

<u>A learner in Year 11 will know/ have studied:</u> In year 11 students will focus on the completion of component 1, the learning outcomes for this component are; A Explore types and provision of sport and physical activity for different types of participant B Examine equipment and technology required for participants to use when taking part in sport and physical activity C Be able to prepare participants to take part in sport and physical activity.		<u>A learner in Year 11 will be able to:</u> • During this Year students will participate in the set assignment and moderation process from Pearson and the external exam. Students will apply their knowledge and skills from Learning outcomes A, B and C. • In the exam learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. • They will also develop an understanding of the body and fitness testing.	
Term 1: • Successful completion of controlled assessment for Component 1 in line with the Pearson set assignment.		Term 2: • Exam preparation; Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. • They will also develop an understanding of the body and fitness testing.	
		Term 3: • Successful completion of external synoptic examination based on the work in Term 2.	
	Term 1: Successful completion of controlled assessment for Component 1 in line with the Pearson set assignment (PSA). Learning outcomes: A Explore types and provision of sport and physical activity for different types of participant B Examine equipment and technology required for participants to use when taking part in sport and physical activity C Be able to prepare participants to take part in sport and physical activity.	Term 2 : Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity Knowledge: Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing. Assessment objectives: AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training	Term 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity Knowledge: Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing. Assessment objectives: AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training

	During this term students will participate in the set assignment and moderation process from Pearson. Students will apply their knowledge and skills from Learning outcomes A, B and C. End Assessment: Pearson sets the assignments for the assessment of this component. The assignment for this component consists of four tasks. ● In response to Task 1, learners will demonstrate their knowledge and understanding of the components of fitness. ● In response to Task 2, learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations. ● In response to Task 3, learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport. ● In response to Task 4, learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points. End point: Students will have completed learning outcomes A, B and C alongside the controlled Pearson assessment for these learning outcomes. Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be	methods/processes/principles in relation to improving fitness in sport and exercise AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise Introduction to Unit: All sports performers want to be the best they can be. To reach optimal levels requires years of dedication to training. Working closely with their coach, the performer will gain an appreciation and understanding of the different fitness components, fitness tests, training methods and training principles that can be incorporated into their training regime to further enhance and improve their sports performance. Physical and skill-related fitness components, including aerobic endurance, body composition and power, are related to positive health and wellbeing. Sports performers train regularly to improve and maintain their fitness levels and performance. Their training programmes are tailored to their specific training needs and their sport. A performer's training cycle can incorporate lots of different fitness training methods, such as circuits for muscular strength and endurance. Incorporating different fitness training methods keeps training interesting, which helps to keep motivation levels high. Before different training methods can be explored, the sports performer needs to find out	methods/processes/principles in relation to improving fitness in sport and exercise AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise Introduction to Unit: All sports performers want to be the best they can be. To reach optimal levels requires years of dedication to training. Working closely with their coach, the performer will gain an appreciation and understanding of the different fitness components, fitness tests, training methods and training principles that can be incorporated into their training regime to further enhance and improve their sports performance. Physical and skill-related fitness components, including aerobic endurance, body composition and power, are related to positive health and wellbeing. Sports performers train regularly to improve and maintain their fitness levels and performance. Their training programmes are tailored to their specific training needs and their sport. A performer's training cycle can incorporate lots of different fitness training methods, such as circuits for
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	completed in approximately 5 hours of supervised assessment. 60 marks.	about their baseline fitness levels and what measures need to be improved. Fitness tests are essential; they help to identify areas that need improving and to track fitness improvements and progress over time. Fitness test results give an objective overview of performance and are used by sports coaches to ensure training continues to meet the performer's needs. This component is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training. Summary of assessment: This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their applied knowledge and understanding of the body's reaction to participants taking part in physical activity and the components of fitness to develop fitness. End point: Levels: 1/2 Assessment type: External synoptic (Exam) Guided learning hours: 48 External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks.	muscular strength and endurance. Incorporating different fitness training methods keeps training interesting, which helps to keep motivation levels high. Before different training methods can be explored, the sports performer needs to find out about their baseline fitness levels and what measures need to be improved. Fitness tests are essential; they help to identify areas that need improving and to track fitness improvements and progress over time. Fitness test results give an objective overview of performance and are used by sports coaches to ensure training continues to meet the performer's needs. This component is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training. Summary of assessment: This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their applied knowledge and understanding of the body's reaction to participants taking part in physical activity and the components of fitness to develop fitness. End point: Levels: 1/2 Assessment type: External synoptic (Exam) Guided learning hours: 48 External assessment set and marked by Pearson, completed under supervised
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- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. What are other subjects doing – any cross over?

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve retention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)

- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.