The Castle School PE Department

"Students leave school with a lifelong love for sport and exercise & students have the confidence to continue participating whilst leading a healthy, active lifestyle".

BTEC PE Curriculum Maps

Curriculum	Rotation 1	October Half term	Yr. 11 Mock Exams	Rotation 2	Rotation 3	Yr. 11 PPE's and Year 9 Exams		Rotation 3 Continued	Easter Holidays	Rotation 5	Rotation 6	Sports week/ Options
	7 weeks		3 weeks (Week 3 sports hall free)	6 weeks	5 weeks	2 weeks (4 lessons)	2 weeks (4 lessons)	2 weeks		6 weeks	5 weeks	2 weeks
	4th Sep – 20th Oct		31st Oct – 17th Nov	20th Nov – 12th January	15th January – 9th Feb	19th Feb – 15h March		18th March – 28th March		15th April – 24th May	3rd June – 12th July	15th July-23rd July
Year 10	Team sports Volleyball Handball Netball OAA -Paddle boarding		Individual sport Table tennis Golf Badminton	Individual sport Table tennis Golf Badminton	Physical Fitness Fitness suite Zumba Class Yoga Pilates Visit to sport centres	Warm-up	Warm-up	Assessment Videos of warm-up		Revisiting team and individual sports. Link to components of fitness	Isolate drills and practices for assessment Video	Competitive matches and practice video
Year 11	Continue Competitive match and practise video Coaching prep and plan for sports		Continue Competitive match and practise video Coaching prep and plan for sports	Unit 3 – Exam paper unit. Fitness components Fitness Testing Fitness principles	Unit 3 – Exam paper unit. Fitness components Fitness Testing Fitness principles	Unit 3 – Exam paper unit. Fitness components Fitness Testing Fitness principles	Unit 3 – Exam paper unit. Fitness components Fitness Testing Fitness principles	Unit 3 – Exam paper unit. Fitness components Fitness Testing Fitness principles		Component 3 Exam.		

Lesson Numbers	Themes	Knowledge Required – Year 1
Component 1 Task A - Learning outcome A. Preparing participants to take part.		
Curriculum Extension – Practical experience at OAA centre and sports centre, debating benefits of provision and experience different provisions.		
1	Team, individual sport and role of NGB	• Application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. • Justify the chosen physical activities with specific relevance to how it meets the needs of the selected participant. • Explain the characteristics and advantages and disadvantages of the type of provision with specific relevance to the chosen physical activities and selected participant. • Application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. • Describe the barriers to participation with specific relevance to the selected participant. Explain the methods to overcome barriers to participation with specific relevance to the selected participant
2	Provision of sport and Physical activity	
3	Types of sport of and Physical activity	
4	Types and needs of Physical activity.	
5	Needs of participants	
6	Barriers to participation	
Component 1 Task B- learning outcom B. Equipment and technology required in sport		
1	Clothing and equipment	• Application of knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take part in a chosen physical activity. • Justify the choices of sports clothing and equipment required to take part in the chosen physical activity with specific relevance to the selected participant and chosen physical activity. • Justify the choices of technology to take part in the chosen physical activity with specific relevance to the selected participant and chosen physical activity. Explain the benefits and limitations of using technology for participation in the chosen physical activity with specific relevance to the selected participant and chosen physical activity.
2	Assisted technology and equipment	
3	Sports facilities	
4	Inclusive technology and equipment	
5	Officiating equipment	
6	Performance analysis	
7	Limitations of technology	
Component 1 Task C- learning outcome C. Preparing participants to take part.		
1	Pulse raisers	• Application of knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant. • Description of the responses of the cardiorespiratory and musculoskeletal systems to the warm-up.
2	Mobilisers	
3	Preparation stretches	
4	Adapting warm-up	
5	Planning warm-up	

6	Delivering warm-up	Practical ability in delivering a warm-up and support given to participants taking part in the warm-up.
7	Assessment of warm-up	
Component 2 Task A – learning outcome A Understand how different components of fitness are used in different physical activities.		
1	Component of fitness 1 and Physical activity Aerobic endurance and Muscular endurance	• Descriptions of how each component of fitness will be used during participation in different physical activities. • Explanations of the impact that each component of fitness has on performance in physical activities for TEAM and individual sports.
2	Component of fitness 2 and Physical activity Muscular strength and speed	
3	Component of fitness 3 and Physical activity Flexibility and Body composition	
4	Component of fitness 4 and Physical activity Power and Agility	
5	Component of fitness 5 and Physical activity Co-ordination and reaction time	
6	Component of fitness 6 and Physical activity Balance	
Component 2 Task B – Learning outcome B Be able to participate in sport and understand the roles and responsibilities of officials		
1	Skills in sport	• Performs sporting techniques for sports skills which are accurate, fluent and controlled in isolated practices. • Performs sporting techniques for sports skills which are accurate, fluent and controlled in competitive situations.
2	Skills in sport (PRACTICAL)	
3	Skills and strategies (PRACTICAL)	
4	Isolated practices and competitive situations	
5	Isolated practices (PRACTICAL)	
6	Isolated practices 2 (PRACTICAL)	

Lesson Number	Title	Knowledge Required – Year 2
Component 2 Task B – Learning outcome B Be able to participate in sport and understand the roles and responsibilities of officials		
7	Competitive situations (PRACTICAL)	• Select and perform appropriate strategies effectively during competitive situations • Account of the main officials and their key responsibilities in the chosen sport • Account of the given sport specific key rules and regulations Account of the actions the official would normally take to ensure adherence to the given sport specific rules
8	Competitive situations 2 (PRACTICAL)	
	Practical performance practice (PRACTICAL)	
9	Roles of officials	
10	Responsibilities of officials	
11	Rules and regulations	
12	Rules and regulations 2	
Component 2 Task C - Learning Outcome C: Demonstrate ways to improve participants sporting techniques		
1	Drills for technique	• Plan a session relevant to the students' chosen sporting skill • Account to justify the choices of activities included in drills and conditioned practices which is relevant to the techniques required for the chosen sport skill
2	Drills for technique PRACTICAL	
3	Conditioned games	
4	Conditioned games PRACTICAL	

5	Demonstrations	• Competent demonstrations with a range of appropriate teaching points to support participants to perform correct techniques for chosen sports skill • Demonstrate a range of appropriate drills and conditioned practices to develop participants' technique for selected sports skill Provides appropriate support to participants when taking part in sports drills and conditioned practices to improve their techniques for a chosen sports skill.
6	Demonstrations PRACTICAL	
7	Teaching points	
8	Teaching points PRACTICAL	
9	POSTED	
10	Supporting participants PRACTICAL	
11	Planning a coaching session	
12	Delivering a coaching session PRACTICAL	
Component 3 -Task A : Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity		
1	Importance of fitness to the success of performance in sport and participation	Key content A: Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise • Develop knowledge about the components of physical and skill-related fitness. • Know how and when these components are used in participation in sports • why they are important for successful participation. • How they can performance at optimal levels. • Students need to build a wide framework of how the components of fitness are used in a wide range of different sports and physical activities. • Know the Fitness Training principles and clearly differentiates between the FITT principles and Additional principles of training. The following should be covered ; • Definitions of each principle • Use training programmes to identify which training principles is being covered in the programme. • Measure intensity and record heart rate, interpret heart rate data. • know how to calculate maximum heart rate (HR max). From this, they can calculate their own training thresholds and monitor their training during exercise sessions. • Know how to calculate 1 RM and use the borg scale to measure exercise intensity
2	Recap Components of fitness	
3	Fitness training principles	
4	Additional Fitness training principles	
5	Calculating intensity and how it can be determined	
6	Application of components and Principles to exam questions	
Component 3 -Task B : Importance of fitness testing and requirements for administration of each fitness test		
1	Importance of fitness testing and requirements for administration of each fitness test	• The aim is to introduced through a visit to a gym about screening processes to ensure participants are ready to take part in exercise and fitness testing such as informed consent forms and PAR-Qs. • To demonstrate knowledge on the concepts of reliability, validity and practicality within fitness testing. • To know the correct use of equipment and safe and correct technique undertaken for each fitness test. • To be able to record and interpret results using published normative data tables for each fitness test • For example how to set up the multistage fitness test and explain what they are doing measuring the distance, calibrating the test using a stopwatch to ensure the beeps are sounded at the correct time and explaining the purpose of each stage. • To know how to analyse class/group data collected and draw conclusions, helping to develop their skills in analysis and evaluation
2	Fitness test methods for components of physical fitness	
3	Interpretation of fitness test results	
4	Fitness test methods for components of skill-related fitness	

