Key Stage 4 curriculum vision

'Physical Education - Striving for a Healthy, Active and Successful Future'

Our high-quality physical education key stage 4 curriculum strives to inspire all students to succeed and excel in competitive sport and other physically-demanding activities. It strives to provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Sports Studies

Year 10 Overview

Topic Title	Unit R187: Increasing awareness of Outdoor and Adventurous Activities (OAA) Unit R185: Performance and leadership in sports activities
Pupils will know	**Unit R187: Increasing awareness of Outdoor and Adventurous Activities (OAA)** R187 develops students' understanding of outdoor and adventurous activities, including why people take part, the benefits they provide, and how these activities can be planned and delivered safely. Students investigate 3 different OAA's, understand the skills and equipment needed, and take part in a practical assessment. Core Topic Areas Covered: ● Topic Area 1 (TA1): Provision for different types of outdoor and adventurous activities in the UK. ● Topic Area 2 (TA2): Equipment, clothing and safety aspects of participating in outdoor and adventurous activities. ● Topic Area 3 (TA3): Plan for and be able to participate in an outdoor and adventurous activity. ● Topic Area 4 (TA4): Evaluate participation in an outdoor and adventurous activity. Of the three activities completed each academic year in R187, two change annually, while one remains the same. We will focus on Orienteering as the Outdoor and Adventurous Activities (OAA) unit that is taught every year. This is also the activity in which students are assessed practically for TA3. **Unit R185: Performance and leadership in sports activities** R185 develops students' ability to perform effectively in sporting activities and understand how to lead others in sport. The unit helps students build practical skills, leadership qualities, and the ability to plan, deliver and evaluate sports sessions Core Topic Areas Covered: ● Topic Area 1 (TA1): Key components of performance. ● Topic Area 2 (TA2): Applying practice methods to support improvement in a sporting activity. ● Topic Area 3 (TA3): Organising and planning a sports activity session. ● Topic Area 4 (TA4): Leading a sports activity session.

	• Topic Area 5 (TA5): Reviewing your own performance in planning and leading a sports activity session.
Pupils will know how to (procedural knowledge)	**Unit R187: Increasing awareness of Outdoor and Adventurous Activities (OAA)** • Identify and compare different types of outdoor and adventurous activities available in the UK. • Explain why people participate in outdoor and adventurous activities and the benefits they provide. • Select appropriate clothing and equipment for different outdoor and adventurous activities. • Apply safe working practices by identifying hazards, assessing risks and following safety procedures. • Demonstrate the practical skills and techniques required to participate successfully in outdoor and adventurous activities. • Plan and prepare for participation in an outdoor and adventurous activity, considering safety, equipment and environmental factors. • Use maps, symbols, routes and navigation skills to complete an orienteering course. • Participate effectively and safely in outdoor and adventurous activities, demonstrating appropriate decision-making and teamwork where required. • Evaluate their own participation by reflecting on their strengths, areas for improvement and the effectiveness of their preparation and performance. **Unit R185: Performance and leadership in sports activities** • Demonstrate the key components of effective performance within a range of sporting activities. • Analyse sporting performance to identify strengths and areas for improvement. • Select and apply appropriate practice methods to improve performance. • Plan progressive practices and drills that develop sporting skills. • Organise and plan a safe, inclusive and purposeful sports activity session. • Produce session plans that include clear objectives, suitable activities and appropriate equipment. • Lead a sports activity session using effective communication, organisation and leadership skills. • Adapt activities during a session to meet the needs and abilities of participants. • Monitor participants' performance and provide constructive feedback to support improvement. • Evaluate the effectiveness of both the sports session and their own leadership, identifying strengths and setting targets for future development.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	**Unit R187: Increasing Awareness of Outdoor and Adventurous Activities (OAA)** • The different types of outdoor and adventurous activities (OAA) available in the UK and the environments in which they take place. • The physical, mental and social benefits of participating in outdoor and adventurous activities. • The motivations for participating in outdoor and adventurous activities, including recreation, challenge, education and competition. • The importance of selecting appropriate clothing and equipment for different activities and weather conditions.

	● The purpose of risk assessment, hazard identification and safety procedures when participating in outdoor and adventurous activities. ● The key features of safe participation, including following instructions, respecting the environment and working cooperatively with others. ● The basic navigation principles used in orienteering, including map symbols, scale, direction and control points. ● The importance of planning and preparation to ensure safe and successful participation. ● That participation should be evaluated to identify strengths, areas for development and opportunities for improvement. ● The terminology associated with outdoor and adventurous activities, including equipment, safety, navigation and environmental awareness. **Unit R185: Performance and Leadership in Sports Activities** ● The key components of successful sports performance, including technical, tactical, physical and psychological factors. ● That effective performance can be improved through appropriate practice methods and progressive training. ● The characteristics of whole, part, fixed and variable practice and when each method is most appropriate. ● The purpose of analysing strengths and weaknesses to inform performance improvement. ● The principles of planning a sports activity session, including aims, objectives, organisation, safety and participant needs. ● The roles and responsibilities of an effective sports leader. ● The importance of clear communication, organisation, motivation and behaviour management when leading others. ● The need to adapt activities to suit different abilities, confidence levels and participant needs. ● The importance of monitoring performance, providing feedback and using evidence to evaluate success. ● That reflective evaluation is an essential part of improving future leadership and sports performance.
Prior knowledge	● Students should build on and embed the physical development and skills learned in Key Stage 3. ● Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 to support and enhance their understanding.
Future knowledge	● Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. ● Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. ● We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. ● Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.

