



*At St Peter's we believe that a broad and balanced curriculum with a strong academic core is a right for all pupils. We seek to encourage pupils to explore subjects of interest around their in-school learning and to enhance their curriculum experience through enrichment.*

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question	Unit of Work/Big Question
Unit R185: Performance and leadership in sports activities  Topic Area 2: Applying practice methods to support improvement in a sporting activity  Topic Area 1: Key components of performance	Unit R185: Performance and leadership in sports activities  Topic Area 2: Applying practice methods to support improvement in a sporting activity  Topic Area 1: Key components of performance	Unit R185: Performance and leadership in sports activities  Topic Area 3: Organising and planning a sports activity session  Topic Area 4: Leading a sports activity session  Topic Area 1: Key components of performance	Unit R185: Performance and leadership in sports activities  Topic Area 5: Reviewing your own performance in planning and leading a sports activity session.  Topic Area 1: Key components of performance	Unit R185: Performance and leadership in sports activities  Topic Area 5: Reviewing your own performance in planning and leading a sports activity session.	Unit R187: Increasing awareness of Outdoor and Adventurous Activities  Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> <li>Performance analysis.</li> <li>Key skills in sport.</li> <li>Coaching methods to improve performance.</li> <li>Drills to improve performance.</li> <li>Skills suitable for the selected sport.</li> <li>Appropriate use of tactics and strategies.</li> <li>Decision Making.</li> </ul>	<ul style="list-style-type: none"> <li>Performance analysis.</li> <li>Key skills in sport.</li> <li>Coaching methods to improve performance.</li> <li>Drills to improve performance.</li> <li>Skills suitable for the selected sport.</li> <li>Appropriate use of tactics and strategies.</li> <li>Decision Making.</li> </ul>	<ul style="list-style-type: none"> <li>Risk Assessment</li> <li>Hazards</li> <li>Coaching Drills</li> <li>Leadership Styles</li> <li>Skills suitable for the selected sport.</li> <li>Appropriate use of tactics and strategies.</li> <li>Decision Making.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection</li> <li>Identifying strengths, weaknesses and areas to improve.</li> <li>Identifying what to do for the next sporting session.</li> <li>Skills suitable for the selected sport.</li> <li>Appropriate use of tactics and strategies.</li> <li>Decision Making.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection</li> <li>Identifying strengths, weaknesses and areas to improve.</li> <li>Identifying what to do for the next sporting session</li> <li>National Sports Centres - examples include Holme Pierrepont, Tollymore, and Plas y Brenin</li> <li>Voluntary Organisations - for example Scouts, Guides, Cadet and Duke of Edinburgh</li> <li>Local providers - includes local and commercial sports centre providers, such as (e.g. Go Ape)</li> </ul>	
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<ul style="list-style-type: none"> <li>Be able to review strengths and weaknesses in key components for the sport.</li> <li>Be able to explain why these have been identified as strengths</li> </ul>	<ul style="list-style-type: none"> <li>Be able to review strengths and weaknesses in key components for the sport.</li> <li>Be able to explain why these have been identified as strengths or weaknesses</li> <li>Be able to explain when</li> </ul>	<ul style="list-style-type: none"> <li>Be able to risk assess.</li> <li>Be able to identify hazards.</li> <li>Be able to construct a coach session plan for a selected sport.</li> <li>Be able to use motivational methods, adaptability and creativity in a sport</li> </ul>	<ul style="list-style-type: none"> <li>Be able to reflect on your sport session effectively.</li> <li>Be able to identify strengths, weaknesses and areas to improve.</li> <li>Be able to identify what improvements could be made next time.</li> <li>Be able to risk assess.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to reflect on your sport session effectively.</li> <li>Be able to identify strengths, weaknesses and areas to improve.</li> <li>Be able to identify what improvements could be made next time.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify the different provisions for local, regional and national centres.</li> <li>Be able to provide examples of these provisions.</li> </ul>

