September 2023- July 2025				Half term 2		Half term 3
	Component 1 - Preparing Participants to Take Part in Sport	Component 1 - Preparing Participants to Take Part in Sport and Physical	Component 1 - Preparing Participants to Take Part in Sport	Component 2 - Taking part and improving	Component 2 - Taking part and improving other participants sporting	Component 2 - Taking part and improving other
	and Physical Activity	Activity •To know the different types of sport	and Physical Activity	other participants sporting performance	performance	participants sporting performance
	physical activities?	 clothing and equipment To analyse how specialist clothing and 	•To know and understand the			
	 Types and needs of sport and physical activity participants 	equipment can impact sports	importance of a quality warm up and	 To identify the 6 physical components of fitness. 	 To know and understand what skill, strategies and tactics are 	
	 Barriers to participation in sport 	 performance To analyse how specialist technology and optimized specialist specta 	give practical examples. •To know about the responses of the	•To be able to identify the different	 To know the importance of the use of 	•To know and understand the importance of planning
	and physical activities?	and equipment can impact sports performance	cardiorespiratory system in response to the warm up.	components of fitness from key definitions.	different skills, strategies and tactics	drills to improve sporting technique
	 To identify the characteristics of the 3 sectors To be able to analyse the 	 To know the different types of technology in sport 	 To know about the responses of the musculoskeletal system in response to the warm up. To analyse the effects of the 	 To be able to apply and analyse the physical components of fitness in relation to sporting examples. 	 To know what isolated and competitive practices are in sport. To know and understand the 	•To apply specific sporting drills to improve technique
	advantages and disadvantages for	•To know and understand the benefits of technology in sport.	musculoskeletal and cardiorespiratory system in response	 To recap what the physical components of fitness are 	advantages and disadvantages of isolated and competitive practices in	•To know and understand the importance of demonstrations and teaching points
	each sector •To analyse how these groupings can	•To know and understand the	to a warm up. •To know and understand why its	•To answer exam based questions relating to	sport. •To compare isolated practices with	aTo be able to avalais why bath are important
	affect sport participation •To understand the physical, mental and social health benefits to sport and PA	limitations of technology in sport.	important to adapt a warm up •To be able to create a warm up based on an individuals personal circumstances	the physical components of fitness •To be able to know the different physical components of fitness	competitive practices. •To know and understand why officials are needed in sport	 To be able to explain why both are important To know the benefits of using teaching points when teaching a skill
	•To know and understand the 5 barriers to sport participation.	•PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) Draft	•To be able to demonstrate understanding and analyse the different types of warm ups and adaptations that could occur due to personal differences	•To be able to apply and analyse the physical components of fitness to sporting examples	•To know the different types of officials and their roles in sport	 To know and understand the importance of space, equipment, timing and organisation of participants when planning a drill.
	 To analyse the barriers to sport participation. 		 To know and understand the different factors involved when delivering a warm up. 	•To answer a series of 4 mark questions relating to the physical components of fitness	 To know and understand what the different responsibilities of officials are and how they can impact a sport. 	•To know the importance of providing feedback and support during training sessions.
	 To explain how the barriers to participation can impact a sports performer. 		 To analyse how a warm up may be adapted to specific sports performers. 	•To identify the 5 skill related components of fitness.	 To know and understand the different rules and regulations required in sport. 	 To know the importance of the roles that coaches provide when carrying out training sessions
Learning	PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) draft		 To know and understand the importance of a cool down. To know and understand the different stages of a cool down. 	 To be able to identify the different components of fitness from key definitions. To be able to apply and analyse the skill related components of fitness in relation to sporting examples. 	 To analyse the impact of officials and their rules and regulations. 	
			•To analyse the impact a cool down has on the body after sport participation.	•To be able to know the different skill related components of fitness		 A plan of the drills and conditioned practices to develop participants' techniques for your chosen sporting skill
		Football – rules/ laws – complete booklet		 To be able to apply and analyse the skill related components of fitness to sporting examples 		 An account to justify the choice of activities in each drill and conditioned practice related to the requirements of the sporting skill in competitive situations. Your video footage should include:
				 To answer a series of 4 mark questions relating to the skill related components of fitness 		 Practical evidence of you demonstrating the techniques required to perform the selected sports skill using key teaching points to support good practice
		Football - regulation and scoring system – complete booklet	Demonstrate skills and techniques in badminton conditioned practice and competitive situation FILM & observation record	 To answer an exam style question on the skill related components of fitness 		 Practical demonstrations of your choice of drills for the group of participants to take part in to improve your chosen sport skill
	Badminton singles regulation and scoring system – complete booklet Badminton officials roles and					 Practical evidence of you supporting participants to take part in your choice of drills to improve your chosen sport skill.