Key vocabulary	• See topic areas below for key vocabulary.

Year 10 – Topic 1

Topic Title	**Unit R187: Increasing awareness of Outdoor and Adventurous Activities (OAA) TA1: Provision for different types of outdoor and adventurous activities in the UK.**
Pupils will know	• Know that National Governing Bodies or NGB's are responsible for overseeing and regulating a specific sport within a country. • Know the different NGB's are for the three specified sports • Know what some of the different activities linked to Outdoor and Adventurous Activities are for the three specified sports • Know that the three National Sports Centres in Great Britain include the Holme Pierrepont in Nottinghamshire, Tollymore in Northern Ireland and Plas y Brenin in North Wales. • Know that Holme Pierrepoint is a National Water Sports Centre. • Know that Tollymore in Northern Ireland is National Sports Centre for Outdoor Pursuits. • Know that Plas y Brenin is a National Sports Centre for Mountaineering, Mountain Biking and Paddling. • Know that voluntary organisations in the UK provide services and opportunities for young people under the age of 18. • Know that voluntary organisations in the UK include Scouts, Guides, Cadets and Duke of Edinburgh. • Know the local providers for the three specified sports.
Pupils will know how to (procedural knowledge)	• Know how to find and access different information linked to the different NGB's for the three specified sports. • Know how to find and access information about the three different National Sports Centres. • Know how to find and access information about different voluntary organisations such as Scouts, Guides, Cadets and Duke of Edinburgh. • Know how to find and access information about Local and National providers including local and commercial sports centres for the three specified sports.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Know that National Governing Bodies or NGB's are responsible for overseeing and regulating a specific sport within a country. • Know that the three National Sports Centres in Great Britain include the Holme Pierrepont in Nottinghamshire, Tollymore in Northern Ireland and Plas y Brenin in North Wales. • Know that voluntary organisations in the UK include Scouts, Guides, Cadets and Duke of Edinburgh and these provide services to people under 18 years of age. • Know that local providers include local and commercial sports for the three specified sports.
Prior knowledge	• Students should build on and embed the physical development and skills learned in Key Stage 3. • Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 to support and enhance their understanding.
Future knowledge	• Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including

	A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. ● Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. ● We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. ● Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Outdoor and adventurous activities (OAA), participation, adventure, recreation, activity centre, national sports centres, instructor, coach, National Governing Body (NGB), accessibility, inclusion, facilities, equipment, environment, sustainability, voluntary organisations, local providers, national providers.

Year 10 – Topic 2

Topic Title	**Unit R187: Increasing awareness of Outdoor and Adventurous Activities (OAA) TA2: Provision for different types of outdoor and adventurous activities in the UK.**
Pupils will know	● Know that the two categories of clothing in Outdoor and Adventurous activities are safety clothing and general clothing. ● Know what some of the different types of safety clothing are for the three specified sports. ● Know what some of the different types of general clothing are for the three specified sports. ● Know what GPS (Global Positioning System) and signalling devices are for the three specified sports. ● Know what different types of technology are for the three specified sports. ● Know what waterproof technology is such as communication devices, casing for technology, smart watches and activity trackers. ● Know that technology can be used to help improve transportation, comfort e.g. reduced weight of equipment, safety e.g. being able to contact emergency services, communication e.g. signalling devices and information e.g. weather reports and maps. ● Know what the different types of terrain and man-made environments include lakes, rivers, sea, canals, forests, moorlands, mountainous areas, national parks, quarries, crags, trails, snowdomes, dry ski slopes, high ropes courses and gorges.
Pupils will know how to (procedural knowledge)	● Know how to access and purchase different types of clothing for Outdoor and Adventurous activities. ● Know how to access and purchase different types of technology for Outdoor and Adventurous activities. ● Know how and where to find different types of terrain and man-made environments in the local area and national area.
Core knowledge to know and remember to progress to later learning	● Know that the two categories of clothing in Outdoor and Adventurous activities are safety clothing and general clothing. ● Know what GPS (Global Positioning System) and signalling devices are for the three specified sports. ● Know that technology can be used to help improve transportation, comfort e.g.

(foundational knowledge)	reduced weight of equipment, safety e.g. being able to contact emergency services, communication e.g. signalling devices and information e.g. weather reports and maps. ● Know what the different types of terrain and man-made environments include lakes, rivers, sea, canals, forests, moorlands, mountainous areas, national parks, quarries, crags, trails, snowdomes, dry ski slopes, high ropes courses and gorges.
Prior knowledge	● Students should build on and embed the physical development and skills learned in Key Stage 3. ● Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 to support and enhance their understanding. ● Students will build on their prior knowledge of TA1. ● Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, or hockey to support their understanding and application of theoretical concepts.
Future knowledge	● Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. ● Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. ● We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. ● Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Personal protective equipment (PPE), helmet, harness, buoyancy aid, waterproof clothing, footwear, risk assessment, hazard, safety procedures, emergency procedures, first aid, weather conditions, maintenance, inspection, responsibility, categories of clothing, categories of technology, terrain.

