

Subject: Physical Education

Curriculum vision

The Physical Education vision at Avonbourne Academies is to ensure that all pupils develop competence and confidence. We want students to excel in a broad range of activities and be physically active for sustained periods of time. We also want to create confident members of the community, who pursue and engage in competitive sports and who continue to maintain healthy active lives beyond their academic career.

Our curriculum and enrichment programme are underpinned by three core principles: 'fit to perform', 'fit to lead' and 'fit for life' through the context of physical activity. These three core principles are developed further in our Key stage 4 and 5 provision where students have the opportunity to continue their study of sport at examination level.

Through 'fit to perform' students will master the fundamental skills that improve their physical literacy such as agility, coordination and movement. The mastery of these skills will allow students to access higher levels of participation with confidence and competence.

Through 'fit to lead', students' understanding beyond physical activity such as cooperation and teamwork can be developed. The importance of emotional skills will also be addressed such as increasing self-esteem, self-confidence and inclusivity.

Through 'fit for life', we will educate our students not just for examinations but to be active and confident citizens in the modern world with a love of sport, physical activity and a greater understanding of health and well-being.

The enrichment programme enhances the three core principles through a vast range of extra-curricular opportunities. Students are offered additional practice and recreational play as well as the opportunity to compete in their chosen sport at a local and County level. Trips are also an integral part of enrichment for students allowing them to experience new sports, independence and life skills.



Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	<p>Fit To Perform: Basketball/ Netball/ Handball: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Badminton/ Basketball: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Health Related Fitness: Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle.</p>	<p>Yr7 students begin with an introduction to skills in isolation, leading partners in simple activities and demonstrating appropriate components of fitness.</p> <p>This enables students to learn the fundamental Fit to Lead, Perform and Life principles.</p>	<p>Fit To Perform: Basketball/ Netball/ Handball: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Badminton/ Basketball: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Health Related Fitness: Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle.</p>	<p>Yr7 students begin with an introduction to skills in isolation, leading partners in simple activities and demonstrating appropriate components of fitness.</p> <p>This enables students to learn the fundamental Fit to Lead, Perform and Life principles.</p>
Year 8	<p>Fit To Perform: Basketball/ Netball/ Handball Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Badminton/ Basketball: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Health Related Fitness: Sustained stamina for longer periods/ uses Coff to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle.</p>	<p>Y8 students develop and progress the concepts learnt in year 7. Skills are placed within more pressured situations. Leadership builds to larger numbers. Students demonstrate sustained cardiovascular endurance.</p> <p>Students' practical ability, knowledge of sports and leadership roles are developing. Students need to develop knowledge of how their body adapts to exercise.</p>	<p>Fit To Perform: Basketball/ Netball/ Handball Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Badminton/ Basketball: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Health Related Fitness: Sustained stamina for longer periods/ uses Coff to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle.</p>	<p>. Y8 students develop and progress the concepts learnt in year 7. Skills are placed within more pressured situations. Leadership builds to larger numbers. Students demonstrate sustained cardiovascular endurance.</p> <p>Students' practical ability, knowledge of sports and leadership roles are developing. Students need to develop knowledge of how their body adapts to exercise.</p>



