



<b>Assessment</b>	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Aiming to beat personal bests via timekeeping	
<b>Cross curricular links (Other subjects, Careers, PHSE, Literacy, Numeracy, Oracy)</b>	Score keeping in tournament week and general play	Score keeping in tournament week and general play	Score keeping in tournament week and general play	Score keeping in tournament week and general play	Score and time keeping in tournament week and general play.		
<b>Be More Opportunities (School based, local, regional, National, Global)</b>	Extra-curricular clubs and teams Netball, Football, Basketball National Football cups	Extra-curricular clubs and teams Netball, Football, Basketball	Extra-curricular clubs and teams Netball, Football, Basketball Wirral Football cups	Extra-curricular clubs and teams Softball, Cricket and Rounders Summer trip to St Georges park to study coaching and sport science Duke of Edinburgh Silver Award	Extra-curricular clubs and teams Softball, Cricket, Athletics Summer trip to St Georges park to study coaching and sport science Duke of Edinburgh Silver Award		
<b>Vocabulary</b>	Possession, Retention, Invasion of space, Counter attack, Defensive shape, Transferral of possession, Cardio vascular	Possession, Retention, Invasion of space, Counter attack, Defensive shape, Transferral of possession, Cardio vascular	Regulations, Attacking formations, Defensive formations, Deception, Manipulation of opposition, Muscular Skeletal, Cardio Vascular	Rules and regulations, Attacking hitting, Defensive hitting, Attacking fielding, Defensive fielding, Manipulation of opposition, Agility	Regulations, Hazards, Momentum, Trajectory, Inertia, Power, Velocity		
<b>Methods of deepening and securing knowledge</b>	<p><b>Interleaving</b> - Low-stakes starters are used to ensure knowledge gained is retained and developed. (Retrieval Practice / Overlearning).</p> <p><b>Knowledge organisers</b></p> <p><b>Regular recall and retrieval</b> - retrieval practice completed each lesson based on learning from the current LP and learning in previous LPs.</p> <p><b>Challenge and Scaffolding:</b> models, videos, feedback</p> <p><b>Low stakes testing</b> – retrieval practice starter questions, formative assessment quizzes.</p>						

Sport Year 10	Summary: The overarching aim of the year 10 sport curriculum is to develop pupils' knowledge of the range of sporting provisions, how to remove the barriers of participation and the impacts of sporting activity on the body. This is developed in Component 1, learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity. Component 2 presents learners with opportunities to investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.					Composite	KS4 Intent
	LP1	LP2	LP3	LP4	LP5	What do students do with this knowledge?	By the end of year 11, an EPC Sport student will...
What new knowledge/content do we introduce?	<p>Component 1 Learning Aim A Types and provision of sport for different types of participant Rules and regulations of major sports</p> <p>Reading about a participant and suggesting ways that they could take part in sport and activities</p> <p>Different types of activities Types and needs of sport and physical activity participants (age and ability) Barriers to participation in sport and physical activity for different types of Participant (time and money) Methods to address barriers to participation in sport and physical activity for different types of participant (Reducing costs and access) Different sectors of providers and their advantages and disadvantages</p> <p>Warming up in three stages (pulse raise, stretch, skill practice) and specific to sport</p>	<p>Component 1 Learning Aim B and C Examine the equipment and technology required and Preparing participants to take part in physical activity Different types of sports clothing and equipment required for participation in sport and physical activity (footwear and safety equipment)</p> <p>Different types of technology and their benefits to improve sport and physical activity participation and performance (facilities and equipment)</p> <p>The limitations of using technology in sport and physical activity (time and cost)</p>	<p>Component 1 Learning Aim B and C Examine the equipment and technology required and Preparing participants to take part in physical activity Planning a warm-up (pulse raiser, mobilisation, stretches, Response of the cardiorespiratory system Response of the musculoskeletal system Adapting a warm-up for different categories of participants and different types of physical activities</p> <p>Delivering a warm-up to prepare participants for physical activity</p>	<p>Component 2 Learning aim A Understand how different components of fitness are used in different activities Understand how different components of fitness are used in different physical activities Components of physical fitness (Aerobic endurance, muscular strength) Components of skill-related fitness (Agility, balance)</p> <p>Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>Techniques, strategies and fitness required for different sports Officials in sport Rules and regulations in sports</p>	<p>Component 2 Learning aim B Be able to take part in sport and the roles of officials Learning aim C Demonstrate ways to improve participant techniques Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>Techniques, strategies and fitness required for different sports Officials in sport Rules and regulations in sports</p> <p>Learning outcome C: Demonstrate ways to improve participants sporting techniques</p> <p>Planning drills and conditioned practices to develop participants' sporting skills</p>	<p>Students will write a controlled assessment in response to a specific athlete and their sporting needs. They will also present about their equipment needs and technological advances that can help those activities.