

Physical Education Curriculum Overview, 2021-22

<p>Why do we teach PE at Ark BDA?</p>	<p>Healthy, active lifestyle - a lifestyle which contributes positively to physical, mental, and social wellbeing, and includes regular exercise and physical activity.</p> <p>We teach PE at BDA because we want all pupils to enjoy and know the importance of being physically active, so when they leave, they have the confidence and competence to continue exercise into their adult lives. Furthermore, students benefit from the release of endorphins during and post exercise, supporting throughout their daily life at the academy. These hormones have a positive effect on pupil's wellbeing and mental health, leading more well-rounded and healthy young adults. Students need to be aware of the benefits of exercise and the positive effects it has on the body and mind.</p> <p>PE at Ark Burlington Danes develops the knowledge, skills, and capabilities necessary for emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience, and have the determination to believe that anything can be achieved. We aim to teach them values of teamwork and leadership and encourage them to develop life-long healthy habits. Pupils at Ark Burlington Danes will also be exposed to elements of competition, alongside key skills, such as teamwork and communication. We aim to develop lifelong habits and core skills that pupils can take forward into further education or careers both inside and outside of the sport world.</p>
<p>How do we deliver our Christian values in PE?</p>	<p>The PE curriculum requires students to be resilient and have faith in their own and others' abilities. When engaged in competitive situations, resilience is required. For example, during a rugby game where the team is losing, players require resilience to keep a defence line, or to 'tackle back'. Pupils at Ark Burlington Danes need to show commitment in PE lessons, and when attending extra-curricular sessions, whether they are taking part in individual or team-based sports. Within lessons, pupils will have the opportunity to have an impact on their peers' learning, being kind and courteous to others is key factor for this process to be successful. Courage is a requirement in all PE lessons at Burlington Danes. Pupils develop their courage when they are pushed outside of the comfort zone, or when they are presented with a particularly demanding task. The practical nature of the curriculum will push and challenge pupils both physically and mentally, their individual resilience will be a key contributing factor when certain barriers are present. When such barriers occur, leadership qualities, such as encouragement and co-operation will increase the chance of success and provide a platform for such qualities to be further developed. Compassion is also important, as it develops the concept of 'Sportsmanship with players and teams. We learn to work cohesively as a team and respect our teammates and opposition.</p>
<p>How do we build core skills and knowledge over time?</p>	<p>The PE curriculum has been designed so that it is broad and balanced, ensuring that all pupils can be successful across a range of different sports. Pupils will experience a variety of different activity areas which will require the adaption and development of key skills to be successful. Fundamental psychomotor skills will be incorporated into every practical lesson, ensuring adequate time is provided to further develop the child's ability and efficiency when performing such skills.</p>

	<p>In KS3 pupils are introduced to the PE curriculum where the development of their key knowledge (rules, tactics, anatomical information etc) and core skills are the primary focus (running, throwing, jumping etc). Students develop and practice the core skills in a variety of different contexts ensuring that as pupils move into KS4, their competence and confidence surrounding the key concepts are more than adequate. As students' progress through the key stage three curriculum, the skill content delivered within the activity areas are modified to increase the difficulty of the application of the core skill.</p> <p>As students enter KS4, the curriculum is refined, and students study a finer selection of practical activities whilst incorporating the anatomical key components. Core PE and examination PE share the same expectations regarding high activity levels and the promotion of a healthy active lifestyle. However, the examination classes require additional building of the application of knowledge and analysis of key theories to be successful. The evaluation of key techniques from the KS3 curriculum ensures these core skills have been 'drip-fed' since year 7, so that they are competent and knowledgeable by Year 10. The core PE classes focus on the application of key stage three skills into a variety of conditioned practices, ensuring high activity levels are apparent and key strategies and tactics are analysed.</p> <p>At KS5, students cover a variety of units which provide further depth from the KS4 curriculum. The units selected to be taught provide a clear pathway onto sport related university courses. We also ensure pupils have the vocational skills to access employment in the sports industry following the completion of the courses. The core analysis and evaluation skills build from the KS3/4 curriculum ensuring students can provide detailed arguments based on evidence and wider reading. Pupils are also expected to significantly increase their skills around research and methods of investigation.</p>
<p>How does the study of PE prepare students for life beyond Ark BDA?</p>	<p>Due to the breadth and quality of the PE curriculum, as students leave Ark Burlington Danes, they have the competence and confidence to attend and take part in physical activity outside of the school environment. Furthermore, pupils can make informed choices that relating to their physical health and overall wellbeing.</p> <p>When leaving BDA as a PE student, the young people have an opportunity to pursue further study surrounding the academic theories through multiple sport and fitness related degrees e.g., Sport Science. There are also opportunities to follow an apprenticeship through the 15 different sport/fitness related pathways which can lead into a career of their choice.</p>
<p>Implementation</p>	<p>Primary:</p> <p>KS1 and 2 will undertake 1 x 90-minute practical session each week. Here, pupils are taught in their individual classes. In years 3 and 4, pupils also participate in an additional hour-long swimming session each week. The goal by the end of these sessions is for every child to swim 25 metres unaided. Due to the current circumstances however, these sessions have been put on hold but will resume in the new year. This means that the total time for physical education in years 3 and 4 would equate to 2 hours and 30 minutes for these year groups, surpassing that of the national curriculum expectation of 2 hours a week.</p> <p>The curriculum design is based upon the 'Champions – Rising Stars' curriculum. This curriculum aims to upskill non-specialist teachers, appropriately integrate sports, health and fitness whilst easily assessing development and tracking progress of the students. More specifically, each half term is split up into both sports and fitness units from year 1 to year 6. However, it is important to note that as we are a growing school, our current cohort does not yet exceed year 5.</p> <p>The implementation of a spiral curriculum allows not just the repetition of skills but the depth and breadth of this knowledge to develop competency and confidence in a broad range of areas. The topics for each half term are mapped out below. They are intricately linked to secondary principles, thus providing a solid foundation. For instance, students are given a chance to develop core skills such as: throwing and catching, balance and coordination. These things along with the provision of explicit opportunities for cooperation and the building of character in line with BDA's values and ethos, prepares them for participating successfully in team games.</p>

