

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Rugby</p> <p><b>Knowledge and skills covered:</b></p> <ul style="list-style-type: none"> <li>• Passing</li> <li>• Tacking</li> <li>• Rucking</li> <li>• Evasion</li> <li>• Scrummaging</li> </ul> <p>Personal Development:</p> <ul style="list-style-type: none"> <li>- Resilience</li> <li>- Team work</li> <li>- Discipline</li> <li>- Leadership</li> </ul> <p>SOL Intent:</p> <p>We want to promote a love of physical activity and to help students discover their own passions which they can pursue outside of education, to ensure they lead a healthy active lifestyle.</p>	<p>Topic: Gymnastics</p> <p><b>Knowledge and skills covered:</b></p> <ul style="list-style-type: none"> <li>• Individual balances</li> <li>• Paired balances</li> <li>• Group balances</li> <li>• Travelling</li> <li>• Rolls</li> <li>• Jumping</li> </ul> <p>Personal Development;</p> <ul style="list-style-type: none"> <li>- Creativity</li> <li>- Reliability</li> <li>- Time management</li> <li>- Self-control</li> </ul> <p>SOL Intent:</p> <p>We want to give our learners an opportunity to be creative and find an activity they are passionate about, so that they can lead a healthy active lifestyle once they finish their education.</p>	<p>Topic: Netball</p> <p><b>Knowledge and skills covered:</b></p> <ul style="list-style-type: none"> <li>• Footwork</li> <li>• Positioning</li> <li>• Passing</li> <li>• Dodging</li> <li>• Shooting</li> </ul> <p>Personal Development:</p> <ul style="list-style-type: none"> <li>- Team work</li> <li>- Problem solving</li> <li>- Honesty</li> <li>- Fairness</li> </ul> <p>SOL Intent:</p> <p>We want to promote a love of physical activity and to help students discover their own passions which they can pursue outside of education, to ensure they lead a healthy active lifestyle.</p>	<p>Topic: Football</p> <p><b>Knowledge and skills covered:</b></p> <ul style="list-style-type: none"> <li>• Passing</li> <li>• Tackling</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Heading</li> <li>• Positioning</li> <li>• Play patterns</li> </ul> <p>Personal Development:</p> <ul style="list-style-type: none"> <li>- Adaptability</li> <li>- Team work</li> <li>- Communication</li> <li>- Integrity</li> </ul> <p>SOL Intent:</p> <p>We want to promote a love of physical activity and to help students discover their own passions which they can pursue outside of education, to ensure they lead a healthy active lifestyle.</p>	<p>Topic: Athletics</p> <p><b>Knowledge and skills covered:</b></p> <ul style="list-style-type: none"> <li>• Running-Long distance</li> <li>• Running- short</li> <li>• Throwing- Javelin</li> <li>• Throwing- Discus</li> <li>• Throwing- Shot</li> <li>• Jumping- High jump</li> <li>• Jumping- Long jump</li> </ul> <p>Personal Development:</p> <ul style="list-style-type: none"> <li>- Determination</li> <li>- Ambition</li> <li>- Responsibility</li> <li>- Self-motivation</li> </ul> <p>SOL Intent:</p> <p>It is important learners understand the requirements of performing at maximal levels and the values of sportsmanship when competing against others.</p>	<p>Topic: Rounders</p> <p><b>Knowledge and skills covered:</b></p> <ul style="list-style-type: none"> <li>• Standard bowling</li> <li>• Tactical bowling</li> <li>• Throwing</li> <li>• Catching</li> <li>• Batting</li> <li>• Strategy</li> </ul> <p>Personal Development;</p> <ul style="list-style-type: none"> <li>- Team work</li> <li>- Communication</li> <li>- Focus</li> <li>- Compassion</li> </ul> <p>SOL Intent:</p> <p>We want to promote a love of physical activity and to help students discover their own passions which they can pursue outside of education, to ensure they lead a healthy active lifestyle.</p>
<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates some core skills for the activity in isolation and under competitive pressure in</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates most core skills and some advanced skills for the activity in isolation and during routine performances.</li> <li>- Applies appropriate levels of difficulty to the movements within their sequences and includes a high level of creativity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates many core skills and few advanced skills for the activity in isolation.</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates some core skills for the activity in isolation and under competitive pressure in</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates some core skills for the activity in isolation and under competitive pressure in</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates appropriate levels of physical fitness and psychological control to perform effectively.</li> <li>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness.</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> <li>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates some core skills for the activity in isolation and under competitive pressure in</li> </ul>

