

Plan Of Learning For The Year (Units 2, 3, 4, 5, 6, 8, 10 and 12)
Half Term 1

- Unit 4 – Field and lab-based fitness testing.
- Unit 5 – Research methods.
- Unit 6 – Coaching for performance and fitness
- Unit 8 – Specialised fitness training.

Half Term 2

- Unit 2 – Functional anatomy.
- Unit 3 – Applied sport and exercise psychology.
- Unit 4 – Field and lab-based fitness testing.
- Unit 5 – Research methods.
- Unit 8 – Specialised fitness training.

Half Term 3

- Unit 2 – Functional anatomy.
- Unit 3 – Applied sport and exercise psychology.
- Unit 4 – Field and lab-based fitness testing.
- Unit 5 – Research methods.
- Unit 8 – Specialised fitness training.

Half Term 4

- Unit 2 – Functional anatomy.
- Unit 3 – Applied sport and exercise psychology.
- Unit 4 – Field and lab-based fitness testing.
- Unit 5 – Research methods.
- Unit 8 – Specialised fitness training.

Half Term 5

- Unit 2 – Functional anatomy.
- Unit 5 – Research methods.
- Unit 6 – Coaching for performance and fitness.
- Unit 10 – Physical activity for individual and group-based exercise.
- Unit 12 – Sociocultural issues in sport and exercise.

Half Term 6

- Unit 5 – Research methods.
- Unit 6 – Coaching for performance and fitness.
- Unit 10 – Physical activity for individual and group-based exercise.
- Unit 12 – Sociocultural issues in sport and exercise.
- Unit 14 – Technology in sport and exercise science.

Feedback, Retrieval & Assessment

- On-going formative assessment by teachers during lessons.
- Self and peer assessment in relations to assignment brief and its criteria.
- One-to-one discussions between staff and students.
- Written set tasks within lessons and as part of homework/IL (Independent Learning).
- Practical lessons to promote understanding and retrieval of subject specific content.
- Formal submissions and feedback in-line with awarding body's rules.

Super curriculum opportunities / extra-curricular activities

- Club links enabling students to experience practical learning and consolidation of subject specific content.
- Provide suitable sporting documentaries for students to watch and interact with as part of homework/IL.
- Engage with online quizzes to stimulate learning on specific content covered across all units.

Cultural Capital, SMSC, Careers and Futures

- Independent, paired and group work throughout lessons.
- Create a sense of belonging, worth and contribution to a team.
- Broaden the horizons and increase the aspirations of students.
- Learn about iconic sporting figures in relation to units covered.
- Provide clear educational pathways for students to move onto in the sporting world.

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> Referencing and how to conduct one's own research and collate findings. Styles of academic writing; research projects, data analysis, articles, facts vs opinions. 	<ul style="list-style-type: none"> Sequencing of learning (units) allows students to access and re-access content delivered. Units across the two-year course overlap in areas allowing students to access content/knowledge previously learnt and make suitable links to future content. SSV (Subject Specific Vocabulary) underpins each unit which flow between one another. 	<ul style="list-style-type: none"> Continual reference to success criteria within all assignment briefs. Unified approach to assessment and feedback. Students understand where feedback is, how it is presented, and next steps in improving work. Differentiated student resources including, templates, scaffolded tasks/worksheets, checklists, resource booklets, online/interactive web pages and student revision guides.