</p> <p>Students will plan a warm up and deliver it in small groups for their chosen activity. They will be videoed in this warm up and must explain the muscular skeletal and cardiovascular responses of the body to warm ups.</p> <p>Students will produce a written response that will explain what each of the different components of fitness and their use in the team sport and the impact they have on performance in that sport. Students will produce a series of video clips that will demonstrate sports skills for a selected sport being demonstrated in isolated practices and strategies being demonstrated in competitive situations.</p> <p>Students will produce a presentation to assist young people in understanding the different roles and responsibilities of the officials for your selected</p>	<p>The intent of the BTEC KS4 course is to build on prior knowledge of a range of sports and activities at KS3. Students will be able to lead activities and have knowledge of the anatomy of the human body. They can explain how sport has barriers to participation that can be addressed. They will understand technology used in sports and be able to officiate and coach their peers.</p>

						<p>sport. They provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.</p>
<b>Rationale</b>	The three components are delivered in sequence, giving learners the opportunity to develop a broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership, and teaching and communication. Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities before students are tested through an external examination; combined knowledge across the course content.					
<b>Building on Knowledge</b>	Recall starter every lesson based on last lesson covered	Recall starter every lesson based on last lesson covered	Recall starter every lesson based on last lesson covered	Recall starter every lesson based on last lesson covered	Recall starter every lesson based on last lesson covered	
<b>Assessment</b>	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	
<b>Cross curricular links (Other subjects, Careers, PHSE, Literacy, Numeracy, Oracy)</b>	English – essay writing PHSE – needs of lots of types of people	English – essay writing PHSE – needs of lots of types of people	Biology – the responses of the body to exercise	Biology – the responses of the body to exercise	Biology – the responses of the body to exercise	
<b>Be More Opportunities (School based, local, regional, National, Global)</b>	Extra-curricular clubs and teams Netball, Football, Basketball National Football cups	Extra-curricular clubs and teams Netball, Football, Basketball	Extra-curricular clubs and teams Netball, Football, Basketball Wirral Football cups	Extra-curricular clubs and teams Softball, Cricket and Rounders Duke of Edinburgh Silver Award	Extra-curricular clubs and teams Softball, Cricket, Athletics Duke of Edinburgh Silver Award	
<b>Vocabulary</b>	Sports Provision, Private, Public, Voluntary, cultural barriers, Ethnicity, Access	Pulse raiser, mobilisation, major muscle groups (hamstrings, biceps, quadriceps), Cardio vascular, Muscular skeletal	Health related fitness, Skill related fitness, Aerobic Endurance, Muscular strength, Muscular Endurance, Agility	Techniques, Strategies, Rules and regulations, Adherence to rules, Dimensions, Conditioned practice, Teaching points	Progressive practice, Unopposed, Passive, Active, Positioning, Demonstrations, Peer demonstration	
<b>Methods of deepening and securing knowledge</b>	<p><b>Interleaving</b> - Low-stakes starters are used to ensure knowledge gained is retained and developed. (Retrieval Practice / Overlearning).  <b>Knowledge organisers</b>  <b>Regular recall and retrieval</b> - retrieval practice completed each lesson based on learning from the current LP and learning in previous LPs.  <b>Challenge and Scaffolding:</b> models, videos, feedback  <b>Low stakes testing</b> – retrieval practice starter questions, formative assessment quizzes.</p>					

Physical Education Year 11	Summary: The overarching aim of the Year 11 P.E curriculum is to deepen students' knowledge a range of sports and physical activities to develop their knowledge and awareness of the benefits of leading a health active lifestyle. This is done through exploring a variety of sports further deepening their knowledge of motor competence, rules, strategies and tactics and healthy participation. Students will also develop their LORIC skills as they explore different team and individual sports. They will deepen their knowledge of the best ways to train for, and lead in, a range of activities.					Composite	KS4 Intent
	LP1	LP2	LP3	LP4	LP5	What do students do with this knowledge?	By the end of year 11, an EPC Physical Education student will...
