

Physical Education Curriculum Map

Intent -- TICK

The Bishop Challoner Physical Education curriculum is designed to inspire ALL pupils to engage, participate and succeed across a focused range of physical activities. We aim to ensure every student understands that PE is for everyone and that progress and achievement can be demonstrated in many different ways. Our curriculum is structured to be inclusive, ambitious and focused on developing both physical competence and personal growth. At the heart of our curriculum are the values of TICK:

- Teamwork** is developed through cooperation, communication and tactical understanding within competitive contexts.
- Independence** is encouraged through students taking responsibility for their learning, analysing performance and making effective decision
- Courage** is built by challenging students to perform under pressure, try new skills and persevere through setback
- Knowledge** underpins all learning, ensuring students understand rules, strategies, techniques and the principles of fitness and performance.

What does our curriculum offer?

Our curriculum is delivered through a clear focus on invasion games, net and wall games, striking and fielding activities, athletics, and accurate replication of skills. In invasion games, students develop tactical awareness, spatial understanding and decision-making. Net and wall activities promote precision, control and consistency under pressure. Striking and fielding activities build coordination, timing and strategic thinking. Athletics develops speed, endurance, strength and technical skill across a range of events. Accurate replication is embedded throughout to ensure students can consistently perform key skills with control and precision.

We aim to develop confident, capable and knowledgeable students who can apply their skills across different contexts and understand how to improve performance. Through a progressive and structured curriculum, pupils build a strong foundation in physical literacy while developing resilience, leadership and respect. Opportunities for enrichment and competition allow students to apply their learning in meaningful settings, representing the school with pride and commitment.

What are Invasion Games?

Invasion games are team-based sports in which two opposing teams compete in the same playing area, with the aim of invading the opposition’s territory to score points or goals while defending their own space. Success depends on creating and exploiting space, maintaining possession, and working effectively as a team through attacking and defending principles. In the Bishop Challoner PE curriculum, invasion games include football, basketball, netball and handball. In these activities, students develop key skills such as passing, receiving, dribbling and shooting, alongside tactical understanding of positioning, movement, marking and decision-making. Learners are encouraged to apply teamwork, communication and strategic thinking in order to outwit opponents and score while preventing the opposition from doing the same.

What is Accurate Replication?

Accurate replication refers to the ability to observe, learn, and consistently reproduce movement skills with control, precision, and correct technique. It focuses on performing actions as closely as possible to a model performance, while developing body awareness, coordination, timing, and control. Accurate replication is developed through dance, fitness and trampolining. In dance, students learn to accurately reproduce sequences of movement with rhythm, expression and coordination. In fitness-based activities, they replicate correct exercise techniques to ensure safety, effectiveness and improvement of physical conditioning. In trampolining, students focus on precise body positioning, controlled take-offs and landings, and the accurate execution of shapes and rotations. Across all areas, learners are encouraged to refine performance through repetition, feedback and self-evaluation.

What is Accurate Replication?

Net and wall games are activities where players compete over a net or against a wall with the aim of sending an object (such as a ball or shuttlecock) into the opponent’s court or area in a way that makes it difficult or impossible to return. Success depends on control, accuracy, tactical placement, and anticipation. net and wall games include volleyball, table tennis and badminton. In these sports, students develop key skills such as serving, returning, volleying, and rallying, alongside tactical understanding of space, shot selection, positioning, and opponent analysis. Learners are encouraged to apply precision, consistency and decision-making in order to outplay opponents and maintain control of the rally.

What is Striking and Fielding?

Striking and fielding games are activities in which one team aims to score runs by striking a ball into space and running between designated areas, while the opposing team works to prevent runs by fielding the ball, retrieving it quickly, and limiting scoring opportunities through accurate throwing, catching, and tactical positioning. Striking and fielding games include rounders and cricket. In these sports, students develop striking skills such as batting with control, timing and direction, alongside fielding skills including catching, throwing, and retrieving the ball efficiently. Learners also apply tactical understanding through positioning, communication, decision-making, and teamwork to limit opposition scoring and maximise their own team’s performance.

What events are covered in Athletics?

