

## Header

### Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn and in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

#### Knowledge; skills and understanding to be gained at each stage\*

	Cycle 1	Cycle 2	Cycle 3
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Planned by EYFS team- See SRN</li> <li>Utilise indoor and outdoor provision based curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Planned by EYFS team- See SRN</li> <li>Utilise indoor and outdoor provision based curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Planned by EYFS team- See SRN</li> <li>Utilise indoor and outdoor provision based curriculum.</li> </ul>
<b>Year 1</b>	<p><b>Cycle 1</b></p> <p><b>1. Attack Defend Shoot</b></p> <ul style="list-style-type: none"> <li>To practice basic movements including running, jumping, throwing and catching.</li> <li>To begin to engage in competitive activities.</li> <li>To experience opportunities to improve agility, balance and coordination.</li> </ul> <p><b>2. Gymnastics</b></p> <ul style="list-style-type: none"> <li>Identify and use simple gymnastics actions and shapes.</li> <li>Apply basic strength to a range of gymnastics actions.</li> <li>Begin to carry basic apparatus such as mats and benches.</li> <li>To recognise like actions and link.</li> </ul>	<p><b>Cycle 2</b></p> <p><b>3. Dance</b></p> <ul style="list-style-type: none"> <li>Respond to a range of stimuli and types of music.</li> <li>Explore space, direction, levels and speeds.</li> <li>Experiment creating actions and performing movements with different body parts</li> </ul> <p><b>4. OAA</b></p> <ul style="list-style-type: none"> <li>See Year 3</li> <li>To work with others to solve problems.</li> <li>To describe their work and use different strategies to solve problems. To lead others and be led. To differentiate between when a task is competitive and when it is collaborative.</li> </ul> <p><b>5. Hit catch run</b></p> <ul style="list-style-type: none"> <li>Able to hit objects with hand or bat.</li> <li>Track and retrieve a rolling ball.</li> <li>Throw and catch a variety of balls and objects.</li> </ul>	<p><b>Cycle 3</b></p> <p><b>6. Send &amp; return</b></p> <ul style="list-style-type: none"> <li>Able to send an object with increased confidence using hand or bat.</li> <li>Move towards a moving ball to return. Sending and returning a variety of balls.</li> </ul> <p><b>7. Run jump throw</b></p> <ul style="list-style-type: none"> <li>Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances.</li> </ul> <p><b>8. Athletics</b></p> <ul style="list-style-type: none"> <li>Control movements and body actions in response to specific instructions Demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force.</li> </ul>



<p><b>Year 2</b></p>	<p><b>Cycle 1</b></p> <p><b>9.Attack Defend Shoot</b></p> <ul style="list-style-type: none"> <li>• Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment.</li> <li>• Recall and link combinations of skills, e.g. dribbling and passing.</li> </ul> <p><b>10.Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastic scoring.</li> </ul>	<p><b>Cycle 2</b></p> <p><b>11.Dance</b></p> <ul style="list-style-type: none"> <li>• Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels.</li> <li>• Challenge themselves to move imaginatively responding to music Work as part of a group to create and perform short movement sequences to music.</li> </ul> <p><b>12.OAA</b></p> <ul style="list-style-type: none"> <li>• See Year 3</li> <li>• To work with others to solve problems. To describe their work and use different strategies to solve problems. To lead others and be led. To differentiate between when a task is competitive and when it is collaborative</li> </ul> <p><b>13.Hit catch run</b></p> <ul style="list-style-type: none"> <li>• To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games</li> </ul>	<p><b>Cycle 3</b></p> <p><b>14.Send &amp; return</b></p> <ul style="list-style-type: none"> <li>• Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return.</li> <li>• Sending and returning a variety of balls.</li> </ul> <p><b>15. Run jump throw</b></p> <ul style="list-style-type: none"> <li>• Pupils will begin to link running and jumping.</li> <li>• To learn and refine a range of running which includes varying pathways and speeds.</li> <li>• Develop throwing techniques to send objects over long distances.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Control movements and body actions in response to specific instructions Demonstrate agility and speed.</li> <li>• Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force.</li> </ul>
<p><b>Year 3</b></p>	<p><b>Cycle 1</b></p> <p><b>16.Handball/ Bench ball</b></p> <ul style="list-style-type: none"> <li>• Able to show basic passing and catching skills Learn basic defensive techniques. To implement the rules of handball</li> </ul> <p><b>17.Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movements and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work—unison.</li> </ul>	<p><b>Cycle 2</b></p> <p><b>18. Dance</b></p> <ul style="list-style-type: none"> <li>• Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop.</li> </ul> <p><b>19.OAA</b></p> <ul style="list-style-type: none"> <li>• To work with others to solve problems. To describe their work and use different strategies to solve problems. To lead others and be led. To differentiate between when a task is competitive and when it is collaborative.</li> </ul> <p><b>20.Rounders</b></p> <ul style="list-style-type: none"> <li>• To be able to play simple rounders games</li> <li>• To apply some rules to games. To develop and use simple rounders skill</li> </ul>	<p><b>Cycle 3</b></p> <p><b>21.Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• Handle a rugby ball with confidence.</li> <li>• Evade attackers using footwork and body control.</li> <li>• Link skills to perform as a team in attack.</li> <li>• Use basic game principles of tag rugby and play within simpler rules.</li> </ul> <p><b>22.Football</b></p> <ul style="list-style-type: none"> <li>• Able to show basic control skills including sending and receiving the ball.</li> <li>• To send the ball with some accuracy to maintain possession and build attacking play.</li> <li>• To implement the basic rules of football.</li> </ul> <p><b>23.Athletics</b></p> <ul style="list-style-type: none"> <li>• Control movements and body actions in response to specific</li> </ul>



