



# **St Katherine's School**

## **Year 11 Curriculum Guide**

# Maths

Term	Foundation	Higher
<b>1</b>	<p><b>Unit 16</b> - Quadratics: Expanding, factorising and graphing</p> <p><b>Unit 17</b> - Circles, cylinders, cones and spheres</p>	<p><b>Unit 15</b> - Quadratics, expanding 3 binomials, sketching graphs, circles, cubics and quadratics</p> <p><b>Unit 16</b> - Circle theorems and circle geometry</p>
<b>2</b>	<p><b>Revision, Mock exams (1) and MAD Time</b></p> <p><b>Unit 18</b> - Fractions, reciprocals, indices and standard form</p>	<p><b>Revision, Mock exams (1) and MAD Time.</b></p> <p><b>Unit 17</b> - Changing the subject of formulae, algebraic fractions and proof</p>
<b>3</b>	<p><b>Unit 19</b> - Similarity and vectors</p> <p><b>Unit 20</b> - Simultaneous equations, rearranging equations, graphs of cubics and reciprocal functions</p>	<p><b>Unit 17</b> - Changing the subject of formulae, algebraic fractions and proof.</p> <p><b>Unit 18</b> - Vectors and geometric proof</p>
<b>4</b>	<p><b>Mock exams (2) and MAD time</b></p> <p><b>Unit 20</b> - Simultaneous equations, rearranging equations, graphs of cubics and reciprocal functions</p>	<p><b>Mock exams (2) and MAD time</b></p> <p><b>Unit 19</b> - Gradient on a curve, area under a graph. Direct and indirect proportion</p>
<b>5</b>	<b>General Revision and GCSE Paper 1</b>	<b>General Revision and GCSE Paper 1</b>
<b>6</b>	<b>GCSE Paper 2 &amp; 3</b>	<b>GCSE Paper 2 &amp; 3</b>

# English and Media Studies

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task akin to tasks they will need to be able to complete in their English Language examinations.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Term	English Topics	Key Information	Film Studies	Photography
1	<p><b>English Language Exam Techniques:</b> Component 2 - C19th and C21st texts and transactional Writing.</p> <p><b>Shakespeare:</b> <i>Romeo and Juliet</i></p>	Outstanding Speaking and Listening Examinations to be completed.	Results from mock. GCSE coursework - film opening and evaluative essay. Component 1: Technological development and History of Film.	GCSE Component 1a and 1b to be developed and completed.
2	<p><b>Shakespeare:</b> <i>Romeo and Juliet</i> Complete <b>Poetry Anthology</b></p> <p><b>English Language Exam Techniques:</b> Component 1 - Unseen prose and narrative writing.</p> <p><b>Mock Revision</b></p>	<p><b>Mock Examinations</b></p> <p><b>English Language Component 1:</b> Unseen prose and narrative writing</p> <p><b>English Literature Component 1:</b> Shakespeare's <i>Romeo and Juliet</i> and the Poetry Anthology</p>	Component 2: <i>Slumdog Millionaire</i>	
3	<p>English Language Exam Techniques: Component 1 - Unseen prose and narrative writing.</p> <p>English Literature: Component 2 - Unseen Poetry</p>		Component 2: <i>Spirited Away</i>	<b>ESA set</b> - Briefs sent from exam board.
4	English Literature and Language Revision	<p><b>GCSE Full Mock Examinations</b></p> <p>English Literature Component 1 and 2</p>	<b>GCSE revision GCSE full mock</b>	<b>ESA development</b>
5	English Literature and Language Revision	<p><b>GCSE Full Mock Examinations</b></p> <p>English Language Component 1 and 2</p> <p><b>GCSE Examinations</b></p> <p>English Literature Component 1 and 2</p>	<b>GCSE revision</b>	<p><b>GCSE ESA 10 Hour Exam</b></p> <p><b>Internal Moderation</b> <b>External Moderation</b></p>
6	English Language Revision	<p><b>GCSE Examinations</b></p> <p>English Language Component 1 and 2</p>	<b>GCSE Examinations</b>	

