

Yate Academy - Curriculum Long Term Plan
Subject: Physical Education



Curriculum Statement

At the heart of our Physical Education curriculum is the commitment to developing young people into well-rounded, active individuals with a lifelong passion for sport and physical activity. We believe that participation in physical education plays a crucial role in shaping students into responsible, resilient, and confident adults, promoting physical, social, and emotional wellbeing.

Our curriculum is designed to provide a range of opportunities that nurture students as learners, leaders, competitors, teammates, and individuals. Through a variety of sport and physical activities, students will develop key skills in movement, performance, and excellence, always striving to realise their full potential. We emphasize the importance of not only achieving physical competence but also fostering health, wellbeing, and personal development at every level of ability.

YEAR 7 PHYSICAL EDUCATION CURRICULUM MAPS 2025-26

Group	Lesson	Staff Initials	Module 1 (7 weeks)	Module 2 (7 weeks +1)	Module 3 (6 weeks)	Module 4 (6 weeks)	Module 5 (3 weeks)	Module 6 (6 weeks)	Module 7 (4 weeks)
7APE1	1 We P4 1 Th P3 2 Tu P2	SRE SRE SRE	Introduction to PE/Rugby	Core Skills Gym	Football	Team Building/Fitness 4 Life	Cricket	Sports Day Preparation	Cricket
7APE2	1 We P4 1 Th P3 2 Tu P2	LBE CSM IWO	Introduction to PE/Netball	Football	Core Skills Gym	Fitness 4 Life/Team Building	Cricket	Sports Day Preparation	Rounders
7BPE1	1 Mo P1 1 We P1 2 Tu P1	SRE SRE SRE	Introduction to PE/Rugby	Core Skills Gym	Football	Fitness 4 Life/Team Building	Cricket	Sports Day Preparation	Cricket
7BPE2	1 Mo P1 1 We P1 2 Tu P1	GMA GMA GMA	Introduction to PE/Netball	Football	Core Skills Gym	Team Building/Fitness 4Life	Cricket	Sports Day Preparation	Rounders
7BPE3	1 Mo P1 1 We P1 2 Tu P1	IWO IWO IWO	Introduction to PE/Core Skills Gym	Invasion Games	Team Building	Fitness4Life	Rounders	Sports Day Preparation	Rounders

YEAR 8 PHYSICAL EDUCATION CURRICULUM MAPS 2025-26

Group	Leson	Staff Initials	Module 1 (7 weeks)	Module 2 (6 weeks +1)	Module 3 (6 weeks)	Module 4 (6 weeks)	Module 5 (3 weeks)	Module 5 (6 weeks)	Module 6 (4 weeks)
8APE1	2 Mo P3 2 We P1 2 Fr P5	SRE SRE SRE	Invasion Games Rugby	Core Skills Gym	Football	Baasketball	Cricket	Sports Day Preparation	Cricket
8APE2	2 Mo P3 2 We P1 2 Fr P5	IWO IWO IWO	Invasion Games Netball	Football	Core Skills Gym	Fitness 4 Life	Cricket	Sports Day Preparation	Rounders
8BPE1	1 Th P2 2 Mo P4 2 Th P5	JMA SRE SRE	Invasion Games Rugby	Core Skills Gym	Football	Basketball	Cricket	Sports Day Preparation	Cricket
8BPE2	1 Th P2 2 Mo P4 2 Th P5	LBE LBE IWO	Invasion Games Netball	Football	Core Skills Gym	Fitness 4 Life	Cricket	Sports Day Preparation	Rounders
8BPE3	1 Th P2 2 Mo P4 2 Th P5	CSM JMA CSM	Core Skills Gym	Invasion Games	Sports Leadership	Fitnes 4 Life	Rounders	Sports Day Preparation	Rounders

