

Curriculum Map

Subject: “**CORE**” **PHYSICAL EDUCATION** (the following is an example map for a particular teacher. Variations are in use that may use different invasion/net activities, due to group capabilities, and a different pattern, due to facilities.) **Year Group: 9-11**

This part of the Core PE curriculum is under construction as we look to work collaboratively to restructure the Key stage 4 programme.
On the next 2 pages are the current curriculum maps that show the activities we cover.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	1.				1.	1.
Skills- What will be developed?						
Key ‘How’/‘Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?						
SEND- how will support be seen? Seating plans? Simplified questions?	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.	Modified equipment activities and games scenarios. Grouping with selected students. Open ended, personal success tasks.
Assessment- What? Why?	Assessment Focus: <ul style="list-style-type: none"> • Spatial awareness • Passing into space • 	Assessment: <ul style="list-style-type: none"> • Fitness development • Resilience 	Assessment: <ul style="list-style-type: none"> • Attacking the Basket • Spatial awareness 	Assessment Focus: <ul style="list-style-type: none"> • Positioning • Consistency of shot 	Assessment: <ul style="list-style-type: none"> • Basic techniques • Distance and time related 	Assessment: <ul style="list-style-type: none"> • Fielding actions • Tactical awareness
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of the practical skills required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	Modelling of the practical skills required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	Modelling of the practical skills required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	Modelling of the practical skills required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	Modelling of the practical skills required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.	Modelling of the practical skills required. Repeated actions of passing and receiving. Highlighting positions, space and movement off the ball.
Literacy- reading, extended accurate writing and oracy opportunities	Super curriculum activities.	Super curriculum activities.	Super curriculum activities.	Super curriculum activities.	Super curriculum activities.	Super curriculum activities.
Numeracy/computing skills						
Character development	<p style="text-align: center;">Resilience whilst working to obtain and perfect new skills Respectful to other when working in a team and against others. Aspirational to endeavour to achieve next level and be competitive in all activities Compassionate regarding others in the group and developing empathy. Resourcefulness, applying the skills within the activities to achieve personal success</p>					
Equality/Diversity opportunities	<p style="text-align: center;">Discussion points were relevant about elite athletes, historical context of the sport covered. Both male and female Role models and the diversity of disability sport</p>					
Homework/Independent learning	<p style="text-align: center;">Encouragement to attend extra-curricular sports activities</p>					
CIAG coverage/links	<p style="text-align: center;">Referencing to careers related to the activities being covered as appropriate. Discussion regarding sports careers during fitness programmes Highlight school display.</p>					

YEAR 9 CORE PE ACTIVITY MAP

	Mon 1:3		Mon 2:3	Fri 2:2	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
						Mon 5 Sept	Mon 12 Sept	Fri 16 Sept	Mon 19 Sept	Mon 26 Sept	Fri 30 Sept	Mon 3 Oct	Mon 10 Oct	Fri 14 Oct	Mon 17 Oct	Mon 31 Oct	Fri 4 Nov	Mon 7 Nov	Mon 14 Nov	Fri 18 Nov	Mon 21 Nov	Mon 28 Nov	Fri 2 Dec	Mon 5 Dec	Mon 12 Dec	Fri 16 Dec	Mon 9 Jan	Fri 13 Jan	Mon 16 Jan	Mon 23 Jan	Fri 27 Jan	Mon 30 Jan	Mon 6 Feb	Fri 10 Feb	Mon 20 Feb	Mon 27 Feb	Fri 3 March	Mon 6 March	Mon 13 March	Fri 17 March	Mon 20 March	Mon 27 March	Fri 31 March	Mon 17 April	Mon 24 April	Fri 28 April	Mon 1 May	Mon 8 May	Fri 12 May	Mon 15 May	Mon 22 May	Fri 26 May	Mon 5 June	Mon 12 June	Fri 16 June	Mon 19 June	Mon 26 June	Fri 30 June	Mon 3 July	Mon 10 July	Fri 14 July	Mon 17 July																					
9Y1	JY	JY	JY	JY	GCSE THEORY SKELETAL					GCSE THEORY MUSCULAR					GCSE THEORY CARDIOVASCULAR					GCSE THEORY RESPIRATORY					HEALTH					FITNESS & EXERCISE					PEP PREPARATION																																																
9Y2	SY	SY	SY	SY	GCSE THEORY SKELETAL					GCSE THEORY MUSCULAR					GCSE THEORY CARDIOVASCULAR					GCSE THEORY RESPIRATORY					HEALTH					FITNESS & EXERCISE					PEP PREPARATION																																																
9Y3	NU	NU	NU	NU	3G	MAIN HALL				ACT STUDIO	Sports Hall				FIT		B Gym			3G		B Gym			ATHLETICS COMP					STRIKE		NET																																																			
9Y4	BT	BT	BT	BT	B Gym		3G			MAIN HALL				ACT STUDIO		Sports Hall			FIT		Sports Hall		3G			ATHLETICS COMP					STRIKE		NET																																																		
9Y5	RT	RT	RT	RT	FIT		B Gym			3G				MAIN HALL				ACT STUDIO		Sports Hall			B Gym		FIT			ATHLETICS COMP					NET		STRIKE																																																
9Y6	EW	EW	EW	EW	Sports Hall		3G			FIT				B Gym			MAIN HALL				ACT STUDIO		Courts		Sports Hall			ATHLETICS COMP					STRIKE		NET																																																
9Y7	RS	LO	YE	YE	Courts		ACT STUDIO			Sports Hall				FIT		B Gym			MAIN HALL				3G		MAIN HALL			ATHLETICS COMP					NET		STRIKE																																																