Year 10 – Topic 3

Topic Title	**Unit R187: Increasing awareness of Outdoor and Adventurous Activities (OAA) TA3: Plan for and be able to participate in an outdoor and adventurous activity.**
Pupils will know	● Know what the key considerations are when planning outdoor activity including health and safety, personnel, licensing, supplies, location, timing of activity, shelter and a contingency plan. ● Know that a risk assessment needs to include personnel, unstable terrain, inappropriate equipment, inappropriate clothing, unforeseen weather, poor organisation, getting lost, animals and insects. ● Know that a risk assessment will help to keep people safe. ● Know that an emergency plan procedure needs to include first aid and rescue. ● Know that in outdoor activities it is essential to demonstrate safe practice, communication skills, decision-making skills, problem solving skills, identifying and clarifying any issues along with team-working skills.
Pupils will know how to	● Know how to plan an outdoor activity including health and safety, personnel, licensing, supplies, location, timing of an activity, shelter and a contingency plan.

(procedural knowledge)	• Know how to complete a suitable risk assessment for an outdoor activity. • Know how to complete an emergency plan for an outdoor activity. • Know how to demonstrate safe practice, communication skills, decision-making skills, problem solving skills, identifying and clarifying any issues along with team-working skills.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Know how to plan an outdoor activity including health and safety, personnel, licensing, supplies, location, timing of an activity, shelter and a contingency plan. • Know how to complete a suitable risk assessment for an outdoor activity. • Know how to complete an emergency plan for an outdoor activity. • Know how to plan an outdoor activity including health and safety, personnel, licensing, supplies, location, timing of an activity, shelter and a contingency plan. • Know how to complete a suitable risk assessment for an outdoor activity. • Know how to complete an emergency plan.
Prior knowledge	• Students should build on and embed the physical development and skills learned in Key Stage 3. • Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 to support and enhance their understanding. • Students will build on their prior knowledge of TA1 and TA2. • Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, or hockey to support their understanding and application of theoretical concepts.
Future knowledge	• Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. • Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. • We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. • Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Planning, navigation, map, compass, grid reference, route planning, weather forecast, clothing, equipment, food, hydration, risk assessment, hazards, contingency plan, environmental impact, health and safety, emergency procedure plan.

Year 10 – Topic 4

Topic Title	**Unit R187: Increasing awareness of Outdoor and Adventurous Activities (OAA) Topic Area 4 (TA4): Evaluate participation in an outdoor and adventurous activity.**
Pupils will know	• Know that an evaluation should take place after every outdoor activity. • Know that an evaluation should include what went well in the outdoor activity and also what could be improved in future. • Know that an evaluation should also focus on the mental benefits, physical benefits and social benefits of participating in an outdoor activity. • Know that a mental health benefit of participating in an outdoor activity is better mental health such as being less stressed.

	• Know that a physical health benefit of participating in an outdoor activity is better physical health such as improved physical fitness. • Know that a social health benefit of participating in an outdoor activity is better social health such as being able to work better as a team.
Pupils will know how to (procedural knowledge)	• Know how to complete an evaluation following an outdoor activity. • Know how to complete an evaluation to focus on the mental benefits, physical benefits and social benefits of participating in an outdoor activity.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Know that an evaluation should include what went well in the outdoor activity and also what could be improved in future. • Know that an evaluation should also focus on the mental benefits, physical benefits and social benefits of participating in an outdoor activity. • Know how to complete an evaluation following an outdoor activity. • Know how to complete an evaluation to focus on the mental benefits, physical benefits and social benefits of participating in an outdoor activity.
Prior knowledge	• Students should build on and embed the physical development and skills learned in Key Stage 3. • Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 to support and enhance their understanding. • Students will build on their prior knowledge of TA1, TA2 and TA3. • Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, or hockey to support their understanding and application of theoretical concepts.
Future knowledge	• Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. • Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. • We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. • Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Physical benefits, mental wellbeing, social benefits, confidence, self-esteem, teamwork, communication, leadership, problem solving, decision making, independence, resilience, motivation, challenge, achievement, evaluation.

Year 10 – Topic 5

Topic Title	**Unit R185: Performance and leadership in sports activities** **TA1: Key components of performance.**
Pupils will know	• Know what the key skills and techniques are in Football, Rugby, Table Tennis, Netball, Hockey or Athletics.

	● Know what appropriate tactics and strategies can be used in Football, Rugby, Table Tennis, Netball, Hockey or Athletics. ● Know what the main rules and regulations are in Football, Rugby, Table Tennis, Netball, Hockey or Athletics. ● Know what the strengths and weaknesses of your performance are in Football, Rugby, Table Tennis, Netball, Hockey or Athletics and be able to use these to improve performance.
Pupils will know how to (procedural knowledge)	● Know how to perform a range of skills in isolation in Football, Rugby, Table Tennis, Netball, Hockey or Athletics. ● Know how to perform a range of skills in competitive scenarios in Football, Rugby, Table Tennis, Netball, Hockey or Athletics. ● Know how to perform in full context situations in Football, Rugby, Table Tennis, Netball, Hockey or Athletics.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Know what the key skills and techniques are in Football, Rugby, Table Tennis, Netball, Hockey or Athletics. ● Know what appropriate tactics and strategies can be used in Football, Rugby, Table Tennis, Netball, Hockey or Athletics. ● Know what the main rules and regulations are in Football, Rugby, Table Tennis, Netball, Hockey or Athletics. ● Know what the strengths and weaknesses of your performance are in Football, Rugby, Table Tennis, Netball, Hockey or Athletics and be able to use these to improve performance.
Prior knowledge	● Students should build on and embed the physical development and skills learned in Key Stage 3. ● Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 to support and enhance their understanding. ● Students will build on their prior knowledge of Unit R187. ● Students will also draw upon their previous learning and practical experiences from Key Stage 3 in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.
Future knowledge	● Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. ● Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. ● We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. ● Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Performance, skill, technique, ability, strength, speed, power, flexibility, agility, balance, coordination, reaction time, accuracy, cardiovascular endurance, muscular endurance, aerobic, anaerobic, tactics, communication, teamwork.

