

Greenfields Academy (Secondary) - Long Term Planning – PHYSICAL & OUTDOOR EDUCATION

Academic Year Overview 2020/21 – Key Stage 4

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
TRANSITION FROM YEAR 8 	Health & Fitness	Invasion	Trampolining / Gymnastics	Net & Wall	Athletics	Striking & Fielding
	Sailing	Geocache & Campcraft	Climbing (NICAS)	Ice Skating & Target Sport	Navigation & Cycling	Sailing
Weekly Sequence	KEY: N – New Learning & Knowledge, KQ – Key Question, WSF – Whole School Focus (e.g. Computing Week, Language Day)					
1	N - To know how to test and monitor various aspects of fitness. Be able to measure accurately, understand outcomes, make peer assessments and/or comparisons and with national data. KQ – Demonstrate understanding of the purpose	N – Use a good range of techniques for attack and defence. Adapt and improvise techniques to suit different situations Develop skills required for passing, control and attacking	N – To understand the principles used to prepare and recover for specific exercise. Recognise and improve personal fitness levels required for gymnastic activities.	N – Apply techniques specifically to the game safely, efficiently and effectively. KQ – Can you demonstrate and use a range of shots/strokes? Are you able to apply precision and accuracy? How consistent	N – To show precision, control, and fluency in a range of events. Observe and assess technique, specific fitness components, posture, body actions and consistency. KQ – using specific terminology can you explain a number of specific athletic events with	N – To apply techniques specific to striking and fielding games effectively. Demonstrate good use and principles of rules and safety for cricket. KQ – Describe what skills are required for set positions within specific striking and fielding sports.

	<p>of health & fitness testing. What can be done with data collected from specific fitness tests? Can you analyse and evaluate some of your own data? Can you relate your health and fitness to your lifestyle and daily living?</p> <p>N - Introduce, develop and familiarise with safety principle and requirements involved in sailing and its environment. KQ – What is familiar? What skills can you recall? Why is safety important/paramount? Can you identify a number of safety rules/principles? Who is responsible? What safety equipment is required, when and why?</p>	<p>KQ – What skills are required to play and attack effectively, both as a team and as an individual player? Can you describe methods/skills related to attacking? Can possession of the ball affect performance? What types of control are there? What may affect your quality of control? Is leadership required for effective attack or defensive play?</p> <p>N - Discovery, explore and seek adventure throughout environments that are not familiar. -Use modern technology, IT and app devices to navigate to a geocache.</p> <p>KQ – What is Geocaching? What equipment do you require to participate? Where can Geocaching be done? What do you need to consider when visiting a place/environment that you not familiar with? What benefits are there from Geocaching?</p>	<p>KQ – Why is preparing/ recovery important? What could prepare or recovering consist of? Can you make comparisons of your fitness levels amongst peers? What impact can fitness levels have on performance?</p> <p>N – To develop climbing movement skills and improve levels of technical ability.</p> <p>KQ – What skill are required for climbing? Are there a varying and vast range of skills for different difficulties of climb? What components of fitness would be advantageous for climbing? How can you measure technical ability when climbing?</p>	<p>are you? How effective are you?</p> <p>N – Develop confidence with an adventurous activity (Ice Skating) Explore the importance of safety and gain appreciation and respect for the activity. KQ – Can you ice skate? What skills are required? What components of fitness are required? What are the basic safety measure to adhere to for the activity? Why should the sport, the principles and the safety requirements be respected when participating?</p>	<p>depth, detail and relevant terminology? What strengths and weakness might you have? Which athletics events are you best suited towards and why?</p> <p>N – Establish key features of the country side code. Understand the importance and potential demand when walking/navigating. Understand how weather effects outdoor activities such as walking. Develop knowledge of a route card and how to make use of one.</p> <p>KQ – What is the country side code? Why is there a and country side code? What is the importance of this? When considering health and fitness what is required for the activity of walking, orienteering or mountaineering? How will weathers effect an individual’s plans or route? What is a route card? What is its purpose? Can use you a route card effectively and confidently?</p>	<p>Can you engage and/or perform in striking and fielding events? Explain what safety measures need to be taken and how rules and regulations influence the safety measures.</p>
2	<p>N – To understand what is required to continue to improve their fitness level. Demonstrate understanding and basic technique in relation to generic circuit training.</p>	<p>N – Develop team strategy/tactics and put the game plans into effect with success. Adapt and vary plans when necessary</p>	<p>N – Develop and expand on knowledge and understanding of muscle groups. Be able to explain where major muscle groups are used with gymnastic events.</p>	<p>N – Develop and expand on your range of shots to select from. Recognise when to select specific shots.</p> <p>KQ – What types of strokes can you identify? How many</p>	<p>N – Demonstrate application and replication for endurance and paced events. Develop the physical and mental capacity to participate and/or compete. Understand fitness components required and</p>	<p>N – To improve techniques and consistency of techniques specific to the game. KQ – After observation and experiences of competitive play, what techniques are</p>

