

Year 7						
	HT1 Topic/Unit: Team building table tennis	HT2 Topic/Unit: Basketball / Dance	HT3 Topic/Unit: Trampoline + Volleyball	HT4 Topic/Unit Football / Netball	HT5 Topic/Unit Athletics / Rounders	HT6 Topic/Unit Sport Education
Key Content	<p>Team building: Identifying the problem, teamwork, communication, reflection.</p>	<p>Basketball Sport Specific skills taught in isolation Set shot, dribbling, passing, pivoting, layup.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p> <p>Vocab Skill Coaching point Tactic</p>	<p>Trampoline Sport Specific skills taught in isolation Safety in trampoline, how to bounce and stop, turn, pike, tuck, straddle, seat landing</p> <p>Volleyball Sport Specific skills taught in isolation Set, spike, dig, serve</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p>	<p>Football Sport Specific skills taught in isolation Dribbling, passing, control, tackling shooting.</p> <p>Netball Sports specific skills in isolation: Jump landing, passing, shooting, positions.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p>	<p>Athletics Students taught the fundamental positions in throws and jumps. Students taught safety of athletics. Working maximally, pacing.</p> <p>Rounders Skills taught in isolation; throwing, catching, long barrier, striking the ball, directing the ball.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p>	<p>Sport Education Students each week will be given different roles within their teams. Of a coach, performer, manager, referee. They will learn the roles and responsibilities of each position and will be awarded points for how successfully they complete these roles within the context of their team.</p> <p>This will consolidate their learning throughout the year.</p>

Year 8						
	HT1 Topic/Unit: Team Building/oa + Table Tennis	HT2 Topic/Unit: Dance / Basketball	HT3 Topic/Unit: Trampoline + Volleyball	HT4 Topic/Unit: Football / Netball	HT5 Topic/Unit: Athletics / Rounders	HT6 Topic/Unit Sport Education
Key Content:	<p>Identifying problems as a team</p> <p>learning how to discuss and share ideas appropriately.</p> <p>How to use team work to achieve a group goal.</p> <p>How to reflect on the success of their practice</p>	<p>Basketball Students APPLYING sport specific skills taught in Y7 in conditioned game activities: Set shot, dribbling, passing, pivoting, layup.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p> <p>From a skill perspective: students will be able to progress onto more advanced versions of these foundations based upon fluency of movement.</p> <p>Vocab Skill Coaching point Tactic</p>	<p>Trampoline Sport Specific skills taught in isolation, however with an increase of difficulty building off the pre-requisite skills such as: pike, tuck, straddle, seat landing.</p> <p>Learn how these skills are progressed into: swivel hips, front-landings with twists.</p> <p>Volleyball Sport Specific skills taught in game-conditioned activities: Set, spike, dig, serve.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p> <p>From a skill perspective: students will be able to progress onto more advanced versions of these foundations based upon fluency of movement and confidence performing skills.</p>	<p>Football Students APPLYING sport specific skills taught in Y7 in conditioned game activities: Dribbling, passing, control, tackling shooting.</p> <p>Netball Sports specific skills in conditioned game activities: Jump landing, passing, shooting, positions.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p>	<p>Athletics Students recap the fundamental positions in throws, jumps and track activities. Students then gain to use target and goals to record progress and motivate progression.</p> <p>Rounders Students APPLYING sport specific skills taught in Y7 in conditioned game activities: throwing, catching, long barrier, striking the ball, directing the ball.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p>	<p>Sport Education Students each week will be given different roles within their teams. Of a coach, performer, manager, referee. They will learn the roles and responsibilities of each position and will be awarded points for how successfully they complete these roles within the context of their team.</p> <p>This will consolidate their learning throughout the year.</p>

