

**KS3 Rodillian Academy PE Curriculum Map - Implementation** – All pupils will do a carousel of 7 activities across the academic year.

Year 7 ‘Personal development’			Year 8 ‘Health & wellbeing’			Year 9 ‘Leadership’		
Activity	Disciplinary Knowledge	Substantive knowledge	Activity	Disciplinary Knowledge	Substantive knowledge	Activity	Disciplinary Knowledge	Substantive knowledge
<b>Football:</b> To build on the fundamental skills required to perform at maximum levels in small sided games.	<ul style="list-style-type: none"> <li>• Basic principles of attack and defence</li> <li>• Finding and using space</li> <li>• Different marking, covering, delaying strategies</li> <li>• Application of modified game rules.</li> </ul>	Introduction to dribbling, receiving and turning with the ball. Introduction to passing, use of side of foot, dominant and non-dominant. Introduction to shooting, attacking/outwitting opponents and defensive/tackling techniques.	<b>Football:</b> To focus on developing team attacking and defending strategies and associated core techniques. To select and apply the core skills, using them tactically with the intention of outwitting their opponents.	<ul style="list-style-type: none"> <li>• Principles of attack and defence</li> <li>• Finding, using and denying space</li> <li>• Making decisions quickly and efficiently</li> <li>• Application of game rules</li> <li>• Understanding how to work as a team effectively.</li> </ul>	Develop passing, dribbling, turns and outwitting a defender, develop attack, develop shooting, headlining, defensive strategies/tactics.	<b>Football:</b> To focus on developing, implementing and refining team and individual game plans to outwit opponents.	<ul style="list-style-type: none"> <li>• Principles of attack and defence</li> <li>• Using deception to create space and opportunities for others</li> <li>• Decision making for skill execution</li> <li>• Working effectively as a team while applying a set of game rules</li> </ul>	Understanding when and where to pass, using different body parts to control and turn, attack/beating an opponent, shooting with a variety of techniques, defensive tactics, set plays and formations.
<b>Netball (girls):</b> To build on the fundamental skills required to perform at maximum levels in small sided games.	<ul style="list-style-type: none"> <li>• Principles of attack and defence using a range of strategies</li> <li>• Finding and using space</li> <li>• Use of sport specific terminology</li> <li>• Application of modified game rules</li> </ul>	Range of passes and receiving ball in a closed situation, footwork rule, creating space/outwitting opponents, attacking play/dodging, shooting, defending/positional awareness	<b>Netball (girls):</b> To focus on developing team attacking and defending strategies and associated core techniques with the intention of outwitting their opponents.	<ul style="list-style-type: none"> <li>• Principles of attack and defence using a range of strategies</li> <li>• Finding, using and marking space</li> <li>• Use of sport specific terminology</li> <li>• Application of game rules correctly</li> </ul>	Recap passing and fundamental rules, timing of pass and support play, attacking/outwitting opponents, shooting, marking/defending (1 <sup>st</sup> and 2 <sup>nd</sup> stage)	<b>Netball (girls):</b> To focus on developing, implementing and refining team and individual game plans to outwit opponents. Use core skills, replicate them in different competitive situations to achieve an outcome	<ul style="list-style-type: none"> <li>• More complex principles of attack and defence.</li> <li>• Decision making related to skill execution.</li> <li>• Working effectively as a team to exploit or deny space.</li> <li>• Application of rules and sport specific terminology</li> </ul>	Recap netball fundamentals to increase consistency, use of space/court linkage, attacking principles, defending principles, tactics (centre pass/within the shooting circle)

