

Department	Course	Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	
PE	GCSE PE	10	To understand the skeletal system, The muscular system. Pupils need to be able to apply these to various situations and understand how they impact each other. Parts of this will be taught practically. During their practical lesson each week, pupils will follow progression to improve their netball and badminton - to ensure a range of sports can be offered.	The pupils need to understand the circulatory system and Respiratory system. Pupils need to be able to apply these to various situations and understand how they impact each other. During their practical lesson each week, pupils will follow progression to improve their netball and badminton to ensure a range of sports can be offered.	Pupils must know all components of fitness, fitness testing, training methods. Pupils should be able to identify strengths and weaknesses in sports performance regarding COF and fully understand their impact. During their practical lesson each week, pupils will follow progression to improve their netball and badminton - to ensure a range of sports can be offered.	During their practical lesson each week, pupils will follow progression to improve their netball and badminton - to ensure a range of sports can be offered. Pupils will also get the opportunity during the summer term to explore athletics. This may use up theory lesson time. Pupils may start year 11 content early pending on the group being taught.						
		11	Pupils need to understand how skills are classified, how arousal effects performance and how arousal can be controlled. Pupils need to understand the process of information processing and the different types of guidance/feedback. Pupils also need to consider target and goal setting, aggression, motivation, and personality types.	Pupils must understand the impact of ethical participation by athletes (considering PED's), spectator behaviour, commercialisation, factors affecting participation, the use of technology in sport. Pupils need to understand how diet and nutrition can impact a performer and how a sedentary lifestyle can effect a person (including physical, mental and social well-being). Pupils also need to understand somatotypes and how that effects participation in sport.	Pupils will start the NEA section of the course which involves the pupil identifying strengths and weaknesses in a chosen sport with full justification, and then designing a training programme to improve their fitness weakness and use other parts of the course to improve their skill weakness.	Pupils will revisit all aspects of the course to revise - concentrating on areas of concern or where pupils feel the need for clarification. Special consideration will be dedicated to how to structure the longer answers in preparation for the exams. Pupils will also spend time preparing for moderation (however this is not known until the end of January at the earliest).						
	BTEC Sport	10	Explore types and provision of sport and physical activity for different types of participant	Examine equipment and technology required for participants to use when taking part in sport and physical activity	Be able to prepare participants to take part in sport and physical activity	Understand how different components of fitness are used in different physical activities	Be able to participate in sport and understand the roles and responsibilities of officials	Demonstrate ways to improve participants sporting techniques				
		11	Understand how different components of fitness are used in different physical activities	Be able to participate in sport and understand the roles and responsibilities of officials	Demonstrate ways to improve participants sporting techniques	Explore the importance of fitness for sports performance	Investigate fitness testing to determine fitness levels	Investigate different fitness training methods	Investigate fitness programming to improve fitness and sports performance			
	GCSE Dance	10	Choreographic skills & Performance skills. - Pupils need to learn what skill comes under which header. - be able to define key terms - identify where these are used in your own practical work.	Component 1: Set phrases solos. Beginning to learn and implement the performance skills practically - learning the 4 set phrases and refining which you can perform best - being able to give, receive and act upon feedback	A Linthi Curva - starting component 2 and analysing professional works. - analysing how production features have been used - analysing and adding person interpretation - identifying how different production features support choreographic intent.	Shadows - component 2 dance appreciation - analysing how production features have been used - identifying how different production features support choreographic intent.	Component 1: Duethrio performance - implementing the performance skills into own performance - going through a guided process of choreography with teacher led support. - being able to work with others and lead	Within Her Eyes - component 2 dance appreciation - analysing how production features have been used - analysing and adding person interpretation - identifying how different production features support choreographic intent.	Participate in competitive sports	Undertake adventurous activities		
		11	Component 1: preparing for non exam assessment of set phrases - selecting the non exam assessment work - implementing performance skills - being able to identify how the use of performance skills improve performance	Infra - component 2 dance appreciation - analysing how production features have been used - analysing and adding person interpretation - identifying how different production features support choreographic intent.	component 1: preparing for non exam assessment of duet / trio - being able to identify the impact use of performance skills has on your performance - being able to give, receive and act upon feedback - being able to work confidently with others and perform	Emanicipation of expressionism - component 2 dance appreciation - analysing how production features have been used - analysing and adding person interpretation - identifying how different production features support choreographic intent.	Component 1: choreography non exam assessment preparation - being able to respond to a stimulus - being able to identify choreographic skills and link them to your intent - being able to direct and lead other dancers	Artificial things - component 2 dance appreciation - analysing how production features have been used - analysing and adding person interpretation - identifying how different production features support choreographic intent.	Revision techniques & exam practise - being able to successfully revise - being able to write coherent, analytical exam questions - being able to identify what questions require in their answers	Be able to organise a competitive activity. Be able to participate in a competitive activity. Be able to review participation in the competitive sport activity	Know about the different adventurous activities. Understand health and safety factors in adventurous activities. Be able to take part in an adventurous activity. Be able to review participation in an adventurous activity.	
	NCFE Uniformed Services	Information	Unit	Investigate employment in the uniformed services	Physical fitness for the uniformed services	Develop team working and problem solving skills	Health and safety in the uniformed services	Health and hygiene in the uniformed services	Follow uniformed services routine	Exploring equality and diversity		
			Information	Be able to investigate employment in the uniformed services Be able to prepare to apply for a chosen job in a uniformed service Be able to conduct self in an interview situation Be able to review own performance following an interview situation	Understand level of fitness required by a specific uniformed service Understand how diet and exercise contribute to physical fitness Be able to establish and improve own fitness level of personal fitness	Be able to develop team working skills. Understand problem solving skills when working in a team. Understand how to respond to conflict situations when working in a team. Be able to participate in a review of a team activity.	Understand the different responsibilities relating to health and safety. Understand how risk assessments contribute to health and safety. Know the principles of safe manual handling. Know the importance of the control of substances hazardous to health (COSHH).	Know the importance of maintaining hygiene in the uniformed services. Know why infection control is important in the uniformed services. Know about stress and stress management.	Understand the purpose and functions of foot drill. Be able to demonstrate foot drill. Be able to demonstrate marching. March at a given pace for a specific uniformed service. Understand basic service routine and requirements for a chosen uniformed service.	Understand stereotyping and labelling and their effects. Understand prejudice and their effects. Understand the ways in which people might choose to describe themselves. Understand the importance of equality and diversity.		