YEAR 10 CORE PE ACTIVITY MAP

YEAR 10 OPTION PATHWAYS

	SEPT				OCT				NOV				DEC				JAN				FEB				MARCH				APRIL				MAY				JUNE				JULY				
	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8
1	BASKETBALL				RUGBY				RUGBY				FITNESS				FOOTBALL				HANDBALL				ROUNDERS				SOFTBALL				TENNIS												
	B GYM				3G				ELE				3G				COURTS																												
2	BASKETBALL				FITN				FITNESS				TABLE TENNIS				VOLLEYBALL				BADMINTON				SOFTBALL				TENNIS				GOLF												
	Sports Hall				ELE				B Gym				B Gym				Sports Hall																												
3	FITNESS				BAD				BAD				FOOTBALL				BASKETBALL				TABLE TENNIS				FITNESS				ROUNDERS				SOFTBALL												
	ELE				Sports Hall				3G				Sports Hall				B Gym				ELE																								
4	WELL BEING WALKS				TEAM GAMES				TRAMP				DANCE				FITNESS				ROUNDERS				VOLLEYBALL				Short Tennis																
					Activity Studio				Activity Studio				ELE																																
5	NETBALL				BASKETBALL				DANCE				FITNESS				TRAMP				VOLLEYBALL				VELL B WALK				ROUNDERS																
	Courts				B GYM				Main Hall				ELE				Activity Studio				B Gym																								

Curriculum Map

Subject: **“GCSE” PHYSICAL EDUCATION**

Year Group: **9**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>SKELETAL SYSTEM</p> <ol style="list-style-type: none"> Structure Bone classification Functions Application to sports Classification of joints Movement possibilities Application to sports ligaments and tendons Short-term & long term effects of exercise <p>Health and fitness and the role that exercise plays</p> <ol style="list-style-type: none"> Components of Fitness Application to sports Relative importance 	<p>MUSCULAR SYSTEM</p> <ol style="list-style-type: none"> Types of muscle Skeletal Muscles Antagonistic pairs Movement analysis Application to sports Muscle fibre types Application to sports Planes and Axes of movement Application to sports Short-term effects of exercise The long-term effects of exercise <p>Health and fitness and the role that exercise plays</p> <ol style="list-style-type: none"> Components of Fitness Application to sports Relative importance Fitness tests Fitness tests 	<p>PEP PREPARATION</p> <ol style="list-style-type: none"> Use of data PARQ Different training methods for specific components of fitness Principles of training. SMART Targets <p>Essay Structure and exam skill practise Essays on topic covered so far using scaffolding techniques.</p>	<p>PEP PREPARATION</p> <ol style="list-style-type: none"> Principles of training. Fitness Classes <p>Essay Structure and exam skill practise Essays on topic covered so far using scaffolding techniques</p>	<p>CARDIORESPIRATORY SYSTEM</p> <ol style="list-style-type: none"> Heart Circulatory System Blood vessels Blood Anaerobic and aerobic exercise The short term effects of exercise The long-term effects of exercise <p>PEP PLANNING</p> <ol style="list-style-type: none"> Fitness testing Performance testing 	<p>REVISION AND RETRIEVAL</p> <p>PEP PLANNING</p> <ol style="list-style-type: none"> Fitness testing Performance testing
Skills- What will be developed?	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills
Key ‘How’/‘Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Topic 1: Applied anatomy and physiology	Topic 2: Movement analysis	Topic 3: Physical Training	Topic 3: Physical Training	Topic 1: Applied anatomy and physiology	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training
SEND- how will support be seen? Seating plans? Simplified questions?	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding
Assessment- What? Why?	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes
Literacy- reading, extended accurate writing and oracy opportunities	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams
Numeracy/computing skills			Data recording and Interpreting of fitness tests.	Data recording and Interpreting of Hear rates		

