

## Recovery Curriculum Overview for Year 7

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p>Students study key sports on rotation in the following</p> <p><b>Netball</b> <b>Rugby</b> <b>Football</b></p> <p><b>HAL/MALs depth experience</b> Girls Rugby Boys Rugby</p> <p><b>MALs/LALs breadth experience</b> Girls Netball Boys Football</p> <p><b>Mixed gender and/or LALs</b> Football</p>	<p>Students study key sports on rotation in the following</p> <p><b>Netball</b> <b>Rugby</b> <b>Football</b> <b>Table Tennis</b></p> <p><b>HAL/MALs depth experience</b> Girls Netball Boys Football</p> <p><b>MALs/LALs breadth experience</b> Girls Rugby Boys Rugby</p> <p><b>Mixed gender and/or LALs</b> Table Tennis</p>	<p>Students study key sports on rotation in the following</p> <p><b>Badminton</b> <b>Rugby</b> <b>Table Tennis</b></p> <p><b>HAL/MALs depth experience</b> Girls Rugby Boys Rugby</p> <p><b>MAL's/LALs breadth experience</b> Girls Badminton Boys- Table Tennis</p> <p><b>Mixed gender groups and/or LALs</b> Rugby</p> <p>Sports revisited for HALs/MALs to build on prior knowledge, embed skills and further develop performance in that sport.</p>	<p>Students study key sports on rotation in the following</p> <p><b>Netball</b> <b>Table Tennis</b> <b>Football</b> <b>Badminton</b></p> <p><b>HAL/MALs depth experience</b> Girls Netball Boys- Football</p> <p><b>MAL's/LALs breadth experience</b> Girls -Table Tennis Boys- Football</p> <p><b>Mixed gender groups and/or LALs</b> Badminton</p> <p>Sports revisited for HALs/MALs to build on prior knowledge, embed skills and further develop performance in that sport.</p>	<p><b>Rounders</b> <b>Cricket</b> <b>Athletics</b></p> <p><b>HAL/MALs depth experience</b> Girls Athletics Boys Athletics</p> <p><b>MAL's/LALs breadth experience</b> Girls Rounders Boys Cricket</p> <p><b>Mixed gender groups and/or LALs</b> Athletics</p>	<p><b>Tennis</b> <b>Cricket</b> <b>Rounders</b></p> <p><b>HAL/MALs depth experience</b> Girls Tennis Boys Cricket</p> <p><b>MAL's/LALs breadth experience</b> Girls Athletics Boys Athletics</p> <p><b>Mixed gender groups and/or LALs</b> Rounders</p>
<b>*Recovery:</b>	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills
<b>Assessment:</b>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> </ul> <p>Decision making</p>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> </ul> <p>Decision making</p>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul> <p>Rugby knowledge retested from autumn</p>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul> <p>Football and netball knowledge retested from autumn</p>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul>