<p><b>What new knowledge/content do we introduce?</b></p>	<p>Outdoor invasion games Indoor Invasion games Fouls and offside in netball Playing advantage football Types of punishments for fouls and poor sportsmanship (sin bin) Team and personal fouls in basketball Types of punishments for fouls and poor sportsmanship (sin bin)</p> <p>Passing, dribbling, shooting, crossing Tackling in rugby, rucking and mauling Grubber, touch and box kick in rugby</p> <p>Recycling the ball High or low press in football Kicking in rugby Centre pass in netball Formations in football and netball</p>	<p>Indoor Invasion games Outdoor invasion games</p> <p>The shot clock and tip off in basketball Team and personal fouls Technical fouls in basketball</p> <p>Layup against defender in basketball Revers or wrong handed lay up in basketball</p> <p>Crossover dribble and drive past defender using euro step in basketball Blocking in handball and basketball Deceiving the keeper in handball</p> <p>Advanced formations in basketball and handball. Zone defence. Wing play Attacking a zone defence Motion offence in basketball Screens in basketball</p> <p>Training for power in basketball via plyometrics</p>	<p>Net games, fitness Serving positions and rules Scoring systems Major rules on how to score Touches on balls rules on net rules</p> <p>4 main badminton shots (Clear, drop, smash, clear) and playing them at the right time Doubles formations 4 main volleyball shots (Serve, set, dig, smash) and playing them at the right time Fake on certain shots (smash etc) Set routines to deceive in volleyball (fake smash set)</p> <p>Doubles formations and tactics Team formations</p> <p>Types of fitness and designing training to suit those types (Weight training, Continuous training and interval training)</p>	<p>Striking and fielding Scoring systems Ways you can get out (caught, run out, LBW) Foul balls in softball Cricket umpire signals and scoring</p> <p>How to score quickly or defend 4 main cricket shots (defend, drive, hook and pull) How to bowl in cricket and softball/ rounders Spin and swing bowling in cricket Wicket keeping in cricket</p> <p>Team tactics to defend and attack Fielding techniques in cricket/rounders to get players out or keep score down Bowling tactics Wicket keeping tactics</p> <p>Training for types of fitness needed striking and fielding (speed, agility, reaction time)</p> <p>Planning warm ups and cool downs Risk assessment</p>	<p>Athletics and Outdoor Education Safety rules with throwing events Fouling in jumping, running and throwing events Rules applied in competition settings (fouls and valid throws/jumps) False start</p> <p>How to compete in short and long distance running Technique for throwing, jumping and running (long jump, high jump, triple jump, discus, shot put, javelin) to include a run up for momentum Techniques for climbing and belaying. Points of contact to the face.</p> <p>Tactics for running Running team relay races – choosing anchors and finishers Team belaying Problem solving on routes</p> <p>Training for throwing events using plyometrics</p>	<p>Bounce pass, overhead pass Switch pass in football The role of positions in football Box kick, grubber kick, touch kick Keeper rolling out to full back Dodging Netball umpiring Netball marking Wide shot Jump shot in handball and basketball Blocking and moving as a team to defend in shape Long pass, fast break Wing attack and centre Goal shooing tactics Goal defending tactics Communication in doubles and volleyball Blocking in 3s in volleyball Net block Spike, jump serve, top spin serve Court positions Planning and adapting circuit training to suit athletes Hitting 6s and 4s Sweep, slog Home runs Forward defensive, back foot block Attacking and defending scores in games Pace making as a team and individual Self-timing and setting tactics Analysing other runners and throwers Aiming to beat personal bests via timekeeping</p>	<p>The intent of the Key Stage 4 curriculum is to produce students who demonstrate our moral virtues and LORIC skills through sport and physical activity. We intend to provide students with the knowledge and application to be able to take part in sport through participation, coaching or officiating. We want all students to develop knowledge of how to lead healthy, active lifestyles to progress into KS5 and beyond. ,</p>

<b>Rationale</b>	The P.E curriculum follows the sporting calendar and is delivered in the structure it is to enable students to support students who wish to enhance their knowledge through competitive competition through extracurricular opportunities with EPC and also with local clubs.						