Athletics in a PE curriculum refers to a range of individual and team-based events that focus on developing fundamental physical qualities such as speed, strength, endurance, coordination, and power. It provides opportunities for students to measure and improve personal performance through structured competition and skill development. Athletics includes events such as sprinting, middle-distance running, jumping, and throwing. Students learn correct techniques for each discipline, alongside the importance of pacing, explosive movement, and efficient biomechanics. Athletics also promotes personal challenge, goal setting, and the ability to track and improve performance over time, encouraging students to strive for personal bests and develop resilience.

Invasion games are delivered during Term 1 and Term 3 for each year group, providing a structured and progressive approach to skill development across a range of sports. This allocation ensures that a broad selection of invasion game activities can be effectively taught within the academic year, allowing sufficient time for students to develop, refine and consolidate their understanding and performance. The repeated exposure across the year supports sustained progress, deeper tactical awareness, and consistent improvement in key skills

Implementation						
Term	1	2	3	4	5	6
	Invasion Games DATES	Accurate Replication DATES	Invasion Games	Net and Wall	Striking and Fielding	Athletics
Year 7	Intent Pupils will develop the fundamental skills, knowledge, and understanding required to participate confidently in invasion games. They will learn how to maintain possession, create space, attack, defend, and work effectively as part of a team. Students will develop their performance, fitness and leadership skills within the sports of: Football, Basketball, Handball and Netball	Intent Pupils will learn to accurately replicate simple movements, actions, and sequences across fitness, trampolining, and dance activities. They will develop body control, coordination, balance, timing, and spatial awareness while building confidence in performing skills safely and effectively. These foundations will prepare pupils for more complex performance, composition, and evaluation tasks in Years 8 and 9.	Intent Pupils will develop the fundamental skills, knowledge, and understanding required to participate confidently in invasion games. They will learn how to maintain possession, create space, attack, defend, and work effectively as part of a team. Students will develop their performance, fitness and leadership skills within the sports of: Football, Basketball, Handball and Netball	Intent Pupils will develop the fundamental skills, knowledge, and confidence required to participate successfully in net and wall games. Through table tennis, badminton, and volleyball, pupils will learn how to control and manipulate a ball or shuttle, sustain rallies, apply basic rules, and work cooperatively with others.	Intent Pupils will develop the fundamental skills, knowledge, and confidence required to participate successfully in striking and fielding games. The focus is on learning basic techniques, understanding simple tactics, and working effectively as part of a team.	Intent Pupils will learn to the fundamental techniques, rules, and physical skills required for track and field events. Students will develop confidence, coordination, athletic movement patterns, and an understanding of safe participation.
	Football Year 7 Core Skills - Dribbling with control - Short passing using both feet - Receiving and controlling the ball.	Students will develop their performance, fitness and leadership skills within the sports of: Fitness, Trampolining and Dance.	Football Year 7 Core Skills - Dribbling with control - Short passing using both feet - Receiving and controlling the ball.	Table Tennis Year 7 Core Skills - Ready position and grip - Forehand push - Backhand push	Year 7 Core Skill- Striking Cricket - Correct grip and stance - Basic batting technique	Shot Put Year 7 Focus - Safe handling and retrieval of the shot. - Correct grip and placement against the neck. - Standing push technique.
	Basketball Year 7 Core Skills - Dribbling with either hand - Chest pass and bounce pass - Catching and receiving	Fitness Year 7 Core Skills - Demonstrate correct exercise technique. - Replicate simple fitness movements accurately. - Maintain balance and body control during exercises.	Basketball Year 7 Core Skills - Dribbling with either hand - Chest pass and bounce pass - Catching and receiving	Badminton Year 7 Core Skills - Correct grip - Underarm serve - Forehand clear	Rounders - Correct grip and ready position - Underarm striking technique	Javelin Year 7 Focus - Safe carrying and retrieval. - Correct grip.
	Netball Year 7 Core Skills - Shoulder pass and chest pass - Catching and landing safely - Pivoting	Trampolining Year 7 Core Skills - Demonstrate safe trampolining practices. - Replicate basic shapes: Tuck, Pike, Straddle and Straight	Netball Year 7 Core Skills - Shoulder pass and chest pass - Catching and landing safely - Pivoting	Volleyball Year 7 Core Skills - Ready position - Dig (underarm pass) - Set (overhead pass)	Fielding- Cricket - Ready position - Long barrier technique	Discus Year 7 Focus - Correct grip and holding position. - Standing throw.
	Handball Year 7 Core Skills - Basic passing and catching - Dribbling while moving - Jump shooting technique	Dance Year 7 Core Skills - Replicate basic movement patterns and dynamics. - Perform movements with control and accuracy.	Handball Year 7 Core Skills - Basic passing and catching - Dribbling while moving - Jump shooting technique		Fielding- Rounders - Collecting and returning the ball quickly - Underarm throwing accuracy	Relay Year 7 Focus - Baton grip and carrying. - Basic baton exchanges.
						Long Jump Year 7 Focus - Approach run basics. - Single-leg take-off