# Science

## Triple Science AQA

Term	Biology	Chemistry	Physics
<b>1</b>	<ul style="list-style-type: none"><li>• Human nervous system</li><li>• Hormonal coordination</li><li>• Homeostasis</li><li>• Test</li><li>• Reproduction</li></ul>	<ul style="list-style-type: none"><li>• Crude oil and fuels</li><li>• Organic reactions</li><li>• Polymers</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Forces in balance</li><li>• Motion</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Variation and evolution</li><li>• Mock exams</li><li>• Genetics and evolution</li><li>• Test</li><li>• Mock</li></ul>	<ul style="list-style-type: none"><li>• Chemical analysis</li><li>• Mock exams</li></ul>	<ul style="list-style-type: none"><li>• Force and motion</li><li>• Force and pressure</li><li>• Test</li><li>• Mock exams</li><li>• Wave properties</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Adaptations, interdependence and competition</li><li>• Organising an ecosystem</li></ul>	<ul style="list-style-type: none"><li>• The Earth's atmosphere</li><li>• The Earth's resources</li></ul>	<ul style="list-style-type: none"><li>• Electromagnetic waves</li><li>• Test</li><li>• Light</li><li>• Electromagnetism</li><li>• Test</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• Mock exams</li><li>• Biodiversity and ecosystems</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Mock exams</li><li>• Using our resources</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Mock exams</li><li>• Space</li><li>• Test</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>• Revision</li><li>• Final Exams</li></ul>		

You can find links and suggestions to support your child with their triple science assessments [here](#).

## Combined Science – Trilogy AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"> <li>The human nervous system</li> <li>Hormonal coordination</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>Crude oil and fuels</li> <li>Test</li> <li>Chemical analysis</li> </ul>	<ul style="list-style-type: none"> <li>Forces in balance</li> <li>Motion</li> </ul>
2	<ul style="list-style-type: none"> <li>Reproduction</li> <li>Variation and evolution</li> <li>Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>The Earth's atmosphere</li> <li>Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>Force and motion</li> <li>Test</li> <li>Mock exams</li> </ul>
3	<ul style="list-style-type: none"> <li>Genetics and evolution</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>The Earth's resources</li> <li>Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>Wave properties</li> <li>Electromagnetic waves</li> <li>Test</li> </ul>
4	<ul style="list-style-type: none"> <li>Mock exams</li> <li>Biodiversity and ecosystems</li> <li>Test</li> </ul>		<ul style="list-style-type: none"> <li>Mock exams</li> <li>Electromagnetism</li> <li>Test</li> </ul>
5	<ul style="list-style-type: none"> <li>Revision</li> <li>Final Exams</li> </ul>		

You can find links and suggestions to support your child with their combined science assessments [here](#).

# Design, Art & Technology

## Art

Project 1 - Natural Forms

Project 2 - Personal Project

Students are assessed on the following every two weeks, at the end of each term & at the end of each project (that lasts for four terms):

- Observational drawing (Externally set assignment Terms 3,4,5)
- Artist research (Externally set assignment Terms 3,4,5)
- Development of personal ideas (Term 1 and externally set assignment Terms 3,4,5 )
- A final outcome (Term 2 and externally set assignment Terms 3,4,5)

To support your child, you could ask to see their personal targets written on feedback sheets inside their paper folder that are set by the teacher every two/three weeks (kept inside your child's portfolio). Discuss these targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets.

<b>AO1</b>	Artist research: <ul style="list-style-type: none"><li>● Independently sourcing relevant artists:<ul style="list-style-type: none"><li>○ Google research</li><li>○ Gallery visits</li><li>○ RWA/Botanical Gardens visit</li></ul></li><li>● Relevant backgrounds</li><li>● Transcripts with relevant use of media</li><li>● Relevant presentation</li><li>● Analytical and personalised writing</li></ul>
<b>AO2</b>	Independently refine ideas through experimenting and selecting appropriate resources, media, techniques and processes
<b>AO3</b>	Revisit monochromatic observational drawing skills: <ul style="list-style-type: none"><li>● Tonal shading</li><li>● Texture</li><li>● Blending</li><li>● Sketching and 'building up'</li></ul> Recording ideas through photography: <ul style="list-style-type: none"><li>● Composition</li><li>● Foreground and background</li></ul> Revisit colour techniques: <ul style="list-style-type: none"><li>● Warm / cool / complementary / contrasting</li><li>● Tints and tones</li></ul> White gel pen / white coloured pencil on black: <ul style="list-style-type: none"><li>● Line / pattern / detail</li></ul> Paint - acrylic / watercolour / brusho / ink: <ul style="list-style-type: none"><li>● Thick opaque layers and thin washes</li><li>● Brush / palette knife</li><li>● Painting onto dry / wet surfaces</li><li>● Scratch into paint with card</li><li>● Drybrushing</li></ul> Spraypaint:

	<ul style="list-style-type: none"> <li>● Stencils</li> <li>● OHP</li> </ul> Clay: <ul style="list-style-type: none"> <li>● Slabs and coils</li> <li>● Black and metallic dry- brushing</li> </ul> Printing: <ul style="list-style-type: none"> <li>● Rubber stamping</li> <li>● Frottage</li> </ul>
<b>AO4</b>	Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources

## Engineering Design

During the course of the two years, students will have their coursework elements assessed every fortnight along with questions assessing the theory from the previous week.

