

Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 7	Year 8	Year 9	Year 10	Year 11
Coordination skills	Team games - fundamentals Dance Gymnastics	Team games - Development Dance Gymnastics	Team games - Application	Team games - competition Individual games - competition	Team games - competition Individual games - competition
Health fitness and Well-being	HRE - Introduction to training methods and fitness components.	HRE - Developing a range of different methods of training	HRE - Planning and evaluating training for personal fitness	Fitness training Health related exercise	Fitness training Health related exercise
Movement skills and analysis	Athletics Dance Gymnastics	Athletics Dance Gymnastics	Athletics Dance Gymnastics	Athletic activities	Athletic activities
Skill replication and application	Team games - fundamentals Athletic activities	Team games - development Athletic activities	Team games - application Individual games - Athletic activities	Team games - competition Athletic activities	Team games - competition Athletic activities
Collaboration, communication and team work	Team Games - fundamentals Dance	Team games - development Dance	Team games - application Dance	Team games - competition Individual games - competition	Team games - competition Individual games - competition
Tactics and composition	Team Games Athletics Dance	Team Games Athletics Dance	Team / individual Games Athletics Dance	Team / individual games	Team / individual games
Sports injuries	Warm up / cool down Term 1-3	Designing personal warm up / cool own routines	Introduction - factors influencing injury	Factors effecting injury risk. Responding to injuries Preventing injury.	Factors effecting injury risk. Preventing injury.
Applying Principles of training	HRE - Introduction to training methods and fitness components.	HRE - Training methods and fitness components.	HRE - Planning for personal fitness	Design and evaluate training programmes	-
Nutrition for sport				Nutrition for sport, balanced diet,	Nutrition for sport, balanced diet,
Application of sports specific concepts / examples				Sports Psychology Applying principles of training	Sports injuries, Nutrition

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 7					
Autumn Term - - Students will complete 2 different units in the term		Spring Term - Students will complete 2 different units in the term		Summer Term - Students will complete 2 different units in the term	
Unit Title: Introduction to invasion games. (Rugby / Football / Basketball)	Unit length: 2 x 12 hr blocks	Unit Title: Introduction to aesthetics	Unit length: 2x 12 hr blocks	Unit Title: Athletic activities	Unit length: 2 x 12hr
Dance fundamentals		Fitness for health		Games activities - Striking and fielding	
		Introduction to invasion games (Football)		Invasion games introduction (Basketball / Football)	
		Gymnastics -			
Domains of Knowledge: <ul style="list-style-type: none"> ● Team games - Basketball <ul style="list-style-type: none"> ○ Passing / catching ○ Moving with the ball ○ Shooting ● Team games - Rugby <ul style="list-style-type: none"> ○ Passing / catching ○ Moving with the ball ● Team games - Football <ul style="list-style-type: none"> ○ Passing / moving ○ Dribbling ○ Control ● Dance activities <ul style="list-style-type: none"> ○ Movement ○ Space and levels 		Domains of Knowledge: <ul style="list-style-type: none"> ● Team games - Football <ul style="list-style-type: none"> ○ Passing ○ Dribbling ○ Shooting ● Team games - Basketball <ul style="list-style-type: none"> ○ Passing / catching ○ Moving with the ball ○ Shooting ● Health, fitness and exercise <ul style="list-style-type: none"> ○ Continuous training ○ Circuit training ● Aesthetics and movement <ul style="list-style-type: none"> ○ Balancing ○ Rotation / moving ○ Movement for street 		Domains of Knowledge: <ul style="list-style-type: none"> ● Team games - Basketball <ul style="list-style-type: none"> ○ Passing / catching ○ Moving with the ball ○ Shooting ● Team games - Football <ul style="list-style-type: none"> ○ Passing ○ Dribbling ○ Shooting ● Striking and fielding <ul style="list-style-type: none"> ○ Throwing / catching ○ Hitting ● Athletics: <ul style="list-style-type: none"> ○ Running for speed ○ Running for distance ○ Throwing ○ Jumping 	
Relevant Key Concepts:		Key Concepts:		Key Concepts:	