5	Interpretation of fitness test results	
Component 3 Task : C Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity		
1	Requirements for each of the fitness training methods	This topic should primarily involve practical delivery, as learners should experience each of the fitness training methods. For each physical fitness training method, you should cover: • a definition of the component of fitness • function of the component of fitness • method of training used • The advantages and disadvantages of each fitness training method The discussion should also include how suitable each method would be for a sports performer, depending on their needs in relation to their sport. ● For some fitness training methods, such as flexibility, you could provide a circuit of each flexibility training method. Small groups should go round the circuit to each station and carry out the flexibility training method. ● For other fitness training methods, such as Fartlek running, you could use whole group participation. ● Case studies can be used once learners have experienced each fitness training method. You should provide case studies of sports performers with their sport and, where appropriate, the position they play in, their physical activity level and areas that need to be improved. Learners then need to select appropriate fitness training methods, based on the sport and the sportsperson's requirements.
2	Fitness training methods for physical components of fitness	
3	Additional Requirements for each fitness training method	
4	Fitness training methods for skill-related components of fitness	
5	Provision for taking part in fitness training methods	
6	The effects of long-term fitness training on the body systems	
Component 3 Task : D Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity		
1	Personal Information to aid training fitness programme design.	• To be able to sue personal information to design a personal training programme for other. • To be able to explain choices and reasons why they have included specific types of training • To have included the FITT principles and additional principles of training in their programme design. • To know what motivation is and different types of motivation. • To understand how different participants are motivated to take part in training. • To know SMARTER goals concepts and impact on motivation. • To be able to set different participants short term and long-term goals and show how they meet the SMARTER principles. • To understand how motivation benefits the sports performer.
2	Motivational Techniques for Fitness programming	

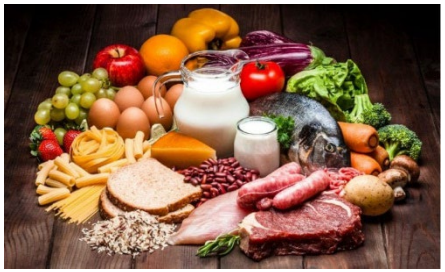
The Castle School
Food & Nutrition Curriculum Map 2025-26

Department Quote - *"Give a man a fish and feed him for a day; teach a man to fish and feed him for a lifetime" Lao Tzu*

Intent:

Our hope is that through Food and Nutrition, students will leave The Castle School with

- a lifelong love for cooking and are knowledgeable enough to explore the richness, pleasure and variety that food adds to life.
- the knowledge, understanding and skills required to cook well, be independent, creative and safe.
- being able to apply the principles of food science, nutrition and healthy eating.
- The ability to make informed and inquisitive decisions about food provenance, a variety of cultures, as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.



Food & Nutrition themes that run through the curriculum

- Food Safety
- Food Provenance
- Health and Nutrition
- Food Science
- Food Choice
- Cooking Skills

KS2 Cooking & Nutrition Curriculum

Pupils should be taught to:-

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Year 7

SoL: **Basic Skills and 5-a-Day**

Rationale: An introduction to the Food rooms and the basic skills needed to complete practical work safely. Introduction to healthy eating and the Eatwell Guide, focussing on 5 a Day

Substantive Knowledge:

- Equipment in the kitchen
- Washing up correctly
- Knife skills – bridge and claw
- Food safety – watching bad food live Grime scene – identify hazards
- Personal hygiene

SoL: **Foods from around the World**

Rationale: Students are encouraged to think about why we eat food and how this varies around the world. Students gain an appreciation of where food comes from and the effect on the environment. They learn about how foods are produced and learn to empathise with the countries that produce them.

Substantive Knowledge:

- Why do we eat food?
- Food choice, different factors
- Cuisines from around the world
- Fairtrade

SoL: **Food for Fuel**

Rationale: A project linking Sports and Nutrition. Students explore how food is used for energy and how to keep their bodies in a healthy energy balance. They learn about carbohydrates and how we gain slow-releasing energy from them. Students find out about what sportspeople and the PE staff eat and why, the importance of eating breakfast and hydration.

Substantive Knowledge:

- Food as Fuel – you are what you eat.
- Carbohydrates – starches and sugars

	Work on 5-a-day Using the cooker, grill and hob Learning about organisation, timings, pace of lessons and getting routines established. Sensory evaluation (crumble) Enzymic browning **Practical Sessions** Fresh fruit salad Vegetable couscous Fruit or cheese scones Fruit crumble Yule log Croque monsieur **Disciplinary Knowledge:** Understanding the reasons behind the above cooking skills and being able to adapt to their own dishes. Discussion about 5-a-day and creating personal menus. Thinking about the science behind enzymic browning and exploring other ways we see it in Food. **Disciplinary literacy:** Introduction to the Eatwell guide and how to interpret it. Different fruit and vegetable info sheets laminated and available in class. Evaluation of a fruit crumble – sensory descriptors Reading about why 5 a day is beneficial to us Hand hygiene Key words Equipment names **Homework** 1.Students prepare well for each practical session. 2.Alongside this, students will have a separate piece of work to complete in their HW booklets.	Food miles Making bread – functions of ingredients and skills How does yeast work? (extension) Labelling and food packaging (pizza boxes) Sensory Evaluation (Ragu) Quality control **Practical Sessions** Bread rolls Italian Pizza French Cinnamon Palmiers Italian Ragu sauce Lentil Dhal Yeast Investigations (*extension) **Disciplinary Knowledge:** Exploring different cultures and their cuisines. Giving students the opportunity to explore all the various factors that food choice offer – religion, diets, etc Exploring breadmaking in detail, looking at breads around the world, how gluten works? what is yeast? **Disciplinary literacy:** Evaluation of ragu sauce – sensory descriptors. Key words about labelling a package. Questions on key breadmaking knowledge. Detailed written work on Fairtrade and Food miles. Reading about these key topics in more detail. Presenting cuisines from around the world to the class. **Homework** 1.Students prepare well for each practical session. 2.Alongside this, students will have a separate piece of work to complete in their HW booklets.	Energy balance Obesity The importance of breakfast Hydration How to make homemade pasta Diets of sportspeople and PE staff Learning about the key nutritional groups Sensory Evaluation (sport cupcakes) **Practical Sessions** Pasta Salad Savoury muffins American breakfast Pancakes Oat biscuits Chocolate and Beetroot Brownies Sports cupcake challenge **Disciplinary Knowledge:** Students are encouraged to look at their own intake of food and their own energy balance. Perhaps encourage others at home too. Further work on obesity – menu planning etc Energy bites and smoothies created for Sports Day. Healthy knowledge promoted during the day. Assessment - Students are encouraged to explore fully the creativity of designing and making their own cupcakes. They research ideas, learn new techniques to use, create a unique range of cakes. **Disciplinary literacy:** Longer texts to read regarding sports people and diets and nutrition. An article on Marcus Rashford. Informative poster on hydration and how to ensure the point gets across to a wider audience. **Homework** 1.Students prepare well for each practical session. 2.Alongside this, students will have a separate piece of work to complete in their HW booklets