## Recovery Curriculum Overview for Year 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Students study key sports on rotation in the following</b></p> <p><b>Netball</b> <b>Rugby</b> <b>Football</b> <b>Badminton</b></p> <p>HAL/MALs depth experience Girls Rugby Boys Rugby</p> <p>MALs/LALs breadth experience Girls Netball Boys Football</p> <p>Mixed gender and/or LALs Football</p> <p>Year 8 curriculum plan re-visits sports from year 7. Key concepts are further developed. Skills, techniques and tactical awareness are also embedded and built upon.</p>	<p><b>Students study key sports on rotation in the following</b></p> <p><b>Netball</b> <b>Rugby</b> <b>Football</b> <b>Table Tennis</b></p> <p><b>HAL/MALs depth experience</b> Girls Netball Boys Football</p> <p><b>MALs/LALs breadth experience</b> Girls Rugby Boys Rugby</p> <p><b>Mixed gender and/or LALs</b> Table Tennis</p>	<p><b>Students study key sports on rotation in the following</b></p> <p><b>Rugby</b> <b>Table Tennis</b> <b>Badminton</b></p> <p><b>HAL/MALs depth experience</b> Girls Rugby Boys Rugby</p> <p><b>MAL's/LALs breadth experience</b> Girls Badminton Boys- Table Tennis</p> <p><b>Mixed gender groups and/or LALs</b> Rugby</p> <p>Sports revisited for HALs/MALs to build on prior knowledge, embed skills and further develop performance in that sport.</p>	<p><b>Students study key sports on rotation in the following</b></p> <p><b>Netball</b> <b>Badminton</b> <b>Football</b> <b>Table Tennis</b></p> <p><b>HAL/MALs depth experience</b> Girls Netball Boys- Football</p> <p><b>MAL's/LALs breadth experience</b> Girls Table Tennis Boys- Football</p> <p><b>Mixed gender groups and/or LALs</b> Badminton</p> <p>Sports revisited for HALs/MALs to build on prior knowledge, embed skills and further develop performance in that sport.</p>	<p><b>Rounders</b> <b>Cricket</b> <b>Athletics</b></p> <p><b>HAL/MALs depth experience</b> Girls Athletics Boys Athletics</p> <p><b>MAL's/LALs breadth experience</b> Girls Rounders Boys Cricket</p> <p><b>Mixed gender groups and/or LALs</b> Athletics</p>	<p><b>Tennis</b> <b>Cricket</b> <b>Rounders</b></p> <p><b>HAL/MALs depth experience</b> Girls Tennis Boys Cricket</p> <p><b>MAL's/LALs breadth experience</b> Girls Athletics Boys Athletics</p> <p><b>Mixed gender groups and/or LALs</b> Rounders</p>
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills	Revisit fundamental skills through skills and drills
<p><b>Assessment:</b></p>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul> <p>Rugby knowledge retested from autumn</p>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul> <p>Football and netball knowledge retested from autumn</p>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul>	<p>Students will be assessed based on the following for the sport they participated in this block...</p> <ul style="list-style-type: none"> <li>- Resilience/Drive</li> <li>- Physical attributes</li> <li>- Range of skills and quality of skills</li> <li>- Rules &amp; Regulations</li> <li>- Decision making</li> </ul>

## Recovery Curriculum Overview for Year 9

Term	Term 1	Term 2	Term 3
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Unit 2 Practical Sport</b>            A1. Rules (or laws) as regulated by the national or international governing body for the sport            A2. Regulations            A3. Scoring systems            A4. Application of the rules/laws of sports in different situations            A5. Sports            A6. Roles of officials            A7. Responsibilities of officials:</p>	<p><b>Unit 2 Practical Sport</b>            B1. Components of physical fitness and application to a chosen sport:            B2. Technical demands- These are the skills and techniques required            B3. Tactical demands:            B4. Safe and appropriate participation:            B5. Relevant skills and techniques for the selected sport            B6. Relevant tactics for the selected sport            B7. Effective use of skills and techniques, and the correct application of each component            B8. Effective use of skills, techniques and tactics            B9. Isolated practices            B10. Conditioned practices            B11. Competitive situations</p> <p>C1. Observation checklist            C2. Review performance</p>	<p><b>Unit 2 Practical Sport</b> – Learning Aims A B and C are complete.</p> <p><b>Unit 6 Leadership in Sport</b>            A1. Sports Leaders            A2. Attributes- skills ad qualities            A3. Responsibilities</p>
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	<p>Students will revisit sports taught in KS3 with additional information to allow them to develop knowledge and understanding of key learning aims.</p>	<p>Students will revisit sports taught in KS3 with additional information to allow them to develop knowledge and understanding of key learning aims.</p>	<p>Students will revisit sports taught in KS3 with additional information to allow them to develop knowledge and understanding of key learning aims.</p>
<p><b>Assessment:</b></p>	<p>Students will be assessed regularly throughout the unit against the learning aims above.            The IV process is planned and in conjunction with Pearson expectations. This ensures assessment is consistent across the cohort.</p>	<p>Students will be assessed regularly throughout the unit against the learning aims above.            The IV process is planned and in conjunction with Pearson expectations. This ensures assessment is consistent across the cohort.</p>	<p>Students will be assessed regularly throughout the unit against the learning aims above.            The IV process is planned and in conjunction with Pearson expectations. This ensures assessment is consistent across the cohort.</p>