<ul style="list-style-type: none"> ● Coordination skills ● Movement skills ● Health fitness and well-being ● Collaboration and teamwork ● Skill replication and application 	<ul style="list-style-type: none"> ● Coordination skills ● Movement skills ● Creating ● Exploring and refining ● Skill replication and application 	<ul style="list-style-type: none"> ● Movement skills and analysis ● Coordination skills ● Replication ● Collaboration ● Skill replication and application
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Throwing / catching ● Awareness of space / dodging ● How to pass and dribble ● Cooperation / teamwork 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Basic control of a ball ● How to pass and dribble ● Replication of sequences ● Different balances 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Catching a ball over varying heights / distances ● Hitting to targets using a variety of equipment. ● Mechanics of running ● Take off and landing
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Demonstrate a range of passing skills in team games ● Understand and demonstrate warm up and cool down ● Apply key terminology and concepts ● Demonstrate basic ball control and possession in team games ● Performance of choreographed sequences 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Demonstrate basic ball control and possession in team games ● Demonstrate a range of passing skills in team games ● Understand and demonstrate warm up and cool down ● Understand and perform aerobic / anaerobic training methods ● Demonstrate a range of aesthetic skills in sequences 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Understand and demonstrate catching at different heights ● Demonstrate basic ball control and possession in team games ● Demonstrate a range of passing skills in team games ● Understand and demonstrate warm up and cool down ● Replicate accurate running, jumping and throwing techniques in different events

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 8					
Autumn Term - Students will complete 2 different units in the term		Spring Term - Students will complete 2 different units in the term		Summer Term - Students will complete 2 different units in the term	
Unit Title: Invasion games - development of Rugby / Basketball	Unit length: 2 x 12 hr blocks	Unit Title: Health, fitness and exercise development.	Unit length: 2x 12 hr blocks	Unit Title: Rhythmic Gymnastics	Unit length: 1 x 12hr
Aesthetics - Flight / Dance introduction		Football development		Basketball development	2x6hrs
Development of Dance		Invasion games - Tag Rugby		Athletics activities development	
Domains of Knowledge:		Domains of Knowledge:		Domains of Knowledge:	
<ul style="list-style-type: none"> ● Team games - Rugby <ul style="list-style-type: none"> ○ Development of passing range ○ Moving with and using the ball in contact ○ Safe contact ● Team games - Basketball <ul style="list-style-type: none"> ○ Development of passing ○ Moving with the ball and creating space ○ Shooting ● Gymnastics <ul style="list-style-type: none"> ○ Flight onto / over apparatus ○ Vaulting ○ Developing sequences ● Development of Dance 		<ul style="list-style-type: none"> ● Health, fitness and exercise <ul style="list-style-type: none"> ○ Continuous training ○ Circuit training ○ Resistance training ● Team games - Football <ul style="list-style-type: none"> ○ Develop a range of passing ○ To dribble into space / past opponents ○ Possession ○ Shooting ● Tag Rugby <ul style="list-style-type: none"> ○ Passing ○ Running ○ 'Tagging' ○ Conditioned games 		<ul style="list-style-type: none"> ● Refining technique and performance; Rhythmic Gymnastics <ul style="list-style-type: none"> ○ Ribbons ○ Balls ○ Hoops ● Striking / fielding development <ul style="list-style-type: none"> ○ Throwing / catching ○ Fielding / movement ○ Hitting to space ● Team games - Basketball <ul style="list-style-type: none"> ○ Development of passing ○ Moving with the ball and creating space ○ Shooting ● Athletics 	

<ul style="list-style-type: none"> ○ Technique ○ Style / genre 		<ul style="list-style-type: none"> ○ Running for speed ○ Running for distance ○ Throwing ○ Jumping
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> ● Coordination skills ● Movement skills ● Health fitness and well-being ● Collaboration and teamwork 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Coordination skills ● Movement skills ● Health fitness and well-being ● Collaboration and teamwork 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Coordination skills ● Movement skills ● Health fitness and well-being ● Collaboration and teamwork
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understand a range of passing and control in team games ● How to move with the ball in different situations in team games ● Components of warm up and cool down ● Understand how space and levels can be used in sequences ● Warm up and cool down 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understand a range of passing and control in team games ● Can move with the ball in different situations in team games ● Components of warm up and cool down ● Warm up / cool down and aerobic / anaerobic training methods 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Balancing, moving and rolling ● Understand a range of passing and control in team games ● Can move with the ball in different situations in team games ● Components of warm up and cool down
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Perform a range of passes with increased precision, control and fluency ● Can move with the ball under control and outwit opponents ● Evidence an increased range of skills with improved consistency in competitive situations ● Demonstrate different genres of dance evidencing developed techniques and understanding of choreography 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Can complete a range of different training methods working in appropriate training zones ● Perform a range of passes with increased precision, control and fluency ● Can move with the ball under control and outwit opponents ● Evidence an increased range of skills with improved consistency in competitive situations 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Develop and demonstrate sequences using a range of equipment in gymnastics ● Perform a range of passes with increased precision, control and fluency ● Evidence an increased range of skills with improved consistency in competitive situations ● Replicate and apply with consistency accurate running, jumping and throwing techniques in different events

