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| **Year 7 & 8 Fitness for Learning (FFL)** | **Year 9 PE & Duke of Edinburgh (DofE)** | **Year 10 Sports Studies & DofE** | **Year 11 Sports Studies** |
| AQA Units based on team sports.Students will take part and complete various AQA units for Basketball, Handball, Football, Hockey, Dodgeball & BenchballThe **AQA Unit Award** Scheme is invaluable as it is an important pathway for our students to receive accreditation for their achievements. It provides a wide range of **units** which are differentiated, making accreditation accessible to all pupils regardless of their ability.Each time a unit is achieved, a Unit Award Certificate is issued.This lists all the outcomes, i.e. all the knowledge, skills and/or experiences completed as detailed on the unit.***By the end of year 8 students should be able to;*** * Have control of [whole-body skills](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/physical-education/programme-of-study/index.html#note2_2_a) and [fine manipulation skills](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/physical-education/programme-of-study/index.html#note2_3_a).
* Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
* Recognise that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.
* Refine and adapt skills into [techniques](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/physical-education/programme-of-study/index.html#note3_1_a).
* Develop the range of skills they use.
* Develop the precision, control and fluency of their skills.
* Develop their [physical strength, stamina, speed and flexibility](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/physical-education/programme-of-study/index.html#note3_2_a) to cope with the demands of different activities.
* Develop their [mental determination](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/physical-education/programme-of-study/index.html#note3_3_a) to succeed.
* Know the difference between attacking and defending in team sports.

The outcomes achieved in the AQA units have various links to the Sports Studies qualification and prepare students nicely to complete specific topics within the 4 units. For example; participating in a team sport will help students when completing Unit 2 – developing sports skills. Another example is the values learnt in year 7 & 8 represent similar values which are covered and extended in Unit 1 of the sports studies qualification. | AQA units based on individual sports and outwitting opponents.Student’s start to experience playing individual sports in Year 9 which is good preparation for completing Unit 2 for sports studies.They also start to become more aware of how to use different tactics and strategies to outwit opponents in individual sports including Badminton & Table Tennis.***By the end of year 9 students should be able to;**** Explore and experiment with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
* Appreciate how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams.
* Have a deeper understanding of how to defend in a team sport.
* Have a deeper understanding of how to attack in a team sport.

Start of the Bronze Award for the Duke of Edinburgh programme.***Duke of Edinburgh Bronze award outcomes;***Students will be given the opportunity to use the skills they learnt from the team sports in year 7 & 8 and enhance these in various activities for example, water sports, wheelchair rugby and planning a school basketball festival.* Using imaginative ways to express and communicate ideas, solve problems and overcome challenges.
* Not all learning happens in the classroom. Young people need experiences outside the classroom to become committed, responsible and fulfilled citizens of the world.
* It pushes young people to their personal limits and recognises their achievements.
* Doing the DofE builds students confidence and expands their horizons.
* It develops commitment, resilience, self-motivation, independence, teamwork and responsibility.
* They may well have a whole lot of fun achieving their award, but they also hugely boost their CVs and employability skills in the process.
 | Students will complete the first two units (of four) throughout year 10 and could be entered early for the exam which assesses the learning of the material studied in Unit 1 below.Unit 1 RO51 Sports Studies – ‘Contemporary issues in sport’.***Upon completion of this unit students should be able to:**** Highlight the range of barriers which affect participation rates for different user groups.
* Provide an extensive list of the solutions to overcome such barriers to participation.
* Identify the many values which are promoted through sport.
* Demonstrate the importance of a role model and how they promote ethical behaviour within their sport.
* Explain the benefits and drawbacks of hosting high-profile sporting events and the legacy which is left on the hosts.
* Explain what a national governing body is giving examples.
* Highlight the role of national governing bodies in sport and their impact on wider society.
* Know how the sports industry can be affected by media coverage and by economic, social and health factors and, in doing so, develop skills in independent learning, research and analysis.

Unit 3 RO53 Sports Studies – ‘Sports Leadership’.***Upon completion of this unit students should be able to;**** Identify the range and quality of skills required to be an effective sports leader.
* Put their knowledge into practice by planning and delivering a safe and effective sporting activity.
* Evaluate their performance as a coach/leader in a chosen sport.
* Officiate in a chosen sport.
* Students will know how to apply sport-specific skills, use suitable techniques, and develop the use of appropriate tactics and strategies.

***Duke of Edinburgh Silver Award outcomes;*** Students will further develop similar skills they have learnt in year 9. For example; students will have a clearer understanding of how these skills can be transferable into other aspects of life. Some of these skills including teamwork, responsibility and resilience link to our school values which we try to embed into our students throughout their time at Egerton.– Self-belief and self-confidence.– A sense of identity.– Initiative and a sense of responsibility.– A real awareness of their strengths.– New talents and abilities.– The ability to plan and use time effectively.– Learning from and giving to others in the community.– Forming new friendships. | Students will complete the final two units of the Sports Studies qualification highlighted below. Students will have the opportunity to re-sit the exam for unit 1 to improve their results further. Unit 2 RO52 Sports Studies – ‘Developing sports skills’. ***Upon completion of this unit students should be able to:**** [Analyse performances, identifying strengths and weaknesses](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/physical-education/programme-of-study/index.html#note3_4_a).
* Make decisions about what to do to improve their performance and the performance of others.
* Act on these decisions in future performances.
* Select and use tactics, strategies and compositional ideas effectively in different sports both team & individual.
* Plan and implement what needs practicing to be more effective in performance.

Unit 4 RO56 Sports Studies – ‘Developing knowledge & skills in outdoor activities’***Upon completion of this unit students should be able to;**** Respond with [body and mind](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/physical-education/programme-of-study/index.html#note2_5_a) to the demands of an activity.
* Adapt to a widening range of familiar and unfamiliar contexts.
* Know about the different organisations which deliver outdoor activities.
* Refine and adapt ideas and plans in response to changing circumstances.
* Complete a risk assessment.
* Recognise hazards and make decisions about how to control any risks to themselves and others.
* Have knowledge of planning an outdoor activity and what to include in a session plan.

The knowledge that students acquire through this qualification will provide a valuable foundation if students want to progress on to a career in sport. |