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 Jump for height and distance with control and balance.  
 Throw with speed and power and apply appropriate force

<p><b>Year 4</b></p>	<p><b>Cycle 1</b></p> <p><b>24. Handball</b></p> <ul style="list-style-type: none"> <li>• Develop 3 step rule incorporating bounce.</li> <li>• Defend and stop attacks by blocking and intercepting.</li> <li>• Pass and move with the ball to set up attacks</li> <li>• Demonstrate and implement the rules of handball</li> </ul> <p><b>25. Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group.</li> <li>• Use compositional ideas in sequences such as changes in height, speed and direction</li> </ul> <p><b>26. Swimming</b></p> <ul style="list-style-type: none"> <li>• Throughout the year Year 4 will also attend weekly swimming lesson.</li> <li>• Becoming familiar with floating, submerging, and moving through water</li> <li>• Using swimming aids to develop technique and stamina</li> <li>• Swimming lengths and linking with turns.</li> <li>• Using different strokes</li> <li>• Using different pull and kick styles</li> <li>• Treading water, basic survival and rescue techniques.</li> </ul>	<p><b>Cycle 2</b></p> <p><b>27. Hockey</b></p> <ul style="list-style-type: none"> <li>• To be able to consistently perform basic hockey skills such as dribbling and push pass.</li> <li>• To implement the basic rules of hockey.</li> <li>• To develop tactics and apply them in competitive situations.</li> <li>• To increase speed and endurance during gameplay</li> </ul> <p><b>28. OAA</b></p> <ul style="list-style-type: none"> <li>• Work well in a team or group within defined and understood roles.</li> <li>• Plan and refine strategies to solve problems.</li> <li>• Identify the relevance of and use maps, compass and symbols</li> <li>• Identify what they do well and suggest what they could do to improve.</li> </ul> <p><b>29. Rounders</b></p> <ul style="list-style-type: none"> <li>• Link together a range of skills and use in combination.</li> <li>• Collaborate with a team to choose, use and adapt rules in games.</li> <li>• Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance</li> </ul>	<p><b>Cycle 3</b></p> <p><b>30. Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• To consistently perform basic tag rugby skills Implement rules and develop tactics in competitive situations.</li> <li>• To increase speed and build endurance during gameplay</li> </ul> <p><b>31. Athletics</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</li> <li>• Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> </ul> <p><b>32. Football</b></p> <ul style="list-style-type: none"> <li>• Introduce some defensive skills</li> <li>• Dribbling in different directions using different parts of their feet.</li> <li>• Passing for distance Evaluating skills to aid improvement</li> </ul>
<p><b>Year 5</b></p>	<p><b>Cycle 1</b></p> <p><b>32. Handball/ Bench ball/ Basketball</b></p> <ul style="list-style-type: none"> <li>• To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal</li> </ul>	<p><b>Cycle 2</b></p> <p><b>34. Hockey</b></p> <ul style="list-style-type: none"> <li>• Combine basic hockey skills such as dribbling and push pass.</li> <li>• Select and apply skills in a game situation confidently.</li> </ul>	<p><b>Cycle 3</b></p> <p><b>37. Rugby</b></p> <ul style="list-style-type: none"> <li>• To combine basic tag rugby skills such as catching and quickly passing in one movement.</li> <li>• To be able to select and implement appropriate skills in a game situation.</li> </ul>