To support your child you could ask to see their work and help them in the following ways

- Help them revise for the fortnightly theory questions ready for the examination
- Check that they have completed all amendments to their coursework that are communicated through the google classroom, if you wish to be added to this classroom please let us know.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R106 coursework task - In depth product analysis			Using feedback on coursework elements to improve grades before final submission		Revision for unit R105 final retakes
Unit R105 deepening of theory knowledge	Revision for unit R105 retake	Unit R105 deepening of theory knowledge			

# Hospitality

## Unit 2 Hospitality and Catering in Action

Learning Outcome	Assessment Criteria
<b>LO1</b> understand the importance of nutrition when planning menus	AC1.1 describe functions of nutrients in the human body
	AC1.2 compare nutritional needs of specific groups
	AC1.3 explain characteristics of unsatisfactory nutritional intake
	AC1.4 explain how cooking methods impact on nutritional value
<b>LO2</b> understand menu planning	AC2.1 explain factors to consider when proposing dishes for menus
	AC2.2 explain how dishes on a menu address environmental issues
	AC2.3 explain how menu dishes meet customer needs
	AC2.3 explain how menu dishes meet customer needs
<b>LO3</b> be able to cook dishes	LO3 be able to cook dishes
	AC3.2 assure quality of commodities to be used in food preparation
	AC3.3 use techniques in cooking of commodities
	AC3.4 complete dishes using presentation techniques
	AC3.5 use food safety practices

In the second year of the course, learners are assessed for Unit 2 in term 2 through a mock controlled assessment, with the actual assessment in Term 4. Retakes for the Unit 1 exam are in June for those learners who need it.

To support your child you could:

- Join the subject Google classroom to follow your child's progress
- Get them preparing food and cooking as often as possible
- Encourage them to work in The Leaf restaurant on a Thursday evening



# Business

Level 2 OCR Enterprise and Marketing: students study 3 units over two years. Students can be awarded a Pass, Merit, Distinction and Distinction\* grade.

**Unit R064: Enterprise and marketing concepts (Examined content):** Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

**Unit R065: Design a business proposal (Externally moderated coursework):** Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

**Unit R066: Market and pitch a business proposal (Externally moderated coursework):** Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

Term	Topic	Key Information
1 and 2	<p><b>RO65 external assessment portfolio</b></p> <p><b>Review product viability</b></p> <ul style="list-style-type: none"> <li>• Cost product</li> <li>• Pricing strategy</li> <li>• Break even</li> </ul> <p><b>Final self and peer evaluation</b></p> <p><b>RO64: Enterprise and marketing concepts</b></p> <ul style="list-style-type: none"> <li>• Business ownership</li> <li>• Sources of capital</li> <li>• Importance of a business plan</li> <li>• Functional Areas of business</li> </ul> <p><b>RO64: Enterprise and marketing concepts</b></p> <ul style="list-style-type: none"> <li>• Revision of all content in preparation for examination.</li> </ul>	<p><b>Externally set assignment 25% of final grade.</b></p> <p><b>Students will study towards their exam worth 50% of the final grade</b></p> <p><b>EXAM: <u>Thursday 9th January 2020 am</u></b></p>
3 and 4	<p><b>RO66 Market and pitch a business proposal</b></p> <ul style="list-style-type: none"> <li>• Build brand identity</li> <li>• Plan brand ideas</li> <li>• Promote a product</li> <li>• Plan a pitch</li> </ul>	<p><b>Externally set assignment 25% of final grade</b></p>

<p><b>5 and 6</b></p>	<p><b>RO66 Market and pitch a business proposal:</b></p> <ul style="list-style-type: none"> <li>● Use and develop personal and presentation skills to deliver a professional pitch</li> <li>● Deliver pitch to external audience</li> <li>● Review professional pitch</li> <li>● Review business proposal</li> </ul> <p><b>RO64: Enterprise and marketing concepts</b></p> <ul style="list-style-type: none"> <li>● Revision of all content in preparation for examination.</li> </ul>	<p><b>Externally set assignment 25% of final grade</b></p> <p><b><u>Exam Resit: Friday 22nd May 2020 PM</u></b></p>
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**Assessment:**

Assessment is through a mixture of externally marked coursework, **RO65 and RO66**, and examination, **RO64**, each worth 50% of the final grade.