	responsibilities (Line judge, service judge, umpire and referee) perform in each of these roles within the	Football officials roles and responsibilities perform each of these roles within the lesson	Demonstrate skills and techniques in football conditioned practice and competitive situation FILM & observation record	PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) -Draft	 PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) -Draft 	
	lesson Video and/or photographic evidence and explanation of applying the rules in 4 situations FILM & observation record					•PSA (Pearson Set Assignment) with reference to the scenario given (computer-based/video) -Draft
		Video and or photographic evidence of applying the rules in 4 situations FILM & observation record	PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) -T1/2/3/4			To be reviewed and dependant on cohort of student and chosen sports.
		draft booklet – understand the rules, regulations and scoring systems for selected sports				
	Attack/Defence Tactical/Awareness	Attack/Defence Tactical/Awareness	Attack/Defence Tactical/Awareness	Attack/Defence Tactical/Awareness	Attack/Defence Tactical/Awareness	Attack/Defence Tactical/Awareness
Concepts	Evaluation	Evaluation	Evaluation	Fitness Themes	Evaluation	Evaluation
	Fitness Themes Body systems	Fitness Themes Body systems	Fitness Themes Body systems	Body systems	Fitness Themes	Fitness Themes
	To practically demonstrate skills, techniques and tactics in selected	To practically demonstrate skills, techniques and tactics in selected	To practically demonstrate skills, techniques and tactics in selected		To understand apply the principles of attack and defence in football and	•application of knowledge and understanding of planning a drills and conditioned practices for a chosen
	sports.	sports.	sports.	To know the importance of fitness testing to	badminton.	sport skill. Evidenced through:
	To understand apply the principles of attack and defence in football and badminton.	To understand apply the principles of attack and defence in football and badminton.	To understand apply the principles of attack and defence in football and badminton.	sports performers and coaches and how they can design a training programme based on test results and determine if training programmes are working.	Decision making and strategies to overcome an opponent, including using personal strengths.	 detailed plan with specific relevance to the chosen sport skill
		Practically demonstrate skills,	Decision making and strategies to		Use of relevant tactics, e.g. defending	 developed account to justify the choices of activities included in drills and conditioned practices with
		techniques and tactics in selected sports.	overcome an opponent, including using personal strengths.	To evaluate the fitness results and set targets to aim for/goal setting.	and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.	included in drills and conditioned practices with specific relevance to the techniques required for the chosen sport skill
		The use of skills and techniques within	The use of skills and techniques		The use of skills and techniques within	
	To understand the rules, regulations and scoring systems for a selected sport.	isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under	within isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when		isolated, conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from	
	Practically demonstrate skills, techniques and tactics in selected	pressure from opponents.	under pressure from opponents.	Know about the components of fitness and the basic and additional principles of training.	opponents.	
	sports Understand the roles and			Know about the skill-related components of		
	responsibilities of each official in football and badminton.	Developed and the second second	Departure Part I and a state	fitness.		
	Practically demonstrate skills,	Practically demonstrate skills,	Practically demonstrate skills, techniques and tactics in selected	To understand the importance of fitness components on a chosen sports.	Practically demonstrate skills, techniques and tactics in selected sports	Practically demonstrate skills, techniques and tactics in selected sports
	techniques and tactics in selected	techniques and tactics in selected				• · · · · · · · · · · · · · · · · · · ·
		sports To meet the technical demands of the	sports		To meet the technical demands of the	
	techniques and tactics in selected	sports To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment,		To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.	skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment,	To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.
	techniques and tactics in selected sports	sports To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf	sports Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.	be determined including HR intensity thresholds and the Borg scale.	skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing),	techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to
	techniques and tactics in selected	sports To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.	sports Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport. To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen	be determined including HR intensity thresholds	skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific	techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to
	techniques and tactics in selected sports Application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and	sports To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.	sports Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport. To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other	be determined including HR intensity thresholds and the Borg scale. To link each fitness training method to the associated health-related/ skill-related	skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific	techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to

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	Account of the characteristics and advantages and disadvantages dis disadvantages of the	To justify the use of the different types	 Practical evidence including demonstrations and audio of you 		Being able to improve performance by	
	type of provision with specific relevance to the chosen physical	of technology available to participate in your chosen sport, outdoor activity, or	delivering a warm-up to a group of participants to include: pulse raiser /		goal setting (short-term and long-term goals).	Being able to improve performance by goal setting (short-term and long-term goals)
	activities and selected participant.	physical fitness activity	mobiliser / preparation stretches		01.	