In terms of extra-curricular opportunities, pupils also have the option to take part in after school football sessions led by QPR a few times a week. These are 1 hour long.

In primary, we aim to provide as many cross-curricular links as possible and this is embedded into our PE curriculum at every given opportunity. The aim for our students is to gain proficiency in all subject areas and so great emphasis is placed upon this principle.

Secondary:

KS3 will undertake 2 x 55-minute-long practical sessions and KS4 will undertake 1 x 55 practical session each week. GCSE PE will undertake 2 x 55 minutes of theory lessons and 1 x 55 minutes of practical session. At KS5, students will undertake a total of 12 hours over a period of a week. When designing the core PE curriculum plan, it is important that students study a breadth of activities. However, the limiting factor is indoor space. This means that some parts of the curriculum are invasion games heavy. We have two indoor PE specific spaces available. The weather and time of the year also is a contributing factor. From November-February the curriculum has been designed to ensure part of their lesson occurs inside to prepare for extreme weather conditions.

Furthermore, the curriculum design follows a rough plan set from the London Youth Games and other Borough competitions. This leads into the extra-curricular provision on offer to students after school. An example of this is the deadline set from the LYG for the basketball entries is mid-December. Therefore, for that pathway to be sufficient and students to be prepared for the extra-curricular, they need to experience basketball on the curriculum in-line with when the extra-curricular club runs.

KS3 Core:

Topics are framed with the question of 'how can the performance of 'x skill' be improved' This could be through how the skill is accurately replicated in isolation, or how the skill is applied through conditioned practices. These questions are used as they have the highest leverage over student competence and learning. Units will be structured dependent on the need of the child e.g., the start of the term pupils study a fitness-based unit, or through the unit being studies, fitness will be incorporated into the lesson. The rationale behind this is this hold the highest leverage in the year moving forward as if pupils cannot be physically active for the length of a lesson, their learning time and the quality of work will be decreased. In addition, the activity areas which are slightly more static in nature and utilize hand-eye coordination, e.g., cricket, will occur later in the year for weather conditions which effect a child's engagement within the lesson.

Although the lesson skill will be the same e.g., passing, it is the context of the application that changes. The further through the key stages' pupils travel, the more pressurized the situations become where the skill must be applied. Focus on developing each student in a wide range of activities and opportunities, using unopposed and opposed orientated tasks and conditioned games. Students to understand how to analyse their own performances and other performances in team activities using level descriptors and assessment grades and having a sense of self-evaluation of what assessment grade they are currently on. Students to be confident when participating in sport outside of school through community links or attending sports club and have the competitive nature to develop along the sporting continuum and enjoy the physical challenge.