	<p>KQ – What defines fitness training? What defines exercise? What does a circuit consist of?</p> <p>What is specificity and why should this be considered regards the planning of fitness developments and potential progression?</p> <p>WSF –</p> <p>N – Develop knowledge of equipment/pieces of the boat. Rig and launch a 2-person boat from with guidance and assistance. Identify and explain weather conditions and the impact this might have?</p> <p>KQ – Were you able to follow simple instructions? Did you achieve in rigging and launching a boat? Tell me which direction the wind is blowing and its strength? How did you know this?</p>	<p>KQ – What plans and style of player were used? Did specific plans have the desired play? What skills are required in order to play and meet the demands of specific styles of play?</p> <p>N – Develop a greater understanding as to why Geocaching can support a healthy active lifestyle and be used as a method of fitness. -Experience new places and gain a greater understanding of local surroundings, basic navigation and communicational skills</p> <p>KQ – what is the country side code and why might it be some useful knowledge when participating in Geocaching? How can Geocaching affect a lifestyle? How is Geocaching a form of activity and how can it aid or improve an individual’s health and fitness?</p>	<p>Improve the consistency and quality of personal skills.</p> <p>KQ – Can you provide examples of specific muscle groups being throughout specific gymnastic events. Can you discuss/peer assess consistency of skills demonstrated and feedback</p> <p>N - To work as a team, communicate with, and trust a climbing partner or other boulderers; To provide a structure for development, motivation and improved performance.</p> <p>KQ- Why is team work important and required despite it being one individual who climbs? What is required for team work to be used and effective? How might a climber or yourself for future weeks motivate yourself? How will you improve? Have you analysed and evaluated you own performance? Do you recognise your own strengths and/or weaknesses?</p>	<p>different strokes can you demonstrate? How many different strokes are you able to consistently perform? During performance are you able to utilise various shots?</p> <p>N – Develop some basic skills to aid safety, performance and engagement. Develop team work skill, build trust develop relationships.</p> <p>KQ – Can you identify some of the basic skills needed for ice skating? Can you perform some basic skills? How can you help others and how can others help you develop such skills?</p> <p>(Level 1: Sit down and Stand Up, March forwards across the Ice, Forward two-foot glide Skate and Dip (Little Man) Turn around on the spot</p>	<p>apply strategy or adapt skills to meet the event or environment.</p> <p>KQ – What skills and attributes are required to participate/perform/compete in endurance events? Can strategy be utilised and applied in such events? What demands are required from a mental and a physical perspective to perform effectively across 400, 800 and 1500m events?</p> <p>N – Demonstrate the ability to orientate a map correctly without use of a compass. Be able to check location on a map by identifying 2-3 key surrounding features. Begin to develop knowledge of key/basic map symbols.</p> <p>KQ – What does it mean “to orientate a map”? Can you succeed in this task and consistently? How many basic map symbols can you recognise and/or explain?</p>	<p>required to be performed and can be seen consistently? Describe what might be an advanced technique? where and when might this be found or used?</p>
3	<p>N – To understand how different training methods can be used to develop and maintain specific fitness components.</p> <p>Develop teamwork skills</p>	<p>N- Play at greater speed and with more precision, selecting skills and techniques to apply principles of attack and defence effectively</p>	<p>N – Continue to develop quality and consistency of skills performed.</p> <p>Be able to adapt gymnastic skills and develop techniques that suit differing styles of</p>	<p>N – Use principles of performance in planning of tactics and strategy. Expand on movement and effective use of in relation to preparing, executing and recovering phases.</p>	<p>N – Improve techniques appropriate to an event. Take account of personal strengths and weakness as look to adapt. Strengthen understanding of rules and regulations linked with these specific events.</p>	<p>N – Improve ability to plan and apply tactics and strategy for tasks and challenges faced or in anticipation of.</p> <p>KQ – During game, what might you need to anticipate</p>

