

<b>Term</b>	<b>Learning Outcome</b>	<b>Component</b>	<b>Teaching Content</b>	<b>Context</b>
<b>AUTUMN 1 Year 10</b> Component 1: Preparing Participants to Take Part in Sport and Physical Activity.	<b>Learning Outcome: A</b> Explore types and provision of sport and physical activity for different types of participant.	<b>A1 Types and providers of sport and physical activities</b>	<ol style="list-style-type: none"> <li>1.Types of sport and physical activity</li> <li>2. Benefits of taking part in sport</li> <li>3. Outdoor activities</li> <li>4. Benefits of taking part in outdoor activities</li> <li>5. Physical fitness activities</li> <li>6. Benefits of taking part in physical activities</li> <li>7. Provision of sport and physical activity</li> <li>8. Characteristics of the sectors</li> <li>9. Advantages and disadvantages of the provision of sport in each of the different sectors to the participant</li> </ol>	Learners will explore the different types of sport and physical activities that people may choose to take part in and will be able to compare and contrast the provision of these sports and physical activities from different sectors.
		<b>A2 Types and needs of sport and physical activity participants</b>	<ol style="list-style-type: none"> <li>1. Types of participant</li> <li>2. Participants of different ages</li> <li>3. Participants with disabilities</li> <li>4. Participants with long-term health conditions</li> <li>5. Physical activity needs of participants</li> </ol>	Learners will understand the characteristics of different types of participant and how this affects their different physical, social and mental health needs.
		<b>A3 Barriers to participation in sport and physical activity for different types of participant</b>	<ol style="list-style-type: none"> <li>1. Barriers to participation</li> <li>2. Cost of participation</li> <li>3. Access to sport or physical activity</li> <li>4. Time – lack of time due to other commitments</li> <li>5. Personal barriers</li> <li>6. Cultural barriers</li> </ol>	Learners will know about barriers to participation that can prevent some types of participant from taking part in regular sport and physical activity.
		<b>A4 Methods to address barriers to participation in sport and physical activity for different types of participant</b>	<ol style="list-style-type: none"> <li>1. Cost</li> <li>2. Access</li> <li>3. Time</li> <li>4. Personal barriers</li> <li>5. Cultural barriers:</li> </ol>	Learners will understand how different methods can be used to address these barriers to participation for different types of participant to increase participation in regular sport and physical activity.
	<b>Learning outcome B:</b> Examine equipment and technology required for participants to use when taking part in sport and physical activity	<b>B1 Different types of sports clothing and equipment required for participation in sport and physical activity</b>	<ol style="list-style-type: none"> <li>1. Clothing</li> <li>2. Footwear</li> <li>3. Sport-specific equipment</li> <li>4. Protection and safety equipment</li> <li>5. Equipment for people with disabilities or assistive technology</li> <li>6. Facilities</li> <li>7. Officiating equipment</li> <li>8. Performance analysis</li> </ol>	Learners will need to understand the different types of sports clothing and equipment and their uses for participation in different types of sports and physical activities.
<b>AUTUMN 2 Year 10</b> Component 1 Preparing Participants to Take Part in Sport and Physical Activity.		<b>B2 Different types of technology and their benefits to improve sport and physical activity participation and performance</b>	<ol style="list-style-type: none"> <li>1. Clothing to increase performance and experience</li> <li>2. Footwear</li> <li>3. Sport-specific equipment</li> <li>4. Protection and safety equipment</li> <li>5. Equipment for people with disabilities or assistive technology</li> <li>6. Facilities</li> <li>7. Officiating</li> <li>8. Performance analysis</li> </ol>	Learners will explore a range of different types of technology and its use in sport and physical activity to improve performance and participant experience.
		<b>B3 The limitations of using technology in sport and physical activity</b>	<ol style="list-style-type: none"> <li>1. Time</li> <li>2. Access to technology</li> <li>3. Cost of technology</li> <li>4. Accuracy of data provided by equipment</li> <li>5. Usability</li> </ol>	Learners will need to develop an understanding of the limitations that technology can have for sport and physical activity participation.