KS4 Core:

During KS4 students are still focusing and further developing on core skills within their P.E lessons and cover the same sports as KS3. However, there are stronger development in KS4 PE of key life skills that are imbedded in the lesson such as decision making, leadership, management and problem solving. Alongside this, our KS4 PE lessons also focus on further develop individuals understanding of how to maintain a mentally and physically healthy lifestyle and the positive impact this has on them beyond their days at BDA. This is to ensure our pupils are competent and confident individuals in this area for their future health and well-being.

KS4 Examination:

	<p>The Edexcel GCSE Physical Education course will enhance and develop the knowledge, understanding, skills and values in maintaining performance in physical activities. Alongside develop the theoretical knowledge from physiological, psychological to social-cultural influences that effect involvement in physical activity and performance in sports. A systematic approach is used to deliver a range of topics, allowing pupils to gain a full understanding of each topic covered. Throughout the year, students will sit multiple mid/full topic examinations, allowing teachers to reflect on content delivered and identify gaps in knowledge in preparation of reteaching in Year 11 as the two theory papers account for 60% of the final grade. The practical element is embedded within the curriculum where the focus lies in the strengths of the pupils; each year the curriculum is revised in line with the ability of the pupils and lessons are adapted to ensure the pupils are developing and enhancing their existing practical skills (30% of final grade). The final 10% lies in their coursework; Personal exercise programme (PEP). This assesses pupil's skills to analyse and evaluate personal performance through a PEP embedding and developing their prior knowledge into an extended piece of writing. The knowledge learnt in KS4 gives students a solid foundation of success at KS5 in BTEC Sport/ Sport and exercise science.</p> <p>The Level 2 OCR Cambridge National course will develop some of the existing knowledge built within KS3 practical lessons. Students will go into greater detail about anatomy and physiology and why they play an important in everyday movement and sport. Areas such as the warm-up and fitness testing are also covered in this course, giving students greater depth to areas already touched upon in KS3. The course also introduces students to a wide range of new topics, including sports nutrition and how to carry out prolonged fitness programs. Students will be able to assess and evaluate not only their own performance, but also others within the group. The course has a mix of coursework units and exam units, allowing for a balance of different learning methods, including practice, observation, analysis and evaluation. The course is taught across 4 separate units. RO41: Reducing Risk of Injury in Sport (25% Exam based), RO42: Applying the Principles of Training (25% Coursework based), RO43: Effects of physical activity on the body (25% Coursework based), RO45: Sports Nutrition. This course is designed to support pupils moving onto the BTEC or Professional pathways course in KS5.</p> <p>KS5: Students opting to do sports science will be enrolled on the BTEC Sports and Exercise Science course. Sport and Exercise Science examines sports performance from several different perspectives. The course is based around investigating the principles of human performance in terms of anatomy, physiology, psychology, injury and nutrition. Learners will also develop employability skills in areas such as sports coaching and fitness training. Students will also explore and apply the concepts of research and consider how sport interacts with wider society. These themes are delivered across 2 years within 13 units of theoretical and practical study. Four of these units are assessed externally and the remaining 9 units are assessed internally through course work tasks, presentations and practical sessions.</p> <p>This course runs alongside the Professional Pathways program which aims to support students and focuses on work readiness skills such as leadership skills, habits, mid set training and to empower students for life after sixth form.</p> <p>Successful completion of this course will give the learner UCAS points equivalent to 3 A Levels.</p>
Adaptations from covid year (2019-2020)	Due to Covid and classes in year groups being in class bubbles, these impacted areas of P.E such as the groupings, sports offered and lesson time.

Core Physical Education Curriculum 2021-2022							
CORE PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic	1.1 Multi-Skills	1.2 Mighty Movers (Running)	1.3 Skip to the Beat	1.4 Brilliant Ball Skills	1.5 Throwing and Catching	1.6 Active Athletics
	Assessment	1.1 Boot Camp	1.2 Story Time Dance	1.3 Groovy Gymnastics	1.4 Gymfit Circuits	1.5 Cool Core (Strength)	1.6 Fitness Frenzy

