

Long term plan

Subject: PE (7 to 11)

	Year 7	Year 8	Year 9 and 10	Year 11 BTEC	Year 11 GCSE
LC1	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Introduction to BTEC course. Overview of assessment timeline Unit 1 Learning aim A- skill related components of fitness Physical components of fitness Why fitness components are important for successful participation in given sports Exercise intensity and how it can be determined The basic principles of training & the additional principles of training	Unit 1- Know about the components of fitness and the principles of training Explore different fitness training methods Explain the requirements for each fitness training method Analyse the advantages and disadvantages of each method of training Investigate fitness testing to determine fitness levels Understand the validity, reliability and practicality of each fitness test	Musculoskeletal system Musculoskeletal system Cardio-respiratory system Cardio-respiratory system Anaerobic & aerobic exercise Recovery from exercise
LC2	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Introduction to unit 2- practical performance in sport Learning aim A: understand the rules, regulations and scoring systems for selected sports Describe and explain the rules, regulations and sporting systems of two select sports Apply the rules of a selected sport in four specific situations Describe and explain the roles and responsibilities of officials from two selected sports Compare and contrast the roles and responsibilities of officials from two select sports, suggesting valid recommendations for	Unit 1 exam revision and exam technique Unit 1 exam revision and exam technique Introduction to unit 6: leading sports activities Describe, explain and evaluate the relevant attributes required for, and responsibilities of, sports leadership Compare and contrast the attributes of two successful sports leaders. Plan and independently lead a sports activity session	Movement analysis Planes & axis Levers & mechanical advantage Physical training, components of fitness Fitness testing Methods of training

			improvement to the application of rules, regulations and scoring systems for each sport.		
LC3	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Unit 2 Learning aim B: Describe the technical and tactical demands of two selected sports Use relevant skills, techniques and tactics effectively in conditioned practices and competitive situations Unit 2 Learning aim C: Independently produces an observation checklist that can be used effectively to review own performance in two selected sports Review own performance, describing strengths and areas for improvement Analyse strengths and areas for improvement, justifying recommended activities to improve own performance Final submission for Unit 2: practical performance in sport	Justify the choice of activities within the sports activity plan Lead a successful sports activity session Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader Justify targets for future development as a sports leader and activities within the personal development plan Introduction of unit 4: The sports performer in action Describe and explain the responses of the musculoskeletal system to short-term exercise	Principles of training and overload Sports psychology- personality types Sports psychology- motivation Sports psychology- basic information processing model Sports psychology- arousal and stress management techniques Sports psychology- goal setting
LC4	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Introduction to Unit 3: applying the principles of personal training Personal information to aid training programme design Design of a personal exercise programme Know about the musculoskeletal system and the effects on the body during fitness training Know about the cardiorespiratory system and the effects on the body during fitness training Safely implement a personal fitness training programme	Describe and explain the responses of the cardiorespiratory system to short-term exercise Summarise, using relevant examples, the long-term adaptations of the musculoskeletal system to exercise. Summarise, using relevant examples, the long-term adaptations of the cardiorespiratory system to exercise. Describe the function of the three energy systems in the	Socio-cultural influences Commercialisation Ethical issues Health & well-being Diet & nutrition Somatotypes

				production and release of energy in sports performance Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. Final submission for Unit 4.	
LC5	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Two sports will be taught from the following list per learning cycle. This is on rotation throughout the year depending on what class they are in: football, netball, rugby, basketball, lacrosse, fencing, badminton, table tennis, dance, trampolining/gymnastics, cricket, rounders, athletics.	Complete a training diary for each session recording Complete a training diary for each session recording Complete a training diary for each session recording Measure for success e.g. motivation, aims, objectives and commitment Review of personal fitness training programme Review of personal fitness training programme		