<b>Building on Knowledge</b>	Recall starter every lesson based on last lesson covered	Recall starter every lesson based on last lesson covered	Recall starter every lesson based on last lesson covered	Recall starter every lesson based on last lesson covered	Recall starter every lesson based on last lesson covered		
<b>Assessment</b>	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment		
<b>Cross curricular links (Other subjects, Careers, PHSE, Literacy, Numeracy, Oracy)</b>	Score keeping in tournament week and general play Literacy – Writing essay style exam answers Biology – Human Biology	Score keeping in tournament week and general play Literacy – Writing essay style exam answers Biology – Human Biology	Score keeping in tournament week and general play Literacy – Writing essay style exam answers Biology – Human Biology	Score keeping in tournament week and general play Literacy – Writing essay style exam answers Biology – Human Biology	Score keeping in tournament week and general play Literacy – Writing essay style exam answers		
<b>Be More Opportunities (School based, local, regional, National, Global)</b>	Extra-curricular clubs and teams Netball, Football, Basketball National Football cups	Extra-curricular clubs and teams Netball, Football, Basketball	Extra-curricular clubs and teams Netball, Football, Basketball Wirral Football cups	Extra-curricular clubs and teams Softball, Cricket and Rounders Duke of Edinburgh Silver Award	Extra-curricular clubs and teams Softball, Cricket, Athletics Duke of Edinburgh Silver Award		
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<b>Methods of deepening and securing knowledge</b>	<b>Interleaving</b> - Low-stakes starters are used to ensure knowledge gained is retained and developed. (Retrieval Practice / Overlearning). <b>Knowledge organisers</b> <b>Regular recall and retrieval</b> - retrieval practice completed each lesson based on learning from the current LP and learning in previous LPs. <b>Challenge and Scaffolding:</b> models, videos, feedback <b>Low stakes testing</b> – retrieval practice starter questions, formative assessment quizzes.						

Sport Year 11	Summary: The overarching aim of the year 11 btec course focuses on the practical elements of taking part in sport in a number of roles and then reviewing performance highlighting strengths and weaknesses. The final unit focuses on pulling all previously learnt knowledge to apply to a practical situation of a six-week training programme.					Composite	KS4 Intent
	LP1	LP2	LP3	LP4	LP5	What do students do with this knowledge?	By the end of year 11, an EPC Sport student will...
What new knowledge/content do we introduce?	<p>Unit 6 Leadership AIM A Attributes of leaders <b>Topic A.2: Attributes</b></p> <ul style="list-style-type: none"> <li>● Skills (communication, organisation of equipment, knowledge).</li> <li>● § Advanced skills (activity structure, target setting, use of language, evaluation).</li> <li>● Qualities (appearance, enthusiasm, confidence).</li> <li>● § Additional qualities (leadership style, motivation, humour, personality).</li> </ul> <p><b>Topic A.3: Responsibilities</b></p> <ul style="list-style-type: none"> <li>● Core responsibilities (professional conduct, health and safety, equality).</li> <li>● § Wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations)</li> </ul>	<p>Unit 6 Leadership AIM B Planning and leading sessions <b>Topic B.1: Sports activities</b> For example, individual sports, team sports, fitness activities.</p> <p><b>Topic B.2: Plan</b></p> <ul style="list-style-type: none"> <li>● Participants, e.g. age, ability, gender, numbers, medical and specific needs.</li> <li>● Aims and objectives, e.g. target setting, expected outcomes.</li> <li>● Resources, e.g. equipment, time, environment.</li> <li>● Warm-up.</li> <li>● Pulse raiser: activities that can be used to gradually increase the pulse rate.</li> <li>● Mobilise: activities to mobilise the main joints of the body such as knees, hips, shoulders, ankles and wrists.</li> <li>● Stretching (different types of stretches for the main muscles used in sports activity sessions – deltoids, triceps, erector spinae, obliques, quadriceps, hamstrings, gastrocnemius).</li> <li>● Main component/components of activity, e.g. skill introduction, development, conditioned game, final activity.</li> <li>● Incorporate safe activities to minimise injury.</li> <li>● Cool down.</li> <li>● Pulse lowering: activities that gradually decrease in intensity.</li> </ul>	<p>Unit 6 Leadership Aim C Review the planning and leading of sports activities <b>Topic C.1: Review</b></p> <ul style="list-style-type: none"> <li>● Feedback for review, e.g. from participants, supervisor, observers, self-analysis.