<p>Year 9</p>	<p>Fit To Perform: Basketball/ netball/ Handball: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements Fit to Lead: Badminton/ Basketball: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience Fit for Life: Health Related Fitness: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Y9 students revisit sports they have already studied in KS3. They can perform advanced skills, undertake different roles, Eg. official, show good knowledge of rules and can participate in strenuous activity.</p> <p>Students become confident with the sports studied and progress to more complex concepts and roles throughout the key stage.</p>	<p>Fit to Perform: Basketball/ netball/ Handball: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements Fit to Lead: Badminton/ Basketball: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience Fit for Life: Health Related Fitness: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Y9 students revisit sports they have already studied in KS3. They can perform advanced skills, undertake different roles, Eg. official, show good knowledge of rules and can participate in strenuous activity.</p> <p>Students become confident with the sports studied and progress to more complex concepts and roles throughout the key stage.</p>
<p>Year 10</p>	<p>Fit to Perform: Basketball/ Netball/ Handball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Badminton/ Basketball: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Health Related Fitness: Health Related Fitness: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>As students move into KS4 it is important for students to make stronger links between activity and a healthy activity lifestyle. More emphasis is placed on physical activity and emotional well-being.</p> <p>Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits.</p>	<p>Fit to Perform: Basketball/ Netball/ Handball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Badminton/ Basketball: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Health Related Fitness: Health Related Fitness: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>As students move into KS4 it is important for students to make stronger links between activity and a healthy activity lifestyle. More emphasis is placed on physical activity and emotional well-being.</p> <p>Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits.</p>
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	<p>plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Health Related Fitness: Health Related Fitness: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits.</p>	<p>plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Health Related Fitness: Health Related Fitness: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>Advanced skills and tactics are developed through gameplay. Students evaluate performance and reflect on lifestyle habits.</p>
<p>Year 10 OCR Sports Science</p>	<p>R183 Nutrition and Sports Performance TA1 Nutrients needed for a healthy, balanced nutrition plan</p>	<p>Students complete this assessment initially as it is the smaller of the two mandatory units. This allows students to develop an understanding of command words that support the completion of Non Examined Assessment (NEA) units. Students will understand the nutrients required for a healthy, balanced diet.</p>	<p>R183 Nutrition and Sports Performance TA2 Applying differing dietary requirements to varying types of sporting activity</p>	<p>Students continue with Nutrition and Sports Performance NEA assessment and develop longer responses to the unit Scenario as the second topic area is undertaken. Students link diet requirements to a variety of sporting activities.</p>
<p>Year 11 OCR Sports Science</p>	<p>RO46: Sports Nutrition LO2: Understand the importance of nutrition in sport LO3: Know about the effects of a poor diet on sports performance and participation</p>	<p>Knowledge of hydration and nutrition will help students reflect on their training programmes and see how important these factors are to performance. Links to 'reducing the risk of sports injuries' (individual variables), fitness levels, fatigue and posture. Gathering participation information would be included in prior learning. Introduce 'Technology in Sport' for testing and research material</p>	<p>LO4: Be able to develop diet plans for performers RO46: Technology in Sport LO1: Know how technology is used in sport</p>	<p>Coursework unit (60 marks) Students have covered the principles of training, injuries in sport and diet and nutrition. Teaching technology in sport allows the students to link these innovations to previous learning and identify how technology can have positive and negative effects in sport.</p>
<p>Year 12 OCR</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 1 - Body systems and the effects of physical activity -Understand the skeletal system in relation to exercise and physical activity. -Understand the muscular system in relation to exercise and physical activity</p>	<p>Whether students are aiming to become a coach, nutritionist, personal trainer or work within the sports industry, knowledge of the human body, its systems and how they function will help them to ensure that their clients gain the benefits of an active, healthy lifestyle. By understanding the effects that physical activity, training and lifestyle can have on the body systems students can ensure that sports and</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 1 - Body systems and the effects of physical activity -Understand the respiratory system in relation to exercise and physical activity - Understand the different energy systems in relation to exercise and physical activity</p>	<p>Students' understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training, and lifestyle can have on them will be assessed in the form of an external exam in January.</p>



	<p>- Understand the cardiovascular system in relation to exercise and physical activity</p>	<p>activities are properly focused and do not risk a client's health or wellbeing and will help them to persuade others to pursue and maintain a balanced, active, healthy lifestyle. In this unit students will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.</p>		
<p>Year 13 OCR</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity</p> <p>Unit 3 – Sports Organisation and Development</p> <ul style="list-style-type: none"> - Understand how sport in the UK is organised - Understand sports development <p>Unit 2 – Sports Coaching and activity leadership</p> <p>Using the knowledge gained in Unit 3 students will be able to lead six coaching sessions for a specific sports person.</p>	<p>Students will learn that the organisation of sport in the UK can be quite complex with multiple agencies and organisations, both inside of and outside of the UK, working together at different levels on different agendas. One of the key areas which most, if not all, of the organisations involved in sport in the UK are concerned with is sports development and the increase of participation in sport and physical activity, both to improve the health of the nation but also to aid the development of elite athletes who can compete and achieve on an international level. In this unit students will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. Students will also gain an understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity</p> <p>Unit 3 – Sports Organisation and Development</p> <ul style="list-style-type: none"> - Understand how the impact of sports development can be measured - Understand sports development in practice <p>Unit 8 – Organisation of a sports event.</p> <p>Understand the professionals involved in organising a sports event.</p>	<p>Students will be externally assessed on their understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. Students will also be assessed on their understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.</p> <p>Students will get the opportunity to run a sports event for their peer group within school. Students will complete their own risk assessment and will run the whole event with no assistance. This gives students a fantastic opportunity to gain valuable leadership and communication skills in a safe and supportive environment.</p>