	Key Words Nutrition, safety, hazards, bridge hold, claw grip, weighing, measuring, oven, grill, hob, boil, grate, chop, rubbing-in, enzymic browning, bacteria, Eatwell guide, ingredients, texture, stewing (fruit), evaluate, stock, hygiene, 5 a Day, sensory, equipment **Formative Assessment:** Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks. **Summative Assessment:** Baseline test Teacher assessed crumble prac and evaluation End of term Retrieval Pyramid	**Key Words** Kneading, proving, dough, glazing, gluten, labelling, fermentation, food miles, quality control, savoury, fair trade, simmering, combining, cuisine, garnishing, allergy, sift. **Formative Assessment:** Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks. **Summative Assessment:** Teacher assessed palmiers prac and ragu evaluation End of term Retrieval Pyramid	**Key Words** Obesity, hydration, PAL, slow-releasing energy, food for fuel, breakfast, starch, sugar, energy balance, carbohydrates, BMR, calories, joules, energy, traffic light labelling, savoury, combine, al dente. **Formative Assessment:** Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks. **Summative Assessment:** Teacher assessed pasta salad practical End of term Retrieval Pyramid
Year 8 	**SoL**: **<u>Further Skills and Nutrients</u>** **Rationale:** To develop further the essential skills necessary in a kitchen and to complete successful and safe dishes. Students to learn about the Eatwell Guide and healthy eating. Students explore macro and micro nutrients in more detail. **Substantive Knowledge:** Hygiene and food safety Equipment – different types, uses and safety Temperatures and the 4C's Eatwell guide and the individual sections Macro and micro nutrients Fats, Protein and Carbohydrates Vitamins and Minerals What is on a recipe? Recap washing up Sugar in small cakes Sensory evaluation (cheesecake) Healthy meals	**SoL**: **<u>Multicultural</u>** **Rationale:** **S**tudents to gain a further insight to multicultural cultures and explore a selection of dishes that teach them new cooking skills. They learn about why we cook foods and methods of doing so. Within some of these dishes we highlight food safety. We learn about seasonal foods and the advantages and disadvantages **Substantive Knowledge** What are multi-cultural foods? Why we cook foods? Cooking methods Using the Hob Viscosity of sauces Food choice – religion Functions of ingredients Cereals, milling, staple foods around world Sensory evaluation (curry) **Practical Sessions**	**SoL**: **The Food Quest** **Rationale:** To give students the opportunity to find out where their food comes from, from farm to fork. Students learn how it is processed and what is added to it to give us the food we eat. We look at farm to fork, food waste, cheese-making, seasonal foods and sustainability. **Substantive Knowledge:** What is food provenance? The process of farm to fork of different products – meat, dairy, etc. Wheat processing Food waste Sustainability Primary processing Seasonal Foods Secondary processing Gelatinisation Sensory evaluation

	Practical Sessions Coronation Chicken Carrot cakes Cheese and ham empanadas Pork or Beef Fajitas Lemon cheesecake Cranberry Puffs **Disciplinary Knowledge:** Developing awareness of food safety and how this relates to a food lesson. Exploring healthy eating in more detail and creating own meals that link to all the sections. Investigating the sugar in small cakes and how we can use the results to stay healthy. Looking at recipes and how they inform us, choosing wisely and encouraging others to do the same. **Disciplinary literacy:** What is on a recipe, key words and why? Healthy eating scenarios Collecting info on vitamins and minerals. Evaluating lemon cheesecake and identifying improvements etc. **Homework** 1.Students prepare well for each practical session. 2.Alongside this, students will have a separate piece of work to complete in their HW booklets **Key Words** Nutrients, temperatures, 4C's – chilling, cleaning, cooking, cross-contamination, Eatwell guide, recipe, ingredients, method, macronutrients, micronutrients, carbohydrates, protein, fats, vitamins, minerals, food processor, danger zone, food probe, fibre **Formative Assessment:**	Italian Calzone Mexican Chilli con carne Dutch apple cake Indian vegetable/chicken curry Chinese Sweet and Sour Viscosity of sauces **Disciplinary Knowledge:** Exploring further the food laws of different religions. Educating themselves with different cultures and traditions. Adapting recipes to suit families with variety of different diets and nutritional needs. What is viscosity and ways this is carried out in industry – why? **Disciplinary literacy:** Reading about religious cultures Evaluating curry and using sensory words Researching into various multicultural recipes and ingredients. **Homework** 1.Students prepare well for each practical session. 2.Alongside this, students will have a separate piece of work to complete in their HW booklets **Key Words** Multicultural, seasonality, kneading, staple, glazing, sealing, herbs, spices, browning (of meat), thickening (of sauces), viscosity. **Formative Assessment:** Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos.	**Practical Sessions** Sausage Plait Fishfingers Bread and butter pudding Frittata Macaroni Cheese Queen of Heart Tarts **Disciplinary Knowledge:** Gain an in-depth understanding of how food is grown, reared, gathered and caught. How does seasonality effect what we eat? To consider ethical and moral arguments to eating meat. Explore further about food waste and sustainability and how we can improve this in our meals/home. Look at the wider picture of processing foods. **Disciplinary literacy:** Read extracts and watch clips about food waste, sustainability & processing. **Homework** 1.Students prepare well for each practical session. 2.Alongside this, students will have a separate piece of work to complete in their HW booklets **Key Words** Provenance, farm to fork, sustainability, food waste, vegetarian, vegan, primary processing, secondary processing, grown, reared, harvested, caught, compost, organic, seasonal, cereals, gelatinisation, free-range, milling, intensive farming. **Formative Assessment:** Verbal feedback during practical work and while taking photos of finished dishes.

	Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks. **Summative Assessment:** Teacher assessed cheesecake prac and evaluation End of term Retrieval Pyramid	Self assessed and peer assessed tasks. **Summative Assessment:** Teacher assessed dutch apple prac and curry evaluation End of term Retrieval Pyramid	Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks. **Summative Assessment:** Teacher assessed queen of heart tarts practical End of term Retrieval Pyramid
Year 9	**SoL**: **<u>Food Science Challenge</u>** **Rationale:** Students will **l**earn a selection of high-level skills through some advanced dishes. Students will gain a clear understanding of the science behind ingredients and how they act within foods. Understanding and following a recipe, planning time and being organised will be key skills learnt. **Substantive Knowledge:** Raising agents – the different types. How raising agents work in dishes. The science of raising agents and gases produced Chemical, mechanical and biological agents Bread-making Cake-making Puff pastry making Quality control in food products Timings Reading recipes Presentation skills **Practical Sessions** Toad in the Hole Swiss Roll Focaccia Bread Art Profiteroles (savoury) Vegetarian Puff pastry parcels Victoria Sandwich Cake Gingerbread Muffins (extra)	**SoL**: **<u>Food Choice & Creativity</u>** **Rationale:** Students will study the various aspects of food choice and use this knowledge to complete independent and creative practical sessions. Students will need to consider budgeting, food styling and adapting recipes. **Substantive Knowledge:** Food choice Budgeting Eatwell guide recap Vegan/ vegetarian Environmental issues Different diets – health conditions Allergens Heat transfer Food provenance Nutritional analysis Styling food **Practical Sessions** Taste test vegan foods (food choice) Quiche (allergens) Pasta Bolognese (budgeting) Healthy Burgers Layered Gateaux **Disciplinary Knowledge:** Food styling clips and decorative ideas Further info about health conditions	No 3rd Project in Year 9 – rotations.

	Disciplinary Knowledge: Understanding further science behind recipes. Creativity and adaption of recipes to suit different tastes, diets and allergies. High level of presentation **Disciplinary literacy:** Extended information of how food works Research functions of ingredients Definitions of key words **Homework** 1.Students prepare well for each practical session. 2.Focaccia design work 3.Alongside this, students will have a list of key spellings to learn. **Key Words** Raising agents, chemical, mechanical, biological, yeast, proving, gluten, kneading, whisk, cream, fold, beat, ribbon trail, batter, quality control, choux, piping, bain-marie, sensory evaluation, accuracy, sensory descriptors, lamination, aeration, coagulate, roux, fermentation, glaze, dough, sieving, pastry **Formative Assessment:** Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks. **Summative Assessment:** Teacher assessed profiteroles practical End of project Retrieval Pyramid	Cooking suitable dishes and budgeting creatively for leaving home, university **Disciplinary literacy:** Debating veganism Reading about different allergies. Natasha's Law – allergens Research and presenting health conditions to class Naming burger and labelling box Time plans for Gateaux assessment Sensory words **Homework** 1.Students prepare well for each practical session. 2.Alongside this, students have some written HW set that is linked to the lesson (Allergens, Natasha's Law and designing their own Gateaux) **Key Words** Vegan, vegetarian, allergens, costings, nutritional analysis, gateaux, ganache, cross-contamination, evaluate, coulis, bain-marie, rubbing in, cuisine, conduction, convection, radiation, heat transfer, shortening, aeration, time plan, food choice, provenance, styling, budgeting, simmering, al dente, reared, harvested. **Formative Assessment:** Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks. **Summative Assessment:** Teacher assessed layered gateaux practical End of project Retrieval Pyramid	
Year 10	**SOL 1: Heat Transfer & Protein** Students are given an introduction to GCSE and basic nutrition is recapped. Heat transfer is then	**SOL 3: Carbohydrates**	**Sol 5: Food Provenance & Food Safety** **Substantive Knowledge:**

