with Basketball.	Football The pupils should have knowledge of: How to complete an appropriate warm-up/cooldown The rules of the sport. The basic skills associated with Football.	Handball The pupils should have knowledge of: How to complete an appropriate warm-up/cooldown The rules of the sport. The basic skills associated with Handball.	Rounders The pupils should have knowledge of to successfully: Balance Run Jump Catch Throw Strike	Athletics The pupils should have knowledge of: How to complete an appropriate warm-up/cooldown The rules of the sport. The basic skills associated with Athletics.
	Core Knowledge	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their:	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their: Passing/receiving. Dribbling/pivoting. Set shot/jump shot. Lay-up. Attacking/Defending Ability to assess and improve performance.	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their: Passing/receiving & control. Dribbling/turning. Shooting. Heading. Attacking/Defending & tackling Ability to assess and improve performance	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their: Passing/receiving Dribbling. Shooting. Attacking/position s Defending & tackling Ability to assess and improve performance.	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and develop their understanding of: The rules associated with Rounders. Fielding Bowling Batting Tactics and strategies Ability to assess and improve performance.	The pupils will gain knowledge of how to outwit the opponent via the application of tactics/strategies and continue to develop their: Sprinting Shot put Relay Discus Middle distance running Long jump Ability to assess and improve performance



	Key takeaways for future learning	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.	Clear understanding of the rules and knowledge of how to assess performance and implement appropriate tactics and strategies.	Knowledge of how to assess performance and make appropriate suggestions of how to improve. The ability to outwit the opponents by utilising their developed skills and understanding of tactics and strategies.
3	Term	1	2	3	4	5	6
r	Title	Badminton	Basketball	Football	Handball	Cricket	Athletics
F O r m	Prior Knowledge	The pupils should have knowledge of: The rules. How to assess performance. The skills, tactics and strategies that can be used to outwit your opponent.	The pupils should have knowledge of: The rules. How to assess performance. The skills, tactics and strategies that can be used to outwit your opponent.	The pupils should have knowledge of: The rules. How to assess performance. The skills, tactics and strategies that can be used to outwit your opponent.	The pupils should have knowledge of: The rules. How to assess performance. The skills, tactics and strategies that can be used to outwit your opponent.	The pupils should have knowledge of how to successfully: Balance Run Jump Catch Throw Strike	The pupils should have knowledge of: The rules. How to assess performance. The skills, tactics and strategies that can be used to outwit your opponent.



	Core Knowledge	The pupils will gain knowledge of basic anatomy, components of fitness and fitness testing. They will secure their ability to improve the performance of their:	The pupils will gain knowledge of basic anatomy, components of fitness and fitness testing. They will secure their ability to improve the performance of their:	The pupils will gain knowledge of basic anatomy, components of fitness and fitness testing. They will secure their ability to improve the performance of their:	The pupils will gain knowledge of basic anatomy, components of fitness and fitness testing. They will secure their ability to improve the performance of their: Passing/receiving Dribbling. Shooting. Attacking/position s Defending & tackling Ability to assess and improve performance.	The pupils will gain knowledge of basic anatomy, components of fitness and fitness testing. They will secure their ability to improve the performance of their: The rules associated with Cricket. Fielding Bowling Batting Tactics & strategies Ability to assess and improve performance.	The pupils will gain knowledge of basic anatomy, components of fitness and fitness testing. They will secure their ability to improve the performance of their: Sprinting Shot put Relay Discus Middle distance running Long jump Ability to assess and improve performance
	Key takeaways for future learning	Knowledge of basic anatomy, components of fitness and testing.	Knowledge of basic anatomy, components of fitness and testing.	Knowledge of basic anatomy, components of fitness and testing.	Knowledge of basic anatomy, components of fitness and testing.	Knowledge of basic anatomy, components of fitness and testing.	Knowledge of basic anatomy, components of fitness and testing.
_		y Stage 3, pupils are	 Use the correct techni sports. Work in a team and us Analyse their performa Take part in competition 	and strategies to overcome oppor que when playing a variety of spoi se specific sports related skills to s ances compared to previous ones we sports and activities outside sch e major muscles, bones, compone	ts and be able to make sugges olve problems, either individuall and demonstrate improvement to nool through community links or	tions as to how they can improve to y or as a group. To achieve their personal best.	heir performance in competitive
4	Term	1	2	3	4	5	6
t h F	Title	Physical training	Applied anatomy & physiology	The structure & function of the cardio-respiratory system	Anaerobic & aerobic exercise	Movement analysis	Use of data/Non- examined assessment
0	Prior Knowledge	The pupils should have knowledge of how to:	The pupils should have knowledge of how to:	The pupils should have knowledge of how to:	The pupils should have knowledge of how to:	The pupils should have knowledge of how to:	The pupils should have knowledge of how to:



Key takeaways	quantitative data Principles of training Types of training Safety principles when training Training seasons Effective use of warm up/cool down. Linking components of fitness to sport. Linking COF to fitness testing	 Bones that form joints (head/neck, elbow, shoulder, chest, hip, knee and ankle. Naming and locating basic bones and muscle groups. Identify the structure of a synovial joint 	The pathway that oxygen travels. The structure of the heart.	The recovery process from vigorous exercise Long term effects of exercise The effects that exercise has on the body.	Muscle contraction for movement Planes and axes Movement analysis Sagittal plane/transverse axis Frontal plane/sagittal axis Transverse plane/longitudinal axis Analysis of selected movement Linking 1st, 2nd and 3rd class levers to specific sporting movements.	various formats Understanding of how to analyse and evaluate data. Analysis and evaluation task. Analysing data and creating graphs and charts
	quantitative data Principles of training Types of training Safety principles when training Training seasons Effective use of	joints (head/neck, elbow, shoulder, chest, hip, knee and	Cardiac cycle	process from vigorous exercise Long term effects	for movement Planes and axes Movement analysis Sagittal plane/transverse axis Frontal plane/sagittal axis Transverse plane/longitudinal axis Analysis of selected	 Understanding of how to analyse and evaluate data. Analysis and
knowledge knowle	- Apply knowledge and standing (justify, apply uggest) -Analyse and evaluate uate, discuss, compare) on, subtraction, olication, division, intages, graphs and s Dupils should have ledge of: - Relationship between health & fitness Components of fitness - Fitness tests	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts. The pupils should have knowledge of: Structure of the musculo-skeletal system The function of the skeleton Synovial joints	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts. The pupils should have knowledge of: The respiratory system Gaseous exchange Breathing Lung volumes Blood vessels	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts. The pupils should have knowledge of: Exercise EPOC Immediate effects of exercise Short term effects of exercise	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts. The pupils should have knowledge of: Levers Mechanical advantage Muscle action Antagonistic muscle action	AO1 – Demonstrate knowledge & understanding (identify, define, state & outline) AO2 – Apply knowledge and understanding (justify, apply and suggest) AO3 -Analyse and evaluate (evaluate, discuss, compare) Addition, subtraction, multiplication, division, percentages, graphs and charts. The pupils should have knowledge of: Understanding of types of data Understanding of how data is collected Understanding of how to present data in



Title	Sports psychology	Health & fitness	Socio-cultural	Revision and Non-	
			influences,	examined	
			Commercialisation of	assessment	
			physical activity and		
			sport/ethical issues		
Prior	The pupils should have	The pupils should have	The pupils should have	The pupils should have	
Knowledge	knowledge of how to:	knowledge of how to:	knowledge of how to:	knowledge of how to:	
	AO1 – Demonstrate	AO1 – Demonstrate	AO1 – Demonstrate	AO1 – Demonstrate	
	knowledge & understanding	knowledge & understanding	knowledge & understanding	knowledge & understanding	
	(identify, define, state &	(identify, define, state &	(identify, define, state &	(identify, define, state &	
	outline) AO2 – Apply knowledge and	outline) AO2 – Apply knowledge and	outline) AO2 – Apply knowledge and	outline) AO2 – Apply knowledge and	
	understanding (justify, apply	understanding (justify, apply	understanding (justify, apply	understanding (justify, apply	
	and suggest)	and suggest)	and suggest)	and suggest)	
	AO3 -Analyse and evaluate (evaluate, discuss, compare)	AO3 -Analyse and evaluate (evaluate, discuss, compare)	AO3 -Analyse and evaluate (evaluate, discuss, compare)	AO3 -Analyse and evaluate (evaluate, discuss, compare)	
	Addition, subtraction,	Addition, subtraction,	Addition, subtraction,	Addition, subtraction,	
	multiplication, division,	multiplication, division,	multiplication, division,	multiplication, division,	
	percentages, graphs and	percentages, graphs and	percentages, graphs and	percentages, graphs and	
0	charts. The pupils should have	charts. The pupils should have	charts. The pupils should have	charts. The pupils should have	
Core	knowledge of:	knowledge of:	knowledge of:	knowledge of:	
Knowledge	 Skill and ability 	Physical, emotional	 Participation 	3	
	 Classification of 	and social health	 Commercialisation 		
	skills	fitness and well-	Technological		
	Goal settingSMART targets	being The consequence of	developments in sport		
	Information	a sedentary lifestyle	Players conduct		
	processing	Obesity and how it	Prohibited		
	Guidance	may affect	substances		
	 Feedback 	performance	 Spectator behaviour 		
	Arousal	Somatotypes			
	AggressionIntrovert and	 Energy use, diet, nutrition and 			
	extrovert personality	hydration			
	types	,			
	 Motivation 				
Key	Set long/short goals	How lifestyle	The effects that	Revision,	
•	and targets for a	choices can affect	external factors	consolidation of	
takeaways	sports performer.	performance.	have on sport.	learning and	
for future				coursework.	
learning					



By the end of Key Stage 4, pupils are able to:

- Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- Demonstrate and apply relevant skills and techniques in physical activity and sport.