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Year 7	<p>Fit To Perform: Volleyball/ Rugby: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Football/ table Tennis: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Football/ Gymnastics Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle</p>	<p>Yr7 progress to looking at simple tactics, verbalising ideas and competing for short periods of sustained exercise.</p> <p>This increases their understanding of more competitive activities and their ability to apply skills learnt.</p>	<p>Fit To Perform: Volleyball/ Rugby: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Football/ table Tennis/ O.A.A.: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Football/ Gymnastics Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle</p>	<p>Yr7 progress to looking at simple tactics, verbalising ideas and competing for short periods of sustained exercise.</p> <p>This increases their understanding of more competitive activities and their ability to apply skills learnt.</p>
Year 8	<p>Fit To Perform: Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Sustained stamina for longer periods/ uses Coff to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle</p>	<p>Y8 students develop their ability to use more complex tactics/ compositions, adapting to changing environments, and knowledge of basic anatomical structures.</p> <p>Students have developed their ability to perform in sports and now can increase their understanding of tactics. Their understanding of the body starts to be developed for later units.</p>	<p>Fit To Perform: Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Sustained stamina for longer periods/ uses Coff to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle</p>	<p>Y8 students develop their ability to use more complex tactics/ compositions, adapting to changing environments, and knowledge of basic anatomical structures.</p> <p>Students have developed their ability to perform in sports and now can increase their understanding of tactics. Their understanding of the body starts to be developed for later units.</p>



<p>Year 9</p>	<p>Fit To Perform: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements Fit to Lead: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience Fit for Life: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Students explore decision making in more complex situations/ routines and understand how to adapt sessions according to the principles of training.</p> <p>As students become competent performers, they need to understand how to lead and adapt training to develop confidence for activities outside of school.</p>	<p>Fit To Perform: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements Fit to Lead: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience Fit for Life: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Students explore decision making in more complex situations/ routines and understand how to adapt sessions according to the principles of training.</p> <p>As students become competent performers, they need to understand how to lead and adapt training to develop confidence for activities outside of school.</p>
<p>Year 10</p>	<p>Fit to Perform: Volleyball/ Rugby: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Football/ Table Tennis: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Football/ Gymnastics: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles.</p> <p>It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health.</p>	<p>Fit to Perform: Volleyball/ Rugby: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance. Fit To Lead: Football/ Table Tennis: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy. Fit for Life: Football/ Gymnastics: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>Students continue to develop their competency of advanced skills, and undertake umpiring, officiating and organisational roles, whilst applying their understanding of training principles.</p> <p>It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health.</p>
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	<p>an effective role model showing resilience and empathy. Fit for Life: Football/ Gymnastics: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>can be developed; resilience, teamwork, communication, stress relief and improved health.</p>	<p>or activity, is an effective role model showing resilience and empathy. Fit for Life: Football/ Gymnastics: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>It is important for students to make links between physical activity and the skills that can be developed; resilience, teamwork, communication, stress relief and improved health.</p>
<p>Year 10 OCR Sports Science</p>	<p>R183 Nutrition and Sports Performance TA3 Developing a balanced nutrition plan for selected sporting activity</p>	<p>Students apply knowledge from topic area 2 to complete a nutrition plan for a specific sporting activity for the next Task.</p>	<p>R183 Nutrition and Sports Performance TA4 How nutritional behaviours can be managed to improve sports performance</p>	<p>Students develop knowledge of how nutritional behaviours need to be managed to improve sports performance. This helps makes links with larger mandatory unit and examined unit on risk of sports injuries to competed at end of the course.</p>
<p>Year 11 OCR Sports Science</p>	<p>RO46: Technology in Sport LO2: Understand the positive effects of sports technology LO3: Understand the negative effects of sports technology</p>	<p>Coursework unit (60 marks) Students have covered the principles of training, injuries in sport and diet and nutrition. Links between principles of training and technology can be made to improve performance.</p>	<p>LO4: Be able to evaluate the impact of technology in sport</p>	<p>Students have developed evaluation skills in 2 prior units, evaluating diet and training programmes.</p>
<p>Year 12 OCR</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 8 – Organisation of sports events - Know different types of sports events and their purpose - Know the different roles and responsibilities involved in the planning and delivery of sports events - Be able to plan and promote a sports event</p>	<p>Students will develop skills in planning, promoting and delivering a sports event; with a focus primarily on their individual role as well as working as part of a team and reflecting on their input and future personal development. They will establish transferrable skills which can be used within sport and active leisure as well as within the fitness industry. They will also learn to enhance skills such as teamwork, organisation and safeguarding awareness.</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity Unit 8 – Organisation of sports events - Be able to participate in the delivery of a sports event - Be able to review the planning and delivery of a sports event</p>	<p>Students will develop skills in planning, promoting and delivering a sports event; with a focus primarily on their individual role as well as working as part of a team and reflecting on their input and future personal development. They will establish transferrable skills which can be used within sport and active leisure as well as within the fitness industry. They will also learn to enhance skills such as teamwork, organisation and safeguarding awareness.</p>