	<p>KQ – Can you identify some specific training methods? Can you make links between specific training methods and relevant sporting topics that may use certain methods?</p> <p>Can you identify and explain components of fitness? Can you recognise what activities work/test specific components?</p> <p>WSF – Computing. Throughout the week and maybe the next, small pieces of training/participation will be recorded and pupils will have opportunities to view this footage in order to recognise any elements or examples of team work. Any/all information found may be shared during final plenaries.</p> <p>N - With some guidance/support rig and launch a 2-man boat. Develop knowledge of components, equipment and parts of a boat. Gain a better understanding of environmental factors and their influence.</p> <p>KQ - Can you rig and launch a boat with little assistance? Can you name 3 key parts of the boat (fixed or moving)?</p>	<p>KQ – How can pace influence a game/match/performance? Can you use varying paces to your advantage? How?</p> <p>Are there specific time periods of a game/match when you select to play with an attacking and/or defending style/press? What skills can be utilised when defending/or attacking with pace and aggression?</p> <p>WSF – Computing. Pupils will be given opportunities to record peers performing in small drills. Once a number of recording has been gathered, in small groups, pupils will peer assess the footage and look to make developments. During this period, use of terminology and specific/appropriate sporting language will be encouraged.</p> <p>N – Learn more about your local surroundings, demonstrate your ability to be an effective and supportive member of society. Develop care and respect for the community.</p> <p>KQ- What did you observe and find new or interesting about the “real world” beyond the classroom? How did you have an impact of society? How did and how can you be a positive citizen when Geocashing? Did</p>	<p>gymnastics. (Parkour - floor work/acro - trampolining)</p> <p>KQ – Can you identify the terms consistency, fluency, control and tension? How may these vary with different gymnastic events? An you perform a sequence or variation of movements demonstrating precision, tension extension etc? Are individual/team performances aesthetically pleasing?</p> <p>WSF – Computing. Performances from varying gymnastic events will be viewed and assessed in order to distinguish differences in appearance, performance, tension, extension, precision, fluency, balance, skills etc.</p> <p>N – To learn and develop knowledge of climbing rope-work, where applicable, and how to use equipment appropriately.</p> <p>KQ– Can you define what is meant by climbing rope work? Why might climbing rope work be important? Where can rope work be applied? What safety equipment is required? Are you able to harness up independently? What does it</p>	<p>KQ – Explain how strategy can be used within performance? What is meant be technical principles? How can strategy or tactics be used in order to outwit an opponent? How effective are you at achieving desired outcomes with use of strategy or tactics? Evaluate your personal performance throughout the 3 phases, prepare, execute and recover. WSF – Staff will video small pieces of play and performance. Pupils will then have a few minutes to sit with staff, view, analyse and evaluate the performances with suggestions in how to move forward and develop. This will also be an opportunity to assess pupils, make comparisons but mostly an opportunity to build some confidence and self esteem from highlighting of positive examples of play/performance.</p> <p>N – Continue to develop existing skills. Be introduced and build on new skills.</p>	<p>KQ –What components of fitness are required in order to perform effectively and how would you rate your personal levels of fitness in comparison? What areas of strength or weakness have you assessed, what is the impact and how can you develop?</p> <p>WSF – Computing. Pupils will be requested to video record their peers’ performances, make self and peer analysis of the recordings. Pupils will be questioned on areas being addressed. This will encourage accurate and specific terminology to be discovered and utilised.