Year 2	Topic Assessment	2.2 Mighty Movers (Running) 2.2 Ugly Bug Ball Dance	2.1 Multi-skills 2.1 Boot Camp	2.3 Skip to the Beat 2.3 Groovy Gymnastics	2.4 Brilliant Ball Skills 2.4 Gymfit Circuits	2.6 Active Athletics 2.6 Fitness Frenzy	2.5 Throwing and Catching 2.5 Cool Core (Strength)
Year 3	Topic Assessment	3.6 Active Athletics 3.6 Fitness Frenzy	3.5 Throwing and Catching 3.5 Cool Core (Strength)	3.3 Skip to the Beat 3.3 Groovy Gymnastics	3.4. Brilliant Ball Skills 3.4 Gymfit Circuits	3.2 Mighty Movers (Running) 3.2 African Dance	3.1 Multi-skills 3.1 Boot Camp
Year 4	Topic Assessment	4.5 Nimble Nets 4.5 Cool Core (Pilates)	4.1 Invaders 4.1 Boot Camp	4.3 Gym Sequences 4.3 Step to the beat	4.2 Dynamic Dance 4.2 Mighty Movers (Boxercise)	4.4 Striking and Fielding 4.4 Gymfit Circuits	4.6 Young Olympians 4.6 Fitness Frenzy
Year 5	Topic Assessment	5.3 Gym Sequences 5.3 Step to the beat	5.1 Invaders 5.1 Boot Camp	5.2 Dynamic Dance 5.2 Mighty Movers (Boxercise)	5.5 Nimble Nets 5.5 Cool Core (Pilates)	5.4 Striking and Fielding 5.4 Gymfit Circuits	5.6 Young Olympians 5.6 Fitness Frenzy

Examination Physical Education Curriculum 2021-2022							
EXAMINATION SUBJECTS		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 (GCSE)	Topic	1.1.a, 1.1.b and 1.1.b	1.1.d and 1.1.e	1.2.a, 1.2.b and 1.2.b	AEP	AEP	2.1.a,2.1.b and 2.1.c 1 sport practical
	Content	Location of major bones Functions of the skeletal system Types of synovial joint Types of movement Other components of the joint Location of the major muscle Roles of the muscle movement Levers system Planes of movement	The structure of the cardiovascular system The structure of the respiratory system Aerobic and anaerobic exercise Long term and short-term effects of the body.	Health and skill related components of fitness Applying the principles of training Optimising training Preventing injury	This component draws upon the knowledge, understanding and skills a students has learned and enables them to analyse and evaluate their own or their peers performance in one activity covered.	This component draws upon the knowledge, understanding and skills a students has learned and enables them to analyse and evaluate their own or their peers performance in one activity covered.	Physical activity and sport in the UK Participation in sport Commercialisation of sport Ethics in sport Violence in sport Drugs in sport 1 sport for practical
	Assessment	Mid topic test Do Now low stake testing	Mock exam Applied anatomy and physiology. (1-4) Aligned with ARK Do Now low stake testing	Mid Topic Test Do Now low stake testing	Applied anatomy and physiology. (1-9)Aligned with ARK Do Now low stake testing	Mid Topic Test Do Now low stake testing	Unit 1 (2019), 1 sport. Aligned with ARK Do Now low stake testing
Year 10 (BTEC Cambridge National)	Topic	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Start prep for Year 11 units
	Content	Ro41: Learning Outcome 1: Understand several factors which influence the risk of injury Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury Ro42:	Ro41: Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury Learning Outcome 3: Know how to respond to injuries within a sporting context Ro42:	Ro41: Learning Outcome 3: Know how to respond to injuries within a sporting context Ro42:	Ro41: Learning Outcome 4: Know how to respond to common medical conditions Ro42:	Ro41: Re Learning Outcome 4: Know how to respond to common medical conditions Revision for exam unit begins Ro42:	Revision and exam