<ul style="list-style-type: none"> <li>To begin to play effectively in different positions on the pitch in both attack and defence</li> <li>To increase power and strength of passes, moving the ball over longer distances. Use a wide range of handball rules consistently</li> </ul> <p><b>33. Gymnastics</b></p> <ul style="list-style-type: none"> <li>Create longer and more complex sequences and adapt performances</li> <li>Take the lead in a group when preparing a sequence</li> <li>Develop symmetry individually, as a pair and in a small group</li> <li>Compare performances and judge strengths and areas for improvement</li> <li>Select a component for improvement. For example— timing or flow</li> </ul>	<ul style="list-style-type: none"> <li>Play effectively in different positions on the pitch including in defence.</li> <li>To increase power and strength of passes, moving the ball over longer distances.</li> </ul> <p><b>35.OAA</b></p> <ul style="list-style-type: none"> <li>Explore ways of communicating in a range of challenging activities.</li> <li>Navigate and solve problems from memory</li> <li>Develop and use trust to complete the task and perform under pressure</li> </ul> <p><b>36.Cricket</b></p> <ul style="list-style-type: none"> <li>Link together a range of skills and use in combination.</li> <li>Collaborate with a team to choose, use and adapt rules in games.</li> <li>Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance</li> </ul>	<ul style="list-style-type: none"> <li>To begin to play effectively when attacking and defending.</li> <li>To increase the power of passes so the ball can be moved quickly over greater distance</li> </ul> <p><b>38.Athletics</b></p> <ul style="list-style-type: none"> <li>Become confident and expert in a range of techniques and recognise their success.</li> <li>Apply strength and flexibility to a broad range of throwing, running and jumping activities.</li> <li>Work in collaboration and demonstrate improvement when working with self and others.</li> <li>Accurately and confidently judge across a variety of activities</li> </ul> <p><b>39.Football</b></p> <ul style="list-style-type: none"> <li>To play effectively in a variety of positions and formations on the pitch.</li> <li>Relate a greater number of attacking and defensive tactics to gameplay.</li> <li>Become more skilful when performing movements at speed.</li> </ul>
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<p><b>Year 6</b></p>	<p><b>Cycle 1</b></p> <p><b>40. Handball/ Bench ball/ Basketball</b></p> <ul style="list-style-type: none"> <li>Work as a team to improve group tactics and gameplay.</li> <li>Play within the rules using screening to break down offensive play.</li> <li>Develop defensive skills</li> </ul> <p><b>41. Gymnastics</b></p> <ul style="list-style-type: none"> <li>Lead group warm-up showing understanding of the need for strength and flexibility.</li> <li>Demonstrate accuracy, consistency, and clarity of movement.</li> <li>Work independently and in small groups to make up own sequences.</li> <li>Arrange own apparatus to enhance work and vary compositional ideas.</li> </ul>	<p><b>Cycle 2</b></p> <p><b>42.Hockey</b></p> <ul style="list-style-type: none"> <li>To choose and implement a range of strategies and tactics to attack and defend.</li> <li>To combine and perform more complex skills at great speed.</li> <li>To recognise and describe good individual and team performances.</li> <li>To suggest, plan and lead a warm-up as a small group</li> </ul> <p><b>43.OAA</b></p> <ul style="list-style-type: none"> <li>Use information given by others to complete tasks and work collaboratively.</li> <li>Undertake more complex tasks.</li> <li>Take responsibility for a role in a task.</li> <li>Use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games</li> </ul>	<p><b>Cycle 3</b></p> <p><b>45.Tag Rugby</b></p> <ul style="list-style-type: none"> <li>Choose and implement a range of strategies and tactics to attack and defend.