YEAR 9 PHYSICAL EDUCATION CURRICULUM MAPS 2025-26

Group	Lesson	Staff Initials	Module 1 (7 weeks)	Module 2 (6 weeks +1)	Module 3 (6 weeks)	Module 4 (6 weeks)	Module 5 (3 weeks)	Module 5 (6 weeks)	Module 6 (4 weeks)
9APE1	1 Mo P5 1 Th P1 2 Th P3	JMA JMA JMA	Invasion Games Rugby	Core Skills Gym	Football	Basketball	Cricket	Sports Day Preparation	Cricket
9APE2	1 Mo P5 1 Th P1 2 Th P3	IWO IWO CSM	Invasion Games Netball	Football	Core Skills Gym	Fitness 4 Life	Cricket	Sports Day Preparation	Rounders
9BPE1	1 We P2 1 Th P4 2 Th P2	SRE SRE SRE	Invasion Games Rugby	Core Skills Gym	Football	Basketball	Cricket	Sports Day Preparation	Cricket
9BPE2	1 We P2 1 Th P4 2 Th P2	GMA IWO GMA	Invasion Games Netball	Football	Core Skills Gym	Fitness 4 Life	Cricket	Sports Day Preparation	Rounders
9BPE3	1 We P2 1 Th P4 2 Th P2	CSM CSM CSM	Core Skills Gym	Invasion Games	Sports Leadership	Fitness 4 Life	Rounders	Sports Day Preparation	Rounders

YEAR 10 PHYSICAL EDUCATION CURRICULUM MAPS 2025-26

Group	Lesson	Staff Initials	Module 1 (7 weeks)	Module 2 (6 weeks +1)	Module 3 (6 weeks)	Module 4 (6 weeks)	Module 5 (3 weeks)	Module 5 (6 weeks)	Module 6 (4 weeks)
10APE1	1 Fr P3 2 Tu P4	SRE SRE	Rugby	Basketball	Football	Fitness	Cricket	Sports Day Preparation	Cricket
10APE2	1 Fr P3 2 Tu P4	IWO IWO	Netball	Football	Zumba	Basketball	Cricket	Sports Day Preparation	Rounders
10APE3	1 Fr P3 2 Tu P4	LBE CSM	Basketball	Fitness	Badminton	Zumba Fitness	Rounders	Sports Day Preparation	Rounders
10BPE1	1 We P5 2 Fr P1	SRE SRE	Rugby	Basketball	Football	Fitness	Cricket	Sports Day Preparation	Cricket
10BPE2	1 We P5 2 Fr P1	GMA GMA	Netball	Football	Zumba Fitness	Basketball	Cricket	Sports Day Preparation	Rounders

YEAR 11 PHYSICAL EDUCATION CURRICULUM MAPS 2025-26

Group	Lesson	Staff Initials	Module 1 (7 weeks)	Module 2 (6 weeks +1)	Module 3 (6 weeks)	Module 4 (6 weeks)	Module 5 (6 weeks)
11APE1	2 We P3	SRE	Rugby	Basketball	Football	Fitness	Cricket
11APE2	2 We P3	GMA	Netball	Football	Zumba	Basketball	Rounders
11APE3	2 We P3	LBE	Basketball	Fitness	Badminton	Fitness	Rounders
11BPE1	2 Fr P4	JMA	Rugby	Basketball	Football	Fitness	Cricket
11BPE2	2 Fr P4	LBE	Netball	Football	Zumba	Basketball	Rounders

	Year 10	Year 11
Term 1	<p>1. Preparing to take part in sport and physical activity</p> <p>A. Explore types and provision of sport and physical activity for different types of participant</p> <ul style="list-style-type: none"> • Types and providers of sport and physical activities • Types and needs of sport and physical activity participants • Barriers to participation in sport and physical and physical activity for different types of participant • Methods to address barriers to participation in sport and physical and physical activity for different types of participant <p>C Be able to prepare participants to take part in sport and physical activity.</p> <ul style="list-style-type: none"> • Planning a warm-up 	<p>3. Developing Fitness to improve other participants performance in sport and physical activity</p> <p>A3 Exercise intensity and how it can be determined</p> <p>B. Investigate fitness testing to determine fitness levels</p> <p>B1 Importance of fitness testing and requirements for administration of each fitness test</p> <ul style="list-style-type: none"> • Why Fitness Test • Pre Test Procedures • Reliability and Practicality of Fitness Testing • Validity of Fitness Tests • Fitness Testing, Training and Long Term Effects on the Body • Body Composition, Aerobic Endurance and Muscular Strength
Term 2	<p>1. Preparing to take part in sport and physical activity</p> <p>B. Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <ul style="list-style-type: none"> • Different types of sport clothing and equipment required for participation in sport and physical activity • Different types of technology and their benefits to improve sport and physical activity participation and performance • The limitations of using technology in sport and physical activity <p>C Be able to prepare participants to take part in sport and physical activity.</p> <ul style="list-style-type: none"> • Planning a warm-up • Adapting a warm-up for different categories of participants and 	<p>3. Developing Fitness to improve other participants performance in sport and physical activity</p> <ul style="list-style-type: none"> • Fitness Testing, Training and Long Term Effects on the Body • Speed, Muscular Endurance, Flexibility <p>Component 2 Resit 15th December</p>