Curriculum Map

Subject: **"GCSE" PHYSICAL EDUCATION**

Year Group: **10**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	RESPIRATORY SYSTEM <ol style="list-style-type: none"> Structure and components Composition of inhaled and exhaled air Vital capacity and tidal volume Structure of alveoli to enable gas exchange Application to Sport The short- and long- term effects of exercise The short- and long- term effects of exercise 	WARM UP <ol style="list-style-type: none"> Effective use of warm up and cool down Physical changes in Warm Up How to optimise training and prevent injury How to optimise training and prevent injury Performance Enhancing Drugs Performance Enhancing Drugs 	PEP PREPARATION <ol style="list-style-type: none"> PEP Evaluation Coursework Lever Systems Lever Systems Application to sport 	HEALTHY LIFESTYLE <ol style="list-style-type: none"> Physical, Emotional and social health, fitness and well-being Physical, Emotional and social health, fitness and well-being Impact of fitness on well-being: positive and negative health effects The consequences of a sedentary lifestyle Lifestyle Choices Lifestyle Choices Energy use, diet, Nutrition and hydration Energy use, diet, Nutrition and hydration Timing of nutritional Intake 	REVISION AND RETRIEVAL SKILL ACQUISITON <ol style="list-style-type: none"> Classification of skills (basic/ complex, open/closed) Classification of skills (Practical) Practise Practise (Practical) 	SKILL ACQUISITON <ol style="list-style-type: none"> Guidance Guidance (Practical) Feedback on performance Feedback on performance (Practical)
Skills- What will be developed?	<i>Retrieval and metacognition</i> knowledge based learning Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition</i> knowledge based learning Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition</i> knowledge based learning Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition</i> knowledge based learning Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition</i> knowledge based learning Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition</i> knowledge based learning Application to sports skills. Analysis and Evaluation skills
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Topic 1: Applied anatomy and physiology	Topic 3: Physical Training	Topic 3: Physical Training	Topic 2.1: Health, fitness and well-being	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training Topic 2.2: Sport Psychology	Topic 2.2: Sport Psychology
SEND- how will support be seen? Seating plans? Simplified questions?	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding
Assessment- What? Why?	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes
Literacy- reading, extended accurate writing and oracy opportunities	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams
Numeracy/computing skills			Data recording and Interpreting of fitness tests.	Data recording and Interpreting of Hear rates		

Character development	<p>Resilience whilst working to obtain and perfect new skills Respectful to other when working in a team and against others. Aspirational to endeavour to achieve next level and be competitive in all activities Compassionate regarding others in the group and developing empathy. Resourcefulness, applying the skills within the activities to achieve personal success</p>
Equality/Diversity opportunities	<p>Discussion points were relevant about elite athletes, historical context of the sport covered. Both male and female Role models and the diversity of disability sport</p>
Homework/Independent learning	<p>Homework:</p> <ul style="list-style-type: none"> • Compulsory attendance at least 1 extra curricular club. • Exam question work sheets and revision activities.
CIAG coverage/links	<p>Referencing to careers related to the activities being covered as appropriate. Discussion regarding sports careers during fitness programmes Highlight school display.</p>