		The benefits and limitations of using	 Practical evidence including audio of you supporting participants to 		Colf analysis and being able to clearly	
What is needed to master the knowledge		this technology to participate in your chosen sport, outdoor activity or	take part in a warm-up for your chosen physical activity using key		Self-analysis and being able to clearly identify strengths and areas for	
		physical fitness activity.	teaching points to support good practice.		improvement in practical performance.	
	Application of knowledge and understanding of the barriers to					
	participation for a selected participant and methods to					
	overcome these barriers.					
			 application of knowledge and understanding of planning a warm- 			
	Account of barriers to participation with specific relevance to the		up for a chosen physical activity for a selected participant and the		To apply the health and skill related components of fitness in practical	To apply the health and skill related components of fitness in practical performance.
	selected participant		responses of the cardiorespiratory and musculoskeletal systems to the		performance.	
	Account of methods to overcome		warm-up. •a fully detailed warm-up plan with	To understand the components of fitness in		
	barriers to participation with specific relevance to the selected participant.		specific relevance to the selected participant and chosen physical	relation to aerobic endurance – and muscular endurance.		To understand the importance of fitness components on a chosen sports.
	relevance to the selected participant.		activity • a well-developed account to justify	endurance.		
	Methods to address barriers to		the choices of activities included in each component of the warm-up			
	participation in sport and physical activity for different types of		and their effect on the cardiorespiratory and	To understand the structure and function of the cardiorespiratory system.	Know about the components of fitness and the basic and additional principles	To know about the different methods of training.
	participant		musculoskeletal systems with specific relevance to the needs of		of training.	
			the selected participant and chosen physical activity.		Know about the skill related	Dequirements for each of the following fitness training
					Know about the skill-related components of fitness.	Requirements for each of the following fitness training methods.
	Physical activity needs of participants:		 A warm-up plan that includes a pulse raiser, mobiliser and 		To understand the importance of fitness	Investigate fitness testing to determine fitness lines
	physical health needs, social health needs, mental health needs		preparation stretches for the selected participant.		components on a chosen sports.	Investigate fitness testing to determine fitness levels.
	To know about participants with		•An account to justify the choice of			
	disabilities to include visual, hearing and physical disabilities. Participants		activities in each component of the warm-up related to the needs of the		To know about the different methods of	To understand exercise intensity and how it can be
	with long-term health conditions to include asthma, type 2 diabetes, high		participant, the responses of the		training.	determined including HR intensity thresholds and the Borg scale.
	blood pressure, coronary heart disease (CHD).		cardiorespiratory system and musculoskeletal system.			
			 practical ability in delivering a warm-up and support given to 		Requirements for each of the following	To link each fitness training method to the associated
			participants taking part in the warm- up.		fitness training methods.	health-related/ skill-related component of fitness.
	To know about the benefits of taking		•effective demonstrations of		Investigate fitness testing to determine	
	part in sport, outdoor activities and physical fitness.		activities in a warm-up with a wide range of appropriate teaching points		Investigate fitness testing to determine fitness levels.	
	To identify and understand the		to support participants. •consistently provides appropriate		To understand exercise intensity and	
	different provision of sport and physical activity.		support to participants when taking		how it can be determined including HR	
	Advantages and disadvantages of the		part in a warm-up. To understand the components of		intensity thresholds and the Borg scale. To link each fitness training method to	
	provision of sport in each of the different sectors		fitness in relation to aerobic endurance – and muscular		the associated health-related/ skill- related component of fitness.	
			endurance. To understand the structure and			
			function of the cardiorespiratory system.			