</li> <li>Combine and perform more complex skills at speed.</li> <li>Observe, analyse and recognise good individual and team performances.</li> <li>Suggest, plan and lead a warm-up as a small group</li> </ul> <p><b>46. Football</b></p> <ul style="list-style-type: none"> <li>Choose and implement a range of strategies to attack and defend.</li> <li>To perform a wider range of more complex skills.</li> <li>Recognise and describe good individual and team performances</li> <li>Suggest, plan and lead simple drills for given skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• Experience flight on and off of high apparatus</li> </ul>	<p><b>44. Cricket</b></p> <ul style="list-style-type: none"> <li>• Apply with consistency standard cricket rules in a variety of different styles of games.</li> <li>• Attempt a small range of recognised shots in isolation and in competitive scenarios.</li> <li>• Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</li> </ul>	<p><b>47. Athletics</b></p> <ul style="list-style-type: none"> <li>• Become confident and expert in a range of techniques and recognise their success.</li> <li>• Apply strength and flexibility to a broad range of throwing, running and jumping activities.</li> <li>• Work in collaboration and demonstrate improvement when working with self and others.</li> <li>• Accurately and confidently judge across a variety of activities</li> </ul>
<b>Year 7</b>	<p><b>Cycle 1</b></p> <p><b>48. OAA (Mixed Sex)</b></p> <ul style="list-style-type: none"> <li>• Team Building</li> <li>• Trust Exercises</li> <li>• Basic Map Reading</li> <li>• Star Orienteering</li> </ul> <p><b>49. Dance (Mixed Sex)</b></p> <ul style="list-style-type: none"> <li>• Performing a routine which must include</li> <li>• Travel</li> <li>• Unison/Cannon</li> <li>• Variety of Levels</li> <li>• Individual input</li> </ul> <p><b>50. Rugby (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Handling &amp; carrying,</li> <li>• passing, tackling,</li> <li>• playing the,</li> <li>• beating opponents,</li> <li>• try scoring</li> </ul>	<p><b>Cycle 2</b></p> <p><b>51. Badminton (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Basic Serving Techniques</li> <li>• Underarm Clear</li> <li>• Overhead Clear</li> <li>• Drop Shots</li> <li>• Positioning</li> </ul> <p><b>52. Football (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Dribbling, ball control,</li> <li>• short &amp; long passing,</li> <li>• shooting,</li> <li>• tackling,</li> <li>• marking</li> </ul> <p><b>53. Running for Fitness (Mixed sex)</b></p> <ul style="list-style-type: none"> <li>• Pacing &amp; Tracking</li> <li>• The Sprint Finish</li> <li>• Race Planning</li> <li>• The Big Race</li> </ul>	<p><b>Cycle 3</b></p> <p><b>54. Fitness (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Gym safety</li> <li>• Intensity (the basics)</li> <li>• Heart Rate</li> <li>• Following a training plan</li> </ul> <p><b>55. Hockey (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Rules &amp; safety</li> <li>• Dribbling, ball control,</li> <li>• Push passing</li> <li>• shooting,</li> <li>• Block tackling,</li> <li>• marking</li> </ul> <p><b>56. Cricket (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Bowling</li> <li>• Batting</li> <li>• Fielding</li> <li>• Umpiring</li> </ul> <p><b>57. Athletics (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• 100m technique,</li> <li>• long distance technique,</li> <li>• long jump technique,</li> <li>• shot technique,</li> <li>• discus technique,</li> <li>• javelin technique</li> </ul>
<b>Year 8</b>	<p><b>Cycle 1</b></p> <p><b>58. OAA (Mixed Sex)</b></p> <ul style="list-style-type: none"> <li>• Team Building</li> <li>• Trust Exercises</li> </ul>	<p><b>Cycle 2</b></p> <p><b>62. Exercising at home (Mixed Sex)</b></p> <ul style="list-style-type: none"> <li>• HIIT</li> <li>• Yoga/Stretching</li> </ul>	<p><b>Cycle 3</b></p> <p><b>65. Rounders (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• stopping and throwing,</li> <li>• catching,</li> </ul>