</p> <p>N- To work effectively as a team. Apply skills developed to locate to maintain a fix on position (Thumbing). Understand how to navigate with use of pace. Complete a given route within a set time. KQ – What is required to work effectively as a team? What is leadership? Is this required for a team to work and collaborate effectively? What skills aid effective team work? What is meant by the navigation term “thumbing”? Are you able to succeed in completing a given route in a set time? Does pace affect this task? Why? How can pace be measured but also managed?</p>	<p>or plan for? Can you see the impact of analysing? How can analysing influence your play, personal performance or strategies?</p> <p>WSF – Computing. Open play and phases or parts of games will be videoed without pupil’s real acknowledgement. Once those phases are over, small groups will be asked to assess the short footage and give an evaluation. E.g. after watching a less confident batter face an extremely fast bowler, it is clear he/she lacked all composure and looked to slog every ball with hope of making contact, when really, they should have resorted to playing some defensive shots, simply to remain in and guard the stumps. If any areas of weakness can be identified and discussed effectively then this will be encouraged in order to make changes and developments. All positives will be evaluated also.</p>
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	<p>Can you identify environmental conditions and what bearing will then have on your sailing?</p>	<p>you feel like a positive part of society? Why?</p>	<p>take and how do you make sure you have harnessed up appropriately ready and safe to climb?</p>	<p>Understand the term dynamic risk assessments and develop decision making and thinking skills. (Level 2 - Backward marching across the ice, forwards Swizzles (Lemons), forward two-foot glide on a curve (Left and right), Two foot turn on the spot (forwards to backwards, backwards to forwards) Snowplough or T- Stop. KQ – Have you mastered level 1 skills? How confident do you feel learning and performing? How have you found any of Level 2 skills? Are you able to carry out a series/sequence of skills consecutively when called? What are your strengths at present? What are your weaknesses at present?</p>		
4	<p>N – To improve the ability to lead others in fitness-based activities. To know that different tests or activities work different aspects of health-related components. KQ – What may be required in order to lead fitness activities? Do you have the confidence to lead and support activities? Can you evaluate after performance where</p>	<p>N – Be able to work in small teams to compete and outwit an opponent, demonstrating a ranging of skills, precision, accuracy, consistency and adaptability with changing of game pace Take different roles within the chosen sport regards defending and attacking KQ – After performance can you assess strengths and</p>	<p>N – To adapt agility and compositional sequences taking into account personal strengths and weaknesses. KQ – Can you identify and explain the meaning of composition in relation to gymnastics? Are you able to demonstrate control of your full body? Are you able to transfer weight accordingly to initiate links and movements?</p>	<p>N – Understand why regular exercise and training can have a positive influence/effect on performance. KQ – What impact can various health & fitness levels have on performance? Can you make a personal assessment regards your levels of fitness and the impact it has on your</p>	<p>N – Continuation from week 3, with addition of High-Jump Plan to develop and make use of advanced techniques. Understand and demonstrate the link between precision, speed and power in such an event. Measure and record accurately. KQ – Explain and discuss the event of High-jump and what is required in order to achieve successful outcomes. Can you</p>	<p>N – To develop, adapt and apply more advanced skills required for batting. Expand from basic techniques and shots, involving the importance of posture, stance, movement, timing and preparation shot selection and effective use of. KQ – Describe 2 different ways in which batting can influence the pace of a game. Could you explain what is meant by batting shot</p>