	covered so that students gain an understanding of how food is cooked, followed by ways to cook food. Protein is the first Macronutrient taught, looking at key knowledge and the science behind how Proteins work. **Substantive Knowledge:** Eatwell guide and Healthy Guidelines covered. Cooking of food and heat transfer - eggs Why do we cook food mindmap Cooking methods Macronutrients & Micronutrients What is protein, what it does in the body, amino acids, HBV LBV, animal and plant sources of protein Alternative Proteins & taste testing Gelatine Recap – cross contamination etc **Practical Sessions** **Fish Pie** **Fruit Meringues** **Jointing a Chicken and Chicken Kievs** **White Choc cheesecake & Gelatine Layer** **Shortcrust Pastry Pasties** **Alternative Protein Stirfry** **Science Topics** **Conduction. Convection, Radiation** **Denaturation** **Coagulation** **Denaturation** **Foam formation** **Chemical bonds** **Shortening** **Raising agents (recap)** **Disciplinary Knowledge:**	Carbohydrate is the third Macronutrient taught, looking at key knowledge and the Science behind how Carbs work. **Substantive Knowledge:** What are Carbs? Functions of carbs in the body. Sources of carbs, sugars, starch and fibre. Monosaccharides, polysaccharides Intrinsic/extrinsic sugars Primary processing - milling Complex carbs Deficiency and excess. Amounts needed for different life stages. Diet-related diseases - **Practical Sessions** **Risotto & Arancini** **Lentil dhal, naan bread and onion bhaji** **Fresh Pasta** **Roux Sauce – macaroni cheese** **Vegetable Lasagne** **Science Topics** **Gelatinisation** **Dextrinisation** **Viscosity** **Disciplinary Knowledge:** **Disciplinary literacy:** **Dovetailing** **Key Words** **Summative Assessment:** Seneca & end of module Carbohydrate Test **Sol 4: Vitamins & Minerals NEA2 Mock**	**Provenance** Food sources, food and environment, Sustainability of food, Chocolate - bean to bar, technological developments associated with better health and food production. Food Waste Primary and Secondary Processing **Food safety – F**ood spoilage and bacterial contamination **Profiteroles** **Scotch eggs** **Charlotte Royal** **Apple Custard tart** **Crème caramel** **Sol 6: Food Choice & Food Science (continue in Year 11)** **Food Science** - Raising agents British and International cuisine **Food choice** – Factors that influence food choice, Food choices, Labelling and marketing influences, British and International cuisine. **Celebration Cake**

	Advanced practical skills e.g. piping on fish pie and meringue. Advanced knife skills. Jointing a chicken correctly. Using the whole chicken H/W task make soup or KFC with leftovers. Exploring and tasting vegetarian options and alternative proteins. New flavours e.g. tofu and new cooking methods e.g. stir fry. Looking at their own health and ways to improve. Food waste and provenance. **Disciplinary literacy:** Keywords, definitions and Science linked to practical work. Reading of recipes and following instructions. Exam questions and how to answer them. KO to learn. Research into protein alternatives. Independent reading of recipes Posters for HW **Key Words** Protein complementation, deficiency, excess, nutrient, macronutrient, micronutrient, protein, roux, tofu, tempeh, quorn, HBV, LBV, gelatine, Conduction. Convection, Radiation, Denaturation, Coagulation, Denaturation, Foam formation, Chemical bonds, Shortening, Raising agents (recap) **Formative Assessment:** Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions Exam questions marked Starter tasks and questioning during demos. 5 a Day recall questions **Summative Assessment:** Teacher assessed practicals End of topic PROTEIN test Seneca **SOL 2: Fats**	Vitamins and Minerals are Micronutrients. Students need to learn about them all and how they act in the body. Knowledge is gained by completing a Mock NEA2 task. Students also gain an understanding of the process followed in the NEA, criteria for assessment etc. **Substantive Knowledge:** What are Vitamins and Minerals? Functions of each in the body. Sources. Vitamen activity Life size images and info added. Researching Demonstrating Technical Skills Time plans Dovetailing Evaluations **Practical Sessions** **NEA 1st Practical** **NEA 2nd Practical** **NEA Final dishes – Lemon Meringue Pie** **Spinach & Chickpea Curry (?)** **Hot Cross Buns - Easter** **Disciplinary Knowledge:** **Disciplinary literacy:** **Key Words** **Summative Assessment:** Seneca & end of module Vitamin & Mineral Test Formal marking of Mock NEA2	

	Fat is the second Macronutrient taught, looking at key knowledge and the Science behind how Fats work. **Substantive Knowledge:** What is FAT? Functions of fat in the body. Sources of fat, saturated and unsaturated, essential fatty acids. Deficiency and excess. Amounts needed for different life stages. Diet related diseases **Practical Sessions** **Butter and scones** **Millionaire shortbread** **NEA1 Investigation Task – biscuits** **Puff Pastry into Xmas wreaths/trees** **Pasties** **Mayonnaise** **Chocolate Yule Log (incl cake)** **FutureChef competition (national)** **Science Topics** **Plasticity** **Shortening** **Plasticity** **Aeration** **Emulsification** **Raising Agents – puff pastry** **Disciplinary Knowledge:** Future Chef Competition – own choice Other xmas recipes and ideas Health conditions in more detail **Disciplinary literacy:** Research and powerpoint created about health conditions. Science words to learn and understand		

	Planning sheets for FutureChef competition – time plan etc **Key Words** Plasticity, Shortening, Plasticity ,Aeration, Emulsification, Raising Agents, invisible fats, visible fats, saturated, unsaturated, fatty acids, deficiency, excess, anaemia, skeletal, diabetes, cardiovascular, obesity, **Formative Assessment:** Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions Exam questions marked Starter tasks and questioning during demos. 5 a Day recall questions **Summative Assessment:** Teacher assessed practicals End of topic FATS test Seneca		
Year 11 (COVID changes for 2021-22)	Food Choice Recap long mark exam questions NEA2 – Section A – Researching NEA2 – Sections B – Demonstrating Technical Skills	NEA2 - Section C – Planning & Time plan Revision Mock Exam Labelling & Costings Revision Mock Exam NEA2 - Section D - NEA2 Final 3hr Practical Exam	NEA2 - Section E – Evaluating final dishes Last Minute Revision Programme Science terminology Nutrition Provenance

Sequencing of Key Themes & Skills

Themes	Year 7	Year 8	Year 9
Food safety	Kitchen safety Grime scene/Hazards Personal Hygiene Bad food live Storage High and low risk foods. Food spoilage	Hygiene and food safety. Food Inspector 4 C's Temperature control, danger zones. High and low risk food - Chicken Cross contamination Food poisoning	Cross contamination Food storage
Health & Nutrition	Introduction Eatwell Guide 5 a day Why is breakfast important Energy Balance Dietary Groups Hydration Traffic light labelling Labelling pizza box	Eatwell Guide Micro / Macronutrients, Proteins, fats carbohydrates, Vitamins and minerals. Fibre Healthy eating Re-think your drink (sugar)	Eatwell Guide Nutritional Analysis (burgers) Labelling packaging- burger box Making dishes healthier
Food Science	Yeast investigation. Bread Knowledge Functions of ingredients. Enzymic Browning Food Spoilage	Sugar in small cakes Viscosity in sauces Gelatinisation Additives	Raising agents Bread-making Puff Pastry - lamination Science key words lots: coagulation, aeration, gelatinisation, Maillard reaction Heat Transfer
Food Choice	Foods from around the world Why do we eat foods? Factors affecting Food choice Taste test crisps (extra)	Multicultural Foods Allergies Vegan/vegetarianism Religion	Vegetarian and veganism Budgeting Allergens & Natasha's law Diet related diseases – obesity, anaemia, diabetes, skeletal, cardiovascular
Food Provenance	Food Miles Fairtrade Primary Processing Wheat	Staple Foods Farm to Fork Where does our food come from. Secondary Processing of Food Sustainability Seasonality Food waste/Leftovers Preservation Primary Processing Wheat	Secondary Processing Burgers/sausages Commodities Environmental issues