	Mark Band 1	Mark Band 1		Mark Band 1	Mark Band 1	
		Wark barra 1	Mark Band 1		Mark Darid 1	Mark Band 1
	Mark Band 2 Mark Band 3	Mark Band 2 Mark Band 3	Mark Band 1 Mark Band 2 Mark Band 3	Mark Band 2 Mark Band 3	Mark Band 2 Mark Band 3	Mark Band 1 Mark Band 2 Mark Band 3
Assessment criteria		Mark Band 2	Mark Band 2		Mark Band 2	Mark Band 2
Assessment criteria	Mark Band 3	Mark Band 2 Mark Band 3	Mark Band 2 Mark Band 3	Mark Band 3	Mark Band 2 Mark Band 3	Mark Band 2 Mark Band 3
	Mark Band 3 Mark Band 4 the difference between sports, team	Mark Band 2 Mark Band 3 Mark Band 4	Mark Band 2 Mark Band 3 Mark Band 4	Mark Band 3 Mark Band 4	Mark Band 2 Mark Band 3 Mark Band 4	Mark Band 2 Mark Band 3 Mark Band 4
Common	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities	Mark Band 2 Mark Band 3	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics	Mark Band 2 Mark Band 3 Mark Band 4
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics	Mark Band 2 Mark Band 3 Mark Band 4
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness and skill related	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness and skill related components of fitness	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and doubles Singles rules and doubles rules	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness and skill related components of fitness	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and doubles	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and equipment Officials need	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness and skill related components of fitness	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required The different body composition tests:
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and doubles Singles rules and doubles rules The difference between the officials	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness and skill related components of fitness	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required The different body composition tests: BMI
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and doubles Singles rules and doubles rules The difference between the officials	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and equipment Officials need Football officials and their various duties	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness and skill related components of fitness	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required The different body composition tests: BMI BIA Jackson pollock The terms 'reliability', 'validity' and 'practicality' related
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and doubles Singles rules and doubles rules The difference between the officials	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and equipment Officials need	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness and skill related components of fitness	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required The different body composition tests: BMI BIA Jackson pollock
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and doubles Singles rules and doubles rules The difference between the officials in badminton	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and equipment Officials need Football officials and their various duties Stance in badminton Badminton serving rules	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness Exercise intensity	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required The different body composition tests: BMI BIA Jackson pollock The terms 'reliability', 'validity' and 'practicality' related
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and doubles Singles rules and doubles rules The difference between the officials in badminton Half term 3 <u>Component 2 - Taking part and</u>	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and equipment Officials need Football officials need Stance in badminton Badminton serving rules Half term 4	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and musculoskeletal system	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness Exercise intensity Half term 5	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials rules and regulations	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required The different body composition tests: BMI BIA Jackson pollock The terms 'reliability', 'validity' and 'practicality' related to each fitness test method.
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and doubles Singles rules and doubles rules The difference between the officials in badminton	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and equipment Officials need Football officials and their various duties Stance in badminton Badminton serving rules Half term 4 Component 3 – Fitness for sport exam	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and musculoskeletal system <u>Component 3 – Fitness for sport</u>	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness Exercise intensity	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required The different body composition tests: BMI BIA Jackson pollock The terms 'reliability', 'validity' and 'practicality' related to each fitness test method.
Common Misconceptions	Mark Band 3 Mark Band 4 the difference between sports, team sports, physical activities and outdoor activities the private and public provision characterisitics of the participant eg diabilities and learning difficulties Barriers to participation Setting up a badminton court Court dimensions in singles and doubles Singles rules and doubles rules The difference between the officials in badminton Half term 3 <u>Component 2 - Taking part and</u> improving other participants	Mark Band 2 Mark Band 3 Mark Band 4 the different technology used in sports to help officiate Equipment for people with disabilities or assistive technology the different technology and equipment Officials need Football officials and their various duties Stance in badminton Badminton serving rules Half term 4 Component 3 – Fitness for sport exam Introduction and define components of physical fitness – aerobic endurance	Mark Band 2 Mark Band 3 Mark Band 4 the difference between a warm up and cool down static and dynamic stretches cardiorespratory and musculoskeletal system	Mark Band 3 Mark Band 4 Aerobic and anaerobic endurance The cardiorespiratory system The difference between health related components of fitness Exercise intensity Exercise intensity Half term 5 Component 3 – Fitness for sport exam Revision focused on classes area for	Mark Band 2 Mark Band 3 Mark Band 4 the difference between skills and tactics isolation vs competitive the different types of officials rules and regulations	Mark Band 2 Mark Band 3 Mark Band 4 The purpose of each fitness test Knowledge of published standard test methods and equipment/ resources required The different body composition tests: BMI BIA Jackson pollock The terms 'reliability', 'validity' and 'practicality' related to each fitness test method.