	<p>leadership can be seen and its impact? Can you identify and/or health related components? What is the importance of each component of health and can you link components to certain activities? Could you describe the benefits of developing specific health related components?</p> <p>N - Be able to tack and control boat speed, and understand basic principles KQ – What is meant by the sailing term “Tack”? How do you tack? How can you control the speed at which a small boat travel? What effects the speed of travel for a small 2-man boat?</p>	<p>weaknesses in relation to your contribution for your team? Can you identify ways to develop your weaknesses?</p> <p>N- Develop confidence, knowledge and respect for the natural environment.</p> <p>KQ- What is meant by the natural environment? Do you feel comfortable, at home, scared, lost, alone, uncertain, worried about the natural environment? What dangers are there or could there be? Can you identify your surroundings and explain their role or importance to the environment?</p>	<p>N – To learn and further develop knowledge of climbing rope-work specifically being able to tie in independently, demonstrating accuracy and precision managing figure of 8 and stopper knots along with understanding certain belay devices and following safety measure with effective communication. KQ – Why is knowledge of rope work skills paramount? What can rope work skills consist of? Are you able to carry out a figure or 8 and a stopper not precisely and accurately? What is meant by Belay? Are you able to belay for another person? What is required to Belay?</p>	<p>performance? What ideas/ways/methods can you think of that would aid and develop an individual’s level of fitness with the idea to support and develop the individual’s performance?</p> <p>N - Be able to skate/perfor for a period of time with the presence of obstacles. Understand and experience observing, analysing and evaluating a sport and performance that in relatively unfamiliar. KQ – Can you perform/skate confidently, comfortable, with precision, fluency, balance and with control? Did you observe? What was your evaluation? What areas might require improving? Can you think of any methods to help improve?</p>	<p>demonstrate how to measure and record accurately? WSF – Computing. Pupils will be requested to video record their peers’ performances, make basic analysis of the recordings. Pupils will be questioned to highlight specific phases of the event and describe the performers technique, actions and motion throughout with links to precision, speed and power.</p> <p>N - develop mastery in cycle handling in an off-road environment and prepare riders for cycling across various terrains, situations and environments. Develop confidence, basic cycling skills with an understanding of safety demands and reequipments KQ- What is required in order to handle and use a bicycle safely? How can you make sure your safe, fellow riders are safe and members of the public are safe? What is an M check? Why is an M check important and when should an M check be carried out? How might cycling skills vary across different terrains and environments? What safety measurement must be adhered to? Why?</p>	<p>selection? How can shot selection improve the effectiveness of your outcomes and success rate during game play and/or competition? WSF –</p>
5	<p>N – Develop the ability to work as part of a team. KQ – in relation to fitness activities how can team work have an impact? What is might team work incorporate in order to team work to be effective? Can you evaluate</p>	<p>N – Identify what is required to develop fitness levels and have a positive impact during game/match performance. KQ – After experiencing specific and strict methods of training suited for specific invasion games, how can such training</p>	<p>N – To understand concepts of gymnastics activities. Make effective evaluation of strengths and weaknesses. KQ – What criteria did you use to assess? Can you identify strengths and or weaknesses for an individual</p>	<p>N – Use information gained from analysis of performance to improve personal performance. Be able to evaluate strengths and weaknesses of a performance and seek methods for development.</p>	<p>N – A lesson will be used to develop leadership and more advanced collaborative skills (Relay) Remaining lessons are to develop and accurately replicate and develop effective</p>	<p>N – Plan and implement advanced strategic and tactical principles and concepts and adapt where needed. Replicate skills in order to outwit and opponent. To introduce, develop and</p>