Year 10 – Topic 6

Topic Title	Unit R185: Performance and leadership in sports activities TA2: Applying practice methods to support improvement in a sporting activity.
Pupils will know	● Know the purpose of analysing sports performance to identify strengths and weaknesses. ● Know the difference between skills and techniques, tactics and strategies, and compositional ideas (where appropriate). ● Know that strengths and weaknesses affect the overall quality of sports performance. ● Know the different methods of practice used to improve performance: ○ Whole practice ○ Part practice ○ Fixed practice ○ Variable practice ● Know what progressive drills are and why they are used to bring about improvement in performance. ● Know how changing the context of practice (e.g. increasing pressure, changing opponents or playing area) can support improvement. ● Know different methods used to measure performance improvement, including: ○ Video analysis ○ Activity trackers ○ Performance statistics ○ Competition results over time ● Know how to create and follow a practical activity plan to improve skill weaknesses. ● Know the importance of evaluating whether a training programme has improved performance and identifying future areas for development.
Pupils will know how to (procedural knowledge)	● Know how to identify and explain strengths and weaknesses in an individual's sporting performance. ● Know how to analyse how technical, tactical and (where appropriate) compositional factors influence performance. ● Know how to select and justify the most appropriate practice method for improving a specific weakness. ● Know how to design and apply progressive practice drills that increase in difficulty. ● Know how to adapt practice activities by altering the context of performance to meet the needs of the performer. ● Know how to collect and interpret performance data using video analysis, statistics, activity trackers or competition results. ● Know how to evaluate evidence to determine whether performance has improved. ● Know how to make informed recommendations for further improvement based on performance analysis.
Core knowledge to know and remember to progress to later learning	● Know the purpose of analysing sports performance to identify strengths and weaknesses. ● Know the difference between skills and techniques, tactics and strategies, and compositional ideas (where appropriate). ● Know the different methods of practice used to improve performance. ● Know what progressive drills are and why they are used to bring about improvement in performance.

Year 10 – Topic 7

Topic Title	**Unit R185: Performance and leadership in sports activities** **TA3: Organising and planning a sports activity session.**
Pupils will know	● Know that participants in sport have different needs and these can depend on age, current fitness levels, disabilities or long-term health conditions. ● Know that when organising a session you need to think about the venue, equipment, timing and supervision. ● Know what safety considerations to make when planning a session. ● Know that safety is a crucial part of planning sports activities. ● Know that a risk assessment will help you identify potential hazards, identify the severity of the potential hazards and make corrective actions to minimise the risks. ● Know that an 'Emergency Action Plan' or 'EAP' should be put in place in case of emergency. ● Know that Sports Leaders must be aware of any child protection issues and

	follow safeguarding procedures to help provide a safe environment for everyone. ● Know that Sports Leaders must report any concerns linked to safeguarding to the appropriate authority (e.g. a member of staff in school or the appropriate National Governing Body of a sport) or the police. ● Know that each session should start with an introduction, explanation of the objectives of the session and a safety check. ● Know what to include in a warm up, main session with progressive drills, cool down ● Know that each session should end with a plenary to review learning.
Pupils will know how to (procedural knowledge)	● Know how to prepare for and make a session plan for a sports activity. ● Know how to make a contingency plan as a back up just in case it is required. ● Know how as a Sports Leader to check equipment and clothing to help prevent injuries. ● Know how to put an 'Emergency Action Plan' or 'EAP' in place in case of emergency. ● Know how to lead an introduction to a session, explain the objectives of a session and complete a safety check. ● Know how to lead a warm up, main session with progressive drills and cool down. ● Know how to lead a plenary at the end of a session to review learning.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Know that participants in sport have different needs and these can depend on age, current fitness levels, disabilities or long-term health conditions. ● Know that when organising a session you need to think about the venue, equipment, timing and supervision. ● Know that a risk assessment will help you identify potential hazards, identify the severity of the potential hazards and make corrective actions to minimise the risks. ● Know that Sports Leaders must be aware of any child protection issues and follow safeguarding procedures to help provide a safe environment for everyone. ● Know that Sports Leaders must report any concerns linked to safeguarding to the appropriate authority (e.g. a member of staff in school or the appropriate National Governing Body of a sport) or the police. ● Know how to structure a session, including: ○ Introduction (explaining the objectives of a session and completing a safety check). ○ Warm up ○ Main session with progressive drills ○ Cool down ○ Plenary
Prior knowledge	● Students should build on and embed the physical development and skills learned in Key Stage 3. ● Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 to support and enhance their understanding. ● Students will build on their prior knowledge of Unit R187 and Unit R185 TA1 and TA2. ● Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.

Future knowledge	• Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. • Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. • We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. • Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Session plan, aim, objective, warm-up, main activity, cool down, risk assessment, health and safety, equipment, facilities, organisation, differentiation, inclusion, progression, venue, supervision, contingency plan, risk assessment, emergency procedures.