Skills	Year 7	Year 8	Year 9
Knife Skills	Fresh Fruit Salad Vegetable Couscous Fruit Crumble Ragu Sauce Lentil Dhal Pasta salad	Coronation chicken Pork or beef Fajitas Chilli Con Carne Vegetable curry Bread and butter pudding Sweet and sour Dutch apple cake Cranberry puffs	Quiche Pasta Bolognese
Pastry Skills	Cinnamon Palmiers	Cheese and Ham Empanadas Cranberry puffs Sausage plait Queen of heart tarts	Choux Pastry Profiteroles Homemade Puff Pastry Quiche
Sauce Skills	Ragu Sauce Pancakes	Macaroni Cheese Viscosity of Sauces (science investigation)	Toad in the Hole Batter Bolognese Melted Chocolate? Toffee Sauce?
Bread Skills	Bread Rolls Pizza	Calzone Bread and Butter Pudding	Focaccia Bread Art Burger Buns
Pasta Skills	Pasta Salad	Macaroni Cheese	Spaghetti Bolognese
Cake-Making Skills	Savoury Muffins Summer cupcake challenge Chocolate and Beetroot Muffins	Carrot Cakes Dutch Apple Cake	Swiss Roll Gingerbread Muffins Victoria Sandwich Layered Gateaux Challenge
Creative and Presentation Skills	Yule Log Pizza Summer cupcake challenge	Lemon Cheesecake Dutch Apple Cakes Layered Dessert Challenge	Focaccia Bread Art Profiteroles Victoria Sandwich Cake Healthy Burgers Layered Gateaux

Food & Nutrition 5 Year Curriculum

Our curriculum is focused around core knowledge of food and nutrition to ensure every student knows the importance of making healthy lifestyle choices. We want all our students to be able to select and prepare food with confidence as this is an essential life skill. Our focus also enables students to make choices based on nutritional knowledge and to develop a scientific understanding of food and ingredients. Our curriculum reflects our present and future lives and promotes food provenance and sustainability throughout. The learning is sequenced in all years to develop, retain and deepen knowledge. The basic skills developed from year 7 enable students to show progress in their skill acquisition and in more detailed knowledge related to food and nutrition.

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Year 9 – Students complete two rotations and learn key knowledge that will form some ever important life skills.

1) Students learn a selection of high-level skills through some advanced dishes. Students will gain a clear understanding of the science behind ingredients and how they act within foods. Understanding and following a recipe, planning time and being organised will be key skills.

2)Students will study the various aspects of food choice and use this knowledge to complete independent and creative practical sessions. Students will need to consider budgeting, food styling and adapting recipes.

9

Year 10- This is the first year of Food GCSE and students will follow the AQA specification. Lots of high level practical sessions will be undertaken with nutritional, functional and scientific knowledge of ingredients covered along the way. Five key sections include Food nutrition and health, Food science, Food safety, Food choice and Food provenance will be covered in detail. Practice NEA1 and 2 work will be undertaken. The opportunity to gain 5* Food Award and take part in competitions will be available.

10

Year 8- Another year of learning about the love of food and exploring exciting practical work based on the key nutrients, multicultural foods and Food Quest - looking at where our food comes from. Safety of working practice, evaluation skills, seasonality, food poisoning, religion, additives and functions of ingredients are covered.

Homework is based on projects and include some simple practical work to be completed at home.

8

7

Year 7 – The first year of studying Food and we cover the basic skills such as safety, equipment, washing up, the cooker, healthy eating and food provenance. Practical sessions are based on 5 a Day, Foods from around the world and Food for Fuel. Homework is based on projects and include some simple practical work to be completed at home.

11

Year 11 Completion of NEA work and exam prep.
Non-exam assessment 1: Science based coursework. Investigate the chemical and functional properties of ingredients
Non-exam assessment 2: Practical skills based coursework. Focuses on nutrition and meal planning.
Revision programme and preparation for the final exam.

Careers and further education

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The Castle School PE Department

"Students leave school with a lifelong love for sport and exercise & students have the confidence to continue participating whilst leading a healthy, active lifestyle".

GCSE PE Curriculum Maps – Year 1

Year 10 Curriculum	**Rotation 1**	October Half term	**Yr. 11 Mock Exams**	**Rotation 2**	**Rotation 3**	**Yr. 11 PPE's and Year 9 Exams**		**Rotation 3 Continued**	Easter Holidays	**Rotation 5**	**Rotation 6**
	7 weeks		**3 weeks (Week 3 sports hall free)**	**6 weeks**	**5 weeks**	**2 weeks (4 lessons)**	**2 weeks (4 lessons)**	**2 weeks**		**7 weeks**	**7 weeks**
	4th Sep – 20th Oct		31st Oct – 17th Nov	20th Nov – 12th January	15th January – 9th Feb	19th Feb – 15h March		18th March – 28th March		15th April – 7th June	10th June – 23rd July
Year 10	Table Tennis - Whole		PEP	Badminton and Handball (B & T College)	Netball and Football, Hockey	Theory	Theory	Netball and Football, Hockey		Physical Training	Athletics
Year 11	6 Week Training programme		PEP	Badminton and Handball (B & T College)	Netball and Football, Hockey	Theory	Theory	Moderation window		Moderation window	N/A

Lesson Numbers	Themes	Knowledge Required – Year 1
Skeletal System		
1`	The functions of the skeleton	Protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus Long (leverage), short (weight bearing), irregular (protection and muscle attachment) and flat (protection, broad surface for muscle attachment). Applied to different sporting situations. Identification of bones: Cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot). Relevance to participation in physical activity and sport Flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsiflexion
2	Structure of skeleton and classification of bones.	
3	Movement Possibilities at joints and classification of joints	
4	The role of ligaments & tendons and vertebral column	
Curriculum Extension		Key sporting examples, and how certain characteristics give performers an advantage over others. Links to the muscular system, muscle attachment function for movement.
The Muscular System		
1	Classification of muscles & muscles and their functions	Voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart, Deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior Definitions of terms (agonist and antagonist) Gastrocnemius and tibialis anterior acting at the ankle plantar flexion to dorsiflexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension type I, type IIa and type IIx
2	Muscles and their functions & Antagonistic Pairs	
3	Muscle Fibres	
Curriculum Extension		Key sporting examples of when muscle groups are used to gain greater endurance, speed, strength or power when needed, and how certain characteristics give performers an advantage over others.
The Cardiovascular Fitness		
1	Functions of the cardiovascular system	Transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature Atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of: blood pressure; oxygenated; deoxygenated blood and changes due to physical exercise The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting
2	Structure of the heart	
3	Function of blood and Structure of blood vessels	

4	Redistribution of blood flow	Red and white blood cells, platelets and plasma
Curriculum Extension		Understand that a strong CVS gives an advantage to performers. Understanding how an active person CVS gives them a much greater advantage over an unfit person.
The Respiratory System		
1	Components of the respiratory system, Roles of diaphragm And structure of alveoli	Composition of inhaled and exhaled air and the difference between the two at rest and when exercising Lungs, bronchi, bronchioles, alveoli, diaphragm Structure of alveoli Process of gas exchange Impact of varying intensities of exercise (aerobic and anaerobic)
2	Alveoli and gas exchange and composition of Air	
3	Lung Volumes and Tidal volume during exercise	
Curriculum Extension		Linking of the cardiorespiratory system together and how a strong system vastly improves aerobic performance. Realising that lifestyle choices can seriously impact the cardiorespiratory system.
Aerobic and Anaerobic Exercise		
1	Aerobic Exercise, Anaerobic exercise and energy sources.	Fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity
Curriculum Extension		Athletes making conscious decisions of the types of foods they eat in preparation for training and competition. Giving elite level examples of when aerobic and anaerobic exercises are used.
Short term effects of exercise and Long term effects of exercise.		
1	Muscular system, cardiovascular system, Respiratory and The cardiovascular system and respiratory system work together.	Muscular: lactate accumulation, muscle fatigue CV: heart rate, stroke volume and cardiac output Respiratory: on depth and rate of breathing Benefits to the musculo-skeletal system: increased bone density; increased strength of ligaments and tendons; muscle hypertrophy; the importance of rest for adaptations to take place; and time to recover before the next training session Benefits to the cardio-respiratory system: decreased resting heart rate; faster recovery; increased resting stroke volume and maximum cardiac output; increased size/strength of heart; increased capilliarisation; increase in number of red blood cells; drop in resting blood pressure due to more elastic muscular wall of veins and arteries; increased lung capacity/volume and vital capacity; increased number of alveoli; increased strength of diaphragm; and external intercostal muscles
2	Skeletal system, Muscular system, Respiratory system and Cardiovascular system.	