	Development for Year 8 • Passing and moving combinations • Turning with the ball under pressure • Shooting on the move • Passing at speed • Shooting from different angles • Fast breaks	• Develop rhythm and timing to music. • Working in unison with a group. • Creating movement from visual stimuli. Development for Years 8 • Perform more complex choreographic sequences. • Perform more complex combinations and transitions. • Increase height, control, and fluency. • Apply correct technique under increased intensity. • Perform more advanced exercises and training methods. • Landings: Back, Front and Seat	Development for Year 8 • Passing and moving combinations • Turning with the ball under pressure • Shooting on the move • Passing at speed • Shooting from different angles • Fast breaks	Development for Year 8 • Forehand drive (Table Tennis) • Backhand drive (Table Tennis) • Backhand clear (Badminton) • Drop shot (Badminton) • Overarm serve (Volleyball) • Improved setting accuracy (Volleyball)	Development for Year 8 • Greater power and control • Shot selection based on field positions • Faster decision-making • Improved catching consistency	Development for Year 8 • Power position and weight transfer. • Introduction to rotational movement. • Speed maintenance
--	---	---	---	--	--	--

Term	1	2	3	4	5	6
	Invasion Games	Accurate Replication	Invasion Games	Net and Wall	Striking and Fielding	Athletics
Year 8	Intent Pupils will develop the fundamental skills, knowledge, and understanding required to participate confidently in invasion games. They will learn how to maintain possession, create space, attack, defend, and work effectively as part of a team. Students will develop their performance, fitness and leadership skills within the sports of: Football, Basketball, Handball, Netball and Hockey Football Year 8 Core Skills • Passing and moving combinations • Turning with the ball under pressure • Shooting on the move Basketball Year 8 Core Skills • Passing at speed • Shooting from different angles • Fast breaks Netball Year 8 Core Skills • Passing and moving combinations • Passing at speed • Fast breaks and transition play Handball Year 8 Core Skills • Passing at speed • Shooting from different angles • Fast breaks and transition play	Intent Pupils will learn to accurately replicate simple movements, actions, and sequences across fitness, trampolining, and dance activities. They will develop body control, coordination, balance, timing, and spatial awareness while building confidence in performing skills safely and effectively. These foundations will prepare pupils for more complex performance, composition, and evaluation tasks in Year 9. Students will develop their performance, fitness and leadership skills within the sports of: Fitness, Trampolining and Dance. Fitness Year 8 Core Skills • Apply correct technique under increased intensity. • Perform more advanced exercises and training methods. • Link exercises together within longer fitness circuits. • Maintain balance, coordination, and body control during dynamic movements. Trampolining Year 8 Core Skills • Perform more complex combinations of shapes and skills. • Link skills together using controlled transitions. • Increase height while maintaining control and body tension. Dance Year 8 Core Skills • Perform more complex choreographic sequences. • Use a wider range of transitions and movement patterns. • Demonstrate improved rhythm, timing, and musicality. • Perform with increased control, fluency, and expression. • Apply technical accuracy throughout longer dance phrases. • Create longer sequences of actions. • Develop lifting techniques.	Intent Pupils will develop the fundamental skills, knowledge, and understanding required to participate confidently in invasion games. They will learn how to maintain possession, create space, attack, defend, and work effectively as part of a team. Students will develop their performance, fitness and leadership skills within the sports of: Football, Basketball, Handball, Netball and Hockey Football Year 8 Core Skills • Passing and moving combinations • Turning with the ball under pressure • Shooting on the move Basketball Year 8 Core Skills • Passing at speed • Shooting from different angles • Fast breaks Netball Year 8 Core Skills • Passing and moving combinations • Passing at speed • Fast breaks and transition play Handball Year 8 Core Skills • Passing at speed • Shooting from different angles • Fast breaks and transition play	Intent Pupils will develop the fundamental skills, knowledge, and confidence required to participate successfully in net and wall games. Through table tennis, badminton, and volleyball, pupils will learn how to control and manipulate a ball or shuttle, sustain rallies, apply basic rules, and work cooperatively with others. Table Tennis Year 8 Core Skills • Forehand drive – generating greater power and topspin in attacking shots • Backhand drive – improving control and consistency when attacking from the backhand side • Using drives within rallies to move from defensive to attacking play Badminton Year 7 Core Skills • Backhand clear developing the ability to hit deep shots from the backhand side • Drop shot introducing deception and placement to move opponents around the court • Combining clears and drop shots to create simple tactical play Volleyball Year 7 Core Skills • Overarm serve developing accuracy, power and consistency when serving • Improved setting accuracy directing the ball to teammates with greater control • Applying serve, dig and set skills in small-sided game situations	Intent Pupils will develop the fundamental skills, knowledge, and confidence required to participate successfully in striking and fielding games. The focus is on learning basic techniques, understanding simple tactics, and working effectively as part of a team. Year 8 Core Skill- Striking Cricket • Controlled striking with increased power • Placement of shots into space Rounders • Directional hitting into space • Decision-making when batting (when to run and where to hit) Fielding- Cricket • Ready position and anticipation • Long barrier and attacking ground fielding • Catching technique (close and high catches) Fielding- Rounders • Catching from different heights and distances • Fielding in space and covering bases	Intent Pupils will learn to the fundamental techniques, rules, and physical skills required for track and field events. Students will develop confidence, coordination, athletic movement patterns, and an understanding of safe participation. Shot Put Year 8Focus • Develop the power position (side-on stance) • Introduce weight transfer from back foot to front foot during release Javelin Year 8 Focus • Introduce the withdrawal phase and preparation for throwing • Develop a controlled run-up while maintaining technique Discus Year 8 Focus • Introduce rotational movement through a half-turn throw Relay Year 8 Focus • Develop baton exchanges at increased speed Long Jump Year 8 Focus • Develop a faster and more consistent approach run • Focus on speed maintenance into the take-off board