</li> <li>● Methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback.</li> <li>● Strengths and areas for improvement (demonstration of attributes, completion of responsibilities, e.g. planning, content, organisation, health and safety, achievements).</li> </ul> <p><b>§ Topic C.2: Targets for development</b></p> <ul style="list-style-type: none"> <li>● § SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded).</li> <li>● § Development plan: <ul style="list-style-type: none"> <li>o aims and objectives</li> <li>o goals</li> <li>o SMARTER targets</li> <li>o activities and opportunities, e.g. training, courses, qualifications</li> <li>o possible barriers.</li> </ul> </li> </ul>	<p>Unit 3 - Principles of training AIM A Personal exercise plan AIM B Muscular skeletal systems and cardio respiratory systems <b>Topic A.1 Personal information to aid training programme design</b></p> <ul style="list-style-type: none"> <li>● Personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): <ul style="list-style-type: none"> <li>o short-term goals (set over a short period of time, between one day and one month)</li> <li>o medium-term goals</li> <li>o long-term goals</li> </ul> </li> <li>● Aims</li> <li>● Objectives</li> <li>● Lifestyle and physical activity history.</li> <li>● § Medical history questionnaire.</li> </ul> <p><b>Topic A.2 Programme design</b></p> <ul style="list-style-type: none"> <li>● Use personal information to aid training programme design.</li> <li>● Selection of appropriate training method</li> <li>● Safe design: appropriate method/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives.</li> <li>● § Application of the basic principles of training - Frequency, Intensity,</li> </ul>	<p>Unit 3 – Principles of training AIM C Implement a self-designed training plan AIM D Review a training plan <b>Topic C.1 Safely implement a personal fitness training programme</b></p> <ul style="list-style-type: none"> <li>● Using an appropriate training method (e.g. taking part in planned sessions), performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment.</li> <li>● Wearing correct training gear, safe and correct use of equipment, implementation of correct technique, awareness of wider safety issues, e.g. personal safety if training outdoors.</li> <li>● § Taking full responsibility for completing and recording details for each training session.</li> </ul> <p><b>Topic C.2 Training diary for each session recording</b></p> <ul style="list-style-type: none"> <li>● Date, time and location for training undertaken.</li> <li>● Aims and objectives for each session.</li> <li>● Session duration.</li> <li>● Type of training undertaken – selected method/activity.</li> <li>● Programme details (FITT).</li> <li>● Log of personal performance and achievements.</li> <li>● Resources required, e.g. equipment.</li> </ul>	<p>Students will describe tactics and techniques in team an individual sports and learn to review own performance in these sports. They will then devise ways to improve their weaknesses.</p> <p>Students will describe the attributes of good sports leaders and contrast different styles and activities. plan, lead and review sporting activities. They will also plan two selected sports and lead them to their peers.</p> <p>Students will plan two selected sports and lead them to their peers. They will also review their sessions and set targets for their improvement as a leader in the future. Students will design a 6 week training programme and take part in sessions. They will describe how the body reacts to exercise and the need for warm ups and cool downs.</p> <p>Students will carry out a six week training programme and then review their performance against their goals at the start of the programme.</p>	<p>The intent of the BTEC KS4 course is to build on prior knowledge of a range of sports and activities at KS3. In year 11 Students will be practically perform and lead activities, reviewing their performance. Students will then focus on how they improve their skills as a leader. In the final unit the pupils use all prior knowledge to create a six-week training programme.</p>

