

## Year 13 ~ Curriculum Map for PE (Cambridge Technical in Sport and Physical Activity Level 3 Extended Certificate)

What are the aims for this year's curriculum? The aim is to develop students' knowledge, understanding and skills of the principles of Sport and Physical Activity and preparing them for the next stage of their learning journey.							
Term 1		Term 2		Terms 3, 4 and 5			
Topic(s): Sports organisation and development:		Topic(s): Sports organisation and development:		Topic(s): Practical Skills in Sport and Physical Activities – Order of delivery dependent on weather and availability of facilities.			
'Big idea(s)' / fundamental concepts	LO1: Understand how sport in the UK is organised. LO2: Understand sports development LO3: Understand how the impact of sports development can be measured	LO3: Understand how the impact of sports development can be measured LO4: Understand sports development in practice.	Aim of Mock  To help teachers identify students' strengths and weaknesses, the topics they have grasped and those they have not. To tell students how prepared they are for the exam, identifying strengths and weaknesses and any gaps in their knowledge.	LO1: Be able to apply skills, techniques, and tactics in an individual sport.	LO2: Be able to apply skills, techniques, and tactics in a team sport.	LO3: Be able to apply skills and knowledge in outdoor and adventurous activities.	LO4: Be able to officiate in sport and physical activity
Knowledge to be learnt	LO1: How sport in the UK is organised: <ul style="list-style-type: none"> <li>Organisations involved in UK Sport</li> <li>Roles and responsibilities of sports organisations in the UK</li> <li>International organisations that impact UK sport</li> <li>Interaction between organisations</li> </ul> LO2: Understand sports development <ul style="list-style-type: none"> <li>Sports development</li> <li>The purpose of sports development</li> <li>Sports development continuum levels</li> <li>Target Groups</li> </ul> LO3: How the impact of sports development can be measured <ul style="list-style-type: none"> <li>Possible measures</li> <li>Methods of assessment</li> </ul>	LO3: Understand how the impact of sports development can be measured <ul style="list-style-type: none"> <li>Purpose of measurement</li> </ul> LO4: Understand sports development in practice. <ul style="list-style-type: none"> <li>Methods of delivering sports development</li> <li>Characteristics of sports development initiatives and events</li> <li>Advantages and disadvantages of sports development initiatives and events</li> <li>Benefits of sports development</li> </ul>		LO1: How to apply skills, techniques, and tactics in an individual sport: <ul style="list-style-type: none"> <li>Appropriate selection and execution of skills and techniques</li> <li>Demonstrating creativity and flair</li> <li>The use of tactics and strategies</li> <li>Decision-making</li> <li>Managing/maintaining performance</li> <li>Adaptability during performance</li> </ul>	LO2: Be able to apply skills, techniques, and tactics in a team sport: <ul style="list-style-type: none"> <li>Appropriate selection and execution of skills and techniques</li> <li>Demonstrating creativity and flair</li> <li>The use of tactics and strategies</li> <li>Decision-making</li> <li>Awareness of own role within and contribution to the team.</li> <li>Adaptability during performance</li> </ul>	LO3: Be able to apply skills and knowledge in outdoor and adventurous activities: <ul style="list-style-type: none"> <li>Health and safety</li> <li>Communication skills</li> <li>Use and care of equipment</li> <li>Emergency procedures</li> <li>Team working and leadership skills</li> </ul>	LO4: Be able to officiate in sport and physical activity: <ul style="list-style-type: none"> <li>Roles of officials</li> <li>Responsibilities of officials</li> <li>Applying rules and regulations</li> <li>Communicating effectively</li> <li>Maintaining good positioning</li> </ul>
Key vocabulary	LO1: Sports development, DCMS, Departments of Health and Education, NGB, NDSO's, National Lottery, Sport England, UK Sport, Sport and Recreation alliance, County Sports Partnerships, Local Councils, YST and AfPE and interaction.  LO2: Social benefits, participation, coaches, leaders, sports development officers, teachers, officials, progress, promote, support, inclusion, tolerance, respect, inclusion, citizenship, discrimination, and initiative.  LO3: Measures, performance, ethnic, society, Benchmark, Clubmark, innovative, self-assessment, research, operations, data, Active People and impact.	LO3: Success, justifying, identifying, and illustrating.  LO4: The Great British Tennis Weekend, Swim 21, Chance to Shine, resources, International, National, Regional, Local, events, fair play, scale, organisations, funding, duration, success, and benefits.		Application, skills, techniques, tactics, strategies, individual, performance, analysis, competitive situations, flair, creativity, decision-making, adapting performance, attack, counterattack, defence	Application, skills, techniques, tactics, strategies, team, performance, analysis, competitive situations, flair, creativity, decision-making, adapting performance, attack, counterattack, defence	Outdoor, adventurous, activities, environment, natural, rural, urban, health, safety, ratio, participants, climbing, canoeing, kayaking, paddle, life jacket, harness, belaying, carabiner, orienteering, map, compass, teamwork, risks, hazards, equipment, communication.	Official, referee, umpire, scorer, timer, rules, regulations, positioning, consistency, accuracy, application, signals/gestures, communications, decision making, positioning, roles, responsibilities, scoring, timing, officiating, referee, health and safety knowledge, respect, and confidence.
The role of reading and comprehension	To understand the key content, concepts and information required within the learning outcomes. To apply this to scenarios within exam style questions.			To understand the skills, techniques and tactics/compositional ideas required for an individual performer and how to apply them. To apply the above successfully within conditioned practices and games-based situations.	To understand the skills, techniques and tactics/compositional ideas required for a team performer and how to apply them. To apply the above successfully within conditioned practices and games-based situations.	To understand the skills, techniques and the safety aspects required when performing an OAA. To apply the above successfully when performing an OAA.	To understand the rules, regulations, signals, and roles required within sports officiating and how to apply them correctly. To apply a variety of these within conditioned practices and games-based situations.
The role of independent extended writing	Apply knowledge within an 8-mark extended question within an exam.			N/A	N/A	N/A	To be able to complete an assignment on the roles and responsibilities of officials.
The role of maths/ numeracy	Statistics, trends, patterns, and data to support this etc.		Timing, measuring, distances, standards data, scoring systems etc.	Timing, measuring, distances, standards data, scoring systems, formations etc.	Timings, measuring distances, counting steps, bearings, recording, groupings etc	Scoring, timing and regulations linked to the sport etc.	