Curriculum Extension		Recognising the changes in their own body during phases of training whether short or long term effects.
Health and Fitness		
1 & 2	Health, Exercise and performance and components of fitness.	Definitions of fitness, health, exercise and performance and the relationship between them Links between this topic and the PEP Cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed Theory: the value of fitness testing; the purpose of specific fitness tests; the selection of the appropriate fitness test for components of fitness; and the rationale for selection Practical: the test protocol Fitness testing: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test; strength – grip dynamometer; muscular endurance – one-minute sit-up, one-minute press-up; speed – 30m sprint; power – vertical jump; flexibility – sit and reach Collection and interpretation of data from fitness test results Theory: analysis and evaluation of fitness test results against normative data tables Individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90%, calculated using Karvonen formula) Discussion of personal goals for PEP and how to achieve these through application of principles Continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, pilates, yoga, spinning) The advantages and disadvantages of different training methods Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)
3 & 4	Fitness Tests	
5 & 6	Types of Training	
7 & 8	Principles of training	
9	Fitness Classes	
Curriculum Extension		Throughout physical Training module examples that stretch their thinking around improving specific fitness areas in sports and predicting physiological changes that can be proven by data. Students to be able to see evidence of physical training in the community.
Movement analysis		
1	Lever System and Mechanical and disadvantages	First, second and third class levers

		In relation to loads, efforts and range of movement of the body's lever systems and the impact on sporting performance Sagittal plane about the frontal axis when performing front and back tucked or piked somersaults Frontal plane about the sagittal axis when performing cartwheels Transverse plane about the vertical axis when performing a full twist jump in trampolining
2	Planes and axes of movement	
Curriculum Extension		Identifying examples in different sports and linking to length of levers from skeletal.
How to optimise training and prevent Injury		
1 & 2	Performance enhancing drugs	Concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions) RICE (rest, ice, compression, elevation) Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including: anabolic steroids; beta blockers; diuretics; narcotic analgesics; peptide hormones (erythropoietin (EPO); growth hormones (GH)); stimulants; blood doping The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ Warm ups and cool downs
3	Injury prevention & Fractures	
4 & 5	Injuries & RICE	
6	Effective use of Warm-up and Cool-down	
7	The use of Data	
Curriculum Extension		Clear injury examples from elite performers and how injury can be devastating to an athlete and impact it then has on health and wellbeing + how training programs and diet need to be adapted to recover.

Lesson Number	Title	Knowledge Required – Year 2
Health Fitness and Wellbeing		
1 & 2	Definition of Health, Physical, Emotional and Social health	Physical: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved

		Emotional: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved Social: how participation in physical activity and sport can improve social health and how these benefits are achieved
3 & 4	Lifestyle Choices – Diet, Work/Rest/sleep balance, Activity level, Alcohol & Smoking	Lifestyle choices in relation to: diet; activity level; work/rest/sleep balance; and recreational drugs (alcohol, nicotine) Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)
6 & 7	The consequences of a sedentary lifestyle and health risks associated with a sedentary lifestyle.	A sedentary lifestyle and its consequences: overweight; overfat; obese; increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness
8	Impact on sedentary lifestyle on weight.	
9 & 10	Diet and Energy balance, Macronutrients and Micronutrients.	The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport Role of macronutrients: (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes Role of micronutrients: (vitamins and minerals), water and fibre for performers/players in physical activities and sports The correct energy balance to maintain a healthy weight Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport
11	Dietary Manipulation.	
12	Optimum Weight.	The factors affecting optimum weight: sex; height; bone structure and muscle girth The variation in optimum weight according to roles in specific physical activities and sports
Curriculum Extension		Impact injury has on health and well being and how increased pressures can occur due to potential loss of sponsorship.
Sport Psychology		
1	Classification of skills – Open & Closed, Basic & Complex, Low organisation & High organisation.	Open–closed, basic (simple)–complex, and low organisation–high organisation continuum.
2	Practice structures – Massed, Distributed, Fixed & Variable.	Massed, distributed, fixed and variable Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills
3	Goal Setting – Specific, Measurable, Achievable, Realistic & Time Bound.	The use of goal setting to improve and/or optimise performance Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) Setting and reviewing targets to improve and/or optimise performance
4	Types Of Guidance – Visual, Verbal, Mechanical, Manual.	Visual, verbal, manual and mechanical Advantages and disadvantages of each type of guidance

5	Types of Feedback – Intrinsic, Extrinsic, Concurrent & Terminal.	intrinsic, extrinsic, concurrent, terminal
6	Mental Rehearsal.	Warm up, mental rehearsal
7	Use of Data.	Interpretation and analysis of graphical representation of data associated with feedback on performance
Curriculum Extension		Practical use of the techniques in practical performances.
Socio-Cultural influences		
1	Sportsmanship, Gamesmanship and Deviance in sport.	Social-cultural influences- factors impacting on participation in physical activity, impact of participation rates; looking at data associated with participation rates and considering personal factors influencing participation. Commercialisation and the media; The relationship between; commercialisation, media and sport, advantages and disadvantages of commercialisation and the media for sponsors, the sport, the players and the spectators. Sporting behaviour; sportsmanship, gamesmanship and reasons for and consequences of deviance at elite level- review of performance enhancing drugs, consider examples of other deviancy at elite levels of sport.
2 & 3	Commercialisation, the media & sport.	
4 & 5	Engagement patterns – Age, Socio-Economic, Gender, Disability, Ethnicity.	
Curriculum Extension		Examples of elite case studies and impact +ve and -ve it has for sport, performer, sponsorship, media. Community case studies.

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2	Structure of skeleton and classification of bones.	
3	Movement Possibilities at joints and classification of joints	
4	The role of ligaments & tendons and vertebral column	
Curriculum Extension		Key sporting examples, and how certain characteristics give performers an advantage over others. Links to the muscular system, muscle attachment function for movement.
The Muscular System		
1	Classification of muscles & muscles and their functions	Voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart, Deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior Definitions of terms (agonist and antagonist) Gastrocnemius and tibialis anterior acting at the ankle plantar flexion to dorsiflexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension type I, type IIa and type IIx
2	Muscles and their functions & Antagonistic Pairs	
3	Muscle Fibres	
Curriculum Extension		Key sporting examples of when muscle groups are used to gain greater endurance, speed, strength or power when needed, and how certain characteristics give performers an advantage over others.
The Cardiovascular Fitness		
1	Functions of the cardiovascular system	Transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature Atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of: blood pressure; oxygenated; deoxygenated blood and changes due to physical exercise The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting
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3	Function of blood and Structure of blood vessels	

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Curriculum Extension		Understand that a strong CVS gives an advantage to performers. Understanding how an active person CVS gives them a much greater advantage over an unfit person.
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1	Components of the respiratory system, Roles of diaphragm And structure of alveoli	Composition of inhaled and exhaled air and the difference between the two at rest and when exercising Lungs, bronchi, bronchioles, alveoli, diaphragm Structure of alveoli Process of gas exchange Impact of varying intensities of exercise (aerobic and anaerobic)
2	Alveoli and gas exchange and composition of Air	
3	Lung Volumes and Tidal volume during exercise	
Curriculum Extension		Linking of the cardiorespiratory system together and how a strong system vastly improves aerobic performance. Realising that lifestyle choices can seriously impact the cardiorespiratory system.
Aerobic and Anaerobic Exercise		
1	Aerobic Exercise, Anaerobic exercise and energy sources.	Fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity
Curriculum Extension		Athletes making conscious decisions of the types of foods they eat in preparation for training and competition. Giving elite level examples of when aerobic and anaerobic exercises are used.
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2	Skeletal system, Muscular system, Respiratory system and Cardiovascular system.	