<p>authentic performance situations</p> <p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p> <p><b>Transition:</b></p> <p>- Sometimes demonstrates some core skills for the activity in isolation, but rarely in competitive situations.</p> <p>- Infrequently applies team strategies/tactics/compositional ideas, highlighting a slight understanding of the activity.</p>	<p>- Applies appropriate levels of difficulty to the movements within their sequences and includes a level of creativity within their routines.</p> <p><b>Transition:</b></p> <p>- Demonstrates some core skills for the activity in isolation and during routine performances.</p> <p>- Sometimes applies appropriate levels of difficulty to the movements within their sequences and includes a moderate level of creativity within their routines.</p>	<p>authentic performance situations</p> <p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p> <p><b>Transition:</b></p> <p>- Sometimes demonstrates some core skills for the activity in isolation, but rarely in competitive situations.</p> <p>- Infrequently applies team strategies/tactics/compositional ideas, highlighting a slight understanding of the activity.</p>	<p>authentic performance situations</p> <p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p> <p><b>Transition:</b></p> <p>- Sometimes demonstrates some core skills for the activity in isolation, but rarely in competitive situations.</p> <p>- Infrequently applies team strategies/tactics/compositional ideas, highlighting a slight understanding of the activity.</p>	<p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity.</p> <p><b>Transition:</b></p> <p>- Demonstrates limited physical fitness and psychological control during performance.</p> <p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p>	<p>authentic performance situations</p> <p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p> <p><b>Transition:</b></p> <p>- Sometimes demonstrates some core skills for the activity in isolation, but rarely in competitive situations.</p> <p>- Infrequently applies team strategies/tactics/compositional ideas, highlighting a slight understanding of the activity.</p>
<b>Summative Assessment:</b> Competitive match play	<b>Summative Assessment:</b> Production of a routine	<b>Summative Assessment:</b> Competitive match play	<b>Summative Assessment:</b> Competitive match play	<b>Summative Assessment:</b> Competitive events.	<b>Summative Assessment:</b> Competitive match play

**End of Year Milestones/Outcomes:**

**Accelerated:** Demonstrates all core skills and many advanced skills in isolation and under competitive pressure in authentic performance. Core skills are performed consistently with a very good standard of accuracy, control and fluency. The advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency. Learner demonstrates appropriate levels of physical fitness and psychological control to perform very effectively some of the time. The student successfully selects and uses appropriate skills on some occasions and applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.

**Main:** Demonstrates most core skills and some advanced skills in isolation and under competitive pressure in authentic performance situations. Core skills are performed consistently with a good standard of accuracy, control and fluency. The advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency. Demonstrates appropriate levels of physical fitness and psychological control to perform effectively. The student successfully selects and uses appropriate skills on some occasions and applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.

**Transition:** Demonstrates many core skills and few advanced skills in isolation and under competitive pressure in authentic performance situations. Core skills are performed with limited consistency and some accuracy, control and fluency. The advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency. Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness. Student Selects and uses appropriate skills on some occasions and sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity.

Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Fitness	Topic: Badminton	Topic: Handball	Topic: Dance	Topic: Athletics	Topic: Cricket
<b><u>Knowledge and skills covered:</u></b>	<b><u>Knowledge and skills covered:</u></b>	<b><u>Knowledge and skills covered:</u></b>	<b><u>Knowledge and skills covered:</u></b>	<b><u>Knowledge and skills covered:</u></b>	<b><u>Knowledge and skills covered:</u></b>
<ul style="list-style-type: none"> <li>• Testing</li> <li>• CV endurance</li> </ul>	<ul style="list-style-type: none"> <li>• Backhand serving</li> <li>• Forehand serving</li> </ul>	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Running-Long distance</li> </ul>	<ul style="list-style-type: none"> <li>• Fielding</li> <li>• Throwing</li> </ul>