	<b>Learning outcome C:</b> Be able to prepare participants to take part in physical activity	<b>C1 Planning a warm-up</b>	<ol style="list-style-type: none"> <li>Types of activities in the pulse raiser</li> <li>Response of the cardiorespiratory system to the pulse raiser</li> <li>Response of the musculoskeletal system to the pulse raiser</li> <li>Types of activities in the mobiliser</li> <li>Response of the cardiorespiratory system to the mobiliser</li> <li>Response of the musculoskeletal system to the mobiliser</li> <li>Types of activities in the preparation stretch – activities to stretch the main muscles that will be used in the physical activity</li> <li>Response of the cardiorespiratory system to the preparation stretch</li> <li>Response of the musculoskeletal system to the preparation stretch</li> </ol>	Learners will know about the types of activities that should be included in a pulse raiser, a mobiliser and preparation stretch and be able to plan a warm-up to cover each component. They will also understand how the cardiorespiratory and musculoskeletal systems respond to each component of a warm-up.
		<b>C2 Adapting a warm-up for different categories of participants and different types of physical activities</b>	<ol style="list-style-type: none"> <li>Adapting warm-ups for different categories of participants</li> <li>Adapting the warm-up to make it specific to a physical activity:</li> </ol>	Learners will know how to adapt warm-up activities to make them appropriate for the needs of different types of participant and how to make the activities in a warm-up specific to different types of physical activity.
		<b>C3 Delivering a warm-up to prepare participants for physical activity</b>	<ol style="list-style-type: none"> <li>Organisation and demonstration of the warm-up activities</li> <li>Supporting participants as they take part in the warm-up</li> </ol>	Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity.
<b>SPRING 1 Year 10</b> PSA Component 1 Planning				
<b>SPRING 2 Year 10</b> PSA Component 1 completion				
<b>SUMMER 1 Year 10</b> Component 2: Taking Part and Improving Other Participants Sporting Performance	<b>Learning outcome A:</b> Understand how different components of fitness are used in different physical activities	<b>A1 Components of physical fitness</b>	<ol style="list-style-type: none"> <li>Aerobic endurance</li> <li>Muscular endurance</li> <li>Muscular strength</li> <li>Speed</li> <li>Flexibility</li> <li>Body composition</li> </ol>	Learners will know the definition of each component of physical fitness and their potential impact on sporting performance.
		<b>A2 Components of skill-related fitness</b>	<ol style="list-style-type: none"> <li>Power</li> <li>Agility</li> <li>Reaction time</li> <li>Balance</li> <li>Coordination</li> </ol>	Learners will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance.
	<b>Learning outcome B:</b> Be able to participate in sport and understand the roles and responsibilities of officials	<b>B1 Techniques, strategies and fitness required for different sports</b>	<ol style="list-style-type: none"> <li>Skills</li> <li>Strategies</li> <li>Isolated practice</li> <li>Competitive situation</li> </ol>	Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.

<p><b>SUMMER 2 Year 10</b></p> <p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p>		<p><b>B2 Officials in sport</b></p>	<ol style="list-style-type: none"> <li>1. Key officials and their roles in sports competitions</li> <li>2. Responsibilities of the officials</li> </ol>	<p>Learners will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles.</p>
		<p><b>B3 Rules and regulations in sports</b></p>	<ol style="list-style-type: none"> <li>1. Key rules and regulations as stated by the National Governing Body for the sport</li> <li>2. length of time for play</li> <li>3. scoring system</li> <li>4. playing area</li> <li>5. equipment</li> <li>6. starting and restarting play</li> <li>7. non-adherence to the rules</li> <li>8. application of rules and regulations by officials</li> </ol>	<p>Learners will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation.</p>