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 9					
Autumn Term - Students will complete 3 out the 4 activities in the term.		Spring Term - Students will complete 2 different units in the term		Summer Term -- Students will complete 2 different units in the term	
Unit Title: Fitness training Team games - football / rugby / dodgeball Individual games - Badminton	Unit length: 3 x 8 hrs option blocks	Unit Title: Health, fitness and exercise - applying principles of training Team games - football / Tag rugby Dance - application	Unit length: 2x12hrs	Unit Title: Basketball application Football / rugby application Athletics Striking and fielding	Unit length: 1x 12hrs 2x 6hrs
Domains of Knowledge: <ul style="list-style-type: none"> ● Team games - <ul style="list-style-type: none"> ○ Apply more advanced passing, dribbling and movement skills ○ Combine different skills and techniques and apply them in competitive situations ○ Develop tactics and strategies in games ● Individual games - Badminton <ul style="list-style-type: none"> ○ Overhead shots - Clear, smash, drop shot ○ Underarm shots - Serve, clear drop shot ○ Scoring in singles / doubles and applying to games. ● Fitness training - plan and complete training sessions including; <ul style="list-style-type: none"> ○ Circuits ○ Resistance ○ Interval 		Domains of Knowledge: <ul style="list-style-type: none"> ● Team games - <ul style="list-style-type: none"> ○ Apply more advanced passing, dribbling and movement skills ○ Combine different skills and techniques and apply them in competitive situations ○ Develop tactics and strategies in games ○ Understand and apply sport specific terminology ● Dance <ul style="list-style-type: none"> ○ Creating, responding and improvising ○ Exploring style and genre ● Health, fitness and exercise <ul style="list-style-type: none"> ○ Understanding fitness components ○ Planning training sessions based on individual needs ○ Performing at appropriate levels / training zones ○ Evaluating fitness for purpose 		Domains of Knowledge: <ul style="list-style-type: none"> ● Team games <ul style="list-style-type: none"> ○ Apply more advanced passing, dribbling and movement skills ○ Combine different skills and techniques and apply them in competitive situations ○ Develop tactics and strategies in games ○ Understand and apply sport specific terminology ● Athletics - refining technique and applying in competition. <ul style="list-style-type: none"> ○ Running ○ Jumping ○ Throwing ● Striking and fielding - implementation of tactics and strategies <ul style="list-style-type: none"> ○ Rounders ○ Softball / longball ○ Cricket 	

<ul style="list-style-type: none"> ○ Continuous 		
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> ● Tactics and composition ● Applying the principles of training ● Health, fitness and well-being ● Teamwork and collaboration ● Replication of skills ● Movement skills 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Tactics and composition ● Health, fitness and well-being ● Teamwork and collaboration ● Replication of skills ● Movement skills 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Tactics and composition ● Health, fitness and well-being ● Teamwork and collaboration ● Replication of skills ● Movement skills
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understanding training methods ● Passing and moving with increased control ● Key rules, terminology and strategies ● Replicating a range of sports specific techniques in competitive situations. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understanding training methods ● Passing and moving with increased control ● Key rules, terminology and strategies ● Replicating a range of sports specific techniques in competitive situations. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understanding training methods ● Passing and moving with increased control ● Key rules, terminology and strategies ● Replicating a range of sports specific techniques in competitive situations.
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Individual games - to be able to demonstrate a range of underarm and overhead shots in Badminton ● Plan and perform personal exercise sessions with appropriate challenge ● To understand key components of fitness and be able to apply specific methods of training ● To demonstrate a range of skills in team games within competitive situations with control and consistency ● To evidence composure and good decision making in competitive games. ● Evidence more advanced tactics in competitive games 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Can plan and perform different exercise sessions showing an understanding of principles of training ● To be able to choreograph and perform a routine evidencing movement, technique and control. ● To demonstrate a range of skills in team games within competitive situations with control and consistency ● To evidence composure and good decision making in competitive games. ● Evidence more advanced tactics in competitive games 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● To demonstrate a range of skills in team games within competitive situations with control and consistency ● To evidence composure and good decision making in competitive games. ● To apply sports specific techniques for fielding, hitting and bowling in striking and and fielding games. ● Evidence more advanced tactics in competitive games ● Compare times and distances in athletic events against PB's and national normative data