<ul style="list-style-type: none"> <li>• Muscular endurance</li> <li>• Flexibility</li> <li>• Strength</li> <li>• Speed</li> <li>• Agility</li> <li>• Nutrition</li> </ul> <p>Personal Development;</p> <ul style="list-style-type: none"> <li>- Self control</li> <li>- Determination</li> <li>- Perseverance</li> <li>Self confidence</li> </ul> <p>SOL Intent: We want to promote a love of physical activity and to help students discover their own passions which they can pursue outside of education, to ensure they lead a healthy active lifestyle.</p>	<ul style="list-style-type: none"> <li>• Overhead clear</li> <li>• Dropshot</li> <li>• Lob</li> <li>• Tactics</li> </ul> <p>Personal Development;</p> <ul style="list-style-type: none"> <li>- Respect</li> <li>- Honesty</li> <li>- Patience</li> </ul> <p>Confidence</p> <p>SOL Intent: We want to promote a love of physical activity and to help students discover their own passions which they can pursue outside of education, to ensure they lead a healthy active lifestyle.</p>	<ul style="list-style-type: none"> <li>• Blocking</li> <li>• Defending</li> <li>• Dribbling</li> <li>• Blocking</li> <li>• Tactics</li> <li>• Outwitting opponents</li> </ul> <p>Personal Development;</p> <ul style="list-style-type: none"> <li>- Leadership</li> <li>- Creativity</li> <li>- Generosity</li> <li>- Truthful</li> </ul> <p>SOL Intent: We want to promote a love of physical activity and to help students discover their own passions which they can pursue outside of education, to ensure they lead a healthy active lifestyle.</p>	<ul style="list-style-type: none"> <li>• Mirror, match and cannon</li> <li>• Travel, jump, turn, gesture.</li> <li>• Speed, level and structure</li> <li>• Collaboration work</li> </ul> <p>Personal Development:</p> <ul style="list-style-type: none"> <li>- Creativity</li> <li>- Collaboration</li> <li>- Critical thinking</li> <li>- Commitment</li> </ul> <p>SOL Intent: We want to give our learners an opportunity to be creative and find an activity they are passionate about, so that they can lead a healthy active lifestyle once they finish their education.</p>	<ul style="list-style-type: none"> <li>• Running– short</li> <li>• Throwing– Javelin</li> <li>• Throwing– Discus</li> <li>• Throwing– Shot</li> <li>• Jumping– High jump</li> <li>• Jumping– Long jump</li> </ul> <p>Personal Development;</p> <ul style="list-style-type: none"> <li>- Dedication</li> <li>- Critical thinking</li> <li>- Optimistic</li> </ul> <p>SOL Intent: We want to promote a love of physical activity and to help students discover their own passions which they can pursue outside of education, to ensure they lead a healthy active lifestyle.</p>	<ul style="list-style-type: none"> <li>• Catching</li> <li>• Bowling</li> <li>• Bowling adaptations</li> <li>• Batting (defensive)</li> <li>• Batting (attacking)</li> </ul> <p>Personal Development;</p> <ul style="list-style-type: none"> <li>- Positivity</li> <li>- Compassion</li> <li>- Communication</li> <li>- Problem solving</li> </ul> <p>SOL Intent: We want to promote a love of physical activity and to help students discover their own passions which they can pursue outside of education, to ensure they lead a healthy active lifestyle.</p>
<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively some of the time.</li> <li>- Successfully selects and uses appropriate technique on many occasions.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates moderate levels of physical fitness and psychological control to perform effectively.</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance.</li> <li>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance.</li> <li>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates most core skills and some advanced skills for the activity in isolation and during routine performances.</li> <li>- Applies appropriate levels of difficulty to the movements within their sequences and includes a high level of creativity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates many core skills and few advanced skills for the activity in isolation.</li> <li>- Applies appropriate levels of difficulty to the movements within their sequences and</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively some of the time.</li> <li>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates appropriate levels of physical fitness and psychological control to perform effectively.</li> <li>- Applies appropriate team strategies/tactics/compositional</li> </ul>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance.</li> <li>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity.</li> </ul> <p><b>MPA:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.</li> </ul>

<p>- Successfully selects and uses appropriate techniques on some occasions.</p> <p><b>LPA:</b></p> <p>- Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness.</p> <p>- Selects and uses appropriate techniques on some occasions.</p>	<p>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</p> <p><b>Transition:</b></p> <p>- Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations</p> <p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p>	<p>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</p> <p><b>Transition:</b></p> <p>- Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations</p> <p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p>	<p>includes a level of creativity within their routines.</p> <p><b>Transition:</b></p> <p>- Demonstrates some core skills for the activity in isolation and during routine performances.</p> <p>- Sometimes applies appropriate levels of difficulty to the movements within their sequences and includes a moderate level of creativity within their routines</p>	<p>ideas demonstrating a good understanding of the activity.</p> <p><b>Transition:</b></p> <p>- Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness.</p> <p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity.</p>	<p>- Applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</p> <p><b>Transition:</b></p> <p>- Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations</p> <p>- Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p>
<p><b>Summative Assessment:</b></p> <p>Fitness testing.</p>	<p><b>Summative Assessment:</b></p> <p>Competitive gameplay</p>	<p><b>Summative Assessment:</b></p> <p>Competitive gameplay.</p>	<p><b>Summative Assessment:</b></p> <p>Production of a dance routine.</p>	<p><b>Summative Assessment:</b></p> <p>Competitive events</p>	<p><b>Summative Assessment:</b></p> <p>Competitive match play.</p>
<p style="text-align: center;"><b>End of K.S. Milestones/Outcomes:</b></p> <p><b>Accelerated:</b> Demonstrates all core skills and nearly all advanced skills in isolation and under competitive pressure in authentic performance situations. Core skills are performed consistently with an excellent standard of accuracy, control and fluency. The advanced skills demonstrated are performed consistently with an excellent standard of accuracy, control and fluency. Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively nearly all of the time. The student successfully selects and uses appropriate skills on many occasions and applies appropriate strategies/tactics/compositional ideas demonstrating a very good understanding of the activity.</p> <p><b>Main:</b> Demonstrates all core skills and many advanced skills in isolation and under competitive pressure in authentic performance. Core skills are performed consistently with a very good standard of accuracy, control and fluency. The advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency. Learner demonstrates appropriate levels of physical fitness and psychological control to perform very effectively some of the time. The student successfully selects and uses appropriate skills on some occasions and applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</p> <p><b>Transition:</b> Demonstrates most core skills and some advanced skills in isolation and under competitive pressure in authentic performance situations. Core skills are performed consistently with a good standard of accuracy, control and fluency. The advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency. Demonstrates appropriate levels of physical fitness and psychological control to perform effectively. The student successfully selects and uses appropriate skills on some occasions and applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity.</p>					

Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Unit 1: Fitness for sport and exercise.</p> <p>Learning Aim A: Components of fitness &amp; determining exercise intensity.</p> <p><b>Knowledge and skills covered:</b></p> <p>A.1 Components of physical fitness.</p> <p>A.2 Components of skill-related fitness.</p> <p>A.3 Why fitness components are important for successful Participation.</p> <p><b>SOL Intent:</b></p> <p>Learners will be able to lead a healthy active lifestyle as they will understand which components of fitness to develop and the relevant training zone to do so.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know the definitions of the physical and skill related components of fitness and to be able to apply them to sporting examples, justifying their importance.  <b>MPA:</b> To know the definitions of the physical and skill related components of fitness and to</p>	<p>Topic: Unit 1: Fitness for sport and exercise.</p> <p>Learning Aim A: Components of fitness &amp; determining exercise intensity.</p> <p><b>Knowledge and skills covered:</b></p> <p>A.4 Exercise intensity and how it can be determined.</p> <p>A.5 The basic principles of training (FITT).</p> <p>A.6 Additional principles of training</p> <p><b>SOL Intent:</b></p> <p>Learners will be able to lead a healthy active lifestyle as they will understand which components of fitness to develop and the relevant training zone to do so as well as the principles which need to be considered when creating a training programme.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know how to calculate the aerobic and anaerobic training zones. To know the basic and additional principles of training. To be able to apply the correct exercise intensity to appropriate athletes and effectively apply the principles</p>	<p>Topic: Unit 1: Fitness for sport and exercise.</p> <p>Learning Aim B: Training methods.</p> <p><b>Knowledge and skills covered:</b></p> <p>B.1 Requirements for each of the fitness training methods.</p> <p>B.2 Additional requirements for each of the fitness training Methods.</p> <p>B.3 Fitness training methods;</p> <ul style="list-style-type: none"> <li>- Flexibility training</li> <li>- Strength, muscular endurance and power training.</li> </ul> <p><b>SOL Intent:</b></p> <p>Learners will be able to go and use these methods of training to improve their own levels of fitness, to increase their chances of living a healthy active lifestyle.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know the health and safety considerations when fitness testing. The methods used to test flexibility, strength, muscular endurance and power. To be able to evaluate each method with regards to their advantages and disadvantages.</p>	<p>Topic: Unit 1: Fitness for sport and exercise.</p> <p>Learning Aim B: Training methods.</p> <p><b>Knowledge and skills covered:</b></p> <p>B.1 Requirements for each of the fitness training methods.</p> <p>B.2 Additional requirements for each of the fitness training Methods.</p> <p>B.3 Fitness training methods;</p> <ul style="list-style-type: none"> <li>- Aerobic endurance training.</li> <li>- Speed training.</li> </ul> <p><b>SOL Intent:</b></p> <p>Learners will be able to go and use these methods of training to improve their own levels of fitness, to increase their chances of living a healthy active lifestyle.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know the health and safety considerations when fitness testing. The methods used to test aerobic endurance and speed. To be able to evaluate each method with regards to their advantages and disadvantages.</p>	<p>Topic: Unit 1: Fitness for sport and exercise.</p> <p>Learning Aim C: Fitness testing.</p> <p><b>Knowledge and skills covered:</b></p> <p>C.1 Fitness test methods for components of fitness.</p> <p><b>SOL Intent:</b></p> <p>Learners need to know the importance of validity, reliability and practicality of tests in all walks of life.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To be able to select the most appropriate fitness tests for different sports people and to be able to administer the tests appropriately accounting for validity, reliability and practicality.  <b>MPA:</b> To know which fitness tests apply to which</p>	<p>Topic: Unit 1: Fitness for sport and exercise.</p> <p>Learning Aim C: Fitness testing.</p> <p><b>Knowledge and skills covered:</b></p> <p>C.2 Importance of fitness testing to sports performers and coaches.</p> <p>C.3 Requirements for administration of each fitness test.</p> <p>C.4 Interpretation of fitness test results</p> <p><b>SOL Intent:</b></p> <p>Learners need to know the importance of validity, reliability and practicality of tests in all walks of life.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know the pre-test procedures and justify their importance. To be able to justify the importance of fitness testing for athletes and coaches and to be able to interpret the results of tests and be able to create an appropriate training programme based on them.</p>

<p>be able to describe how they link to sporting examples.  <b>Transition:</b> To recognise the definitions of the physical and skill related components of fitness and to be able to link them to sports performers.</p>	<p>of training to a training programme.  <b>MPA:</b> To know how to calculate the aerobic and anaerobic training zones and know the basic and additional principles of training and to be able to apply them to a training programme.  <b>Transition:</b> To know the aerobic and anaerobic training thresholds as well as the basic and additional principles of training.</p>	<p><b>MPA:</b> To know the health and safety considerations when fitness testing. The methods used to test flexibility, strength, muscular endurance and power. To be able to explain the advantages and disadvantages of the different methods.  <b>Transition:</b> To know the health and safety considerations when fitness testing. The methods used to test flexibility, strength, muscular endurance and power. To be able to identify the different method with regards to their advantages and disadvantages.</p>	<p><b>MPA:</b> To know the health and safety considerations when fitness testing. The methods used to test aerobic endurance and speed. To be able to explain the advantages and disadvantages of the different methods.  <b>Transition:</b> To know the health and safety considerations when fitness testing. The methods used to test aerobic endurance and speed. To be able to identify the different method with regards to their advantages and disadvantages.</p>	<p>components of fitness and to be able to administer the tests appropriately accounting for validity, reliability and practicality.  <b>Transition:</b> To know which fitness tests apply to which components of fitness and to know how to administer the tests appropriately.</p>	<p><b>MPA:</b> To know the pre-test procedures and explain their importance. To be able to explain the importance of fitness testing for athletes and coaches and to be able to interpret the results of tests and be able to make valid recommendations for a training programme.  <b>Transition:</b>  To know the pre-test procedures their importance. To be able to describe the importance of fitness testing for athletes and coaches and to be able to interpret the results of tests and be able to make suggestions for the athletes training programme.</p>
<p>Summative Assessment:  D.I.R.T task  Post assessment</p>	<p>Summative Assessment:  Post assessment</p>	<p>Summative Assessment:  D.I.R.T task  Post assessment</p>	<p>Summative Assessment:  Post assessment</p>	<p>Summative Assessment:  D.I.R.T task  Post assessment</p>	<p>Summative Assessment:  Post assessment</p>