	Developments for Year 9 • Combination play and attacking patterns • Creating and exploiting space • Give-and-go combinations • Lay-ups and finishing under pressure • Advanced passing combinations • Jump shooting under pressure Common developments across all Invasion Games: • Applying skills consistently in competitive situations • Decision making under pressure • Creating and exploiting space	Developments for Year 9 • Select and perform appropriate exercises independently for specific fitness components. • Maintain correct technique throughout sustained periods of high-intensity exercise. • Perform increasingly complex routines with confidence and consistency. • Link a range of skills and shapes together with smooth, controlled transitions. • Demonstrate height, control, body tension, and precise execution throughout routines. • Create and perform sequences that meet specific compositional requirements. • Front and Back somersaults Common developments across Accurate Replication: The key progression is from performing skills to performing, analysing, and improving skills independently. Students are expected to: • Show greater consistency and quality. • Make informed decisions about performance. • Evaluate strengths and weaknesses. • Demonstrate leadership and independence.	Developments for Year 9 • Combination play and attacking patterns • Creating and exploiting space • Give-and-go combinations • Lay-ups and finishing under pressure • Advanced passing combinations • Jump shooting under pressure Common developments across all Invasion Games: • Applying skills consistently in competitive situations • Decision making under pressure • Creating and exploiting space	Developments for Year 9 • Topspin forehand attack (Table Tennis) • Backhand topspin drive (Table Tennis) • Introduction to spin serves (backspin and sidespin) (Table Tennis) • Smash technique and recovery (Badminton) • Net shot and net kill (Badminton) • Improved backhand and forehand shot selection (Badminton) • Spike (Volleyball) • Block technique (Volleyball) • Jump serve or advanced overarm serve (Volleyball) Common developments across all Net and Wall Games: • Improved consistency and accuracy when performing core and advanced skills. • Applying skills effectively under pressure during competitive situations. • Developing tactical awareness and making appropriate decisions during game play. • Improved footwork and movement to maintain balance and positioning.	Development for Year 9 • Execute a wider range of shots (drive, pull, cut) with control. • Adapt shot selection based on the bowler, field placement, and match situation. • Manipulate fielders by placing the ball into gaps. • Make tactical decisions based on field positioning and game context. • Demonstrate effective communication with batting partners when running. Common developments across Striking and Fielding: • Improved spatial awareness and understanding of positioning. • Effective communication and teamwork to support performance. • Leadership and responsibility within individual and team roles.	Development for Year 9 • Refine power position for maximum force production • Develop a longer, faster run-up while maintaining control • Execute baton exchanges at near-maximal speed • Refine take-off mechanics for increased height and distance Common developments across Striking and Fielding: • Increase accuracy and consistency of execution. • Transfer momentum effectively to maximise performance outcomes. • Develop tactical awareness and decision-making where appropriate. • Perform skills confidently and independently in competitive situations
	Term	1	2	3	4	5

	Invasion Games	Accurate Replication	Invasion Games	Net and Wall	Striking and Fielding	Athletics
Year 9	Intent Pupils will develop the fundamental skills, knowledge, and understanding required to participate confidently in invasion games. They will learn how to maintain possession, create space, attack, defend, and work effectively as part of a team. Students will develop their performance, fitness and leadership skills within the sports of: Football, Basketball, Handball, Netball and Hockey Football Year 9 Core Skills - Combination play and attacking patterns - Creating and exploiting space - Finishing under pressure Basketball Year 9 Core Skills - Give-and-go combinations - Lay-ups and finishing under pressure - Defensive marking and interceptions Netball Year 9 Core Skills - Attacking and defensive positioning - Passing under pressure - Creating space and retaining possession - Decision making in transition Handball Year 9 Core Skills - Advanced passing combinations - Jump shooting under pressure - Defensive marking and blocking	Intent Pupils will learn to accurately replicate simple movements, actions, and sequences across fitness, trampolining, and