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	•A plan of the drills and conditioned practices to develop participants'	Target zones and training thresholds –	Practice exam (in classroom)			
	techniques for your chosen sporting skill	Max HR (220-age) /60/85%				
	•An account to justify the choice of activities in each drill and					
	conditioned practice related to the requirements of the sporting skill in	Basic principles of training (FITT)	Review exam			
	competitive situations. Your video footage should include:					
	Practical evidence of you demonstrating the techniques					
	required to perform the selected sports skill using key teaching points	Additional principles of training				
	to support good practice •Practical demonstrations of your					
	choice of drills for the group of participants to take part in to					
	improve your chosen sport skill •Practical evidence of you					
	supporting participants to take part in your choice of drills to improve					
	your chosen sport skill. Attack/Defence	Attack/Defence	Attack/Defence	Evaluation	Evaluation	
	Tactical/Awareness	Tactical/Awareness	Tactical/Awareness	Fitness Themes Body systems	Fitness Themes Body systems	
Concepts				Responses, Adaptations and Additional factors	Responses, Adaptations and Additional factors	
	Body systems Responses, Adaptations and	Body systems Responses, Adaptations and Additional				
	Additional factors Fitness Themes	factors Fitness Themes	Additional factors Fitness Themes	Fundain long torm adaptations of the		
				Explain long-term adaptations of the musculoskeletal system to relevant exercises and sporting examples.		
	 application of knowledge and understanding of planning a drills 		Know about the components of	Compare and contrast how the musculoskeletal	Compare and contrast how the energy	
	and conditioned practices for a chosen sport skill. Evidenced		fitness and the basic and additional principles of training.	and cardiorespiratory systems respond and adapt to various exercise.	systems are used in different sporting example which have different demands.	
	through: •detailed plan with specific		Know about the skill-related	How fitness training impacts the body's energy		
	relevance to the chosen sport skill		components of fitness.	systems.		
			To understand the importance of	Short term and long term adaptations of the	How fitness training impacts the body's	
	and conditioned practices with specific relevance to the techniques	fitness training methods as well as advantages and disadvantages.	fitness components on a chosen sports.	body systems to exercise	energy systems.	
	required for the chosen sport skill	To know the importance of fitness				
		testing to sports performers and coaches and how they can design a	To know about the different	To know the different energy systems used	Which methods of training uses which	
		training programme based on test results and determine if training programmes are working.	methods of training.	during sports performance	energy systems.	
	Practically demonstrate skills,			Identify and understand how different health	*	
	techniques and tactics in selected sports	To evaluate the fitness results and set targets to aim for/goal setting.	Requirements for each of the following fitness training methods.	problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.	To understand the aerobic and anaerobic energy systems	
	To meet the technical demands of			must be adapted and personalised to.		
	the skills and techniques required. For example, continuous skills (such					
	as running), serial skills (such as high jump), discrete skills (such as a golf		Investigate fitness testing to determine fitness levels.			
	swing), movement, use of equipment, communication, other					
	demands specific to the chosen sport.					
	To evaluate and review the performance in 2 selected sports					
	using video analysis and the observation checklists including:		To understand exercise intensity and		to understand and apply the function of	
	components of physical fitness, technical demands of sport (skills	Know about the components of fitness and the basic and additional principles	how it can be determined including HR intensity thresholds and the Borg		the three energy systems (aerobic/anaerobic/ATP, Lactic) in the	
What is needed to master the knowledge		of training.	scale.		production and release of energy for sports performance.	
	performance in selected sports and the tactical demands of sport.					
	Being able to improve performance	Know about the skill-related	To link each fitness training method			
	by goal setting (short-term and long- term goals)	components of fitness.	to the associated health-related/ skill related component of fitness.			
				Compare and contrast how the energy systems	Identify and understand how different health problems such as:	
		To understand the importance of fitness components on a chosen sports.		are used in different sporting example which have different demands.	injuries/asthma can affect training programmes and how programmes must	
	To apply the health and skill related				be adapted and personalised to.	
	components of fitness in practical performance.	To know about the different methods of training.				
	To understand the importance of fitness components on a chosen	Requirements for each of the following		How fitness training impacts the body's energy		
	sports.	fitness training methods.	endurance – and muscular endurance. To understand the structure and	systems.		