**End of Year Milestones/Outcomes:**

**HPA:** To know how to create an appropriate training programme for an athlete based on the results of the fitness tests that they have administered independently.

**MPA:** To know which training methods are best suited to an athlete and to be able to administer the appropriate fitness tests to them with some support. Learners can interpret the results of the tests they have administered.

**Transition:** To know which components of fitness apply to different sports people, how they are developed with different training methods and the ways in which they are tested.

Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Unit 1: Fitness for sport and exercise.</p> <p>Learning Aim A: Components of fitness &amp; determining exercise intensity.</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>A.1 Components of physical fitness.</p> <p>A.2 Components of skill-related fitness.</p> <p>A.3 Why fitness components are important for successful Participation.</p> <p>A.4 Exercise intensity and how it can be determined.</p> <p>A.5 The basic principles of training (FITT).</p> <p>A.6 Additional principles of training</p> <p><b>SOL Intent:</b></p> <p>Learners will be able to lead a healthy active lifestyle as they will understand which components of fitness to develop and the relevant training zone to do so.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know the definitions of the physical and skill related components of fitness and to be able to apply them to sporting examples, justifying</p>	<p>Topic: Unit 1: Fitness for sport and exercise.</p> <p>Learning Aim B: Training methods.</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>B.1 Requirements for each of the fitness training methods.</p> <p>B.2 Additional requirements for each of the fitness training Methods.</p> <p>B.3 Fitness training methods;</p> <ul style="list-style-type: none"> <li>- Flexibility training</li> <li>- Strength, muscular endurance and power training.</li> <li>- Aerobic endurance training.</li> <li>- Speed training.</li> </ul> <p><b>SOL Intent:</b></p> <p>Learners will be able to go and use these methods of training to improve their own levels of fitness, to increase their chances of living a healthy active lifestyle.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To know the health and safety considerations when fitness testing. The methods used to test flexibility, strength, muscular endurance and</p>	<p>Topic: Unit 1: Fitness for sport and exercise.</p> <p>Learning Aim C: Fitness testing.</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>C.1 Fitness test methods for components of fitness.</p> <p>C.2 Importance of fitness testing to sports performers and coaches.</p> <p>C.3 Requirements for administration of each fitness test.</p> <p>C.4 Interpretation of fitness test results</p> <p><b>SOL Intent:</b></p> <p>Learners need to know the importance of validity, reliability and practicality of tests in all walks of life.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To be able to select the most appropriate fitness tests for different sports people and to be able to administer the tests appropriately accounting</p>	<p>Topic: Unit 5: Sports Performer in Action.</p> <p>1: Your Body Responding and Adapting to Exercise</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>A.1 Short-term effects of exercise on the musculoskeletal system.</p> <p>A.2 Short-term effects of exercise on the cardiorespiratory system.</p> <p><b>SOL Intent:</b></p> <p>Learners develop a greater understanding of the way their body reacts to exercise and the reasons why, meaning they have a greater understanding of the importance of regular exercise.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> Using three different sports activities, compare and contrast how the musculoskeletal and cardiorespiratory</p>	<p>Topic: Unit 5: Sports Performer in Action</p> <p>1: Your Body Responding and Adapting to Exercise</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>A.3 Long-term adaptations of the musculoskeletal system.</p> <p>A.4 Long-term adaptations of the cardiorespiratory system:</p> <p><b>SOL Intent:</b></p> <p>Learners develop a greater understanding of the way their body adapts to prolonged periods of exercise and the reasons why, meaning they have a greater understanding of the importance of regular exercise.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> Using three different sports activities, compare and contrast how the musculoskeletal and</p>	<p>Topic: Unit 5: Sports Performer in Action</p> <p>2: Energy for Sports Performance</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>B.1 The anaerobic energy system – not using oxygen.</p> <p>B.2 ATP-CP/lactic acid anaerobic system.  Knowledge and skills covered</p> <p>B.3 Glycolysis/lactic acid anaerobic system.</p> <p>B.4 The aerobic energy system – using oxygen.</p> <p><b>SOL Intent:</b></p> <p>It develops learner understanding of the way their body works and the way in which it transfers the nutrients we put in to our body in to energy, hopefully giving them a better understanding of the importance of a healthy balanced diet.</p> <p><b>Milestones/outcomes:</b>  <b>HPA:</b> To be able to describe the function of the three energy systems in the production and release of energy for sports performance To be able to</p>