<b>Badminton:</b> To build on the basic principles of attack and defence. To develop the replication of the core skills to outwit opponents with increasing pressure. To accurately score and officiate mini badminton games.	<ul style="list-style-type: none"> <li>• Shot selection in a range of competitive contexts</li> <li>• Using space</li> <li>• Simple strategies to outwit opposition</li> <li>• Application of modified game rules</li> </ul>	Racket familiarisation, backhand and forehand serves, introduction to overhead clear, underarm clear and drop shot, game play tactics and outwitting opponents in singles play	<b>Badminton:</b> To develop consistency in replicating core skills through conditioned situations. To develop the ability to land the shuttle in a target area and refining game strategies with the intention of outwitting an opponent.	<ul style="list-style-type: none"> <li>• Shot selection in a range of competitive contexts</li> <li>• Using space</li> <li>• More complex strategies to outwit opposition</li> <li>• Application of a set of game rules</li> </ul>	Recap serving, development of overhead clear underarm clear and drop shot, introduction to smash shot, looking at when to play shots (tactics), outwitting opponents in singles and doubles play	<b>Badminton:</b> To develop more advanced techniques and implement and refine strategic play to outwit opponents. Demonstrate the essential elements of attack and defence in competitive situations.	<ul style="list-style-type: none"> <li>• Shot selection in a range of competitive contexts</li> <li>• Using space</li> <li>• Use of tactics and strategies to outwit opposition</li> <li>• Application of a set of game rules</li> </ul>	Recap stance, movement around court and serving, look at shot selection and developing power to outwit opponents (overhead clear and smash) looking at doubles and singles play tactics.
<b>Rugby (boys)</b> To build on the fundamental skills required to perform at maximum levels in small sided games	<ul style="list-style-type: none"> <li>• Principles of attack and defence using a range of strategies</li> <li>• Finding and using space</li> <li>• Use of sport specific terminology</li> <li>• Application of modified game rules</li> </ul>	Ball familiarisation, introduction to passing and receiving, passing with use of width, tackling technique and attacking/outwitting an opponent.	<b>Rugby (boys):</b> To encourage students to select and apply the appropriate core skills, use them tactically with the intention of outwitting their opponents. To develop team attacking and defending strategies in a competitive context.	<ul style="list-style-type: none"> <li>• Principles of attack and defence using a range of strategies</li> <li>• Finding and using space to change point of attack</li> <li>• Understanding of sport specific terminology</li> <li>• Application of more complex game rules</li> </ul>	Recap passing and refine handling skills, developing passing into 4 vs 2, develop tackling technique, kicking, tactical play/outwitting opponents.	<b>Rugby (boys):</b> To use core skills and implement them in different competitive situations to achieve an outcome. To focus on developing, implementing and refining team and individual game plans to outwit opponents.	<ul style="list-style-type: none"> <li>• Principles of attack and defence using a range of strategies</li> <li>• Finding and using space to change point of attack</li> <li>• Decision making for skill execution</li> <li>• Understanding terminology and rules of the game</li> </ul>	Passing and use of space, outwitting opponents (5 vs 3), tackling and rucking, restarting play-line outs and scrum development.