dance activities. They will develop body control, coordination, balance, timing, and spatial awareness while building confidence in performing skills safely and effectively. These foundations will prepare pupils for more complex performance, composition, and evaluation tasks in Year 9. Students will develop their performance, fitness and leadership skills within the sports of: Fitness, Trampolining and Dance. Fitness Year 9 Core Skills - Apply a range of training methods effectively to improve performance. - Demonstrate leadership when organising and leading fitness activities. - Monitor and evaluate personal performance to identify strengths and areas for improvement. Trampolining Year 9 Core Skills - Create and perform sequences that meet specific compositional requirements. - Evaluate and refine performances using feedback. - Demonstrate safe practice independently and support others in maintaining safety. Dance Year 9 Core Skills - Perform complex movement patterns with precision and fluency. - Interpret music and themes creatively through movement. - Refine performances through self- and peer-evaluation. - Develop strength, flexibility, mobility, coordination and control. - Develop transitions using a variety of actions and dynamics.	Intent Pupils will develop the fundamental skills, knowledge, and understanding required to participate confidently in invasion games. They will learn how to maintain possession, create space, attack, defend, and work effectively as part of a team. Students will develop their performance, fitness and leadership skills within the sports of: Football, Basketball, Handball, Netball and Hockey Football Year 9 Core Skills - Combination play and attacking patterns - Creating and exploiting space - Finishing under pressure Basketball Year 9 Core Skills - Give-and-go combinations - Lay-ups and finishing under pressure - Defensive marking and interceptions Netball Year 9 Core Skills - Attacking and defensive positioning - Passing under pressure - Creating space and retaining possession - Decision making in transition Handball Year 9 Core Skills - Advanced passing combinations - Jump shooting under pressure - Defensive marking and blocking	Intent Pupils will develop the fundamental skills, knowledge, and confidence required to participate successfully in net and wall games. Through table tennis, badminton, and volleyball, pupils will learn how to control and manipulate a ball or shuttle, sustain rallies, apply basic rules, and work cooperatively with others. Table Tennis Year 9 Core Skills - Topspin forehand attack - Backhand topspin drive - Introduction to spin serves (backspin and sidespin) Badminton Year 9 Core Skills - Smash technique and recovery - Net shot and net kill - Improved backhand and forehand shot selection - Developing deception through shot disguise Volleyball Year 9 Core Skills - Spike (attack hit) - Block technique - Jump serve or advanced overarm serve - Consistent pass-set-spike sequences within a team	Intent Pupils will develop the fundamental skills, knowledge, and confidence required to participate successfully in striking and fielding games. The focus is on learning basic techniques, understanding simple tactics, and working effectively as part of a team. Year 9 Core Skill- Striking Cricket - Execute a wider range of shots (drive, pull, cut) with control. - Adapt shot selection based on the bowler, field placement, and match situation. Rounders - Demonstrate effective communication with batting partners when running. Fielding- Cricket - Anticipate play and adjust positioning before the ball is struck. - Perform accurate overarm throws over longer distances. Fielding- Rounders - Apply positional responsibilities effectively within a fielding team. - Communicate and coordinate with teammates to create run-out opportunities.	Intent Pupils will learn to the fundamental techniques, rules, and physical skills required for track and field events. Students will develop confidence, coordination, athletic movement patterns, and an understanding of safe participation. Shot Put Year 9 Focus - Refine power position for maximum force production - Develop a full glide or advanced rotational entry (where appropriate) Javelin Year 9 Focus - Develop a longer, faster run-up while maintaining control Discus Year 9 Focus - Increase release speed through effective sequencing of movement Relay Year 9 Focus - Maintain sprint technique before, during and after exchanges • Apply tactics and teamwork in competitive races Long Jump Year 9 Focus - Develop flight techniques (hang or hitch-kick introduction) - Consistently hit the take-off board under pressure
	Developments BTEC Sport (2022)	Developments BTEC Sport (2022) & GCSE Dance	Developments BTEC Sport (2022)	Developments for Year 9		