		Learning Outcome 1: Know the principles of training in a sporting context	Learning Outcome 2: Know how training methods target different fitness components	Learning Outcome 3: Be able to conduct fitness tests	Learning Outcome 4: Be able to develop fitness training programmes	Complete final draft of coursework	
		Learning Outcome 2: Know how training methods target different fitness components	Learning Outcome 3: Be able to conduct fitness tests	Learning Outcome 4: Be able to develop fitness training programmes	Begin final draft of coursework		
	Assessment	Ro42: Coursework Ro41: Exam	Ro42: Coursework Ro41 Exam	Ro42: Coursework Ro41 Exam	Ro42: Coursework Ro41 Exam	Ro42: Coursework Ro41 Exam	Both coursework units
Year 11 (GCSE)	Topic	2.2 (1.2.a, 1.2.b and 1.2.c RECAP)	2.3 (AEP final edit)	(AEP edit and 3 weeks of recap and revision 2 sports practical)	Revision	EXAM	
	Content	Characteristics of skilful movements Classification of skill Goal setting Mental preparation Types of guidance Types of feedback Components of fitness (RECAP) Principles of training (RECAP) Optimising training (RECAP) Preventing injury (RECAP)	Health fitness and well-being Diet and nutrition AEP edits	AEP edits Recaps of specific areas Revision in preparation for Unit 1 and 2 exam 2 sports for practical	Revision to cover all units. Cover areas of concern as a result of units 1 and 2 exam in SPR 1 Exams.	EXAM	
	Assessment	Do Now low stake testing End topic test-knowledge gap	Do Now low stake testing End topic test-knowledge gap	Do Now low stake testing End topic test-knowledge gap			
Year 11 (BTEC Cambridge National)	Topic	Ro43: Sports Nutrition Ro45: The body's response to physical activity	Ro43: Sports Nutrition Ro45: The body's response to physical activity	Ro43: Sports Nutrition Ro45: The body's response to physical activity	Ro43: Sports Nutrition Ro45: The body's response to physical activity	Ro43: Sports Nutrition Ro45: The body's response to physical activity	
	Content	Ro43 Learning Outcome 1: Know the key components of the musculo-skeletal and	Ro43 Learning Outcome 2: Understand the importance of the musculo- skeletal and	Ro43 Learning Outcome 3: Be able to assess the short-term effects of physical activity on the	Ro43 Learning Outcome 4: Be able to assess the long-term effects of physical activity on the	Complete and submit final coursework draft for both units	

		cardiorespiratory systems, their functions, and roles Learning Outcome 2: Understand the importance of the musculo-skeletal and cardiorespiratory systems in health and fitness R045 Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet Learning Outcome 2: Understand the importance of nutrition in sport	cardiorespiratory systems in health and fitness Learning Outcome 3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems R045 Learning Outcome 2: Understand the importance of nutrition in sport Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation	musculo-skeletal and cardio-respiratory systems Learning Outcome 4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems R045 Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation Learning Outcome 4: Be able to develop diet plans for performers	musculo-skeletal and cardio-respiratory systems Begin final draft of coursework R045 Learning Outcome 4: Be able to develop diet plans for performers Begin final draft of coursework		
	Assessment	R043: Coursework R045: Coursework	R043: Coursework R045: Coursework	R043: Coursework R045: Coursework	R043: Coursework R045: Coursework	R043: Coursework R045: Coursework	
Year 12 (Sport)	Topic	Unit 2: Functional Anatomy Unit 6: Coaching for performance and fitness Unit 3: Applied sport and exercise psychology	Unit 2: Functional Anatomy Unit 6: Coaching for performance and fitness Unit 3: Applied sport and exercise psychology	Unit 2: Functional Anatomy Unit 10: Physical activity for individual and group-based activity Unit 3: Applied sport and exercise psychology	Unit 2: Functional Anatomy Unit 10: Physical activity for individual and group-based activity Unit 3: Applied sport and exercise psychology	Unit 12: Sociocultural Issues in Sport and Exercise Unit 14: Technology in sport and exercise Unit 15: Sports Injury and assessment	Unit 12: Sociocultural Issues in Sport and Exercise Unit 14: Technology in sport and exercise Unit 15: Sports Injury and assessment
	Content	Unit 2: Language, structure, characteristics, and function of each anatomical system	Unit 2: Language, structure, characteristics, and function of each anatomical system	Unit 2: The anatomical systems' effectiveness in producing sport and exercise movements	Unit 2: Make connections between anatomical systems and how they interrelate in order to	Unit 12: The social theories used to study and interpret sport and exercise in society Learners	Unit 12: The historical and cultural changes, and the social and ethical issues that have impacted on