	<p>different types of physical activities</p> <ul style="list-style-type: none"> Delivering a warm-up to prepare participants for physical activity <p>Component 1 Deadline 15th December</p>	
Term 3	<p>2. Taking part and improving other participants sporting performance</p> <p>A. Understand how different components of fitness are used in different physical activities</p> <ul style="list-style-type: none"> Components of physical fitness Components of skill-related fitness <p>C. Demonstrate ways to improve participants' sporting techniques.</p> <ul style="list-style-type: none"> Planning drills and conditioned practices to develop participants' sporting skills Drills to improve sporting performance 	<p>3. Developing Fitness to improve other participants performance in sport and physical activity</p> <ul style="list-style-type: none"> Fitness Testing, Training and Long Term Effects on the Body Coordination, Reaction Time, Agility, Power, Balance <p>D3 Motivational techniques for fitness programming</p> <ul style="list-style-type: none"> Types of Motivation Goal Setting <p>6 Markers. How to answer the two six marker questions.</p>
Term 4	<p>2. Taking part and improving other participants sporting performance</p> <p>B. Be able to participate in sport and understand the roles and responsibilities of officials</p> <ul style="list-style-type: none"> Techniques, strategies and fitness required for different sports Officials in sport Rules and regulations in sport <p>C. Demonstrate ways to improve participants' sporting techniques.</p> <ul style="list-style-type: none"> Planning drills and conditioned practices to develop participants' sporting skills 	<p>3. Developing Fitness to improve other participants performance in sport and physical activity</p> <p>C5 Provision for taking part in fitness training methods</p> <p>D. investigate fitness programming to improve fitness and sports performance</p> <p>D1 Personal information to aid fitness training programme design</p> <p>D2 Fitness programme design</p>

	<ul style="list-style-type: none"> • Drills to improve sporting performance 	
<p>Term 5</p>	<p>2. Taking part and improving other participants sporting performance</p> <p>C. Demonstrate ways to improve participants' sporting techniques.</p> <ul style="list-style-type: none"> • Planning drills and conditioned practices to develop participants' sporting skills • Drills to improve sporting performance <p>3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <ul style="list-style-type: none"> • Introduction to Fitness test methods for components of physical fitness <p>Component 2 Deadline 15th May</p>	<p>Revision:</p> <p>Recall structure COF, Testing, Training, Effects on Body</p> <p>Structuring 2 marker and 6 marker questions</p> <p>BTEC Sport Exam May 8th</p> <p>Component 2 Resit May 15th</p>
<p>Term 6</p>	<p>3. Developing Fitness to improve other participants performance in sport and physical activity</p> <p>A Explore the importance of fitness for sports performance</p> <p>A1 The importance of fitness for successful participation in sport</p> <ul style="list-style-type: none"> • BASS FM • CRAP B <p>A2 Fitness training principles</p> <ul style="list-style-type: none"> • Basic Principles of Training • Additional Principles of Training 	