**How can I support my child's learning?**

Students can be supported with their learning through ensuring that they adhere to the deadlines set by the class teacher regarding out of class work on coursework. Encouraging wider reading around the subject will help students apply their learning to real world scenarios, a key element of the course. This can be done through reading quality broadsheet newspapers, BBC business site <https://www.bbc.co.uk/news/business> and other quality news resources.

# Computing

In years 10 and 11 the students who opt for computing study the OCR GCSE Computing (J277) specification. The GCSE is assessed by two external written exams at the end of Year 11, each worth 50% of the final grade. The focus of paper 1 is Computational systems and this content will be covered primarily in year 10 with paper 2 Computational thinking, algorithms, and programming key content in Year 11.

Students are also supported to develop their own programming skills throughout the course by progressing through a series of independent student led activities and challenges available from the google classroom.

Term	Topic
1	2.2 Programming fundamentals
2	2.1 Algorithms
3	2.3 Producing robust programs
4	2.4 Computational logic 2.5 Translators and facilities of languages
5	Revision and Exam Preparation
6	Revision and Exam Preparation

## Assessment:

Formal assessment for accreditation is through 2 GCSE papers in Year 11, however students are consistently assessed for progress with end of topic tests at all stages of the course. These tests are summative in nature with a combination of peer and teacher marking with dedicated feedback and improvement time built in.

## How can I support my child's learning?

Students should be ensuring that they regularly undertake self-directed coding practice at home using the resources available to them on the class google drive, this should be done using [www.repl.it](http://www.repl.it).

Provision of revision guides are also available to all students through the class teacher.

Students should also be encouraged to ensure that they have a complete set of learning notes through catching up on any missed work by completing the activities in the classroom for that lesson.

Students should be encouraged to complete end of topic knowledge organisers and revision notes for each topic prior to their summative assessment.

# Humanities

**Assessment:** Students are assessed routinely as they complete exam units with opportunities in lessons to develop their understanding of exam success criteria. At the end of exam units students will typically complete a mock exam under timed conditions. Society & Culture is a non-examined subject.

**How can I support my child's learning?** Parents can support students by encouraging continual revision resourcing using revision guides and Seneca learning. Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce a complete set of notes.

Term	Geography	History	Philosophy & Belief	Society & Culture
1	<p><b>Paper 1:</b> <i>Topic 3</i> Dynamic Landscapes: Rivers</p> <p>Fieldwork - human and physical geography</p>	<p><b>Paper 2:</b> American West c. 1835- c. 1890</p> <ul style="list-style-type: none"> <li>- Early settlers</li> <li>- Native American conflict</li> <li>- Homesteaders &amp; Cattle industry</li> <li>- Plains Wars</li> <li>- Law &amp; Order</li> <li>- Destruction of Native American way of life</li> </ul>	<p><b>Component 2 - Christian Practices:</b> Forms of Worship; Sacraments; Pilgrimage; Christianity in the UK; The worldwide church</p> <p><b>Component 3 - Buddhist Practices</b> Buddhist places of worship in the UK and elsewhere; Meditation; Devotional Practices; Death and Mourning; Festivals and retreats.</p>	<p><b>Life:</b> debates surrounding abortion, assisted suicide and capital punishment.</p>
2	<p><b>Paper 1:</b> <i>Topic 1</i> Global Hazards</p> <p><b>Paper 2:</b> <i>Topic 7</i> UK in the 21st Century</p>		<p><b>Component 1 - Human Rights:</b> Human Rights; Social Justice; Wealth and Poverty; Prejudice and Discrimination</p>	
3	<p><b>Paper 2:</b> <i>Topic 7</i> Dynamic Development</p> <p><b>Paper 1:</b> <i>Topic 2</i> Changing Climate</p>	<p><b>Paper 3:</b> Weimar &amp; Nazi Germany 1918-1939</p> <ul style="list-style-type: none"> <li>- Creation of the Weimar Republic</li> <li>- Rise of the Nazi Party</li> <li>- Control &amp; Opposition under the Nazis</li> <li>- Life in Nazi Germany</li> </ul>	<p><b>Component 1 - Good and Evil:</b> The nature of good and evil; The philosophical problem of evil and suffering; Crime and Punishment; forgiveness</p>	<p><b>Sex:</b> child exploitation, consent, pornography and healthy relationships.</p>
4	<p><b>Paper 3:</b> Geographical Exploration (practice)</p>		Revision	
5	Revision of all three exam units	Revision of all three exam units	Revision	Revision
6				