Year 9						
	HT1 Topic/Unit: Team Building/oaa + Table Tennis	HT2 Topic/Unit: Basketball/ Volleyball / Dance	HT3 Topic/Unit: Trampoline + Handball	HT4 Topic/Unit: Football / Netball	HT5 Topic/Unit: Athletics / softball	HT6 Topic/Unit: Sport Education
Key Content:	<p>Sporting Values</p> <ul style="list-style-type: none"> - Key questions: <p>Key words: Self discipline Team work</p>	<p>Basketball Sport Specific skills taught in conditioned activities and in pressured situations Set shot/ jump shot, advanced dribbling, passing, triple threat, layup from both sides / reverse layups.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p> <p>From a skill perspective: students will be able to progress onto more advanced versions of these foundations based upon fluency of movement.</p> <p>Vocab Skill Coaching point Tactic</p>	<p>Trampoline Sport Specific skills taught in isolation, with an expectation that they are able to correctly link skills into routines in a logical way. Skills will be taught in an increase of difficulty building off the pre-requisite skills such as: pike, tuck, straddle, seat landing.</p> <p>Learn how these skills are progressed into: bank-landings, rollers, log-rolls, turntables and cats' cradles.</p> <p>Volleyball Sport Specific skills taught in game-conditioned activities: Set, spike, dig, serve.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p> <p>From a skill perspective: students will be able to progress onto more advanced versions of these foundations based upon fluency of movement and confidence performing skills.</p>	<p>Football Students APPLYING sport specific skills taught in Y8 in conditioned activities and in pressured situations: Dribbling, passing, control, tackling shooting. Students will be challenged through adaptation of basic skills into more complex variations.</p> <p>Netball Students APPLYING sport specific skills taught in Y8 in conditioned activities and in pressured situations: Sports specific skills in conditioned game activities: Jump landing, passing, shooting, positions. Students will be challenged through adaptation of basic skills into more complex variations. This will be based upon their confidence to perform.</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p>	<p>Athletics Students recap the fundamental positions in throws, jumps and track activities. Students then gain to use target and goals to record progress and motivate progression. Students will address the concept of momentum in their throws and develop the phases of race.</p> <p>Rounders Students APPLYING sport specific skills taught in in conditioned game activities and try to execute in pressured / competitive situations: throwing, catching, long barrier, striking the ball, directing the ball. they will also, based on confidence begin to apply more complex skills such as throwing on the move and targeting space</p> <p>Threshold knowledge: Sports related skills are taught in the context of learning practice, coaching and performing. The threshold context of assessment will link to achieving the DPR success criteria.</p>	<p>Sport Education Students each week will be given different roles within their teams. Of a coach, performer, manager, referee. They will learn the roles and responsibilities of each position and will be awarded points for how successfully they complete these roles within the context of their team.</p> <p>This will consolidate their learning throughout the year.</p>

Year 10						
	HT1 Topic/Unit: R186 Sport and the Media	HT2 Topic/Unit: R186 Sport and the Media	HT3 Topic/Unit: R185 performance and leadership in sports activities	HT3 Topic/Unit: R185 performance and leadership in sports activities	HT4 Topic/Unit: R185 performance and leadership in sports activities	HT6 Topic/Unit: R184 Contemporary issues in sport
Key Content	<p><u>Sport and the Media</u> Topic Area 1: The different sources of media that cover sport</p> <ul style="list-style-type: none"> • Different ways media is used to promote sport • Research and investigate how media, broadcast media and print media are used within your sport club <p>Topic Area 2: Topic Area 2: Positive effects of the media in sport</p> <ul style="list-style-type: none"> • Positive relationship and positive impact of media in sport • Research and investigate the potential positive effects of your clubs use of media to raise its profile. 	<p><u>Sport and the media:</u> Topic Area 3: Negative effects of the media in sport</p> <ul style="list-style-type: none"> • A range of negative effects of the media on sport in relation to spectators and live sport • Negative impacts of the media on sports and sports performers 	<p>Topic Area 1: Key components of performance</p> <ul style="list-style-type: none"> • Performance of skills and techniques in 2 sports of their choice • Demonstrate good decision making skills • Manage and maintain performance under pressured activities 	<p>Topic Area 2: Applying practice methods to support improvement in a sporting activity</p> <ul style="list-style-type: none"> • Strengths and weakness of their sports performance • Methods to improve performance • Measuring improvement in performance 	<p>Topic Area 3: Organising and planning a sports activity session</p> <ul style="list-style-type: none"> • Organisation of a sports activity session • Safety considerations when planning a sports activity session • Objectives to meet the needs of the group <p>Topic Area 4: Leading a sports activity session</p> <ul style="list-style-type: none"> • Organisation of a sports activity session • Leading a sports activity session • Review your leadership of a sports activity session 	<p>Topic Area 1: Issues which affect participation in sport</p> <ul style="list-style-type: none"> • Different user groups who participate in sport • Possible barriers which affect participation in sport • Possible barriers solutions

Year 11				
	HT1 Topic/Unit: R184 Contemporary issues in Sport	HT2 Topic/Unit: R184Contemporary issues in sport	HT3: R184 Contemporary issues in sport	
Key Content	<p>Barriers Factors Emerging sport Olympic and paralympic Initiatives Etiquette PEDs NGBs</p> <p>Threshold knowledge: Be able to link key words to their meaning and provide basic examples of content Command words: Tick State Identify Example</p>	<p>Barriers Factors Emerging sport Olympic and paralympic Initiatives Etiquette PEDs NGBs</p> <p>Threshold knowledge: To be able to explain / apply the content through practical and real life sporting examples and be able to independently think and relate the content to unfamiliar scenarios.</p> <p>Command words: Identify Describe Practical example Explain</p>	<p>Barriers Factors Emerging sport Olympic and paralympic Initiatives Etiquette PEDs NGBs</p> <p>Threshold knowledge: To be able to analyse and evaluate the contemporary issues in sport</p> <p>Command words: Analysing and evaluating contexts</p>	