Links to careers/ aspirations	Sports development officer, a sports development role for a specific sport, physical activity development officer, sports management, events management, fitness centre management, sports administrator, sports charities (YST/Sport England), teacher etc.		Sports coaching, Sports officiating, Events management, Youth development, Sports development, sports performance, Sports analyst/tactician, Teacher etc.	Sports coaching, Sports officiating, Events management, Youth development, Sports development, sports performance, Sports analyst/tactician, Teacher etc.	Outdoor activity instructor, sports teacher, adventure leader, OAA development officer, DofE instructor, OAA performer etc	Sports coaching, Sports officiating, Events management, Youth development, Sports development, Teacher etc.
Core skills <i>A skill is a performance built on what a person knows</i>	<ul style="list-style-type: none"> <li>• Application of key concepts</li> <li>• Linking of appropriate learning</li> <li>• Exam style question answering</li> <li>• Comprehension of information</li> <li>• Construction/planning of extended writing</li> <li>• Retrieval/recall of prior knowledge and an ability to apply this</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge of sport and what is required to perform it, depending on the chosen sport</li> <li>• Creativity of tactics/compositional ideas</li> <li>• Fitness</li> <li>• Confidence</li> <li>• Concentration</li> <li>• Accuracy of application</li> </ul> <p>Analysis of performance</p>	<ul style="list-style-type: none"> <li>• Knowledge of sport and what is required to perform it, depending on the chosen sport</li> <li>• Creativity of tactics/compositional ideas</li> <li>• Fitness</li> <li>• Confidence</li> <li>• Concentration</li> <li>• Accuracy of application</li> </ul> <p>Analysis of performance</p>	<ul style="list-style-type: none"> <li>• Knowledge of OAA and what is required to perform it, depending on the chosen activity.</li> <li>• Creativity of techniques/compositional ideas</li> <li>• Fitness</li> <li>• Confidence</li> <li>• Concentration</li> <li>• Accuracy of application</li> </ul> <p>Analysis of performance</p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the role</li> <li>• Communication</li> <li>• Confidence</li> <li>• Teamwork</li> <li>• Professionalism</li> <li>• Concentration</li> </ul> <p>Accuracy of application</p>
Dept. enrichment activities	KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc). Targeted programme focusing on sports initiatives (This Girl Can etc).		KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc). Targeted programme focusing on sports initiatives (This Girl Can etc).	KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc). Targeted programme focusing on sports initiatives (This Girl Can etc).	Extra-curricular programme.	KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc).
Home learning opportunities	Research and understand Benchmark, Clubmark, The Great British Tennis Weekend, Swim 21 and Chance to Shine. Retrieval of information/concepts, research of key concepts and exam practice.		Research/viewing of professional performers in action and how they apply their skills, techniques and tactics. Perform a variety of sports within their leisure time.	Research/viewing of professional performers in action and how they apply their skills, techniques and tactics. Perform a variety of sports within their leisure time.	Research/viewing of professional performers in action and how they apply their skills, techniques and tactics. Perform a variety of sports within their leisure time.	Research/viewing of professional officials in action and how they complete their roles. Complete officiating roles outside of school during leisure time.