	Sixth Form Btec Sport Extended Certificate	Examination Units
	Year 12	Year 13
Term 1	<p>A: The effects of exercise and sports performance on the skeletal system</p> <p>A1: Structure of skeletal system:</p> <ul style="list-style-type: none"> ● Major bones ● Type of bone ● Areas of the skeleton ● Curvature of the spine ● Process of bone growth <p>A2: Function of skeletal system:</p> <ul style="list-style-type: none"> ● Functions of the skeleton ● Functions of different types of bone. <p>A3: Joints:</p> <ul style="list-style-type: none"> ● Joints of the upper and lower skeleton ● Classification of joints ● Types of synovial joints ● Structure and function ● Range of movement at synovial joints. <p>A4: Responses of the skeletal system to a single sport or exercise session:</p> <ul style="list-style-type: none"> ● Mineral uptake. 	<p><u>UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING</u></p> <p>A Examine lifestyle factors and their effect on health and well-being</p> <p>A1 Positive lifestyle factors and their effects on health and well-being -</p> <ul style="list-style-type: none"> ● Understand the importance of lifestyle factors in the maintenance of health and well-being. <p>A2 Negative lifestyle factors and their effects on health and well-being</p> <ul style="list-style-type: none"> ● Understand the factors contributing to an unhealthy lifestyle. <p>A3 Lifestyle modification techniques</p> <ul style="list-style-type: none"> ● Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours. <p>B Understand the screening processes for training programming</p> <p>B1 Screening Processes -</p> <ul style="list-style-type: none"> ● Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know

A5: Adaptations of the skeletal system to exercise:

- Skeletal adaptations.
- Bone density
- Increased strength of ligaments

A6: Additional factors affecting the skeletal system:

- Skeletal disease - Arthritis & Osteoporosis
- Age

B - The effects of exercise and sports performance on the muscular system

B1: Characteristics and function of different types of muscles:

- Cardiac
- Skeletal
- Smooth.

B2: Major skeletal muscles of the muscular system:

- Major muscles

B3: Antagonistic muscle pairs:

- Agonist
- Antagonist
- Synergist
- Fixator

B4: Types of skeletal muscle contraction:

- Isometric
- Concentric
- Eccentric

when to refer the individual to a doctor.

B2 Health monitoring tests

- Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.

B3 Interpreting the results of health monitoring tests

- Be able to interpret health monitoring data against health norms and make judgements.

C Understand programme-related nutritional needs

C1 Common terminology

- Understand common nutritional terminology.

C2 Components of a balanced diet

- Understand the requirements of a balanced diet

C3 Nutritional strategies for individuals taking part in training programmes

	<p>B5: Fibre types:</p> <ul style="list-style-type: none"> ● Characteristics of type I ● Characteristics of type IIa and IIb ● Nervous control of muscle contraction <p>B6: Responses of the muscular system to a single sport or exercise session:</p> <ul style="list-style-type: none"> ● Increased blood supply ● Increased muscle temperature ● Increased muscle pliability ● Lactate ● Microtears <p>B7: Adaptations of the muscular system to exercise:</p> <ul style="list-style-type: none"> ● The impact of adaptation of the system on exercise and sports performance. <p>B8: Additional factors affecting the muscular system:</p> <ul style="list-style-type: none"> ● Age – effect of the aging process on loss of muscle mass ● Cramp – involuntary sustained skeletal muscle contraction. 	
<p>Term 2</p>	<p>C The effects of exercise and sports performance on the respiratory system</p> <p>C1: Structure of the respiratory system:</p> <ul style="list-style-type: none"> ● Nasal cavity ● Epiglottis ● Pharynx ● Larynx ● Trachea ● Bronchus 	<p><u>D Examine training methods for different components of fitness</u></p> <p>D1 Components of fitness to be trained</p> <ul style="list-style-type: none"> ● Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context. <p>D1.1 Skill-related fitness</p> <ul style="list-style-type: none"> ● Understand the components of skill-related fitness and

- Bronchioles
- Lungs
- Alveoli
- Diaphragm
- thoracic cavity
- intercostal muscles (external and internal)

C2: Function:

- Mechanisms of breathing (inspiration and expiration) at rest and during exercise
- Gaseous exchange

C3: Lung volumes:

- Tidal volume
- Vital capacity
- Residual volume
- Total lung volume
- Pulmonary ventilation (VE).

C4: Control of breathing:

- Neural
- Chemical

C5: Responses of the respiratory system to a single sport or exercise session:

- Increase in breathing rate
- Creased tidal volume

C6: Adaptations of the respiratory system to exercise:

- Increased vital capacity
- Increased strength of the respiratory muscles

the application of each component in a fitness training context.