Year 10 – Topic 8

Topic Title	**Unit R185: Performance and leadership in sports activities** **TA4: Leading a sports activity session.**
Pupils will know	• Know that Sports Leaders should ensure each activity within the session has a set amount of time e.g. introduction, warm up, progressive drills, cool down and plenary. • Know that the drills/activities need to be adaptable through making some drills easier and some drills harder. • Know that Sports Leaders must also ensure reliability through making sure sessions start/finish on time, keeping participants informed about what is going on and arriving at sessions early to set up before the participants arrive. • Know that Sports Leaders need to have their own delivery style including a pro-active delivery style which is where the leader has planned the entire session or reactive delivery style where the leader adapts their session according to the situation. • Know that Sports Leaders Leaders must have strong communication skills using verbal communication (using the voice) and non-verbal communication (communication without speaking) such as demonstrating a skill rather than explaining it. • Know that Sports Leaders need to be able to motivate participants effectively.
Pupils will know how to (procedural knowledge)	• Know how to organise a sports activity session with safe practice. • Know how to adapt drills to make them easier or harder. • Know how to ensure each activity should be specific to the sport e.g. a football session should be specific to football. • Know how to demonstrate confidence especially when some sessions do not go as planned. • Know how to use a creative approach to activities/drills/sessions to make them as fun as possible. • Know how to use motivational techniques to encourage performers to engage with the activity.

Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Know how to organise a sports activity session with safe practice. • Know that Sports Leaders should ensure each activity within the session has a set amount of time e.g. introduction, warm up, progressive drills, cool down and plenary. • Know that the drills/activities need to be adaptable through making some drills easier and some drills harder. • Know that Sports Leaders must also ensure reliability through making sure sessions start/finish on time, keeping participants informed about what is going on and arriving at sessions early to set up before the participants arrive.
Prior knowledge	• Students should build on and embed the physical development and skills learned in Key Stage 3. • Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 to support and enhance their understanding. • Students will build on their prior knowledge of Unit R187 and Unit R185 TA1, TA2 and TA3. • Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.
Future knowledge	• Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. • Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. • We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. • Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Leadership, communication, demonstration, motivation, observation, feedback, organisation, confidence, time management, safety, adaptation, evaluation, reflection, participant engagement, leadership qualities, reliability, positioning.

Year 10 – Topic 9

Topic Title	**Unit R185: Performance and leadership in sports activities** **TA5: Reviewing your own performance in planning and leading a sports activity session.**
Pupils will know	• Know that Sports Leaders should review their detailed session plan and make any changes/recommendations for future sessions. • Know that Sports Leaders should identify clear areas to improve in the next session such as thinking about the positives of the session, areas for improvement of the session and changes they would make for future sessions. • Know that Sports Leaders should look out for opportunities to improve their leadership skills in future such as through a coaching/leadership course or through volunteering.

Pupils will know how to (procedural knowledge)	● Know how to review your leadership of a sports activity session. ● Know how to reflect on their performance after a session, identifying strengths and areas for improvement. ● Know how to get feedback on your session from your participants and observers.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Know how to review your leadership of a sports activity session. ● Know that Sports Leaders should review their detailed session plan and make any changes for future sessions. ● Know that Sports Leaders should identify clear areas to improve in the next session such as thinking about the positives of the session, areas for improvement of the session and changes they would make for future sessions.
Prior knowledge	● Students should build on and embed the physical development and skills learned in Key Stage 3. ● Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 to support and enhance their understanding. ● Students will build on their prior knowledge of Unit R187 and Unit R185 TA1, TA2, TA3 and TA4. ● Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.
Future knowledge	● Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. ● Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. ● We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. ● Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Evaluation, reflection, strengths, weaknesses, improvement, action plan, participant feedback, organisation, communication, motivation, confidence, effectiveness, development, review.

Year 11 Overview

Topic Title	Unit R184: Contemporary Issues in Sport
Pupils will know	R184 explores the wider role of sport in society and the issues that influence participation and sporting success. Students develop an understanding of how different groups access sport, the values that sport promotes, the impact of hosting major sporting events, the work of National Governing Bodies (NGBs), and how technology has transformed modern sport. Core Topic Areas Covered: ● Topic Area 1 (TA1): Issues which Affect Participation in Sport ● Topic Area 2 (TA2): The Role of Sport in Promoting Values ● Topic Area 3 (TA3): The Implications of Hosting a Major Sporting Event for a City or Country ● Topic Area 4 (TA4): The Role of National Governing Bodies (NGB's) Play in the Development of their Sport ● Topic Area 5 (TA5): The Use of Technology in Sport
Pupils will know how to (procedural knowledge)	● Know how to identify and explain the barriers and opportunities that affect participation in sport. ● Know how to apply examples to demonstrate how different factors influence participation in sporting activities. ● Know how to compare the impact of different barriers on individuals and groups. ● Know how to explain how sport promotes positive values and behaviours. ● Know how to analyse how the Olympic and Paralympic values are demonstrated in sport. ● Know how to evaluate the positive and negative impacts of hosting major sporting events. ● Know how to use sporting examples to justify opinions about the legacy of major events. ● Know how to explain the roles and responsibilities of National Governing Bodies (NGBs). ● Know how to analyse how NGBs increase participation and develop talent. ● Know how to evaluate the effectiveness of initiatives designed to improve participation in sport. ● Know how to explain how technology is used to support performers, officials and spectators. ● Know how to compare the advantages and disadvantages of different types of sports technology. ● Know how to interpret and respond to examination command words, including identify, describe, explain, compare, analyse and evaluate. ● Know how to select and apply appropriate sporting examples to support written responses. ● Know how to construct well-reasoned extended answers using evidence, examples and subject-specific vocabulary. ● Know how to evaluate contemporary issues from different perspectives and justify conclusions using relevant evidence.
Core knowledge to know and	● Know the factors that affect participation in sport, including age, gender, disability, ethnicity, religion, family, cost, location and media influence.