	Year 7 Core Skills • Demonstrate fundamental techniques correctly in isolation Year 8 Development Skill • Apply skills at speed and under pressure in conditioned practices Year 9 Tactical Development • Use skills effectively in competitive situations with tactical awareness	BTEC SPORT (2022) Year 7 Core Skills • Demonstrating skills and techniques consistently. Year 8 Development Skill • Applying feedback to improve performance. • Analysing strengths and areas for development. Year 9 Tactical Development • Performing with confidence, control and accuracy. GCSE DANCE Year 7 core skills • Accurate replication of taught movement sequences. • Accurate timing to music. • Creating choreography from a stimuli. Year 8 development skill. • Perform more complex sequences to precise counts. • Create choreography using 2 different types of stimuli. Year 9 development skill • Developing physical skills: flexibility, Balance, mobility, control, coordination. • Developing use of space through levels, size, direction and pathways.	Year 7 Core Skills • Demonstrate fundamental techniques correctly in isolation Year 8 Development Skill • Apply skills at speed and under pressure in conditioned practices Year 9 Tactical Development • Use skills effectively in competitive situations with tactical awareness	• Topspin forehand attack (Table Tennis) • Backhand topspin drive (Table Tennis) • Introduction to spin serves (backspin and sidespin) (Table Tennis) • Smash technique and recovery (Badminton) • Net shot and net kill (Badminton) • Improved backhand and forehand shot selection (Badminton) • Spike (Volleyball) • Block technique (Volleyball) • Jump serve or advanced overarm serve (Volleyball)	Developments BTEC Sport (2022) Year 7 Core Skills • Introduction to practical performance Year 8 Development Skill • Improving performance and applying skills Year 9 Tactical Development • Tactics, understanding sport, and competitive performance	Developments BTEC Sport (2022) Year 7 Core Skills • Year 8 Development Skill • Year 9 Tactical Development •
--	--	---	--	--	--	--