	<p><b>Learning outcome C:</b> Demonstrate ways to improve participants sporting techniques</p>	<p><b>C1 Planning drills and conditioned practices to develop participants' sporting skills</b></p>	<ol style="list-style-type: none"> <li>1. Drills that can be used to improve specific techniques in different sports</li> <li>2. Conditioned practices</li> <li>3. Demonstrations of the technique</li> <li>4. Teaching points</li> </ol>	<p>Learners will know how to work with sports participants to help to improve their sporting skills. They will be able to provide demonstrations of techniques used for different sports skills and provide teaching points to help to develop participants technique to perform the sports skill. They will know how to select and plan for different drills and conditioned practices to develop specific sports skills. Learners will also be able to set up each of the drills and support participants as they take part in the drills and conditioned practices to improve their sporting skills.</p>
		<p><b>C2 Drills to improve sporting performance</b></p>	<ol style="list-style-type: none"> <li>1. Organisation and demonstration of drills and conditioned practices to participants</li> <li>2. Supporting participants taking part in practical drills and conditioned practices:</li> </ol>	<p>Learners will understand how different drills and adapted games can improve sporting techniques and performance. They will also understand how to use each type of drill and adapted game to develop sporting technique for different types of participant. Learners will also know how to set up each of the drills and be able identify what pieces of equipment are needed for each drill.</p>

<b>SUMMER 2 Year 10</b>				
PSA Component 1 Planning				
<b>AUTUMN 1 Year 11</b>				
PSA Component 1 completion				
<b>AUTUMN 2 Year 11</b>				
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	<b>Learning Outcome A:</b> Explore the importance of fitness for sports performance	<b>A1 The importance of fitness for successful participation in sport</b>	<ol style="list-style-type: none"> <li>1. Types of sports requiring specific components of fitness <ol style="list-style-type: none"> <li>a) aerobic endurance</li> <li>b) muscular endurance</li> <li>c) muscular strength</li> <li>d) speed</li> <li>e) flexibility</li> <li>f) body composition</li> <li>g) power</li> <li>h) agility</li> <li>i) reaction time</li> <li>j) balance</li> <li>k) coordination</li> </ol> </li> </ol>	Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports.
		<b>A2 Fitness training principles</b>	<ol style="list-style-type: none"> <li>1. The basic principles of training <ol style="list-style-type: none"> <li>a) Frequency</li> <li>b) Intensity</li> <li>c) time</li> <li>d) type</li> </ol> </li> <li>2. Additional principles of training <ol style="list-style-type: none"> <li>a) progressive overload</li> <li>b) specificity</li> <li>c) individual differences</li> <li>d) reversibility</li> <li>e) variation</li> <li>f) rest and recovery</li> </ol> </li> </ol>	Learners need to be able to understand the principles of training and how they can be applied to training programmes.
		<b>A3 Exercise intensity and how it can be determined</b>	<ol style="list-style-type: none"> <li>1. Intensity</li> <li>2. Target zones and training thresholds</li> <li>3. The Borg (6–20) Rating of Perceived Exertion (RPE) Scale</li> <li>4. The relationship between RPE and heart rate</li> <li>5. Calculate 1RM for strength and 15RM for muscular endurance</li> <li>6. Technology to measure exercise intensity</li> </ol>	Learners will understand exercise intensity and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary.
	<b>Learning Outcome B:</b> Investigate fitness testing to determine fitness levels	<b>B1 Importance of fitness testing and requirements for administration of each fitness test</b>	<ol style="list-style-type: none"> <li>1. Reasons for fitness testing</li> <li>2. Pre-test procedures</li> <li>3. Knowledge of published standard test methods and equipment</li> <li>4. Accurate measurement and recording of test results</li> <li>5. Basic processing of test results for interpretation (using published data tables)</li> <li>6. Ability to safely select appropriate test(s) for given purposes, situations and/or participants</li> <li>7. Reliability of test</li> <li>8. Validity of results</li> <li>9. Practicality</li> </ol>	Learners will be able to understand the purpose of fitness testing, know how to administer and select fitness tests for different types of sports and participants and interpret the fitness test results.