D2 Training methods for physical fitness-related components

D2.1 Aerobic endurance training methods

- Aerobic endurance training methods and their application to a practical context.

D2.2 Muscular strength training methods

- Muscular strength training methods and their application to a practical context

D2.3 Muscular endurance training methods -

- Muscular endurance training methods and their application to a practical context.

D2.4 Core stability training methods

- Core stability training methods and their application to a practical context.

D2.5 Flexibility training methods

- Flexibility training methods and their application to a practical context.

D2.6 Speed training methods

- Speed training methods and their application to a practical context.

D3 Training methods for skill-related fitness components

D3.1 Agility training methods

- Increase in oxygen and carbon dioxide diffusion rate

C7: Additional factors affecting the respiratory system:

- Asthma
- Effects of altitude/partial pressure on the respiratory system

D: The effects of sport and exercise performance on the cardiovascular system

D1: Structure of the cardiovascular system:

- Structure of the cardiovascular system
- Structure of blood vessels
- Composition of blood

D2: Function of the cardiovascular system:

- Delivery of oxygen and nutrients
- Removal of waste products – carbon dioxide and lactate
- Fight infection
- Clot blood
- Thermoregulation – vasoconstriction, vasodilation of blood vessels

D3: Nervous control of the cardiac cycle:

- Sinoatrial node (SAN)
- Atrioventricular node (AVN)
- Bundle of His
- Purkinje fibres
- Effect of the sympathetic and parasympathetic nervous system

- Agility training methods and their application to a practical context.

D3.2 Balance training methods

- Balance training methods and their application to a practical context.

D3.3 Coordination training methods -

- Coordination training methods and their application to a practical context.

D3.4 Reaction time training methods

- Reaction time training methods and their application to a practical context.

D3.5 Power training methods

- Power training methods and their application to a practical context.

E Understand training programme design

E1 Principles of fitness training programme design

- Be able to design a fitness training programme including all the major components.

D: The effects of sport and exercise performance on the cardiovascular system

D4: Responses of the cardiovascular system to a single sport or exercise session:

- Anticipatory increase in heart rate prior to exercise
- Increased heart rate
- Increased cardiac output
- Increased blood pressure
- Redirection of blood flow

D5: Adaptations of the cardiovascular system to exercise:

- Cardiac hypertrophy
- Increase in resting and exercising stroke volume
- Decrease in resting heart rate
- Capillarisation of skeletal muscle and alveoli
- Reduction in resting blood pressure
- Decreased heart rate recovery time
- Increase in blood volume

D6: Additional factors affecting the cardiovascular system:

- Sudden arrhythmic death syndrome (SADS)
- High blood pressure/low blood pressure
- Hyperthermia/hypothermia

E: The effects of exercise and sports performance on the energy systems

E1: The role of ATP in exercise:

- Immediately accessible form of energy for exercise
- Breakdown and resynthesis of ATP for muscle contraction

	<p>E2: The ATP-PC (alactic) system in exercise and sports performance:</p> <ul style="list-style-type: none"> ● Anaerobic ● Chemical source (phosphate and creatine) ● Resynthesis of ATP ● Recovery time ● Contribution to energy for exercise and sports performance. <p>E3: The lactate system in exercise and sports performance:</p> <ul style="list-style-type: none"> ● Anaerobic ● Process of anaerobic glycolysis ● Recovery time ● Contribution to energy for exercise and sports performance <p>E4: The aerobic system in exercise and sports performance:</p> <ul style="list-style-type: none"> ● Aerobic site of reaction ● food fuel source ● process of aerobic glycolysis, Krebs cycle, electron transport chain ● recovery time ● contribution to energy for exercise and sports performance 	
<p>Term 4</p>	<p>E: The effects of exercise and sports performance on the energy systems</p> <p>E5: Adaptations of the energy system to exercise:</p> <ul style="list-style-type: none"> ● ATP-PC ● increased creatine stores ● lactate system ● Increase tolerance to lactate ● Aerobic energy system 	

- Increased use of fats as an energy source
- increased storage of glycogen
- increased numbers of mitochondria.