	<p>after performance where team work can be seen and its impact?</p> <p>N - Be able to steer and understanding and using basic principles of sailing. Expand on techniques, capsize recovery and sailing theory</p> <p>KQ – What are the basic principles of sailing? How do you steer a small boat? What equipment is required to steer? Do the environmental conditions have an effect on steering and why? What is meant by Capsizing? How do you manage and deal safely with capsizing?</p>	<p>have an impact? How can development of fitness improve your performance and impact on your team contribution? Are there any training methods you feel would be best suited and why?</p> <p>N- Develop knowledge and skills needed for remote camping and include tent pitching, equipment required, building temporary shelters and emergency shelters from natural materials. Also develop knowledge and understanding of camp safety and the 'Leave no Trace' principles.</p> <p>KQ- What skills are required for both an individual and as a team when building shelter of various descriptions? What materials could be used for emergency shelters? Why might you require an emergency shelter? What safety measures are there when camping? Would environment affect the safety measure? What is the "Leave no trace Principle"? why might this be required?</p>	<p>or team performance? Are you able to explain potential reasons for such strengths or weaknesses?</p> <p>Can you begin to utilise specific key words and terminology? What is the scale of your assessment (some assessment, basic, in-depth)</p> <p>N - To provide and develop a record of personal achievements (NICAS 1 Booklet) and encourage future planning and further thinking (The next climb, next few climbs, next week, next year's targets).</p> <p>KQ – What have you achieved so far? Where next? What next? How? Can you recognise areas of strengths and weaknesses along with ways and ideas to help develop?</p>	<p>KQ – What findings did you find from your analysis and evaluation? What is the purpose of evaluating effectively? What methods can you identify and potentially explain that could potential make developments. What does the term "Practice makes perfect" mean to you and have you used it?</p> <p>Target Sports</p> <p>N – Gain a positive and safe experience of various target sports. promote the benefits and uptake of target sports.</p> <p>KQ – What is the purpose of a target sport? Can you identify a number of target sports? What benefits are there from target sports? What dangers are there with in certain target sports? What components of health and components of fitness can develop with regular participation in target sports?</p>	<p>technique for throwing events with consistency (Discuss, Javelin, Shot Putt). Perform under athletic guidelines and regulations. Show adherence to safety regulations. Be able to identify components of fitness required for such events.</p> <p>KQ – What is required in order to perform jumping events accurately? What components of fitness are required? What rules, regulations and safety requirements are there? Can you describe how to measure and record accurately?</p> <p>N - Be able to prepare for cycling with some/little assistance and guidance. Develop from basic bicycle skills to moderate handling skills. Continue to expand on depth and use of safety knowledge for various environments and terrains.</p> <p>KQ – How confident are you in carrying out your own checks? Did you have the appropriate clothing and safety? What is meant by the term terrain? Can you evaluate your skills and performance when cycling across different terrains? What did you find tough? How did you combat this? Are you able to manage the mechanics of the bike for specific difficulties of terrain and different gradients?</p>	<p>broaden knowledge of rules for striking and fielding games predominantly this term cricket.</p> <p>KQ – Why would you apply strategy or tactics during play? What influences/impact can strategy have? Why would you apply strategy and/or tactics? Can you suggest specific players involvement when using strategy or tactics?</p> <p>WSF –</p>
6	N – Demonstrate knowledge and ability to carry out and perform accurately a number of post fitness tests. Be able	N – Take part in a competitive game, involving/demonstrating strategy and tactics. Evaluate performance over the term,	N – Understand how to develop and improve own and others work/performance based	N – Participate competitively taking responsibility for specific decision-making regards	N – Using developed knowledge and experience perform across a variety of athletic events with accuracy,	N – Perform in a series of Cricket games demonstrating and developing knowledge, application and replication of

