

Unit	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
Component 1	<p>Learning Aim A: Explore types and provision of sport and physical activity for different types of participant.</p> <p>Learning Aim B: Examine equipment and technology required for participants to use when taking part in sport and physical activity.</p> <p>Learning Aim C: Be able to prepare participants to take part in physical activity</p>	<p>Learning Aim A:</p> <ul style="list-style-type: none"> Types and providers of sport and Physical activity Types and needs of sport and Physical activity Barriers to participation and methods to address barriers <p>Learning Aim B:</p> <ul style="list-style-type: none"> Different types of sport clothing and equipment Different types of technology and their benefits Limitations of technology <p>Learning Aim C:</p> <ul style="list-style-type: none"> Planning a warmup Adapting a warmup for different participants Delivering a warmup 	<p>Students are encouraged to use Tier 2 vocabulary that can be used across all three components.</p> <p>Keywords: Individual Sport Team sport Recreational Disability Inclusivity Warm up Pliability Synovial fluid Cardiovascular Respiratory musculoskeletal</p>	<p>Students are assessed through internally marked coursework (Pearson-moderated). Students complete written assignments, applying their knowledge and explaining development across life stages and how life events impact individuals.</p>	<p>Science (Biology) Fitness Testing & Body Systems – Measure students’ cardiovascular fitness (e.g., beep test) and analyse results while linking to the heart, lungs, and muscles. Muscle Groups & Injury – Identify muscle groups used in specific sports and explore how overuse or injury affects performance.</p> <p>Maths Data Analysis of Performance – Record scores, timings, or distances in sports drills, then calculate averages, percentages, or graphs.</p> <p>DT/ICT Technology in Sport – Use video analysis or apps to evaluate technique in real time, linking ICT to performance improvement.</p>	<p>Real world application</p> <p>Reflective practice</p> <p>Synoptic learning</p> <p>Professional Communication</p>	<p>SMSC- Teamwork, fair play, reflection on personal goals, and awareness of inclusion and diversity in sport. Think Careers- Students explore real-world sports contexts, learn about roles in coaching, leisure, sports science, and technology Big Think- Component 1 promotes critical thinking by encouraging pupils to analyse, compare, and evaluate sports provision, participant needs, and the impact of physical activity on health and society. Earthshot-Students consider environmental sustainability in sport, including eco-friendly equipment and venue usage.</p>	<p>Component 1 is taught first to provide students with the foundational knowledge needed for later practical work. It introduces types of sports, participant needs, equipment, and safe participation, ensuring students understand preparation and the impact of activity on the body. This knowledge can then be applied in Component 2, supporting a spiral curriculum, reinforcing learning, and building confidence before engaging in practical and leadership tasks.</p>
Component 2	<p>Learning Aim A: Understand how different components of fitness are used in different physical activities.</p> <p>Learning Aim B: Be able to participate in sport and understand the roles and responsibilities of officials.</p> <p>Learning Aim C: Demonstrate ways to improve participants sporting techniques</p>	<p>Learning Aim A:</p> <ul style="list-style-type: none"> Components of physical fitness Components of skill-related fitness <p>Learning Aim B:</p> <ul style="list-style-type: none"> Techniques, strategies and fitness required for sport Officials in sport Rules and regulations in sport <p>Learning Aim C:</p> <ul style="list-style-type: none"> Planning drills and conditioned practices Drills to improve sporting performance 	<p>Students are encouraged to use Tier 2 vocabulary that can be used across all three components.</p> <p>Keywords: Technique Components of fitness Coaching Feedback Demonstration Official Referee Umpire</p>	<p>Students are assessed through internally marked coursework (Pearson-moderated). Students complete written assignments, applying their knowledge and understanding of services and barriers, and how professionals can demonstrate care values and the importance of these.</p>	<p>Science Biology / Anatomy & Physiology: Understanding how muscles, energy systems and fitness components affect performance.</p> <p>English / Literacy Report Writing: Writing clear evaluations of performance improvement strategies. Communication: Instructional language used when coaching or explaining drills.