<p>their importance. Know how to calculate the aerobic and anaerobic training zones. To know the basic and additional principles of training. To be able to apply the correct exercise intensity to appropriate athletes and effectively apply the principles of training to a training programme.</p> <p><b>MPA:</b> To know the definitions of the physical and skill related components of fitness and to be able to describe how they link to sporting examples. To know how to calculate the aerobic and aerobic training zones and know the basic and additional principles of training and to be able to apply them to a training programme.</p> <p><b>Transition:</b> To recognise the definitions of the physical and skill related components of fitness and to be able to link them to sports performers. To know the aerobic and anaerobic training thresholds as well as the basic and additional principles of training.</p>	<p>power, aerobic endurance and speed. To be able to evaluate each method with regards to their advantages and disadvantages.</p> <p><b>MPA:</b> To know the health and safety considerations when fitness testing. The methods used to test flexibility, strength, muscular endurance and power, aerobic endurance and speed. To be able to explain the advantages and disadvantages of the different methods.</p> <p><b>Transition:</b> To know the health and safety considerations when fitness testing. The methods used to test flexibility, strength, muscular endurance and power, aerobic endurance and speed. To be able to identify the different method with regards to their advantages and disadvantages.</p>	<p>for validity, reliability and practicality. To know the pre-test procedures and justify their importance. To be able to justify the importance of fitness testing for athletes and coaches and to be able to interpret the results of tests and be able to create an appropriate training programme based on them.</p> <p><b>MPA:</b> To know which fitness tests apply to which components of fitness and to be able to administer the tests appropriately accounting for validity, reliability and practicality. To know the pre-test procedures and explain their importance. To be able to explain the importance of fitness testing for athletes and coaches and to be able to interpret the results of tests and be able to make valid recommendations for a training programme.</p> <p><b>Transition:</b> To know which fitness tests apply to which components of fitness and to know how to administer the tests appropriately. To know the pre-test procedures their importance. To be able to describe the importance of fitness testing for athletes and coaches and to be able to interpret the results of tests and be able to make suggestions for the athletes training programme.</p>	<p>systems respond to exercise.</p> <p><b>MPA:</b> To be able to explain responses of the musculoskeletal and cardiorespiratory systems to short-term exercise.</p> <p><b>Transition:</b> Describe ways in which the musculoskeletal and cardiorespiratory systems respond to short-term exercise.</p>	<p>cardiorespiratory systems adapt to exercise.</p> <p><b>MPA:</b> Explain long-term adaptations of the musculoskeletal and cardiorespiratory systems to exercise.</p> <p><b>Transition:</b> Summarise, using relevant examples, long term adaptations of the musculoskeletal and cardiorespiratory systems to exercise.</p>	<p>Compare and contrast how the energy systems are used in sports with different demands.</p> <p><b>MPA:</b> To be able to describe the function of the three energy systems in the production and release of energy for sports performance. Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems.</p> <p><b>Transition:</b> Describe the function of the three energy systems in the production and release of energy for sports performance.</p>
<p>Summative Assessment: D.I.R.T Post assessment.</p>	<p>Summative Assessment: Post assessment.</p>	<p>Summative Assessment: D.I.R.T Post assessment.</p>	<p>Summative Assessment: End of unit assignment submission.</p>	<p>Summative Assessment: End of unit assignment submission.</p>	<p>Summative Assessment: End of unit assignment submission.</p>

<b>End of Year Milestones/Outcomes:</b>					
<p><b>HPA:</b> To know how to create an appropriate training programme for an athlete based on the results of the fitness tests that they have administered independently. Completion of Unit 5 to Distinction.</p> <p><b>MPA:</b> To know which training methods are best suited to an athlete and to be able to administer the appropriate fitness tests to them with some support. Learners can interpret the results of the tests they have administered. Completion of unit 5 to Merit.</p> <p><b>Transition:</b> To know which components of fitness apply to different sports people, how they are developed with different training methods and the ways in which they are tested. Completion of unit 5 to Pass.</p>					

Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Unit 2: Practical Sport</p> <p>Learning Aim A: Sports Rules, Regulations and Scoring Systems.</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>A.1 Rules (or laws).</p> <p>A.2 Regulations.</p> <p>A.3 Scoring systems.</p> <p>A.4 Application of the rules/laws of sports in different situations.</p> <p>A.5 Sports</p> <p>A.6 Roles of officials</p> <p>A.7 Responsibilities of officials</p>	<p>Topic: Unit 2: Practical Sport</p> <p>Learning Aim : Sports Coaching Company</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>B.1 Components of physical fitness.</p> <p>B.7 Effective use of skills and techniques, and the correct application of each component.</p> <p>B.2 Technical demands.</p> <p>B.4 Safe and appropriate participation.</p> <p>B.5 Relevant skills and techniques.</p> <p>B.3 Tactical demands.</p> <p>B.6 Relevant tactics.</p> <p>B.8 Effective use of skills, techniques and tactics.</p>	<p>Topic: Unit 2: Practical Sport</p> <p>Learning Aim C: Sports Performance Review.</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>C.1 Observation checklist including:</p> <ul style="list-style-type: none"> <li>● components of physical fitness</li> <li>● technical demands of sport</li> <li>● production of a checklist</li> </ul> <p>C.2 Review performance</p> <ul style="list-style-type: none"> <li>● Strengths and areas for improvement: components of fitness, skills and techniques.</li> <li>● Self-analysis</li> <li>● Strengths and areas for improvement</li> <li>● Activities to improve performance</li> </ul>	<p>Topic: Unit 3: Applying the Principles of Personal Training.</p> <p><b>Learning aim A:</b> Design a personal fitness training programme</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>A.1 Personal information to aid training programme design.</p> <p>A.2 Programme design</p> <p><b>SOL Intent: It will enable learners to create their own training programme when they leave school to enable them to lead a healthy active lifestyle.</b></p> <p><b>Learning aim B:</b> Know about the musculoskeletal cardiorespiratory systems and the effects on the body during fitness training.</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>B.1 Musculoskeletal system</p>	<p>Topic: Unit 3: Applying the Principles of Personal Training.</p> <p><b>Learning aim C:</b> Implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p><b><u>Knowledge and skills covered:</u></b></p> <p>C.1 Safely implement a personal fitness training programme.</p> <p>C.2 Training diary for each session recording</p> <p>C.3 Measures for success</p> <p><b>SOL Intent: It develops learner understanding of how to participate safely and effectively in physical activities ensuring they do not injure themselves. Also to develop learner organisational skills to help them in later life.</b></p>	N/A

<p><b>SOL Intent:</b></p> <p>To gain a better understanding of the importance of rules and regulations within sport and the impact it may have if you do not comply with them. Learners will get to understand the importance of fulfilling your roles and responsibilities and the consequences if they do not.</p>	<p>B.9 Isolated practices</p> <p>B.10 Conditioned practices</p> <p>B.11 Competitive situations</p> <p><b>SOL Intent:</b></p> <p>It develops learner understanding of how to participate safely and effectively in physical activity ensuring they do not injure themselves. They also gain a better comprehension of the different aspects to fitness and how they interlink to enable them to meet the demands of the environment. Learners to able to develop their critical thinking skills when analysing the use of tactics and how this gives them the edge over opponents. Also enhances learner knowledge of skills practices which will help develop any future coaches.</p>	<p><b>SOL Intent:</b></p> <p>This improves learner's analytical skills and enables them to self-evaluate effectively.</p>	<p>B.2 Cardiorespiratory system</p> <p><b>SOL Intent:</b> Learners develop a greater understanding of the way their body reacts to exercise and the reasons why meaning they have a greater understanding of the important of regular exercise.</p>	<p><b>Learning aim D:</b> Review a personal fitness training programme</p> <p><b>Knowledge and skills covered:</b></p> <p>D.1 Review programme Review</p> <ul style="list-style-type: none"> <li>• After each training session.</li> <li>• Evidence of modifying the programme to achieve planned personal goals.</li> <li>• Strengths: areas of the programme where and how personal aims and objectives have been achieved with reference to measures of success.</li> <li>• Areas for improvement: where outcomes do not meet planned goals.</li> <li>• Recommendations for improving future training and performance.</li> </ul> <p><b>SOL Intent:</b> To develop learner evaluative skills to enable them to reflect effectively to ensure they are always learning and progressing as lifelong learners</p>	
<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To be able to describe the rules, regulations and scoring systems of two selected sports. To be able to apply the rules in four specific situations. To know the roles and responsibilities of the officials from both sports and be able to compare them against each</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To know the components of fitness and technical and tactical demands of two selected sports and be able to explain them. To be able demonstrate relevant skills, techniques and tactics effectively for two sports in competitive situations.</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To be able to Independently produce an observation checklist that can be used effectively to review own performance in two selected sports. To be able to analyse their own performance in their two selected sports, detailing strengths and</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> To know how to Independently design a safe and creative six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information and be able Justify the programme design, explaining links to</p>	<p><b>Milestones/outcomes:</b></p> <p><b>HPA:</b> Safely implement a successful six-week personal fitness training programme and maintain a training diary to evaluate performance and progress. To be able to fully explain the results, strengths and areas for improvements the training programme,</p>	