<p>Year 13 OCR</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity</p> <p>Unit 2 – Sports coaching and activity leadership</p> <ul style="list-style-type: none"> - Know the roles and responsibilities of sports coaches and activity leaders - Understand principles which underpin coaching and leading 	<p>In this unit students will gain an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. They will explore the roles and responsibilities of coaches and leaders and how these differ from each other, and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to them developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on their own practice and using feedback to improve their performance as a sports coach or activity leader.</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity</p> <p>Unit 2 – Sports coaching and activity leadership</p> <ul style="list-style-type: none"> - Be able to use methods to improve skills, techniques and tactics in sport - Be able to plan sports and activity sessions 	<p>In this unit students will gain an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. They will explore the roles and responsibilities of coaches and leaders and how these differ from each other, and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to them developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on their own practice and using feedback to improve their performance as a sports coach or activity leader.</p>
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	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 7	<p>Fit To Perform: Athletics/ Softball/ Rounders: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Cricket/ Badminton: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Tennis: Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle.</p>	<p>Students' progress to identifying strengths and weaknesses of performances, show determination to overcome challenges and can explain how physical activity plays a role in healthy active lifestyle.</p> <p>Students have developed their own physical ability and must now start to use evaluation skills.</p>	<p>Fit To Perform: Athletics/ Softball/ Rounders: Skills in isolation and small groups, Simple tactics/ composition, Identifies strengths/ weakness in own and others performance</p> <p>Fit to Lead: Cricket/ Badminton: Leads partner in simple activity, Understands and verbalises simple tactics/ creative ideas, shows enthusiasm and determination to overcome challenges</p> <p>Fit for Life: Tennis: Appropriate strength, stamina, suppleness. Compete for short periods of sustained exercise, conducts own warm up/ cool down describing purpose, explains how PA contributes to balanced, healthy lifestyle.</p>	<p>Students' progress to identifying strengths and weaknesses of performances, show determination to overcome challenges and can explain how physical activity plays a role in healthy active lifestyle.</p> <p>Students have developed their own physical ability and must now start to use evaluation skills.</p>
Year 8	<p>Fit To Perform: Athletics/ Softball/ Rounders: Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Cricket/ Badminton: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Tennis: Sustained stamina for longer periods/ uses Coff to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle.</p>	<p>Students' build on term 2 by evaluating their own and other performances, reflecting on challenges, and understanding the importance of physical activity.</p> <p>As student's understanding of skills and rules of activities improves, they need to identify how to improve own and others performance and the importance of an active lifestyle.</p>	<p>Fit To Perform: Athletics/ Softball/ Rounders: Skills in isolation and under pressure, more complex tactics / composition, evaluates effectiveness of own and other performance suggesting appropriate improvements</p> <p>Fit to Lead: Cricket/ Badminton: Leads and motivates partner/ small group with confidence and good communication, Understands and verbalises more complex tactics and adapting changing environments, Reflects on progress to ambitious personal challenges</p> <p>Fit for Life: Tennis: Sustained stamina for longer periods/ uses Coff to improve health, good knowledge of basic anatomical structures, Explain importance of healthy, active lifestyle.</p>	<p>Students' build on term 2 by evaluating their own and other performances, reflecting on challenges, and understanding the importance of physical activity.</p> <p>As student's understanding of skills and rules of activities improves, they need to identify how to improve own and others performance and the importance of an active lifestyle.</p>