<ul style="list-style-type: none"> <li>or weaknesses</li> <li>Be able to explain when are these important in a chosen sporting activity</li> <li>Be able to explain how this will have an impact during training or performance</li> <li>Be able to identify tactics, strategies and compositional ideas to be used where applicable, depending on the chosen activity.</li> <li>Be able to demonstrate suitable for the selected sport.</li> <li>Effectively use of tactics and strategies.</li> <li>Be able to demonstrate decision Making</li> </ul>	<ul style="list-style-type: none"> <li>are these important in a chosen sporting activity</li> <li>Be able to explain how this will have an impact during training or performance</li> <li>Be able to identify tactics, strategies and compositional ideas to be used where applicable, depending on the chosen activity.</li> <li>Be able to demonstrate suitable for the selected sport.</li> <li>Effectively use of tactics and strategies.</li> <li>Be able to demonstrate decision Making</li> </ul>	<ul style="list-style-type: none"> <li>session.</li> <li>Be able to lead a sports session.</li> <li>Skills suitable for the selected sport.</li> <li>Appropriate use of tactics and strategies.</li> <li>Decision Making</li> <li>Be able to demonstrate suitable for the selected sport.</li> <li>Effectively use of tactics and strategies.</li> <li>Be able to demonstrate decision Making</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify hazards.</li> <li>Be able to construct a coach session plan for a selected sport.</li> <li>Be able to use motivational methods, adaptability and creativity in a sport session.</li> <li>Be able to lead a sports session.</li> <li>Be able to demonstrate suitable for the selected sport.</li> <li>Effectively use of tactics and strategies.</li> <li>Be able to demonstrate decision Making</li> <li>Be able to demonstrate suitable for the selected sport.</li> <li>Effectively use of tactics and strategies.</li> <li>Be able to demonstrate decision Making</li> </ul>		
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>Task 2</p> <p>Applying practice methods to support improvement in a sporting activity.</p> <p>Task 1</p> <p>Key components of performance</p>	<p>Task 2</p> <p>Applying practice methods to support improvement in a sporting Activity.</p> <p>Task 1</p> <p>Key components of performance</p>	<p>Task 3</p> <p>Organising and planning a sports activity session</p> <p>Task 1</p> <p>Key components of performance</p>	<p>Task 4</p> <p>Leading an activity session.</p> <p>Task 5</p> <p>Reviewing your own performance in planning and leading a sports activity session.</p>	<p>Task 5</p> <p>Reviewing your own performance in planning and leading a sports activity session.</p>	<p>Task 1</p> <p>Provision for different types of outdoor and adventurous activities in the UK</p>