		<ul style="list-style-type: none"> <li>● Stretch: carry out maintenance and developmental stretches with the main muscles that were used in the activity session, including deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius.</li> <li>● Health and safety considerations: adhere to health and safety guidelines, and consider appropriate risk management strategies.</li> <li>● Risk assessment: environmental and injury prevention.</li> </ul>		<p>Time and Type (FITT).</p> <ul style="list-style-type: none"> <li>● § Application of the additional principles of training.</li> <li>● Selection of appropriate activities for warm-up (light, continuous physical activity to prepare the body for exercise).</li> <li>● Selection of appropriate activities for cool down (light, continuous physical activity to reduce heart rate, remove lactic acid and prevent blood pooling).</li> <li>● § Intensity: <ul style="list-style-type: none"> <li>o target zones and training thresholds</li> </ul> </li> </ul> <p><b>Topic B.1 Musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>● Location of the major muscles: deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior.</li> <li>● Location of the major bones: cranium, clavicle, scapula, ribs, sternum, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula,</li> <li>● Structure and function of the synovial joints at the hip, shoulder, knee, elbow.</li> <li>● Short-term effects of fitness training on the musculoskeletal system: <ul style="list-style-type: none"> <li>o the use of a warm-up and flexibility exercises to increase joint range of movement</li> <li>o § planning for progressive overload to encourage micro tears in muscle fibres</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● § The principles of progressive overload and details of how progressive overload has been achieved over the course of the programme.</li> <li>● § Details of programme intensity using % HR max and RPE.</li> </ul> <p><b>§ Topic C.3 Measures for success</b></p> <ul style="list-style-type: none"> <li>● § Types of motivation (intrinsic and extrinsic).</li> <li>● § Benefits of motivation and self-confidence to successfully complete a fitness training programme.</li> <li>● § Motivation for training, including details in the diary of personal feelings before, during and after each training session.</li> <li>● § Details of how the programme has been adapted</li> <li>● § Achievement against personal aims,</li> </ul>		
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				<b>Topic B.2 Cardiorespiratory system</b> ● Structures of the cardiovascular system: atria, ventricles, aorta, vena cava, pulmonary artery, pulmonary vein			
<b>Rationale</b>	Pupils will focus on the completion of the practical sport unit and then focus on their role as a leader before using all the knowledge covered to apply to the final unit in designing a personal exercise programme.						
<b>Building on Knowledge</b>	Recall starter every lesson of previous lesson learning	Recall starter every lesson of previous lesson learning	Recall starter every lesson of previous lesson learning	Recall starter every lesson of previous lesson learning	Recall starter every lesson of previous lesson learning		
<b>Assessment</b>	3 points of marking and PRT every LP. One summative assessment at the end of the unit and/or every week 5.	3 points of marking and PRT every LP. One summative assessment at the end of the unit and/or every week 5.	3 points of marking and PRT every LP. One summative assessment at the end of the unit and/or every week 5.	3 points of marking and PRT every LP. One summative assessment at the end of the unit and/or every week 5.	3 points of marking and PRT every LP. One summative assessment at the end of the unit and/or every week 5.		
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<b>Vocabulary</b>	Observation checklists, Technical demands, Tactical demands, Self Analysis, Decisiveness, Aerobic Endurance, Objectives	Evaluation, Resources, Environmental conditions, Pulse lowering, Risk assessment, Aims and Objectives	SMART targets, core responsibilities, wider responsibilities, Aims and objectives, Personal development, Self analysis of skills	SMARTER targets, FITT, target zones, muscular skeletal system, cardiorespiratory system, medical history questionnaires, synovial joints	Training methods, personal record keeping, Personal reflection, intrinsic motivation, extrinsic motivation, Outcome analysis, Goal setting		
<b>Methods of deepening and securing knowledge</b>	<b>Interleaving</b> - Low-stakes starters are used to ensure knowledge gained is retained and developed. (Retrieval Practice / Overlearning). <b>Knowledge organisers</b> <b>Regular recall and retrieval</b> - retrieval practice completed each lesson based on learning from the current LP and learning in previous LPs. <b>Challenge and Scaffolding:</b> models, videos, feedback <b>Low stakes testing</b> – retrieval practice starter questions, formative assessment quizzes.						