remember to progress to later learning (foundational knowledge)	● Know the barriers and opportunities that influence participation for different groups. ● Know the meanings of equality, diversity, inclusion, discrimination and stereotyping in sport. ● Know the Olympic and Paralympic values and how they are promoted through sport. ● Know how sport encourages positive values such as respect, fairness, teamwork and sportsmanship. ● Know the social, economic and environmental impacts of hosting major sporting events. ● Know the short-term and long-term legacy of major sporting events. ● Know the roles and responsibilities of National Governing Bodies (NGBs). ● Know how NGBs develop participation, talent, coaching, officiating and competition. ● Know the different types of technology used in modern sport, including officiating and performance analysis. ● Know the advantages and disadvantages of technology for performers, officials and spectators. ● Know the meaning of key sporting terminology used throughout the unit. ● Know how contemporary issues influence participation, performance and the development of sport. ● Know a range of real-life sporting examples that can be applied to examination questions. ● Know the examination command words and what each requires when answering questions.
Prior knowledge	● Students should build on and embed the physical development and skills learned in Key Stage 3 and Year 10. ● Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 and Year 10 to support and enhance their understanding. ● Students will build on their prior knowledge of all R187 and R185 content. ● Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.
Future knowledge	● Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. ● Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. ● We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. ● Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	● See topic areas below for key vocabulary.

Year 11– Topic 1

Topic Title	Unit R184: Contemporary Issues in Sport TA1: Issues which Affect Participation in Sport
Pupils will know	• Know what the different user groups who participate in sport are. • Know what the possible barriers which affect participation in sport are. • Know what the possible solutions to the barriers which participation in sport are. • Know what factors can positively and negatively impact the popularity of sport in the UK. • Know what sports are currently emerging/new sports in the UK.
Pupils will know how to (procedural knowledge)	• Know how to overcome barriers to participation in sport. • Know how to access emerging and new sports in the UK.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Know what the different user groups who participate in sport are. • Know what the possible barriers which affect participation in sport are. • Know what the possible solutions to the barriers which participation in sport are.
Prior knowledge	• Students should build on and embed the physical development and skills learned in Key Stage 3 and Year 10. • Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 and Year 10 to support and enhance their understanding. • Students will build on their prior knowledge of all R187 and R185 content. • Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.
Future knowledge	• Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. • Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. • We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. • Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Participation, barrier, opportunity, user group, ethnicity, gender, disability, age, family, religion, culture, stereotyping, discrimination, inclusion, accessibility, equality, diversity, role model, media, cost, location, popularity, solutions.

Year 11– Topic 2

Topic Title	Unit R184: Contemporary Issues in Sport TA2: The Role of Sport in Promoting Values
Pupils will know	• Know what values can be promoted through sport. • Know what the Olympic and Paralympic movement is. • Know what other initiatives, campaigns and events which promote sporting values are. • Know the importance of etiquette and sporting behaviour. • Know what the use of Performance Enhancing Drugs (PEDs) in sport is.
Pupils will know how to (procedural knowledge)	• Know how to apply and promote values through sport. • Know how to apply initiatives, campaigns and events to promote sporting values. • Know how performers would take or administer the different prohibited substances of performance enhancing drugs.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Know what values can be promoted through sport. • Know what the Olympic and Paralympic movement is. • Know what other initiatives, campaigns and events which promote sporting values are. • Know the importance of etiquette and sporting behaviour. • Know what the use of Performance Enhancing Drugs (PEDs) in sport is.
Prior knowledge	• Students should build on and embed the physical development and skills learned in Key Stage 3 and Year 10. • Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 and Year 10 to support and enhance their understanding. • Students will build on their prior knowledge of all R187, R185 and R184 (TA1) content. • Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.
Future knowledge	• Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. • Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. • We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. • Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Olympism, sportsmanship, fair play, respect, integrity, excellence, friendship, courage, determination, inspiration, equality, teamwork, cooperation, inclusion, citizenship, PED's, etiquette, campaigns, values.