Curriculum Extension		Recognising the changes in their own body during phases of training whether short or long term effects.
Health and Fitness		
1 & 2	Health, Exercise and performance and components of fitness.	Definitions of fitness, health, exercise and performance and the relationship between them Links between this topic and the PEP Cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed Theory: the value of fitness testing; the purpose of specific fitness tests; the selection of the appropriate fitness test for components of fitness; and the rationale for selection Practical: the test protocol Fitness testing: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test; strength – grip dynamometer; muscular endurance – one-minute sit-up, one-minute press-up; speed – 30m sprint; power – vertical jump; flexibility – sit and reach Collection and interpretation of data from fitness test results Theory: analysis and evaluation of fitness test results against normative data tables Individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90%, calculated using Karvonen formula) Discussion of personal goals for PEP and how to achieve these through application of principles Continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, pilates, yoga, spinning) The advantages and disadvantages of different training methods Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)
3 & 4	Fitness Tests	
5 & 6	Types of Training	
7 & 8	Principles of training	
9	Fitness Classes	
Curriculum Extension		Throughout physical Training module examples that stretch their thinking around improving specific fitness areas in sports and predicting physiological changes that can be proven by data. Students to be able to see evidence of physical training in the community.
Movement analysis		
1	Lever System and Mechanical and disadvantages	First, second and third class levers

		In relation to loads, efforts and range of movement of the body's lever systems and the impact on sporting performance Sagittal plane about the frontal axis when performing front and back tucked or piked somersaults Frontal plane about the sagittal axis when performing cartwheels Transverse plane about the vertical axis when performing a full twist jump in trampolining
2	Planes and axes of movement	
Curriculum Extension		Identifying examples in different sports and linking to length of levers from skeletal.
How to optimise training and prevent Injury		
1 & 2	Performance enhancing drugs	Concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions) RICE (rest, ice, compression, elevation) Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including: anabolic steroids; beta blockers; diuretics; narcotic analgesics; peptide hormones (erythropoietin (EPO); growth hormones (GH)); stimulants; blood doping The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ Warm ups and cool downs
3	Injury prevention & Fractures	
4 & 5	Injuries & RICE	
6	Effective use of Warm-up and Cool-down	
7	The use of Data	
Curriculum Extension		Clear injury examples from elite performers and how injury can be devastating to an athlete and impact it then has on health and wellbeing + how training programs and diet need to be adapted to recover.

Lesson Number	Title	Knowledge Required – Year 2
Health Fitness and Wellbeing		
1 & 2	Definition of Health, Physical, Emotional and Social health	Physical: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved

		Emotional: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved Social: how participation in physical activity and sport can improve social health and how these benefits are achieved
3 & 4	Lifestyle Choices – Diet, Work/Rest/sleep balance, Activity level, Alcohol & Smoking	Lifestyle choices in relation to: diet; activity level; work/rest/sleep balance; and recreational drugs (alcohol, nicotine) Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)
6 & 7	The consequences of a sedentary lifestyle and health risks associated with a sedentary lifestyle.	A sedentary lifestyle and its consequences: overweight; overfat; obese; increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness
8	Impact on sedentary lifestyle on weight.	
9 & 10	Diet and Energy balance, Macronutrients and Micronutrients.	The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport Role of macronutrients: (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes Role of micronutrients: (vitamins and minerals), water and fibre for performers/players in physical activities and sports The correct energy balance to maintain a healthy weight Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport
11	Dietary Manipulation.	
12	Optimum Weight.	The factors affecting optimum weight: sex; height; bone structure and muscle girth The variation in optimum weight according to roles in specific physical activities and sports
Curriculum Extension		Impact injury has on health and well being and how increased pressures can occur due to potential loss of sponsorship.
Sport Psychology		
1	Classification of skills – Open & Closed, Basic & Complex, Low organisation & High organisation.	Open–closed, basic (simple)–complex, and low organisation–high organisation continuum.
2	Practice structures – Massed, Distributed, Fixed & Variable.	Massed, distributed, fixed and variable Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills
3	Goal Setting – Specific, Measurable, Achievable, Realistic & Time Bound.	The use of goal setting to improve and/or optimise performance Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) Setting and reviewing targets to improve and/or optimise performance
4	Types Of Guidance – Visual, Verbal, Mechanical, Manual.	Visual, verbal, manual and mechanical Advantages and disadvantages of each type of guidance

5	Types of Feedback – Intrinsic, Extrinsic, Concurrent & Terminal.	intrinsic, extrinsic, concurrent, terminal
6	Mental Rehearsal.	Warm up, mental rehearsal
7	Use of Data.	Interpretation and analysis of graphical representation of data associated with feedback on performance
Curriculum Extension		Practical use of the techniques in practical performances.
Socio-Cultural influences		
1	Sportsmanship, Gamesmanship and Deviance in sport.	Social-cultural influences- factors impacting on participation in physical activity, impact of participation rates; looking at data associated with participation rates and considering personal factors influencing participation. Commercialisation and the media; The relationship between; commercialisation, media and sport, advantages and disadvantages of commercialisation and the media for sponsors, the sport, the players and the spectators. Sporting behaviour; sportsmanship, gamesmanship and reasons for and consequences of deviance at elite level- review of performance enhancing drugs, consider examples of other deviancy at elite levels of sport.
2 & 3	Commercialisation, the media & sport.	
4 & 5	Engagement patterns – Age, Socio-Economic, Gender, Disability, Ethnicity.	
Curriculum Extension		Examples of elite case studies and impact +ve and -ve it has for sport, performer, sponsorship, media. Community case studies.

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Aesthetic (Gymnastics and Trampolining)

When are they performed – Autumn and Spring Term.

Why Aesthetic activities? – Aesthetic activities allow students to attempt creative activities which are more aesthetic in their nature. Gymnastics is part of the national curriculum and an area we develop in KS3 and KS4.

Competition Opportunities – No Competitions for these activities.
School Sport - Year 7 to 11 – Gymnastics club and Trampoline clubs.

Activities	Technical Knowledge Substantive knowledge	Performance Knowledge Disciplinary Knowledge	Healthy Participation	Health and Well-being theoretical Knowledge
Gymnastics	Students will work individual and partner floor work working on basic gymnastic skills and movements. They will then progress onto vaulting attempting a variety of different vaults.	To execute the skills aesthetically well, demonstrating good control and tension as part of the performance.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson. Correct etiquette during the lesson. Participating fully in a game/activity Enjoy participating in the game/activity and having fun. Feel supported and safe participating within a team or group. Respond positively to teaching points/tactics within the game. Using sport to relieve stress and pressure.	**Social –** Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. **Emotional –** Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. **Physical –** Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, **Leadership –** To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment.
Trampolining	All students will be showed the safety control measures, spotting, getting on and off the trampoline. Students will work on basic jumping, controlled stopping and landings and tuck, straddle and pike jumps. They will develop various landing positions (Seat, front and back drops) They will apply twisting to the above skills. Some students will progress onto front and back somersaults.	To execute the skills aesthetically well, demonstrating good control and tension as part of the performance. Students will look to execute these skills achieving good height in the bounce and consistency in the landing on the trampoline.		

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Athletics

(Running – 50,100,200,300, 800, 1500m and Relay) (Jumping Long Jump, Triple Jump and High Jump) and (Throwing Javelin, Discus and Shot Putt)

When are they performed – Autumn and Summer Term.

Why Athletics activities? – Athletics introduces the fundamental building blocks of running, jumping and throwing. They attempt a range of events which allows them to achieve success in one or more events.