<p>Year 9</p>	<p>Fit To Perform: Athletics/ Softball/ Rounders: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements</p> <p>Fit to Lead: Cricket/ Badminton: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience</p> <p>Fit for Life: Tennis: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Y9 students have an opportunity to develop their analysis of performance, demonstrate resilience and explain the importance of nutrition and hydration.</p> <p>Students increase their understanding of the different opportunities sport can offer. The importance of diet and nutrition are introduced ahead of examination courses.</p>	<p>Fit To Perform: Athletics/ Softball/ Rounders: Advanced skills in game situation/ performance, Advanced decision making in competitive situation/ dynamic routines/ sequences, Analyses own and others performance implementing appropriate improvements</p> <p>Fit to Lead: Cricket/ Badminton: Undertakes leadership/ officiating roles with good knowledge of rules, adapts activities (STEP) when leading, Effective role model showing resilience</p> <p>Fit for Life: Tennis: Strenuous activity to meet demands, using strength, stamina, suppleness, and speed, good understanding of principles of safe and effective training to improve health, Explains importance of nutrition and hydration.</p>	<p>Y9 students have an opportunity to develop their analysis of performance, demonstrate resilience and explain the importance of nutrition and hydration.</p> <p>Students increase their understanding of the different opportunities sport can offer. The importance of diet and nutrition are introduced ahead of examination courses.</p>
<p>Year 10</p>	<p>Fit to Perform: Athletics/ Softball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance.</p> <p>Fit To Lead: Cricket/ Badminton: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Tennis: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>The activities change to have more of a focus on individual performance. Students are asked to reflect and evaluate their own and peers' performances, demonstrating resilience and empathy. Students should now have a greater understanding of a healthy lifestyle.</p>	<p>Fit to Perform: Athletics/ Softball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance.</p> <p>Fit To Lead: Cricket/ Badminton: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Tennis: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>The activities change to have more of a focus on individual performance. Students are asked to reflect and evaluate their own and peers' performances, demonstrating resilience and empathy. Students should now have a greater understanding of a healthy lifestyle.</p>