Year 11– Topic 3

Topic Title	Unit R184: Contemporary Issues in Sport TA3: The Implications of Hosting a Major Sporting Event for a City or Country
Pupils will know	• Know the implications of hosting a major sporting event for a city or country. • Know what the features of a major sporting event are. • Know that there are 3 types of sporting events (regular events, one off events and regular/recurring events). • Know what the positive and negative pre-event aspects of hosting a major sporting event are. • Know that the benefits of hosting a major sporting event can lead to increased participation, new jobs, improved transport links and more funding for the hosts through sponsorship. • Know that the drawbacks to hosting major sporting events can include that only wealthy countries can afford to bid for major sporting events, high costs for the hosts, financial risks to those investing, potential for higher taxes and the jobs needed are only temporary. • Know that social benefits include improved infrastructure, improved national morale, increased media coverage, increased global reputation and increased national interest in sport. • Know that economic benefits include direct tourism, increased indirect tourism and increased short-term employment. • Know that drawbacks include increased traffic/litter/noise, potential for crime/terrorism, poor performance so reduced national morale, lack of investment in other areas and negative media coverage. • Know that the benefits for a host after an event include improved sports facilities, increased financial investment, improved infrastructure, increased participation in sport, increased profile of sport and increased global reputation. • Know that the drawbacks for a host include unused sports facilities, loss of money and reduced global reputation.
Pupils will know how to (procedural knowledge)	• Know how to identify the features of a major sporting event. • Know how to distinguish between regular, one-off and recurring sporting events. • Know how to explain the implications of hosting a major sporting event for a city or country. • Know how to describe the positive and negative aspects of hosting a major sporting event before it takes place. • Know how to explain the social, economic and sporting benefits of hosting a major sporting event. • Know how to explain the potential drawbacks of hosting a major sporting event for the host nation. • Know how to compare the benefits and drawbacks of hosting a major sporting event. • Know how to analyse the impact of hosting a major sporting event on individuals, communities and the host country. • Know how to use examples of major sporting events to support explanations and conclusions. • Know how to evaluate whether the overall impact of hosting a major sporting event is positive or negative, using evidence to justify a judgement.

Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Know the definition and features of a major sporting event. ● Know that sporting events can be categorised as regular events, one-off events and regular/recurring events. ● Know that hosting a major sporting event can have social, economic, environmental and sporting impacts on a city or country. ● Know the positive pre-event impacts of hosting a major sporting event, including increased participation, job creation, improved transport links and increased funding through sponsorship. ● Know the negative pre-event impacts of hosting a major sporting event, including high costs, financial risks, increased taxes, limited access for less wealthy countries and temporary employment opportunities. ● Know the social benefits of hosting a major sporting event, including improved infrastructure, increased national morale, greater media coverage, improved global reputation and increased interest in sport. ● Know the economic benefits of hosting a major sporting event, including direct tourism, indirect tourism and short-term employment opportunities. ● Know the potential drawbacks of hosting a major sporting event, including increased traffic, litter, noise, crime risks, terrorism threats, negative media coverage and reduced national morale. ● Know the long-term benefits of hosting a major sporting event, including improved sports facilities, increased investment, improved infrastructure, increased participation and enhanced global reputation. ● Know the long-term drawbacks of hosting a major sporting event, including unused facilities, financial losses and damage to global reputation. ● Know that the impact of hosting a major sporting event can vary depending on the success of planning, investment and long-term management.
Prior knowledge	● Students should build on and embed the physical development and skills learned in Key Stage 3 and Year 10. ● Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 and Year 10 to support and enhance their understanding. ● Students will build on their prior knowledge of all R187, R185 and R184 (TA1 and TA2) content. ● Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.
Future knowledge	● Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. ● Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. ● We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. ● Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Infrastructure, investment, tourism, economy, employment, regeneration, legacy, sustainability, environment, transport, facilities, sponsorship, volunteering, security, media coverage, scheduling.

Year 11– Topic 4

Topic Title	Unit R184: Contemporary Issues in Sport TA4: The Role of National Governing Bodies (NGB's) Play in the Development of their Sport
Pupils will know	• Know what National Governing Bodies or NGB's are in different sports such as the 'Lawn Tennis Association' (LTA), the 'Football Association' (FA) and the 'Rugby Football Union' (RFU). • Know that every sport in the UK has a National Governing Body. • Know that National Governing Bodies have responsibilities which include increasing participation, developing coaches/officials, organising tournaments/competitions, maintaining the rules of a sport and keeping everyone safe. • Know that National Governing Bodies can provide funding, insurance and technical guidance. • Know that National Governing Bodies are responsible for developing policies in different sports. • Know that National Governing Bodies aim to raise money to fund their sport through membership fees, public donations, grants, selling merchandise, sponsorship and TV rights. • Know that National Governing Bodies distribute some of the money they earn to elite performers, clubs and various initiatives.
Pupils will know how to (procedural knowledge)	• Know how to identify the role and purpose of National Governing Bodies (NGBs) within different sports. • Know how to recognise examples of NGBs from different sports, such as the Lawn Tennis Association (LTA), Football Association (FA) and Rugby Football Union (RFU). • Know how to explain the responsibilities of NGBs, including increasing participation, developing coaches and officials, organising competitions, maintaining rules and promoting safety. • Know how to explain how NGBs support the development and organisation of sport through funding, insurance and technical guidance. • Know how to analyse how NGB policies and initiatives aim to improve sport, such as anti-doping policies and participation programmes. • Know how to apply examples of NGB initiatives to explain how they address issues within sport. • Know how to explain how NGBs generate income through membership fees, donations, grants, merchandise, sponsorship and broadcasting rights. • Know how to analyse how NGB funding is distributed to support elite performers, clubs and sporting initiatives. • Know how to evaluate the effectiveness of NGBs in developing, promoting and governing their sport.
Core knowledge to know and remember to progress to later learning	• Know that National Governing Bodies (NGBs) are organisations responsible for managing and developing specific sports. • Know that each sport in the UK has a National Governing Body responsible for overseeing its development. • Know examples of NGBs from different sports, including the Lawn Tennis Association (LTA), Football Association (FA) and Rugby Football Union (RFU). • Know that NGBs are responsible for increasing participation and encouraging