<b>Health and fitness:</b> To learn and accurately replicate specific techniques in a range of fitness based activities.	<ul style="list-style-type: none"> <li>• Skill replication in a range of fitness activities that test physical capacity.</li> <li>• Basic understanding of the way the body responds to exercise.</li> <li>• How to improve performances</li> <li>• Simple warm up &amp; cool down routines/movements.</li> </ul>	Introduction to heart rate, basic circuit, sustained running (couch to 5k), components of fitness, boxercise.	<b>Health and fitness:</b> To experience specific fitness based skills in a range of different contexts.	<ul style="list-style-type: none"> <li>• Skill replication in a range of fitness activities that test physical capacity.</li> <li>• Use a range of health and fitness terminology.</li> <li>• Understanding of the way the body responds to exercise.</li> <li>• Warm up &amp; cool down routines/movements.</li> </ul>	Fitness testing, developing circuits to be COF/sport relevant, introducing different methods of training (interval)	<b>Health and fitness:</b> To further develop specific fitness based skills in a range of different contexts	<ul style="list-style-type: none"> <li>• Skill replication in a range of fitness activities.</li> <li>• Use a range of health and fitness terminology.</li> <li>• Understanding of the way the body responds to exercise using appropriate terminology.</li> <li>• Lead warm up &amp; cool down routines</li> </ul>	Introduce different methods of training (fartlek), COF fitness testing, circuit training for different activities, design own circuits.
<b>Handball:</b> Pupils will build on the fundamental skills required to perform at maximum levels in small sided games. Development of the basic principles of attack and defence in handball.	<ul style="list-style-type: none"> <li>· Principles of attack and defence using a range of strategies</li> <li>· Finding and using space</li> <li>· Use of sport specific terminology</li> <li>· Application of modified game rules</li> </ul>	Passing and receiving, dribbling, movement off the ball to create space. Introduction to different shots, attacking tactics and ability to outwit opponents	<b>Handball:</b> Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply core handball skills using them tactically with the intention of outwitting their opponents	<ul style="list-style-type: none"> <li>· Principles of attack and defence using a range of strategies</li> <li>· Finding, using and marking space</li> <li>· Use of sport specific terminology</li> <li>· Application of game rules correctly</li> </ul>	Passing and receiving using rule of 3, dribbling with 2 hands, developing different shot techniques, introduction to defensive strategies and attacking tactics	<b>Handball:</b> Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situation	<ul style="list-style-type: none"> <li>· More complex principles of attack and defence.</li> <li>· Decision making related to skill execution.</li> <li>· Working effectively as a team to exploit or deny space.</li> <li>· Application of rules and sport specific terminology.</li> </ul>	Developing passing and receiving using rule of 3, passing, dribbling and movement off the ball to create space. Striding and jump shots. Developing defensive and attacking strategies and roles.

<b>Gymnastics (boys)</b> To explore core gymnastics skills individually and in combination. To incorporate control, precision and aesthetics into sequences showing creativity.	<ul style="list-style-type: none"> <li>• Explore ways of travel, balance and rotation</li> <li>• Use of space, formations, levels as part of sequences.</li> <li>• How to develop a performance linking gymnastic actions.</li> <li>• Importance of apparatus safety</li> </ul>	Individual jumps and travel, rotational movements, balances (individual), partner balances, counter balances, developing routines.	<b>Gymnastics:</b> To develop the use of core gymnastic skills in combination with other link movements while incorporating various apparatus. To demonstrate control, creativity and aesthetics into flight based sequences	<ul style="list-style-type: none"> <li>• Explored flight based movements using apparatus.</li> <li>• Develop understand of how to replicate weight bearing movements on the hands</li> <li>• How to set out apparatus safely</li> </ul>	Recap rotations and jumps, recap pair/group balances, intro to basic vaulting, vaulting low level apparatus, vaulting apparatus.	<b>Trampolining:</b> To develop the use of core skills and techniques individually and in combination with other link movements focusing on the control and aesthetics. To demonstrate creativity and fluency in developed sequences.	<ul style="list-style-type: none"> <li>• Develop understanding of how to replicate core skills using coordination, timing and body control.</li> <li>• Understanding of how core movements can be linked.</li> <li>• Use of sport specific terminology</li> </ul>	Trampoline safety, basic jumps, how to stop, aerial shapes/turns, seat landings, swivel hips, front landing, front landing development, routine creation
<b>Dance (girls)</b> Pupils will explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences.	<ul style="list-style-type: none"> <li>• How to perform simple motifs, phrases and routines</li> <li>• How to create simple dance phrases from a range of stimuli</li> <li>• Evaluation of own and others' performances and choreography.</li> </ul>	Dance introduction and timing development, use of formations, use of canon, routine creation, refining performance.	<b>Gymnastics:</b> To develop the use of core gymnastic skills in combination with other link movements while incorporating various apparatus. To demonstrate control, creativity and aesthetics into flight based sequences	<ul style="list-style-type: none"> <li>• Explored flight based movements using apparatus.</li> <li>• Develop understand of how to replicate weight bearing movements on the hands</li> <li>• How to set out apparatus safely</li> </ul>	Recap rotations and jumps, recap pair/group balances, intro to basic vaulting, vaulting low level apparatus, vaulting apparatus.	<b>Trampolining:</b> To develop the use of core skills and techniques individually and in combination with other link movements focusing on the control and aesthetics. To demonstrate creativity and fluency in developed sequences.	<ul style="list-style-type: none"> <li>• Develop understanding of how to replicate core skills using coordination, timing and body control.</li> <li>• Understanding of how core movements can be linked.</li> <li>• Use of sport specific terminology</li> </ul>	Trampoline safety, basic jumps, how to stop, aerial shapes/turns, seat landings, swivel hips, front landing, front landing development, routine creation