<p><b>SPRING 1 Year 11</b></p> <p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p>		<p><b>B2 Fitness test methods for components of physical fitness</b></p>	<ol style="list-style-type: none"> <li>1. Aerobic endurance</li> <li>2. Muscular endurance</li> <li>3. Flexibility</li> <li>4. Speed</li> <li>5. Muscular strength</li> <li>6. Body composition:</li> </ol>	<p>Learners should know which fitness tests are appropriate to test for each component of physical fitness. Learners should also understand the practicality and validity of these tests for each component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.</p>
		<p><b>B3 Fitness test methods for components of skill-related fitness</b></p>	<ol style="list-style-type: none"> <li>1. Agility</li> <li>2. Balance</li> <li>3. Coordination</li> <li>4. Power</li> <li>5. Reaction time:</li> </ol>	<p>Learners should know which fitness tests are appropriate to test for each component of skill-related fitness. Learners should also understand the practicality and validity of these tests for each component of skill-related fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.</p>
		<p><b>B4 Interpretation of fitness test results</b></p>	<ol style="list-style-type: none"> <li>1. Comparison to normative published data</li> <li>2. Analyse and evaluate test results</li> <li>3. Recommendations for improvements to fitness performer based on test results</li> </ol>	<p>Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results.</p>
	<p><b>Learning Outcome C</b> Investigate different fitness training methods</p>	<p><b>C1 Requirements for each of the following fitness training methods</b></p>	<ol style="list-style-type: none"> <li>1. Warm-up prior to taking part in the fitness training method</li> <li>2. Cool down after taking part in the fitness training method</li> <li>3. Linking each fitness training method to the associated component of fitness</li> <li>4. Application of the basic (FITT) and additional principles of training to each fitness training method</li> <li>5. Application of appropriate training intensities to fitness training methods.</li> </ol>	<p>Learners should know how to carry out fitness training safely and effectively as part of a training programme.</p>
<p><b>SPRING 2 Year 11</b></p> <p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p>		<p><b>C2 Fitness training methods for physical components of fitness</b></p>	<ol style="list-style-type: none"> <li>1. Aerobic endurance</li> <li>2. Flexibility</li> <li>3. Muscular endurance</li> <li>4. Muscular strength training</li> <li>5. Speed</li> </ol>	<p>Learners should be able to suggest and justify appropriate physical fitness training methods that could be used for specific sports participants for different ages and different sporting abilities.</p>

		<b>C3 Fitness training methods for skill-related components of fitness</b>	<ol style="list-style-type: none"> <li>1. Agility</li> <li>2. Power</li> <li>3. Balance</li> <li>4. Coordination</li> <li>5. Reaction time</li> </ol>	Learners should be able to suggest and justify appropriate skill-related fitness training methods that could be used for specific sports participants that are different ages and different sporting abilities.
		<b>C4 Additional requirements for each of the fitness training methods</b>	Advantages and disadvantages – to include number of people that can take part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport.	
		<b>C5 Provision for taking part in fitness training methods</b>	<ol style="list-style-type: none"> <li>1. Public provision</li> <li>2. Private provision</li> <li>3. Voluntary provision</li> </ol>	Learners should know about the providers of fitness training and how their provision varies in relation to types of equipment available, cost, other support available and access.
<b>SUMMER 1 Year 11</b>		<b>C6 The effects of long-term fitness training on the body systems</b>	<ol style="list-style-type: none"> <li>1. Aerobic endurance training</li> <li>2. Flexibility training</li> <li>3. Muscular endurance training</li> <li>4. Muscular strength and power training</li> <li>5. Speed training</li> </ol>	Learners should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness.
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	<b>Learning Outcome D</b> Investigate fitness programming to improve fitness and sports performance	<b>D1 Personal information to aid training fitness programme design</b>	<ol style="list-style-type: none"> <li>1. Aims</li> <li>2. Objectives</li> <li>3. Lifestyle and physical activity history</li> <li>4. Attitudes, the mind and personal motivation for training.</li> </ol>	
		<b>D2 Fitness programme design</b>	<ol style="list-style-type: none"> <li>1. Use personal information to aid training programme design</li> <li>2. Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness.</li> <li>3. Application of the FITT principles and additional principles of training</li> </ol>	
		<b>D3 Motivational techniques for fitness programming</b>	<ol style="list-style-type: none"> <li>1. Definition of motivation</li> <li>2. Types of motivation</li> <li>3. Principles of setting goals to increase and direct motivation</li> <li>4. Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER)</li> <li>5. Influence of goal setting on motivation</li> <li>6. Benefits of motivation on the sports performer:</li> </ol>	