(foundational knowledge)	more people to take part in their sport. ● Know that NGBs develop coaches and officials to improve the quality and safety of sporting experiences. ● Know that NGBs organise competitions and tournaments and ensure sporting rules are maintained. ● Know that NGBs promote safe participation through policies, guidance and regulations. ● Know that NGBs can provide funding, insurance and technical support to clubs, performers and organisations. ● Know that NGBs create policies and initiatives to address issues within sport, such as anti-doping policies and participation programmes. ● Know that NGBs raise income through membership fees, public donations, grants, merchandise sales, sponsorship and television rights. ● Know that NGBs use their income to support elite performers, clubs and sporting development initiatives. ● Know that NGBs play an important role in the growth, organisation and long-term success of sport.
Prior knowledge	● Students should build on and embed the physical development and skills learned in Key Stage 3 and Year 10. ● Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 and Year 10 to support and enhance their understanding. ● Students will build on their prior knowledge of all R187, R185 and R184 (TA1, TA2 and TA3) content. ● Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.
Future knowledge	● Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. ● Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. ● We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. ● Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	National Governing Body (NGB), participation, coaching, officiating, talent identification, talent development, competition, rules, regulations, funding, performance pathway, safeguarding, club, affiliation, development.

Year 11– Topic 5

Topic Title	**Unit R184: Contemporary Issues in Sport** **TA5: The Use of Technology in Sport**
Pupils will know	● Know that technology has been used to improve sport in different ways such as enhancing performance.

	● Know that examples of technology in sport include improved clothing, improved sports equipment, improved training methods/analysis, improved assistive technology, improved protective equipment and improved safety equipment. ● Know that technology has helped to increase safety in different sports. ● Know that technology has led to increased fair play and accuracy in different sports. ● Know that technology has improved the viewing experience for spectators such as the use of screens for TV replays in stadiums. ● Know what some of the positive effects of technology in sport are such as enhanced performance, lower risk of injury, quicker recovery from injury, more accurate decisions and improved technical analysis. ● Know what some of the negative effects of technology in sport are such as unequal access to the same quality of technology, increased costs of technology, availability/affordibility of technology, reduction in the flow of games and a negative influence on the decision making of an official.
Pupils will know how to (procedural knowledge)	● Know how to identify the different ways technology has improved sport, including performance, safety, equipment and spectator experiences. ● Know how to recognise examples of technology used in sport, such as improved clothing, sports equipment, training analysis, assistive technology and protective equipment. ● Know how to explain how technology can enhance performance and support athletes in training and competition. ● Know how to explain how technology can improve safety and reduce the risk of injury in sport. ● Know how to analyse how technology has increased fairness and accuracy in sporting decisions. ● Know how to explain how technology can improve the experience of spectators through features such as video replays and digital displays. ● Know how to evaluate the positive impacts of technology in sport, including improved performance, injury prevention, recovery, decision making and technical analysis. ● Know how to evaluate the negative impacts of technology in sport, including cost, unequal access, affordability issues, reduced flow of games and its influence on officials' decisions. ● Know how to compare the advantages and disadvantages of using technology in different sporting contexts. ● Know how to use examples of sporting technology to support explanations and evaluations.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Know that technology is used in sport to improve performance, safety, fairness and the spectator experience. ● Know that technology has developed across different areas of sport, including clothing, equipment, training methods, analysis, assistive technology and protective equipment. ● Know examples of sporting technology used to enhance performance, such as performance analysis systems and improved equipment. ● Know that technology can improve safety by reducing the risk of injury and supporting athlete protection. ● Know that technology can improve fairness and accuracy in sport through tools that support officials' decisions. ● Know that technology can enhance the spectator experience through features such as replays, screens and digital displays.

	● Know the positive impacts of technology in sport, including enhanced performance, reduced injury risk, quicker recovery, improved decision making and more detailed analysis. ● Know the negative impacts of technology in sport, including high costs, unequal access, affordability issues and potential disruption to sporting events. ● Know that access to advanced technology can create advantages for some performers, teams or nations. ● Know that technology can influence the role of officials and the decision-making process in sport. ● Know that the use of technology in sport involves balancing the benefits of improved performance and accuracy with potential disadvantages.
Prior knowledge	● Students should build on and embed the physical development and skills learned in Key Stage 3 and Year 10. ● Students will apply the theoretical knowledge developed through practical lessons in Key Stage 3 and Year 10 to support and enhance their understanding. ● Students will build on their prior knowledge of all R187, R185 and R184 (TA1, TA2, TA3 and TA4) content. ● Students will also draw upon their previous learning and practical experiences in football, rugby, table tennis, netball, hockey or athletics to support their understanding and application of theoretical concepts.
Future knowledge	● Students will develop a broad range of skills, techniques, knowledge and understanding that will prepare them for a variety of post-16 pathways, including A Level PE, BTEC Sport, Sports Apprenticeships, and university courses related to Physical Education and Sport. ● Beyond school, the PE department aims to inspire students to participate in physical activity and sports they enjoy, fostering a lifelong appreciation of sport and exercise. ● We hope students leave school with the confidence, motivation and knowledge to engage in regular physical activity as part of an active and healthy lifestyle. ● Ultimately, we aspire for students to continue exercising throughout their lives, recognising the positive impact it has on their physical, social and mental wellbeing.
Key vocabulary	Technology, Video Assistant Referee (VAR), Hawk-Eye, goal-line technology, performance analysis, GPS tracking, wearable technology, instant replay, officiating, accuracy, fairness, data analysis, innovation, spectator experience.