</p> <p>Geography / Environmental Awareness Outdoor Conditions: Linking sport performance to environmental factors like weather, terrain and sustainability of facilities.</p>	<p>Real world application</p> <p>Reflective practice</p> <p>Synoptic learning</p> <p>Professional Communication</p>	<p>SMSC- Teamwork, fair play, reflection on personal goals, and awareness of inclusion and diversity in sport. Think Careers- Students explore real-world sports contexts, learn about roles in coaching, leisure, sports science, and technology Big Think- Component 2 promotes critical thinking by encouraging pupils to analyse, compare, and evaluate sports provision, participant needs, and the impact of physical activity on health and society. Earthshot-Students consider environmental sustainability in sport, including eco-friendly equipment and venue usage.</p>	<p>Component 2 is taught second to build on the knowledge gained in Component 1. Students apply their understanding of participant needs, safe preparation, and equipment to practical participation, coaching, and performance improvement. This progression from theory to practice reinforces learning through the spiral curriculum and allows students to develop practical, leadership, and evaluative skills in a structured and supported way.</p>

Unit	Topic	Disciplinary Knowledge	Vocabulary	Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
Component 3	<p>Learning Aim A: Explore the importance of fitness for sports performance</p> <p>Learning Aim B: Investigate fitness testing to determine fitness levels</p> <p>Learning Aim C: Investigate different fitness training methods</p> <p>Learning Aim D: Investigate fitness programming to improve fitness and sports performance</p>	<p>Learning Aim A:</p> <ul style="list-style-type: none"> The importance of fitness Fitness training principles Exercise intensity and how it can be determined <p>Learning Aim B:</p> <ul style="list-style-type: none"> Importance of fitness testing and requirements for administration of each fitness test Fitness test methods for components of physical fitness Fitness test methods of skill-related fitness Interpretation of fitness test results <p>Learning Aim C:</p> <ul style="list-style-type: none"> Requirements for each of the following fitness training methods Fitness training methods for physical and skill components of fitness The effects of long-term fitness training on the body systems. <p>Learning Aim D:</p> <ul style="list-style-type: none"> Personal information to aid fitness training programme design Fitness programme design Motivational techniques for fitness programming 	<p>Students are encouraged to use Tier 2 vocabulary that can be used across all three components.</p> <p>Exam command words: Assess Complete table (X) by stating Describe Draw Evaluate Explain Give Identify State/Name Which</p> <p>Keywords: Overload Specificity Recovery Reversibility Exercise intensity Goal setting Principles</p>	<p>Students are assessed through an external written exam, set and marked by Pearson. Students will have to analyse health information and demonstrate understanding of health and wellbeing through short answer questions and case-study based tasks.</p>	<p>Science Biology / Anatomy & Physiology: How body systems work, fitness components, training adaptations.</p> <p>Maths Data analysis & statistics: Recording tests, calculating averages, interpreting graphs. Measurement & ratios: Heart rate zones, distances, times, percentages.</p>	<p>Real world application</p> <p>Reflective practice</p> <p>Synoptic learning</p> <p>Professional Communication</p>	<p>SMSC- Component 3 develops self-reflection, fairness, teamwork, leadership, responsibility, cultural awareness, ethical behaviour, resilience, motivation, and support for others. Think Careers- Develops understanding of the knowledge and skills needed for sports roles. (Eg: Coach, Teacher, Nutritionist, Personal Trainer) Big Think- Big Think questions in sport explore performance, health, leadership, ethics, teamwork, culture, technology, resilience, and societal impact. Earthshot- Students consider environmental sustainability in sport, including eco-friendly equipment and venue usage.</p>	<p>Component 3 is taught last as the synoptic element, allowing students to consolidate and apply the knowledge and skills gained in Components 1 and 2. By this stage, they can integrate theory, practical performance, and leadership experiences, while developing independent research, evaluation, and reflective skills. Teaching Component 3 last ensures students are fully prepared to complete assessments confidently and demonstrates a logical progression from foundation to practical application to higher-level analysis.</p>