	<ul style="list-style-type: none"> <li>• Basic Map Reading</li> <li>• Star Orienteering</li> </ul> <p><b>59. Gymnastics (Mixed Sex)</b></p> <ul style="list-style-type: none"> <li>• rolls,</li> <li>• balances, jumps, leaps,</li> <li>• twists, cartwheel</li> <li>• round off, squat,</li> <li>• straddle vault,</li> </ul> <p><b>60. Handball (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Handball Two handed catching,</li> <li>• dominant hand dribbling,</li> <li>• passing,</li> <li>• shooting,</li> <li>• feinting,</li> <li>• screening with the ball</li> </ul> <p><b>61. Basketball/ Netball (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Dribbling,</li> <li>• passing,</li> <li>• catching on the move,</li> <li>• shooting (stepping/ lay ups),</li> <li>• shadowing/screening,</li> <li>• interception,</li> <li>• positions</li> </ul>	<ul style="list-style-type: none"> <li>• Circuit Training</li> <li>• Body Weight Training</li> <li>• The big work out</li> </ul> <p><b>63. Football (Single sex)</b></p> <ul style="list-style-type: none"> <li>• Dribbling to beat opposition,</li> <li>• chest &amp; thigh control,</li> <li>• nondominant passing,</li> <li>• volleying,</li> <li>• jockeying,</li> <li>• marking off the ball</li> </ul> <p><b>64. Fitness (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Gym safety</li> <li>• Intensity (Borg RPE)</li> <li>• Training Zones</li> <li>• Progressive Overload</li> <li>• Design their own work out plan</li> </ul>	<ul style="list-style-type: none"> <li>• forehand batting,</li> <li>• backhand batting</li> <li>• bowling action,</li> <li>• bowling type</li> </ul> <p><b>66. Cricket (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• Bowling</li> <li>• Batting</li> <li>• Fielding</li> <li>• Umpiring</li> </ul> <p><b>67. Athletics (Single Sex)</b></p> <ul style="list-style-type: none"> <li>• 100m technique,</li> <li>• long distance technique,</li> <li>• long jump technique,</li> <li>• shot technique,</li> <li>• discus technique,</li> <li>• javelin technique</li> </ul>
<b>Year 9</b>	<p><b>Cycle 1</b></p> <p><b>Students will take part in building and designing their own curriculum.</b></p> <p><b>68 - Tactical Awareness</b></p> <ul style="list-style-type: none"> <li>• Develop strategies that overcome opponents in team and individual games</li> </ul> <p><b>69. Fitness</b></p> <ul style="list-style-type: none"> <li>• Part design training planning</li> <li>• Intensity</li> <li>• Borg RPE</li> <li>• Tracking Progress</li> <li>• Components of Fitness</li> </ul>	<p><b>Cycle 2</b></p> <p><b>70. Evaluate Performance</b></p> <ul style="list-style-type: none"> <li>• Fitness testing to be used to compare and evaluate performance</li> </ul> <p><b>71. Fitness</b></p> <ul style="list-style-type: none"> <li>• Part design training planning</li> <li>• Intensity</li> <li>• Borg RPE</li> <li>• Tracking Progress</li> <li>• Components of Fitness</li> </ul>	<p><b>Cycle 3</b></p> <p><b>72 - Tactical Awareness</b></p> <ul style="list-style-type: none"> <li>• Develop strategies that overcome opponents in team and individual games</li> </ul> <p><b>73 - Develop Technique and improve performance</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Gymnastics</li> <li>• Dance</li> </ul>
<b>Year 9 BTEC Sport</b>	<p><b>Cycle 1</b></p> <p><b>Unit 6 - Practical sports Performance</b></p>	<p><b>Cycle 2</b></p> <p><b>Unit 6 - Practical sports Performance</b></p>	<p><b>Cycle 3</b></p> <p><b>Unit 6 - Practical sports Performance</b></p>