Year 10 - Sports Science					
Autumn Term (14)		Spring Term (12)		Summer Term (12)	
Unit Title: RO42 Applying principles of training	Unit length: RO24 (LO4) - 19hrs	Unit Title: RO41 - reducing the risk of sports injuries	Unit length: LO1 (½) - 7hrs LO2 - 13hrs LO3 (½) - 8hrs	Unit Title: RO41 - reducing the risk of sports injuries	Unit length: LO3 - 4 hrs LO4 - 5 hrs
RO41 - reducing the risk of sports injuries	LO1 (1/2) - 7hrs				
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> ● Design a fitness training programme <ul style="list-style-type: none"> ○ Aims ○ Realistic goals ○ Organisation and duration ○ Progression ● Evaluate the effectiveness of the training programme <ul style="list-style-type: none"> ○ Reflection ○ Improvement ● RO41 LO1 - Extrinsic factors which influence the risk of injury <ul style="list-style-type: none"> ○ TCEES 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> ● LO1 - Intrinsic factors which influence the risk of injury <ul style="list-style-type: none"> ○ PIPPS ● LO2 - Appropriate warm up and cool down routines <ul style="list-style-type: none"> ○ Physical / Psychological ○ Key components ○ Specific needs ● LO3 - Responding to injuries <ul style="list-style-type: none"> ○ Acute / chronic ○ Injuries in a sporting context (SALTAPS / RICE) 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> ● LO3 - Responding to injuries <ul style="list-style-type: none"> ○ Hot and cold treatments ○ Actions plans ○ EAP in a sporting context ● LO4 - Responding to common medical conditions <ul style="list-style-type: none"> ○ Symptoms ○ How to respond ● Extended mark questions - applying appropriate examples through appropriate PEA statements. 	
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> ● Principles of training ● Sports injuries ● Application of sports concepts / examples 		<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Sports injuries ● Health fitness & well-being ● Application of sports concepts / examples 		<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Sports injuries ● Health fitness & well-being ● Application of sports concepts / examples 	
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Different components of fitness ● Applying training methods 		<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understanding training methods ● Aerobic and anaerobic training 		<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Warm up and cool down ● Common causes of sports injuries 	

<ul style="list-style-type: none"> Common causes of sports injuries Warm up and cool down 	<ul style="list-style-type: none"> Warm up and cool down Common causes of sports injuries 	
<p>Assessment end-points:</p> <ul style="list-style-type: none"> Describes all principles of training with a range of appropriate examples Carry out and record a range of fitness tests Plan, perform and evaluate a training programme Describe extrinsic injuries with a range of sporting examples. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> Detail intrinsic factors that influence injuries with a range of appropriate examples Evidence benefits and key components of warm up and cool down. Describe the difference between, and response to, acute and chronic injuries 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> Detail how to respond to injuries in a sporting context Recognise the symptoms and response to a range of common medical conditions.

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 11 Sports Science					
Autumn Term		Spring Term		Summer Term	
Unit Title: RO41 - reducing the risk of sports injuries	Unit length: 38 hrs (Plus revision)	Unit Title: RO45 Sports Nutrition	Unit length: LO1 - 8hr LO2 - 16hrs LO3 - 12hrs	Unit Title: RO45 Sports Nutrition	Unit length: LO4 - 20hrs
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> RO41 LO1 - Extrinsic factors which influence the risk of injury <ul style="list-style-type: none"> TCEES LO1 - Intrinsic factors which influence the risk of injury <ul style="list-style-type: none"> PIPPS 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> LO1: Know about the nutrients needed for a healthy, balanced diet <ul style="list-style-type: none"> Nutrients and their role in a balanced diet LO2: Understand the importance of nutrition in sport 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> LO4: Be able to develop diet plans for performers <ul style="list-style-type: none"> Examples of diet plans Plan and design independently a diet plan for specific requirements 	

<ul style="list-style-type: none"> ● LO2 - Appropriate warm up and cool down routines <ul style="list-style-type: none"> ○ Physical / Psychological ○ Key components ○ Specific needs ● LO3 - Responding to injuries <ul style="list-style-type: none"> ○ Acute / chronic ○ Injuries in a sporting context (SALTAPS / RICE) ● LO3 - Responding to injuries <ul style="list-style-type: none"> ○ Hot and cold treatments ○ Actions plans ○ EAP in a sporting context ● LO4 - Responding to common medical conditions <ul style="list-style-type: none"> ○ Symptoms ○ How to respond 	<ul style="list-style-type: none"> ○ Importance of nutrition before, during and after exercise ○ Dietary requirement for different types of physical activities ○ Examples of diets and supplements for sport ● LO3: Know about the effects of a poor diet on sports performance and participation <ul style="list-style-type: none"> ○ The effects of overeating, under-eating and dehydration ○ Application / examples to sport and performance 	<ul style="list-style-type: none"> ○ Evaluate the diet plan and suggest improvements.
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> ● Sports injuries in different contexts ● Application of sports concepts / examples ● Application of sports specific concepts / examples 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Nutrition for sports performers ● Application of sports specific concepts / examples 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Nutrition for sports performers ● Application of sports specific concepts / examples
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Appropriate warm up and cool down routines ● Difference between intrinsic / extrinsic 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Importance of nutrition for sport ● Appropriate warm up and cool down routines ● Importance of hydration 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Importance of nutrition for sport ● Energy foods linked to sports performers
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Evidence a range of factors affecting injury ● Evidence understanding of responding to a range of injuries ● Detailed developed examples 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Key components of a balanced diet ● Effects of poor diet ● Detailed developed examples given. 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Understand diet plans for sports specific performers