E6: Additional factors affecting the energy systems:

- Diabetes (hypoglycaemic attack)
- Children's lack of lactate system

Sixth Form Btec Sport Extended Certificate Coursework Units

Year 12

Year 13

Term 1

UNIT 5: APPLICATION OF FITNESS TESTING

Learning aim A: Understand the principles of fitness testing

A1 Validity of fitness tests

• Understand what validity means and the application to fitness testing. • Validity of fitness test for different sports performers.

A2 Reliability of fitness tests • Understanding of what reliability means. • Benchmarking data. • Methods of ensuring reliability pre-test, e.g. calibration of the equipment, warm-up, fitness test technique practice. • Methods of ensuring reliability during the test, e.g. skill level of the administrator, adherence to test protocol, constant conditions, appropriate rest period between tests.

A3 Practicality and suitability of fitness tests • Factors affecting the practicality of fitness tests – cost, time, equipment, facility. • Suitability – the appropriateness of the test for the sport, sports performer, fitness levels of the performer.

A4 Ethical issues associated with fitness screening

Learners should ensure they follow the appropriate ethical procedures with participants before and during fitness testing. • Informed consent form, reasons for terminating a test. • Pre-test preparation, e.g. appropriate rest, no exercise before test, appropriate hydration levels, suitable warm-up for selected tests. • Data protection – recording results, confidentiality of data, storage of data. • Ethical clearance for test. • Ensuring the welfare of the

UNIT 3: PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY

Learning aim A: Understand the career and job opportunities in the sports industry

A1 Scope and provision of the sports industry - The size, breadth and geographic spread of the sports industry, locally and nationally and factors that affect sports provision and employment opportunities.

A2 Careers and jobs in the sports industry

A3 Professional training routes, legislation, skills in the sports industry

A4 Sources of continuing professional development (CPD) - Maintaining professional development in specific career pathways.

	<p>subject throughout the test procedures.</p>	
<p>Term 2</p>	<p>Learning aim B: Explore fitness tests for different components of fitness</p> <p>Test protocol, equipment required for each test, safe and effective administration of the fitness test, correct units of measurement and suitability of each test for a range of sports performers and fitness levels.</p> <p>B1 Fitness tests to assess components of physical fitness</p> <ul style="list-style-type: none"> • Flexibility – sit and reach, shoulder flex test, calf muscle flexibility test, trunk rotation test. • Strength – 1RM tests, grip dynamometer, seven stage abdominal strength test. • Aerobic endurance – multi-stage fitness test, maximal oxygen consumption test (VO2 max), 12-minute Cooper test, Harvard step test, Rockport walk test. • Speed – sprint tests over 20 metres, 30 metres, 40 metres, 50 metres, 60 metres. • Muscular endurance – one-minute press-up, one-minute sit-up, wall sit test. • Body composition – skinfold calipers, bioelectrical impedance analysis, <p>body mass index (BMI), girth measurements.</p>	<p>Learning aim B: Explore own skills using a skills audit to inform a career development action plan</p> <p>B1 Personal skills audit for potential careers - Producing a personal skills audit against a chosen career pathway.</p> <p>B2 Planning personal development towards a career in the sports industry</p> <p>B3 Maintaining a personal portfolio/record of achievement and experience Personal portfolio/record of achievement:</p>

	<p>B2 Fitness tests to assess components of skill-related fitness</p> <ul style="list-style-type: none"> • Agility – Illinois agility run test, T-test, side-step test. • Balance – stork stand test, beam walk. • Co-ordination – wall-toss test. • Power – vertical jump test, standing long jump test, Margaria-Kalamen power test, seated medicine ball throw, cricket ball throw test, Wingate test. • Reaction time – ruler drop test. 	
<p>Term 3</p>	<p>B3 Planning of tests</p> <ul style="list-style-type: none"> • Subject requirements – for a particular sport/physical activity, age, gender, physical activity levels. • Selection of appropriate fitness tests – suitability, validity, reliability, practicality, sequence of tests, resources. • Test procedure – demonstration, instruction, practice. • Health and safety – subject screening, informed consent, pre-test warm-up. <p>B4 Administration of tests</p> <ul style="list-style-type: none"> • Role of tester – organise equipment and facility, motivator – prepare client for tests (warm-up, client consultation and pre-test procedures), maintaining a good rapport with client, recording of results. • Responsibilities of tester – observation of tests, correct 	<p>Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>C1 Job applications - Selection of a job role in a suitable career pathway, identified from skills audit and CDAP and then preparation of all the relevant documents:</p> <p>C2 Interviews and selected career pathway-specific skills</p>