		<p>Unit 6: Use of technology in coaching and the methods of coaching used to enhance performance.</p> <p>Unit 3: Motivation and competitive pressures in sport</p>	<p>Unit 6: Understand practices and adaptations used to develop athletes when coaching for performance and fitness. Demonstrate coaching for performance.</p> <p>Unit 3: Self-confidence, self-efficacy, and self-esteem</p>	<p>and evaluate their impact on performing movements successfully</p> <p>Unit 10: Explore processes of health screening and safe practices for fitness</p> <p>Unit 3: Mindset in sport and group dynamics. Unit 10:</p>	<p>carry out different exercise and sporting movements in context</p> <p>Unit 10: Explore different self and group-based exercise and fitness programs.</p> <p>Unit 3: Psychological interventions for sport. Unit10:</p>	<p>Unit 14: Investigate technology in sport and how it aids performance.</p> <p>Unit 15: What acute and overuse injuries are and their signs and symptoms. Physiological and psychological response to injury and rehabilitation</p>	<p>sport and exercise development in the UK. The relationships between commercialism, the media, and sport and exercise</p> <p>Unit 14: Explore the use technology and the use it to analyse data. Investigate the ethics involved in using these types of technology.</p> <p>Unit 15: What the causes of sport injuries are and their association of prevention strategies. Explore the common treatments and rehabilitation methods for injured athletes.</p>
	Assessment	Low stakes testing, past paper practise for unit 2 and 3 Coursework feedback for unit 6	Low stakes testing, past paper practise for unit 2 and 3 Coursework feedback for unit 6	Low stakes testing, past paper practise for unit 2 and 3 Coursework feedback for unit 10	External exam for unit 2 and 3 Coursework feedback for unit 10	Coursework feedback for all units	Coursework feedback for all units
Year 13 (Sport and exercise science)	Topic	<p>Unit 13: Sports Nutrition</p> <p>Unit 10: Physical activities for Individual and group based exercise.</p> <p>Unit 8: Specialist fitness training</p>	<p>Unit 13: Sports Nutrition</p> <p>Unit 1: Sport and Exercise Physiology External exam: January 2022</p> <p>Unit 8: Specialist fitness training</p>	<p>Unit 5: Applied Research Methods in Sport and Exercise Science</p> <p>Unit 1: Sport and Exercise Physiology</p> <p>Unit 9: Research Project in Sport and Exercise Science</p>	<p>Unit 5: Applied Research Methods in Sport and Exercise Science</p> <p>Unit 4: Field and Laboratory-based Fitness Testing</p> <p>Unit 9: Research Project in Sport and Exercise Science</p>	<p>Unit 5: Applied Research Methods in Sport and Exercise Science</p> <p>Unit 4: Field and Laboratory-based Fitness Testing</p> <p>Unit 9: Research Project in Sport and Exercise Science</p>	Final coursework completion
	Content	Unit 13: Demonstrate knowledge and understanding of nutritional principles, strategies and concepts.	Unit 13: Analyse and evaluate information and data relating to an individual's needs in order to determine	Unit 5: Understand the importance of research in sporting environments. Examine key issues	Unit 5: Examine key issues that impact on the effectiveness and quality of research in the sport and exercise	Unit 5: Examine the three main approaches to research in the sport and exercise sciences. Apply appropriate	Final coursework completion

		<p>Apply knowledge and understanding of nutritional principles, strategies and concepts to sport and exercise performance in context</p> <p>Unit 10: Explore the processes of health screening prior to physical activity participation. Examine different types of exercise for individual and group-based exercise sessions. Undertake planning and instructing of individual and group-based exercise session</p> <p>Unit 8: Examine the fitness requirements, physical characteristics and demands of sport that contribute to effective training and performance</p>	<p>modifications and guidance to improve sport and exercise performance</p> <p>Be able to develop and adapt a nutritional programme in context and with appropriate justification</p> <p>Unit 1: Demonstrate, understand and apply knowledge of body systems and how they respond and adapt to exercise in different environments</p> <p>Unit 8: Investigate methods of training for physical and skill-related fitness C Explore the planning of fitness programming.</p>	<p>that impact on the effectiveness and quality of research in the sport and exercise sciences</p> <p>Unit 1: Analyse sports performance data to interpret the body's responses and adaptations to exercise and evaluate their impact. Make connections between how the body systems work together in response to the demands of sport</p> <p>Unit 9: A Plan a sport or exercise science-based research project</p>	<p>sciences. Examine the three main approaches to research in the sport and exercise sciences</p> <p>Unit 4: Examine the preparation required prior to sport and exercise field- and laboratory-based testing. Undertake anthropometry and somatotype testing procedures in sport</p> <p>Unit 9: Carry out a sport or exercise science-based research project</p>	<p>research methods to a selected sport and exercise sciences-based research problem</p> <p>Unit 4: Explore the use of field- and laboratory-based protocols in sport and exercise sciences D Explore profiling of a sports performer following a practical research design using field- and laboratory-based testing.</p> <p>Unit 9: Produce a sport or exercise science-based research report</p>	
	Assessment	Low stakes testing, past paper practise for unit 13 Coursework feedback for unit 8 and 10	Low stakes testing, past paper practise for unit 1 and 8. Coursework feedback for unit 8.	External exam for unit 1 Coursework feedback for unit 5 and 9.	Coursework feedback for all units	Coursework feedback for all units	Coursework feedback for all units