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 10 / 11 Core PE Options					
Autumn Term		Spring Term		Summer Term	
Unit Title: Options - students will choose two options in the term.	Unit length: 2x 6hrs	Unit Title: Options - students will choose two options in the term.	Unit length: 2x 6hrs	Unit Title: Options - students will choose a minimum of two options in the term.	Unit length: 2x 6hrs
Domains of Knowledge: <ul style="list-style-type: none"> ● Individual games - competition <ul style="list-style-type: none"> ○ Badminton ○ Table tennis ● Team games - competition <ul style="list-style-type: none"> ○ Football ○ Dodgeball ○ Volleyball ○ Basketball ○ Tag Rugby ● Exercise and training <ul style="list-style-type: none"> ○ Resistance training ○ Circuit training ○ Continuous training ○ Interval training 		Domains of Knowledge: <ul style="list-style-type: none"> ● Individual games - competition <ul style="list-style-type: none"> ○ Badminton ○ Table tennis ● Team games - competition <ul style="list-style-type: none"> ○ Football ○ Dodgeball ○ Volleyball ○ Basketball ○ Tag Rugby ● Exercise and training <ul style="list-style-type: none"> ○ Resistance training ○ Circuit training ○ Continuous training ○ Interval training 		Domains of Knowledge: <ul style="list-style-type: none"> ● Individual games - competition <ul style="list-style-type: none"> ○ Badminton ○ Table tennis ● Team games <ul style="list-style-type: none"> ○ Longball ○ Softball ○ Rounders ○ Cricket ● Athletics activities <ul style="list-style-type: none"> ○ Running ○ Jumping ○ Throwing 	
Relevant Key Concepts: <ul style="list-style-type: none"> ● Tactics and composition ● Applying the principles of training ● Health, fitness and well-being ● Teamwork and collaboration ● Replication of skills ● Movement skills 		Key Concepts: <ul style="list-style-type: none"> ● Tactics and composition ● Applying the principles of training ● Health, fitness and well-being ● Teamwork and collaboration ● Replication of skills 		Key Concepts: <ul style="list-style-type: none"> ● Tactics and composition ● Applying the principles of training ● Health, fitness and well-being ● Teamwork and collaboration ● Replication of skills 	

<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understanding training methods ● Applying a range of skills in team games in competitive conditions ● Understand and evidence tactics and terminology in a range of games. ● Understand scoring systems ● Understand a range of training methods 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understanding training methods ● Applying a range of skills in team games in competitive conditions ● Understand and evidence tactics and terminology in a range of games. ● Understand scoring systems ● Understand a range of training methods 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Understanding training methods ● Applying a range of skills in team games in competitive conditions ● Understand and evidence tactics and terminology in a range of games. ● Understand scoring systems ● Understand personal performance in athletics activities
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Individual games - to be able to demonstrate a wide range of shots in Badminton and table tennis ● To understand key components of fitness and be able to apply specific methods of training to personal sessions ● To consistently demonstrate a range of skills in team games within competitive situations. ● To evidence composure and good decision making in competitive games. ● Evidence more advanced tactics and strategies in a range of competitive games ● To transfer previously developed skills and techniques to additional activities covered in kS4 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Individual games - to be able to demonstrate a wide range of shots in Badminton and table tennis ● To understand key components of fitness and be able to apply specific methods of training to personal sessions ● To consistently demonstrate a range of skills in team games within competitive situations. ● To evidence composure and good decision making in competitive games. ● Evidence more advanced tactics and strategies in a range of competitive games 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● To understand key components of fitness and be able to apply specific methods of training to personal sessions ● To apply sports specific techniques for fielding, hitting and bowling in striking and and fielding games. ● Evidence more advanced tactics in competitive games ● Compare times and distances in athletic events against PB's and national normative data