<p>other. To be able to make valid suggestions to rule and regulation improvements.</p> <p><b>MPA:</b> To be able to describe the rules, regulations and scoring systems of two selected sports. To be able to apply the rules in four specific situations. To know the roles and responsibilities of the officials from both sports and be able to explain them using application to real life scenarios.</p> <p><b>Transition:</b> To be able to describe the rules, regulations and scoring systems of two selected sports. To be able to apply the rules in four specific situations. To know the roles and responsibilities of the officials from both sports and be able to describe them.</p>	<p><b>MPA:</b> To know the components of fitness and technical and tactical demands of two selected sports and be able to describe them. To be able demonstrate relevant skills, techniques and tactics effectively for two sports in competitive situations.</p> <p><b>Transition:</b> To know the components of fitness and technical and tactical demands of two selected sports and be able to describe them. To be able demonstrate relevant skills, techniques and tactics effectively for two sports in conditioned practices.</p>	<p>weaknesses and to make justified suggestions on how to improve.</p> <p><b>MPA:</b> To be able to Independently produce an observation checklist that can be used effectively to review own performance in two selected sports. To be able to review their own performance in their two selected sports, explaining strengths and weaknesses, whilst suggesting methods to improve.</p> <p><b>Transition:</b> To be able to Independently produce an observation checklist that can be used effectively to review own performance in two selected sports. To be able to review their own performance in their two selected sports, describing strengths and weaknesses.</p>	<p>personal information. To be able to describe the structure and function of the musculoskeletal and cardiorespiratory systems and explain the short term effects caused by exercise.</p> <p><b>MPA:</b> To know how to Independently design a safe and creative six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information. To be able to describe the structure and function of the musculoskeletal and cardiorespiratory systems and explain the short term effects caused by exercise.</p> <p><b>Transition:</b> To know how to Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information. To be able to describe the structure and function of the musculoskeletal and cardiorespiratory systems and summarise the short term effects of exercise on them.</p>	<p>justifying recommendations for future training and performance.</p> <p><b>MPA:</b> To be able to safely implement a successful six-week personal fitness training Programme and maintain a training diary summarising outcomes for each session. Explain the results, strengths of the training programme and areas for improvement, providing recommendations for future training and performance.</p> <p><b>Transition:</b> To be able to safely implement a six week personal fitness training programme and maintain a training diary. To be able to review the six-week personal fitness training programme, describing results, strengths and areas for improvement.</p>	
<p>Summative Assessment: End of unit assignment submission.</p>	<p>Summative Assessment: End of unit assignment submission.</p>	<p>Summative Assessment: End of unit assignment submission.</p>	<p>Summative Assessment: End of unit assignment submission.</p>	<p>Summative Assessment: End of unit assignment submission.</p>	
<p style="text-align: center;"><b>End of K.S. Milestones/Outcomes:</b></p> <p><b>HPA:</b> To be able to analyse pieces of work effectively to identify areas of strength and areas for development. To know how to effectively compare and contrast. Completion of unit 2 and Unit 3 to Distinction standard.</p> <p><b>MPA:</b> To be able to make well-reasoned points with examples to support their explanations. Completion of unit 2 and Unit 3 to merit standard.</p> <p><b>Transition:</b> To be able to identify key parts of a text and describe why they are important. Completion of Unit 2 and 3 to a pass standard.</p>					

Year 12

## BTEC Assessment Plan



**Programme Title**

BTEC Sport Level 3 Extended Certificate

Unit or Component No & Title	Assignment Title	Targeted Learning Aim/s or Outcome/s	Internal Verification of Assignment Brief Date	Hand Out Date	Internal Assessment Hand in Date or External Assessment Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Internal Verification of Resubmission Date	Assessor Name	Internal Verifier Name
<b>Year 1</b>										
Unit 1: Anatomy and Physiology	Exam	A, B, C, D, E	NA	08.09.20	May-21	NA	NA	NA	JHU	NSP
U5: Application of Fitness Testing	1. Investigating and implementing fitness testing practices	A + B (P1, P2,P3, P4, P5, M1, M2, M3, M4, D1)	01.08.20	07.09.20	12.02.21	08.03.21	19.03.21	29.03.21	NSP	JHU
U5: Application of Fitness Testing	2. Investigating and implementing fitness testing practices	C (P6, M5, D2, D3)	01.08.20	22.02.21	14.05.21	07.06.21	24.06.21	05.07.21	NSP	JHU

**End of Year Outcomes:**

**HPA – Distinction Unit 5 / Merit Unit 1**  
**MPA – Distinction Unit 5 / Pass Unit 1**  
**LPA – Merit Unit 5 / Near Pass Unit 1**

Year 13

## BTEC Assessment Plan



Programme Title	BTEC Sport Level 3 Extended Certificate									
Unit or Component No & Title	Assignment Title	Targeted Learning Aim/s or Outcome/s	Internal Verification of Assignment Brief Date	Hand Out Date	Internal Assessment Hand in Date or External Assessment Date	Internal Verification of Assessment Decisions Date	Planned Resubmission Date*	Internal Verification of Resubmission Date	Assessor Name	Internal Verifier Name
<b>Year 2</b>										
U2: Fitness Training and Programming for Health, Sport and Well-being	Synoptic assessment	A, B, C, D, E	N/A	Sept 21.	May 22.					
U3: Professional Development in the Sports Industry	1. Careers in Sport	A & B (P1, P2, P3, P4, M1, M2, M3, D1)	30.08.21	Sept. 21	Feb 22.	Mar 22.	Mar 22.	Mar 22.		
U3: Professional Development in the Sports Industry	2. Applying for a job in the Sports Industry	C & D (P5, P6, P7, M4, M5, D2, D3)	30.08.21	Feb 22.	May 22.	May 22.	May 22.	June 22.		

### End of Year Outcomes:

**HPA: Complete course at MEG – D\*D\*D**  
**MPA: Complete course achieving MEG - DDD**  
**LPA: Complete course achieving MEG – DMM**