Competition Opportunities – House Sport – Year 7 to 11 –
School Sport - Year 7 to 11 –

5 Year Pathway	Technical Knowledge Substantive knowledge	Event Knowledge Disciplinary Knowledge	Healthy Participation	Health and Well-being and theoretical knowledge
5 Year Pathway (Phase not Age)	**Attempting** a Range of basic Running, Jumping and Throwing Techniques.	**Attempting** to understand the basic rules of each event and tactics and strategies for the individual events.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson. Correct etiquette during the lesson. Participating fully in a game/activity Enjoy participating in the game/activity and having fun. Feel supported and safe participating within a team or group. Respond positively to teaching points/tactics within the game. Using sport to relieve stress and pressure	**Social –** Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. **Emotional –** Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. **Physical –** Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, **Leadership –** To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment.
	Developing a Range of Running, Jumping and Throwing Techniques.	**Developing** knowledge of rules and tactics/strategies for individual events.		
	Applying a Range of Running, Jumping and Throwing Techniques.	**Applying** knowledge of rules and tactics/strategies for individual events.		
	Effective use in demonstrating Running, Jumping and Throwing techniques.	**Effective** knowledge of rules and tactics/strategies for individual events.		
	Creative use in demonstrating Running, Jumping and Throwing techniques.	**Creative** use of tactics/strategies for individual events with few errors and correct decision making.		

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Health and Wellbeing

(Continuous, Fartlek, Interval, Weight, Spinning, Boxercise, Fitness Suite, Pilates)

When are they performed? – Autumn and Spring Terms

Why Health and Wellbeing? – – We do Health and well-being so that students can feel the benefits of doing exercise and how that impacts on their Well-being, but to also educate on how to safely and effectively exercise and learn that lifelong skill.

5 Year Pathway	Technical Knowledge Substantive knowledge	Healthy Participation	Health and Well-being and theoretical knowledge
5 Year Pathway (Phase not Age)	**Attempting** a range of Exercise/Training methods to improve Cardiovascular fitness and general Health and Wellbeing. **Developing** a greater understanding of Exercise/Training methods to improve Cardiovascular fitness and general and Health and Wellbeing. **Applying** the understanding and knowledge of Exercise and applying it to individual sports and continuing to improve all-round Cardiovascular and Strength based fitness and general wellbeing. **Effective** knowledge of Exercise/Training methods so students can work independently both in school and out of school and improving general fitness and wellbeing through a great range and diverse training methods. **Creative** understanding and knowledge of exercise and fitness so students can select appropriate training methods independently to help improve their own personal level of fitness and wellbeing while enjoying a greater variety of activities.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson. Correct etiquette during the lesson. Participating fully in a game/activity Enjoy participating in the game/activity and having fun. Feel supported and safe participating within a team or group. Respond positively to the challenge of the activity. Using sport to relieve stress and pressure.	**Social –** Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. **Emotional –** Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. **Physical –** Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, **Leadership –** To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment.

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Invasion (Hockey, Rugby, Football, Netball, Basketball, Handball)

When are they played – Autumn, Spring and Summer

Why invasion Games? – Invasion games is a requirement of the National Curriculum, the invasion games we play @ TCS are also traditional major games which involve lots of participation (House/School Sport) in and out of school and are vital for the Personal Development for each student.

Competition Opportunities – House Sport – Year 7 to 11 – Hockey, Rugby, Football, Netball, Basketball
School Sport - Year 7 to 11 – Hockey, Rugby, Football, Netball, Basketball, Handball (Yr. 9 and 11)

5 Year Pathway (Phase not Age)	**Technical Knowledge** Substantive knowledge	**Game Knowledge** Disciplinary Knowledge	**Healthy Participation**	**Health and Well-being and theoretical knowledge**
	Attempting a Range of basic passing, movement with/without ball, attacking and defending skills.	**Attempting** to understand Knowledge of rules, awareness of basic attacking/defensive strategies in small sided conditioned games and some knowledge of basic tactics.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson. Correct etiquette during the lesson. Participating fully in a game/activity Enjoy participating in the game/activity and having fun. Feel supported and safe participating within a team or group. Respond positively to teaching points/tactics within the game. Using sport to relieve stress and pressure. Being able to successfully set up the activity they are undertaking.	**Physical –** Reducing CHD/Stroke, Obesity, Osteoporosis. Improving Cardiovascular fitness and muscular strength. **Social -** Developing: friendships Cooperation, Communication, sportsmanship, respect, Fair play. **Emotional –** Developing: Self-esteem, relieving stress and building resilience. **Leadership –** To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, lesson set up and packing away.
	Developing passing, movement with/without ball, attacking and defending skills	**Developing** knowledge of rules to attacking and defensive strategies in small sided games and knowledge and understanding of basic tactics.		
	Applying passing, movement with/without ball and attacking and defending skills	**Applying** rules and attacking and defensive strategies with better decision making in small/large sized games and knowledge of tactics.		
	Effective use of passing, movement with/without ball and attacking and defending skills	**Effective** understanding of rules, attacking and defensive strategies with decision making and few errors in larger size games and knowledge of more advanced tactics.		
	Creative use of passing, movement with/without ball and attacking and defending skills.	**Creative** use of attacking and defensive strategies, creativity, flair and correct decision making in larger sized games, secure understanding of rules and creative use of tactics.		

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Net and Wall (Badminton, Table Tennis, Tennis and Volleyball)

When are they played – Autumn, Spring and Summer.

Why Net and Wall? – Net and Wall offer students the opportunity to develop an individual sport, they are traditional games and accessible for all students regardless of ability and fitness levels.

Competition Opportunities – House Sport – Year 7 to 11 – Badminton, Table Tennis and Tennis
School Sport - Year 7 to 11 – Badminton and Tennis.

5 Year Pathway	Technical Knowledge Substantive	Game Knowledge Disciplinary Knowledge	Healthy Participation	Health and Well-being and theoretical knowledge
5 Year Pathway (Phase not Age)	**Attempting** a Range of basic Forehand, backhand, serves and volley shots.	**Attempting** to understand basic Knowledge of rules and attacking and defensive principles in a half court conditioned game and some knowledge of basic tactics.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson. Correct etiquette during the lesson. Participating fully in a game/activity Enjoy participating in the game/activity and having fun. Feel supported and safe participating within a team or group. Respond positively to teaching points/tactics within the game. Using sport to relieve stress and pressure.	**Social –** Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. **Emotional –** Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. **Physical –** Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, **Leadership –** To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment.
	Developing Forehand, backhand, serves and volley shots.	**Developing** knowledge of rules and attacking and defensive principles on a half court game and knowledge and understanding of basic tactics.		
	Applying Forehand, backhand, serves and volley shots.	**Applying** knowledge of rules and attacking and defensive principles on a half-court game to full court game and knowledge of tactics.		
	Effective use of Forehand, backhand, serves and volley shots.	**Effective** understanding of rules, attacking and defensive strategies with improved decision making and fewer errors in games and knowledge of more advanced tactics.		
	Creative use of Forehand, backhand, serves and volley shots.	**Creative** use of attacking and defensive strategies, creativity, flair and correct decision making and secure understanding of rules and creative use of tactics.		

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Core PE Striking and Fielding (Cricket, Rounders and Softball)

When are they played – Start of Autumn Term and Summer Term

Why Striking and Fielding? – Striking and Fielding is delivered in Summer Term and is a major game. It allows students to have strengths in various areas and encourages students to participate in school and house sports.

Competition Opportunities – House Sport – Year 7 to 11 – Cricket and Rounders
School Sport - Year 7 to 11 – Cricket and Rounders

5 Year Pathway	Technical Knowledge Substantive knowledge	Game Knowledge Disciplinary Knowledge	Healthy Participation	Health and Well-being and theoretical knowledge
5 Year Pathway (Phase not Age)	**Attempting** a Range of basic bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	**Attempting** to understand basic Knowledge of rules and awareness of attacking and defensive tactics in small sided conditioned games and some knowledge of basic tactics.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson. Correct etiquette during the lesson. Participating fully in a game/activity Enjoy participating in the game/activity and having fun. Feel supported and safe participating within a team or group. Respond positively to teaching points/tactics within the game. Using sport to relieve stress and pressure.	**Social –** Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. **Emotional –** Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. **Physical –** Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, **Leadership –** To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment.
	Developing bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	**Developing** basic Knowledge of rules and awareness of attacking and defensive tactics in small sided games and knowledge and understanding of basic tactics.		
	Applying bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	**Applying** rules and awareness of attacking and defensive tactics in small/larger sized games and knowledge of tactics.		
	Effective use of bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	**Effective** understanding of rules, attacking and defensive strategies with decision making and few errors in larger size games and knowledge of more advanced tactics.		
	Creative use of bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	**Creative** use of attacking and defensive strategies, creativity, flair and correct decision making in larger sized games, secure understanding of rules and creative use of tactics		