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<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>	<b>Unit of Work/Big Question</b>
<p><b>Unit R187: Increasing awareness of Outdoor and Adventurous Activities</b></p> <p><b>Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities</b></p> <p><b>Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity</b></p>	<p><b>Unit R187: Increasing awareness of Outdoor and Adventurous Activities</b></p> <p><b>Topic Area 4: Evaluate participation in an outdoor and adventurous activity</b></p>	<p><b>Unit R184: Contemporary issues in sport</b></p> <p><b>Topic Area 1: Issues which affect participation in sport</b></p> <p><b>Topic Area 2: The role of sport in promoting values</b></p> <p><b>Topic Area 3: The implications of hosting a major sporting event for a city or country</b></p>	<p><b>Unit R184: Contemporary issues in sport</b></p> <p><b>Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport</b></p> <p><b>Topic Area 5: The use of technology in sport</b></p>	<p><b>Unit R184: Contemporary issues in sport.</b></p> <p><b>What are my strengths and weaknesses of the theoretical elements of the course? (revision)</b></p>	
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>Types of equipment to be used for participation.</li> <li>Types of clothing to be used for participation</li> <li>Types of technology that can enhance participation or safety</li> <li>Types of terrain and environment</li> <li>Key considerations when planning an outdoor activity in a specified location.</li> <li>Outdoor activity risk assessment.</li> <li>Emergency procedures plan.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify the strengths and weaknesses in an OAA session.</li> <li>Be able to identify the benefits of OAA.</li> <li>Mental benefits - include self-confidence, enjoyment, motivation, problem solving, challenging</li> <li>Physical benefits - include health and fitness, outdoors, fresh air, sunlight</li> <li>Social benefits - include communication, team working, problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Different user groups who participate in sport.</li> <li>Possible barriers which affect participation in Sport.</li> <li>Possible solutions to the barriers which affect participation in sport.</li> <li>Factors which can positively and negatively impact upon the popularity of sport in the UK</li> <li>Emerging/new sports in the UK</li> <li>Values which can be promoted through sport</li> <li>The Olympic and Paralympic movement</li> <li>Sporting values initiative and campaigns</li> <li>The importance of etiquette AND sporting behaviour</li> </ul>	<ul style="list-style-type: none"> <li>National Governing Bodies (NGBs)</li> <li>The role of technology in sport.</li> <li>Positive and negative effects of the use of technology in sport.</li> </ul>	<ul style="list-style-type: none"> <li>Unit R184: Contemporary issues in sport.</li> <li>Topic Area 1: Issues which affect participation in sport.</li> <li>Topic Area 2: The role of sport in promoting values.</li> <li>Topic Area 3: The implications of hosting a major sporting event for a city or country.</li> <li>Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport.</li> <li>Topic Area 5: The use of technology in sport.</li> </ul>	

		<ul style="list-style-type: none"> <li>• The use of Performance Enhancing Drugs (PEDs) in sport.</li> <li>• The features of a major sporting event</li> <li>• Positive and negative pre-event aspects of hosting a major sporting event</li> <li>• Potential positive and negative aspects of hosting a major sporting event</li> </ul>			
Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge	Skills & Procedural Knowledge
<ul style="list-style-type: none"> <li>• Be able to identify the types of equipment needed for participation.</li> <li>• Be able to identify types of clothing needed for participation.</li> <li>• Identify types of technology that can enhance safety.</li> <li>• Identify types of terrain.</li> <li>• Plan an activity session effectively.</li> <li>• Conduct an outdoor risk assessment.</li> <li>• Partake in OAA in a safe outdoor</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify the strengths and weaknesses in an OAA session.</li> <li>• Identify the mental, social and physical benefits.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify barriers affecting user groups' sports participation.</li> <li>• Be able to identify solutions to help participants take part in sport.</li> <li>• Be able to identify emerging sports.</li> <li>• Be able to explain the positive and negative effects of hosting major sporting events.</li> <li>• Understand why athletes may take PED's.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify the National Governing Bodies (NGBs) in the UK and what their role is with sport.</li> <li>• Be able to identify the role of technology in sport.</li> <li>• Be able to identify and explain the positive and negative effects of the use of technology in sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Exam question breakdown.</li> <li>• Knowledge recall.</li> <li>• Extended question writing technique.</li> </ul>	
Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)	Key Assessment Task (KAT)
<p>Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities</p> <p>Topic Area 3: Plan for and be able to participate in an outdoor and adventurous activity</p>	Topic Area 4: Evaluate participation in an outdoor and adventurous activity	<p>End of topic Test</p> <p>Topic Area 1: Issues which affect participation in sport</p> <p>Topic Area 2: The role of sport in promoting values</p> <p>Topic Area 3: The implications of hosting a major sporting event for a city or country</p>	<p>End of topic tests.</p> <p>Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport</p> <p>Topic Area 5: The use of technology in sport</p>	<p>Contemporary Issues in Sport Examination.</p> <p>Students will be given a range of past papers to attempt, some will be in exam conditions, whilst others will be topic specific tests that students will undertake in lessons (not exam conditions). Changing all Reds into Greens!</p>	