	<ul style="list-style-type: none"> <li>Learning aim A: Know the attributes associated with successful sports leadership</li> </ul>	<ul style="list-style-type: none"> <li>Learning aim B: Undertake the planning and leading of sports activities</li> <li>Learning aim C: Review the planning and leading of sports activities</li> </ul>	<ul style="list-style-type: none"> <li>Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</li> </ul> <p><b>Unit 3 - Fitness Training</b></p> <ul style="list-style-type: none"> <li>Design a personal fitness training programme</li> </ul>
<b>Year 10</b>	<p><b>Cycle 1</b></p> <p><b>Students will take part in building and designing their own curriculum.</b></p> <p><b>68 - Tactical Awareness</b></p> <ul style="list-style-type: none"> <li>Develop strategies that overcome opponents in team and individual games</li> </ul> <p><b>69. Fitness</b></p> <ul style="list-style-type: none"> <li>Part design training planning</li> <li>Intensity</li> <li>Borg RPE</li> </ul>	<p><b>Cycle 2</b></p> <p><b>70. Evaluate Performance</b></p> <ul style="list-style-type: none"> <li>Fitness testing to be used to compare and evaluate performance</li> </ul> <p><b>71. Fitness</b></p> <ul style="list-style-type: none"> <li>Part design training planning</li> <li>Intensity</li> <li>Borg RPE</li> <li>Tracking Progress</li> <li>Components of Fitness</li> </ul>	<p><b>Cycle 3</b></p> <p><b>72 - Tactical Awareness</b></p> <ul style="list-style-type: none"> <li>Develop strategies that overcome opponents in team and individual games</li> </ul> <p><b>73 - Develop Technique and improve performance</b></p> <ul style="list-style-type: none"> <li>Athletics</li> <li>Gymnastics</li> <li>Dance</li> </ul>
<b>Year 10 BTEC Sport</b>	<p><b>Cycle 1</b></p> <p><b>Unit 3 - Applying the principles of personal training</b></p> <ul style="list-style-type: none"> <li>Learning aim A: Design a personal fitness training programme</li> <li>Learning Aim C: Safely implement a personal fitness training programme</li> <li>Learning aim D: Review a personal fitness training programme</li> </ul>	<p><b>Cycle 2</b></p> <p><b>Unit 3 - Applying the principles of personal training</b></p> <ul style="list-style-type: none"> <li>Learning aim D: Review a personal fitness training programme</li> </ul> <p><b>Unit 1 - Fitness for Sport and Exercise</b></p> <ul style="list-style-type: none"> <li>Learning aim A: Know about the components of fitness and the principles of training</li> <li>Learning aim B: Explore different fitness training methods</li> </ul>	<p><b>Cycle 3</b></p> <p><b>Unit 1 - Fitness for Sport and Exercise</b></p> <ul style="list-style-type: none"> <li>Learning aim C: Investigate fitness testing to determine fitness levels</li> <li>Exam (1st Sitting)</li> </ul>
<b>Year 11</b>	<p><b>Cycle 1</b></p> <p><b>Students will take part in building and designing their own curriculum.</b></p> <p><b>68 - Tactical Awareness</b></p> <ul style="list-style-type: none"> <li>Develop strategies that overcome opponents in team and individual games</li> </ul> <p><b>69. Fitness</b></p> <ul style="list-style-type: none"> <li>Part design training planning</li> <li>Intensity</li> <li>Borg RPE</li> </ul>	<p><b>Cycle 2</b></p> <p><b>70. Evaluate Performance</b></p> <ul style="list-style-type: none"> <li>Fitness testing to be used to compare and evaluate performance</li> </ul> <p><b>71. Fitness</b></p> <ul style="list-style-type: none"> <li>Part design training planning</li> <li>Intensity</li> <li>Borg RPE</li> <li>Tracking Progress</li> <li>Components of Fitness</li> </ul>	<p><b>Cycle 3</b></p> <p><b>72 - Tactical Awareness</b></p> <ul style="list-style-type: none"> <li>Develop strategies that overcome opponents in team and individual games</li> </ul> <p><b>73 - Develop Technique and improve performance</b></p> <ul style="list-style-type: none"> <li>Athletics</li> <li>Gymnastics</li> <li>Dance</li> </ul>



**Cycle 1**

**Unit 2: Practical Sports Performance**

- Learning aim A: Understand the rules, regulations and scoring systems for selected sports
- Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports

**Cycle 2**

**Unit 2: Practical Sports Performance**

- Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports
- Learning aim C: Be able to review sports performance

**Cycle 3**

**Unit 2: Practical Sports Performance**

- Learning aim C: Be able to review sports performance

\*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies or knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.