<p>to measure accurately and make good understanding of results this including, comparisons with national aged related data.</p> <p>KQ – How confident and competent were you carrying out pre and post fitness tests? What were your findings? Has there been any progress between the pre and post results? If so why might this be? If not, why might this be? Were you able to make any comparisons with your data? Can you summarise your levels of fitness?</p> <p>N – Be able to independently launch & sail a 2-man boat around a triangle in moderate conditions demonstrating various skills and knowledge developed. Adhere to safety requirements and demonstrating some rescue skills if demanded.</p> <p>KQ – Can you sail a “-man boat around a designated course? What skills and knowledge did you rely and depend on? What rules and regulations were implemented? Did you adhere to them all? How would you rate your use of safety during your participation?</p>	<p>make comparisons and discuss strengths weaknesses and any developments.</p> <p>KQ – Can you describe your role within the team? Can you evaluate your performance <u>effectively</u>? What impact has the training and education over the last 6 had? How confident are you in recognising a set of transferable skills for varying invasion game activities?</p> <p>N – develop self-reliance, encourage teamwork and team work skills. Gain appreciation for the environment, by introducing lifelong and lifesaving skills and knowledge (Gypsy Well).</p> <p>KQ- What is resilience? Why might this be required in the natural environment? What team work skills might be required when tackling environmental conditions and challenge? Can you appreciate the environment more and why?</p>	<p>upon evaluations of compositional ideas, application, precision and control</p> <p>KQ – Can you observe movements /sequences and make judgement? Are you able to use appropriate and effective gymnastic language and terminology? Can you explore tension and extension on an action and understand the influence it has on quality of performance? Can you suggest methods/activities to aid improvement?</p> <p>N -To evaluate and develop an understanding of the sport, its history and ethics. Furthermore, to point the way to further disciplines and challenges in climbing beyond this current Schemes/NICAS award.</p> <p>KQ – Can you evaluate your participation, performances and what you have achieved so far? Can you identify any historical and/or ethical points for this activity? Where next and what can you achieve within this activity?</p>	<p>previous methods for development. Develop and display leadership and advance collaboration with others with given opportunities. Demonstrate Understanding of the concept of net and wall games.</p> <p>KQ – Can you analyse and evaluate your own performances over the past term? What strengths and weakness can you identify? Can you explain what you have done in order to make specific developments? What impact you’re your development methods had on your performance? Are you able to transfer principles and skills throughout varying net and wall activities?</p> <p>N - Participants learn about and practise sending an object with aim, accuracy, control and precision as they participate in a target game. Develop numeracy and literacy skills through scoring systems. Gain a greater understanding of the importance of safety for some target activities (Archery).</p>	<p>precision, replication, application and consistency. Analyse and evaluate personal performance across a number of athletic events to see where you best perform and explain why? Assess your somatotype, then identify and explain where your strengths are best suits regards athletic events.</p> <p>KQ – What is somatotype? How can this influence your engagement across events and your performance outcomes? Can you highlight an event you feel you have made great progress in and why? Are you able to transfer your knowledge and skills from practise into performance? How does Pressure affect your performance?</p> <p>N – Navigate a set route including various terrains within a set time period, taking into account safety measure for yourself and as a team.</p> <p>KQ – Can you evaluate the task? What challenges were faced? How did you combat such challenges? What bicycle handling skills were required? Any accidents? How were these dealt with? Did you complete the task in the given time period? Can you evaluate your personal performance? How can you develop? What next?</p>	<p>skills in varying situations. Experience competitive play, record accurately, apply strategy/tactics in game situation.</p> <p>Make and apply effective decisions effectively and take responsibility. Look to assess, evaluate and adapt during play.</p> <p>KQ – Describe and discuss your experience of competitive play and personal contribution. Can you make an effective evaluation of your performances and highlight any strengths or weaknesses? Were you able to apply any type of strategy and felt an impact, positive or negative? Suggest ways/methods/training activities which could look to improve and aid future performances.</p>
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				<p>KQ – Can you identify as many safety requirements as possible for the sport of archery? How important are these safety rules and why? Can you identify your performance and attributes such as control and accuracy? How can these be measured in such an activity?</p>	
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NICAS Level 2 – if required

2. Foundation Climber: aimed at promoting good practice in climbing and belaying on an artificial wall.

Level 2: Foundation Climber

This level is a key stage in a climber's development. It is designed to correspond to most climbing centres' membership standards. A Level 2 holder should be a potentially independent top rope climber and boulderer. They have mastered the basics of climbing on an artificial climbing structure and should be able to climb and boulder safely and, if appropriate, independently.

6 non-auto belay rope lines: minimum 5m high from top of matting / flooring to bottom of lower-off point. A minimum of 25 routes, some of which may be rainbow.
Route-setting at least 6-monthly

Some - could be traverses on wall.
If on wall, a foot gap or visual line must be indicated for the higher and lower limits of bouldering.