	<p>technique, client needs, suitable testing for age, sport and fitness levels.</p> <ul style="list-style-type: none"> • Pre-test checks – on equipment, on client, recording documentation. 	
<p>Term 4</p>	<p>Learning aim C: Undertake evaluation and feedback of fitness test results</p> <p>C1 Produce a fitness profile for a selected sports performer</p> <p>Interpret results against normative data:</p> <ul style="list-style-type: none"> • comparison and making judgements against peers, sports performers, <p>norms for elite athletes, in line with accepted health ranges</p> <ul style="list-style-type: none"> • suitability of fitness test selection. 	<p>Learning aim D: Reflect on the recruitment and selection process and your individual performance</p> <p>D1 Review and evaluation</p> <p>D2 Updated SWOT and action plan</p>
<p>Term 5</p>	<p>C2 Providing feedback to a selected sports performer</p> <ul style="list-style-type: none"> • Method of feedback (verbal, written). • Test results. 	

	<ul style="list-style-type: none"> • Levels of fitness. • Strengths and areas for improvement. • Suggest and justify appropriate recommendations for improvements to develop each component of fitness tested. 	
Term 6	<p>C2 Providing feedback to a selected sports performer</p> <ul style="list-style-type: none"> • Strengths and areas for improvement. • Suggest and justify appropriate recommendations for improvements to develop each component of fitness tested. 	

Curriculum Impact - How do you know students know more and remember more as a result of your curriculum?

At Yate Academy, the impact of our Physical Education curriculum is measured by how well our students develop and retain the knowledge, skills, and behaviours needed to lead active, healthy lives—both now and into adulthood.

We know that students **know more and remember more** through a carefully sequenced curriculum that builds on prior learning and revisits key concepts over time. Core knowledge around movement, tactics, fitness, health, and leadership is embedded throughout a progressive and inclusive programme of study. This enables students to make meaningful connections across multiple sports and physical disciplines, both practically and theoretically.

Evidence of Impact Includes:

- **BTEC Sport performance:** Assignment work and controlled assessments at Key Stage 4 provide clear evidence of students' ability to analyse and evaluate their knowledge in applied contexts.
- **Consistent progress in physical skills and fitness:** Students demonstrate improved competence in fundamental movement skills, sport-specific techniques, and tactical understanding across both Key Stage 3 and 4.
- **Knowledge recall and application:** Through regular low-stakes quizzes, class discussions, and practical demonstrations, students confidently recall key terminology, rules, and health-related concepts, and apply them in real-world and sporting contexts.
- **Leadership and personal development:** Students take on roles such as coaches, officials, and sports leaders. This fosters confidence, communication, collaboration, and resilience—evidenced through peer feedback, staff observations, and student leadership roles in lessons and events.
- **Assessment for learning:** Teachers use a combination of formative assessment strategies—including observation, questioning, and peer/self-evaluation—alongside summative assessments to track progress and inform teaching. This ensures all students are supported and challenged effectively.
- **Pupil voice:** Student feedback demonstrates that learners can articulate what they've learned, understand its relevance to their lives, and increasingly make informed choices about their health and physical activity.
- **Engagement and participation:** High levels of student engagement in PE lessons, enrichment clubs, inter-house competitions, and wider extra-curricular sport reflect a sustained and growing passion for physical activity, teamwork, and

personal development.

By the end of their PE journey at Yate Academy, students are equipped not only with the practical skills and academic knowledge to progress in further study but also with the personal qualities to lead healthy, active, and fulfilling lives. With **resilience, leadership, and citizenship** at the heart of their learning, they are prepared to contribute positively to society and thrive beyond school.