## Recovery Curriculum Overview for Year 10

Term	Term 1	Term 2	Term 3
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Unit 6 Leadership in Sport</b>            B1. Sports activities            B2. Planning sports activities            B3. Leading sports activities</p> <p><b>Unit 1 Fitness for Sport and Exercise</b>            A1. Components of physical fitness            A2. Components of skill related fitness            A3. Why fitness components are important for successful participation in given sports            A4. Exercise intensity and how it can be determined            A5. The basic principles of training (FITT)            A6. Additional principles of training</p> <p>B1. Requirements for each of the following fitness training methods            B2. Additional requirements for each of the fitness training methods            B3. Fitness Training Methods</p>	<p><b>Unit 1 Fitness for Sport and Exercise</b></p> <p>Learning aim A and B is re-visited, embedded and knowledge is built upon.</p> <p>C1. Fitness test methods for components of fitness            C2. Importance of fitness testing to sports performers and coaches            C3. Requirements for administration of each fitness test            C4. Interpretation of fitness test results</p>	<p><b>Unit 6 Leadership in Sport</b>            C1. Review of leadership performance            C2. Targets for development</p>
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	<p>Students will revisit the attributes, skills and responsibilities of a leader and the key sections and requirements of planning and leading sports activities.</p>	<p>Students will revisit components of fitness, principles of training and fitness training methods through low stakes testing and connect activities.</p>	<p>Students will revisit the attributes, skills and responsibilities of a leader and the key sections and requirements of planning a and leading sports activities.</p>
<p><b>Assessment:</b></p>	<p>Students will be assessed regularly throughout the unit against the learning aims above. The IV process for unit 6 is planned and in conjunction with Pearson expectations. This ensures assessment is consistent across the cohort. Assessment will link directly to the learning aims relevant to the unit 1 module and will be re-tested throughout the period of exam preparation</p>	<p>Students will be assessed regularly throughout the unit against the learning aims above. Assessment will link directly to the learning aims relevant to the unit 1 module and will be re-tested throughout the period of exam preparation</p>	<p>Students will be assessed regularly throughout the unit against the learning aims above. The IV process for unit 6 is planned and in conjunction with Pearson expectations. This ensures assessment is consistent across the cohort.</p>

## Recovery Curriculum Overview for Year 11

Term	Term 1	Term 2	Term 3
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Unit 1 Fitness for Sport and Exercise</b>            A1. Components of physical fitness            A2. Components of skill related fitness            A3. Why fitness components are important for successful participation in given sports            A4. Exercise intensity and how it can be determined            A5. The basic principles of training (FITT)            A6. Additional principles of training</p> <p>B1. Requirements for each of the following fitness training methods            B2. Additional requirements for each of the fitness training methods            B3. Fitness Training Methods</p> <p>C1. Fitness test methods for components of fitness            C2. Importance of fitness testing to sports performers and coaches            C3. Requirements for administration of each fitness test            C4. Interpretation of fitness test results</p> <p><b>Unit 3 Applying the Principles of Personal Training</b>            A1. Personal information to aid training programme design            A2. Programme design</p>	<p><b>Unit 3 Applying the Principles of Personal Training</b>            B1. Musculoskeletal system            B2. Cardiorespiratory system</p> <p>C1. Safely implement a personal fitness training programme            C2. Training diary for each session            C3. Measures for success</p> <p>Synoptic module where knowledge from previous modules is required and applied. Therefore, work from year 9 and 10 is revisited</p>	<p><b>Unit 3 Applying the Principles of Personal Training</b></p> <p>Learning aim A B and C is completed</p> <p>D1. Review programme: including short term physiological effects, improvements as a result of the programme to meet the activity/sport goal</p> <p>Synoptic module where knowledge from previous modules is required and applied. Therefore, work from year 9 and 10 is revisited</p>
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	<p>Students will revisit the attributes, skills and responsibilities of a leader. They will then apply this to learning aims above in practical delivery and evaluation.</p>	<p>Students will revisit components of fitness in connect activities, this can then be applied to the learning aims above.</p>	<p>Students will revisit the short-term effects of fitness training on the musculoskeletal and the cardiorespiratory systems, how we use personal information to aid the design of a training programme and the key components of designing a fitness training programme.</p>
<p><b>Assessment:</b></p>	<p>Assessment will link directly to the learning aims relevant to the unit 1 module and will be re-tested throughout the period of exam preparation.            Students will be assessed regularly throughout the unit against the learning aims above.            The IV process is planned and in conjunction with Pearson expectations. This ensures assessment is consistent across the cohort.</p>	<p>Students will be assessed regularly throughout the unit against the learning aims above.            The IV process is planned and in conjunction with Pearson expectations. This ensures assessment is consistent across the cohort.</p>	<p>Students will be assessed regularly throughout the unit against the learning aims above.            The IV process is planned and in conjunction with Pearson expectations. This ensures assessment is consistent across the cohort.</p>