# Modern Foreign Languages

DATE	TOPIC
September 4 weeks	Local, national, international and global areas of interest > Global issues > The environment <b>ASSESSMENT</b> - Grammar test + Reading
October 4 weeks	Local, national, international and global areas of interest > Social issues > Charity/ voluntary work <b>ASSESSMENT</b> - Speaking + Translation task
November 4 weeks	Current and future study and employment > Career choices and ambitions + Education post-16 <b>MOCK EXAM</b> (4 skills)
December + January 7 weeks	Identity and culture > Technology in everyday life / Social media / Mobile technology <b>ASSESSMENT - MOCK EXAM</b> (4 skills)
February 4 weeks	Local, national, international and global areas of interest > Global issues > Poverty/ homelessness <b>ASSESSMENT</b> - Speaking + Translation task
March 3 weeks	REVISION - Identity and culture <b>ASSESSMENT</b> - 4 skills
April 3 weeks	REVISION - Local, national, international and global areas of interest <b>ASSESSMENT</b> - 4 skills
May 4 weeks	REVISION - Current and future study and employment <b>ASSESSMENT</b> - 4 skills
June 4 weeks	EXAM PRACTICE

# Performing Arts

## Drama

**Assessment:** students will perform a devised piece of theatre completing supporting coursework. Students will then perform a scripted piece of theatre to an external assessor. The written exam is split between set texts and a

**Support:** students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are expected to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights.

Term	Topic
1	<b>Exam C1 devising unit.</b> Exam board stimuli. Performances linked to a practitioner showing skills and understanding of methodologies. Portfolio to be completed during rehearsals, collect all information, ideas, designs.
2	<b>Perform and complete C1.</b> Coursework, devised and evaluation. Component 3 revision set text DNA, mock exam prep.
3	<b>Component 2.</b> Performance scripts and groups chosen, extracts chosen. Each group has teacher directing sessions.
4	<b>Component 2.</b> Performance to external examiner; dates TBC by exam board. Students to see a piece of Live theatre to write about in their summer examination. Notes to be made for revision aid.
5	<b>Revision for C3 set text</b> DNA and live theatre performance. Mock exam questions set in and out of lessons.
6	<b>Complete C3 written exam.</b>

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Term	Topic
1	<b>Component 2 examination.</b> Developing Skills and Techniques in the Performing Arts. Workshop based sessions. Student led. A variety of dances and choreography based on previous learning in C1. Building on prior knowledge and developing core skills to be a triple threat musical theatre performer.
2	<b>Component 2</b> completion. Controlled assessment C1; presentation and logbook a and b plus creative vlog/blog/research folder-mood board.
3	<b>Component 3.</b> Task released by the exam board at the end of January.
4	<b>Component 3</b> - Performing to a Brief 40 hours prep time 8 hours assessment time. produce 10-15 min performances groups of 3-7 including solos, small groups and large group work.
5	<b>Examination Performance C3</b> Workshop style performance per group. External assessment with 3 part written element; controlled assessment in computer rooms.
6	Revision for other exams.

## Music

Term	Topic
1	<b>Composing:</b> complete free choice composition, score and programme note : start composition to a brief <b>Performing:</b> prepare and deliver solo performance
2	<b>Composing:</b> continue composition to a brief <b>Performing:</b> prepare and deliver ensemble performance
3	<b>Composing:</b> continue to work on composition to a brief <b>Listening:</b> revision of 4 areas of study: 1) Western Classical Tradition 1650-1910 2) Popular Music 3) Traditional Music 4) Western Classical Tradition 1910 onwards
4	<b>Composing:</b> complete composition to a brief, score and programme note <b>Listening:</b> revision of study pieces; 1) Haydn Clock Symphony 2nd movt 2) Beatles - Lucy In The Sky With Diamonds, Within You Without You, With A Little Help From My Friends
5	<b>Listening:</b> further revision of study pieces and 4 areas of study (see above)
6	<b>Exam</b>





**What else is on offer?**

Physical education lessons are one part of our faculty offer. We have a comprehensive range of extra-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our extra-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.

**What will students study in examination PE?**

At Key Stage 4 we follow the Pearson BTEC First Award in Sport. In Year 11 students will study:

**September - February: Leadership**

Attributes of successful sports leadership

Planning a sports activity session

Leading a sports activity session

Reviewing a sports activity session

**February - June: Principles of Personal Training**

Planning a training programme

The body systems and how they respond to training

Completing a training programme

Reviewing a training programme