	To know about the different methods of training.	Investigate fitness testing to determine fitness levels.	function of the cardiorespiratory system.	Which methods of training uses which energy systems.		
	Requirements for each of the	To understand exercise intensity and how it can be determined including HR		To understand the aerobic and anaerobic		
	following fitness training methods.	intensity thresholds and the Borg scale.		energy systems		
	Investigate fitness testing to determine fitness levels.	To link each fitness training method to the associated health-related/ skill-				
1		related component of fitness.				
1	To understand exercise interactive and			to understand and apply the function of the		-
	To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg			to understand and apply the function of the three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy		
				three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance.		
	how it can be determined including HR intensity thresholds and the Borg	To understand the structure and		three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect		
	how it can be determined including HR intensity thresholds and the Borg scale. To link each fitness training method			three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health		
	how it can be determined including HR intensity thresholds and the Borg scale. To link each fitness training method to the associated health-related/ skill	To understand the structure and function of the cardiorespiratory		three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes		
	how it can be determined including HR intensity thresholds and the Borg scale. To link each fitness training method to the associated health-related/ skill related component of fitness.	To understand the structure and function of the cardiorespiratory system. To understand the components of fitness in relation to aerobic endurance – and muscular endurance.	101	three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.		
	how it can be determined including HR intensity thresholds and the Borg scale. To link each fitness training method to the associated health-related/ skill related component of fitness. Mark Band 1 Mark Band 2	To understand the structure and function of the cardiorespiratory system. To understand the components of fitness in relation to aerobic endurance – and muscular endurance. AO1 AO2	A01 A02	three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.	A01 A02	
	how it can be determined including HR intensity thresholds and the Borg scale. To link each fitness training method to the associated health-related/ skill related component of fitness. Mark Band 1	To understand the structure and function of the cardiorespiratory system. To understand the components of fitness in relation to aerobic endurance – and muscular endurance. A01		three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.		
	how it can be determined including HR intensity thresholds and the Borg scale. To link each fitness training method to the associated health-related/ skill related component of fitness. Mark Band 1 Mark Band 2 Mark Band 3	To understand the structure and function of the cardiorespiratory system. To understand the components of fitness in relation to aerobic endurance – and muscular endurance. A01 A02 A03	AO2 AO3	three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to. A01 A02 A03	AO2 AO3	
	how it can be determined including HR intensity thresholds and the Borg scale. To link each fitness training method to the associated health-related/ skill related component of fitness. Mark Band 1 Mark Band 2 Mark Band 3 Mark Band 4	To understand the structure and function of the cardiorespiratory system. To understand the components of fitness in relation to aerobic endurance – and muscular endurance. A01 A02 A03	AO2 AO3	three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to. A01 A02 A03	AO2 AO3	
	how it can be determined including HR intensity thresholds and the Borg scale. To link each fitness training method to the associated health-related/ skill related component of fitness. Mark Band 1 Mark Band 2 Mark Band 3 Mark Band 4 AO1 AO2	To understand the structure and function of the cardiorespiratory system. To understand the components of fitness in relation to aerobic endurance – and muscular endurance. A01 A02 A03	AO2 AO3	three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance. Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to. A01 A02 A03	AO2 AO3	
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Common	The purpose of each fitness test	Location of the major bone		The difference between the short-term/long- term effects of exercise	continued	
Misconceptions		Location of the major muscles	Warm up and cool down	on the musculoskeletal system		
	Knowledge of published standard					
	test methods and equipment/					
	resources required					
		The components in the	Difference between HIIT and Circuit	The difference between the short-term/long-		
		· · · · · · · · · · · · · · · · · · ·	training	term effects of exercise on the		
			5	cardiorespiratory system		
	The different body composition		Difference between muscular			
	tests:		endurance and aerobic endurance			
		The components in the				
		cardiorespiratory system		Cardiac output and stroke volume		
	вмі		Physiological and psychological			
	Bivii		effects of exercise			
	BIA	Progressive overload		Systolic and diastolic blood pressure		
	Jackson pollock					
		Impact of weight training or weight		Resting heart rate		
		bearing exercises				
	The terms 'reliability', 'validity' and					
	'practicality' related to each fitness					
	test method.	When lactic acid is produced		Vasoconstriction		
		when factic acid is produced		vasoconstriction		
	rules and regulations					
		Impact of a steady warm up		Vasodilation		
	Planning and delivering drills and					
	skills					