BTEC TECH AWARD SPORT LEVEL 1/2 Curriculum Map

TERM	1	2	3	4	5	6
	September - October	November - December	January - February	March - April	May - June	June - July
	<u>Component 1 Studied:</u> 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. After studying component 1 learners will complete the set assignment by the exam board Pearson. They will be given a case study in which they must apply the following skills. Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 1) - Learning outcome A: Explore types and provision of sport and physical activity for different types of participant Task 1: Increasing participation in regular sport or physical activity for different types of sports participants (Part 2) - Learning outcome A: Explore types and provision of sport and physical activity for different types of participant Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity - Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity Task 3: Preparing participants to take part in sport and physical activity - Learning outcome C: Be able to prepare participants to take part in sport and physical activity Task 3: Preparing participants to take part in sport and physical activity - Learning outcome C: Be able to prepare participants to take part in sport and physical activity		<u>Component 2 Studied:</u> Learners will 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 Studying: A Understand how different components of fitness are used in different physical activities B Be able to participate in sport and understand the roles and responsibilities of officials C Demonstrate ways to improve participants sporting techniques. After studying component 2 learners will complete the set assignment by the exam board Pearson. they will be given a case study in which they must apply the following skills. Task 1: Components of fitness - Learning outcome A: Understand how different components of fitness are used in different physical activities Task 2: Participating in sport - Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials Task 3: Officiating in sport - Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials Task 4: Improving participants' sporting skill (written) - Learning outcome C: Demonstrate ways to improve participants sporting techniques Task 4: Improving participants' sporting skill (video) - Learning outcome C: Demonstrate ways to improve participants sporting technique			☐ Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their applied knowledge and understanding of the body's reaction to participants taking part in physical activity and the components of fitness to develop fitness. An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 1.5 hours
			– component 2 starts		Submission of coursework for BSP/02	
			Submission of coursework for BSP/01		component 3 starts	

1	2	3	4	5	6
September - October	November - December	January - February	March - April	May - June	June - July
Students will develop examination skills including: AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise		<u>RE-SIT OPPURTUNITY FOR STUDENTS BELOW L2P OR 2 GRADES BELOW TG</u> AO1: Demonstrate Knowledge- Continued from HT 6 (Year 10) AO2: Demonstrate Understanding Students should be able to explain and discuss how and why fitness concepts and training methods are used. This includes: - Explaining the importance of different components of fitness for various sports and activities. - Understanding how fitness tests measure performance and why particular tests are appropriate for specific components of fitness. - Explaining how different training methods improve fitness and performance. - Demonstrating understanding of how training principles contribute to effective programme design. - Interpreting fitness data and understanding what results indicate about an individual's fitness levels. Students should move beyond simple definitions and demonstrate clear understanding of the relationships between fitness concepts and sporting performance. AO3: Apply Understanding Students should be able to use their knowledge and understanding in practical and sporting contexts. This includes: - Selecting appropriate fitness tests for specific athletes or sports performers. - Recommending suitable training methods based on an individual's needs, goals, strengths, and weaknesses.			

			• Applying training principles when designing or modifying training programmes. • Using fitness test results to identify areas for improvement and suggest suitable interventions. • Explaining how fitness improvements can enhance performance in particular sports or activities. Students should practise answering scenario-based questions where they are required to apply theory to real-life sporting situations. AO4: Make Connections and Evaluate Students should be able to analyse information, make links between concepts, and justify decisions using evidence. This includes: • Making connections between components of fitness and performance requirements in different sports. • Comparing and contrasting fitness tests, training methods, and training principles. • Explaining the advantages and limitations of different fitness tests and training approaches. • Justifying the selection of specific training methods or fitness tests for particular performers. • Drawing conclusions from fitness data and evaluating the effectiveness of training programmes. • Using evidence and reasoning to support recommendations and improvements. Students should focus on developing higher-order thinking skills by explaining, analysing, evaluating, and justifying their responses rather than simply describing information		
--	--	--	--	--	--