PRACTICAL MAP

		Tue 6 Sept	Thurs 15 Sept	Tue 20 Sept	Thurs 29 Sept	Tue 4 Oct	Thurs 13 Oct	Tue 18 Oct		Thurs 3 Nov	Tue 8 Nov	Thurs 17 Nov	Tue 22 Nov	Thurs 1 Dec	Tue 6 Dec	Thurs 15 Dec		Thurs 12 Jan	Tue 17 Jan	Thurs 26 Jan	Tue 31 Jan	Thurs 9 Feb		Tue 21 Feb	Thurs 2 March	Tue 7 March	Thurs 16 March	Tue 21 March	Thurs 30 March		Tue 18 April	Thurs 27 April	Tue 2 May	Thurs 11 May	Tue 16 May	Thurs 25 May		Tue 6 June	Thurs 15 June	Tue 20 June	Thurs 29 June	Tue 4 July	Thurs 13 July	Tue 18 July				
		1	2	3	4	5	6	7		8	9	10	1	2	3	4		5	6	7	8	9		1	2	3	4	5	6		1	2	3	4	5	6												
	Tue 1:3	Thu2:2	PEP PRACTICAL								PEP PRAC		PEP EVAL						PEP EVALUATION						VOLLEYBALL						FOOTBALL																	
10/4/Pg1	YE	YE	PEP PRACTICAL								PEP PRAC		PEP EVAL						PEP EVALUATION						VOLLEYBALL						FOOTBALL																	
	PEP	PEP	PEP PRACTICAL								PEP PRAC		PEP EVAL						PEP EVALUATION						FOOTBALL						FOOTBALL																	
10/4/Pg2	SY	SY	PEP PRACTICAL								PEP PRAC		PEP EVAL						PEP EVALUATION						FOOTBALL						FOOTBALL																	
	PEP	PEP	PEP PRACTICAL								PEP PRAC		PEP EVAL						PEP EVALUATION						FOOTBALL						FOOTBALL																	
		Tue 13 Sept	Tue 27 Sept	Tue 11 Oct		Tue 1 Nov	Tue 15 Nov	Tue 29 Nov	Tue 13 Dec		Tue 10 Jan	Tue 24 Jan	Tue 7 Feb		Tue 28 Feb	Tue 14 March	Tue 28 March		Tue 25 April	Tue 9 May	Tue 23 May		Tue 13 June	Tue 27 June	Tue 11 July																							
		1	2	3	4	1	2	3	4	1	2	3	4																																			
	Tue2:4	Tue2:5	CLIMB		3G	BADMINTON		CLIMB		RUGBY			BASKETBALL			ATHLETICS			TENNIS																													
10/4/Pg 1	JY	JY	CLIMB		3G	BADMINTON		CLIMB		RUGBY			BASKETBALL			ATHLETICS			TENNIS																													
	SY	SY	BADMINTON		3G	CLIMB		BADMINTON		HANDBALL			FOOTBALL			ATHLETICS			NETBALL																													
10/4/Pg 2	SY	SY	BADMINTON		3G	CLIMB		BADMINTON		HANDBALL			FOOTBALL			ATHLETICS			NETBALL																													

Curriculum Map

Subject: **“GCSE” PHYSICAL EDUCATION**

Year Group: **11**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	SOCIO-CULTURAL INFLUENCES <ol style="list-style-type: none"> Engagement patterns of different social groups in physical activity and sport Engagement patterns of different social groups in physical activity and sport Commercialisation of physical activity and sport Commercialisation of physical activity and sport Ethical and socio-cultural issues in physical activity and sport Ethical and socio-cultural issues in physical activity and sport 	REVISION AND RETRIEVAL <p>Topic 3: Socio-Cultural influences</p> <p>Preparation for paper 2 mock exam recapping:</p> <p>SKILL ACQUISITION HEALTHY LIFESTYLE ENGAGEMENT</p>	PEP COMPLETION Redrafting of “Personal Exercise Programme” <p>REVISION Preparation for paper 1 SKELETAL SYSTEM MUSCULAR SYSTEM</p>	REVISION AND RETRIEVAL <p>Essay Structure and exam skill practice Essays on topic covered so far using scaffolding techniques</p>	REVISION AND RETRIEVAL Walk through Past papers	
Skills- What will be developed?	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	<i>Retrieval and metacognition knowledge based learning</i> Application to sports skills. Analysis and Evaluation skills	
Key ‘How’/‘Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Topic 2.3: Socio-Cultural influences	Topic 2.1: Health, fitness and well-being Topic 2.2: Sport Psychology Topic 2.3: Socio-Cultural influences	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training Topic 2.2: Sport Psychology	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training Topic 2.2: Sport Psychology	Topic 1: Applied anatomy and physiology Topic 2: Movement analysis Topic 3: Physical Training Topic 2.2: Sport Psychology	
SEND- how will support be seen? Seating plans? Simplified questions?	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	
Assessment- What? Why?	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	Assessment: <ul style="list-style-type: none"> End of unit Test 1 long answer assessment 	
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	Modelling of the practical skills required. Exam Questions and mark schemes	
Literacy- reading, extended accurate writing and oracy opportunities	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	Text book comprehension. Super curriculum activities. Long answer questions form exams	
Numeracy/computing skills			Data recording and Interpreting of fitness tests.	Data recording and Interpreting of Hear rates		