<p>Year 11</p>	<p>Fit to Perform: Athletics/ Softball: Successfully performs advanced skills and tactics in a team/ individual game, solo/ group setting and can analyse performance.</p> <p>Fit To Lead: Cricket/ Badminton: Confidently leads and evaluates an activity, plays an active role in the organisation, officiating and umpiring of a sport or activity, is an effective role model showing resilience and empathy.</p> <p>Fit for Life: Tennis: Makes effective choices that reflect their potential lifestyle activity habits and, in the short term, motivates them to participate with vigour and enthusiasm. Applies a good understanding of the principles of training and fitness testing to improve their own performance. Explains the importance and models aspects of a healthy lifestyle.</p>	<p>The activities change to have more of a focus on individual performance. Students are asked to reflect and evaluate their own and peers' performances, demonstrating resilience and empathy. Students should now have a greater understanding of a healthy lifestyle.</p>		
<p>Year 10 OCR Sports Science</p>	<p>R181 Applying the principles of training TA1 Components of fitness applied in sport</p>	<p>Students begin second mandatory unit and develop knowledge of components of fitness that is required to complete the further topic areas in this unit. This will include fitness testing and collection of results ensuring validity and reliability. Results are compared to normative data to reflect on strengths and areas of improvement.</p>	<p>R181 Applying the principles of training TA2 Principles of training in sport</p>	<p>Students will justify goal setting through SMART targets, whilst adhering to principles of training, SPOR ad FITT</p>
<p>Year 12 OCR</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity</p> <p>Unit 17 – Sports injuries and rehabilitation</p> <ul style="list-style-type: none"> - Know common sports injuries and their effects - Be able to minimise the risk of sports injuries - Be able to respond to acute sports injuries when they occur 	<p>Students will learn the different causes, types, signs and symptoms of sports injuries. They will study the possible long-term effects of these injuries on the injured participant, both physical and psychological. This will allow them to support the injured participant appropriately, whether as part of the immediate response or a long-term rehabilitation programme, to avoid causing them further harm and speed up their safe return to participation. However, prevention is better than cure and so an understanding of risk factors and how to minimise risks will help maintain a safe environment, helping participants to stay injury free in the first place. In this unit students will learn how to recognise and treat common</p>	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity</p> <p>Unit 17 – Sports injuries and rehabilitation</p> <ul style="list-style-type: none"> - Know the role of different agencies in the treatment and rehabilitation of sports injuries - Be able to plan a rehabilitation programme for a specific sports injury 	<p>Students will learn the different causes, types, signs and symptoms of sports injuries. They will study the possible long-term effects of these injuries on the injured participant, both physical and psychological. This will allow them to support the injured participant appropriately, whether as part of the immediate response or a long-term rehabilitation programme, to avoid causing them further harm and speed up their safe return to participation. However, prevention is better than cure and so an understanding of risk factors and how to minimise risks will help maintain a safe environment, helping participants to stay injury free in the first place. In this unit students will learn how to recognise and treat common</p>



		sports injuries both immediately and through long-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.		sports injuries both immediately and through long-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.
Year 13 OCR	<p>Cambridge Technical Level 3 Extended Certificate – Sport and Physical Activity</p> <p>Unit 2 – Sports coaching and activity leadership</p> <ul style="list-style-type: none"> - Be able to prepare sports and activity environments - Be able to deliver sports and activity sessions - Be able to review sports and activity sessions 	In this unit students will gain an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. They will explore the roles and responsibilities of coaches and leaders and how these differ from each other, and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to them developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on their own practice and using feedback to improve their performance as a sports coach or activity leader.		

Wider reading

<p>Extracurricular Opportunities (competitions, associations and clubs)</p> <p>Autumn:</p> <ul style="list-style-type: none"> • Rugby: ATP, CBA, AMA, BSA • Netball: JTA, MBA, BSA • Basketball: KHH • Climbing: DPA, KGH, KLH, BJ • Football: CBA, AMA, CBA • Table Tennis: RGA • Racket club: RGA, CBA • Theory: RGA <p>Fixtures: Football, Rugby, Netball, Basketball</p> <p>Spring:</p> <ul style="list-style-type: none"> • Rugby: ATP, BSA 	<p>Revision Guides</p> <ol style="list-style-type: none"> 1. Cambridge National Level ½ Sports Science: My revision notes, (Sue Young, Symond Burrows) My Revision Notes: Cambridge National Level 1/2 Sport Science: Amazon.co.uk: Young, Sue, Burrows, Symond: 9781510478572: Books 2. Cambridge Technicals Level 3 Sport and Physical Activity (Helen Bray) Cambridge Technicals Level 3 Sport and Physical Activity: Amazon.co.uk: Bray, Helen, Chapman, Scott, Myatt, Alister, Short, Annette, Bointon, Suzanne, Martin, James: 9781471874857: Books
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Avonbourne Boys' & Girls' Academies

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United Sixth Form

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- Football: CBA, AMA, RGA, DPA, BSA
- Netball: JTA, MBA,
- Basketball: KH, CBA
- Volleyball: AMA
- Racket club: RGA
- Table Tennis
- Climbing: DPA, KGH, KLH, BJ

Fixtures: Dorset Cross Country, Town Football Cup, Netball, Rugby.

Summer:

- Tennis:
- Softball:
- Cricket:
- Rounders:
- Athletics:

Academic Reading

GCSE Bitesize: Physical Education [GCSE Physical Education - BBC Bitesize](#)