<b>OAA:</b> Pupils will focus on developing and using new skills and techniques in a variety of environments. Pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others.	<ul style="list-style-type: none"> <li>• Take part in mentally and physically challenging tasks.</li> <li>• Development of problem solving and team work.</li> <li>• Development of communication skills.</li> </ul>	Introduction to problem solving, trust exercises, leadership group activities, introduction to map work and orienteering.	<b>OAA:</b> Pupils will extend and improve communication and teamwork skills in a variety of situations. Pupils further develop their ability to respond effectively to problems and physical challenges using the cooperation of others.	<ul style="list-style-type: none"> <li>• Take part in mentally and physically challenging tasks.</li> <li>• Development of problem solving and team work.</li> <li>• Development of leadership skills and roles within a group.</li> </ul>	Problem solving, brain teasers, capture the flag, photo finish and all aboard, capture the marker.	<b>OAA:</b> Pupils will extend and improve communication and teamwork skills in a variety of situations. Pupils further develop their ability to respond effectively to problems and physical challenges using the cooperation of others.	<ul style="list-style-type: none"> <li>• Acquiring and developing orienteering skills.</li> <li>• Refine skills and techniques to overcome challenges.</li> <li>• Apply strategies and tactics in teams.</li> </ul>	Reflection on problem solving, develop map skills, compass points, bearings on a map, working as a team to plan strategies in a score/relay event.
<b>Athletics:</b> To accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances.	<ul style="list-style-type: none"> <li>• Skill replication in a range of competitive contexts</li> <li>• Basic biomechanics to aid core skill execution</li> <li>• Simple tactics to improve performances</li> <li>• Application of event rules</li> <li>• Health and safety guidelines when using equipment</li> </ul>	Introduce sprint technique, introduce pace running, high jump, shot putt, javelin and relays.	<b>Athletics:</b> To use knowledge of athletics events, strategies and core techniques to develop skill replication and performance	<ul style="list-style-type: none"> <li>• Skill replication in a range of competitive events</li> <li>• Application of a set of rules when competing</li> <li>• Understanding of own strengths and limitations</li> <li>• Knowledge of Personal running, jumping &amp; throwing capacity</li> </ul>	Develop sprint technique, middle distance running/pacing, high jump, shot putt, discuss, javelin and relays.	<b>Athletics:</b> To allow students to accurately replicate techniques across a range of disciplines.	<ul style="list-style-type: none"> <li>• Skill replication in a range of competitive events</li> <li>• Experienced a number of sprint &amp; pacing races.</li> <li>• Understanding of own strengths and limitations</li> <li>• Knowledge of the effect of exercise and ways to improve</li> </ul>	Develop sprint technique (sprint start), middle distance running/pacing, triple jump, shot putt (shuffle), javelin (run up), discus (spin)

<b>Striking and fielding:</b> To replicate and improve core skills in batting, bowling and fielding with the intention of outwitting opponent	<ul style="list-style-type: none"> <li>· Application of techniques in a range of contexts</li> <li>· Sport specific terminology</li> <li>· Simple strategies to outwit opposition</li> <li>· Application of a set of modified game rules</li> </ul>	Ball familiarisation/ catching, fielding, bowling, batting, fielding tactics, basic strategies to outwit opponents	<b>Striking and fielding:</b> To provide opportunities to accurately replicate and refine techniques for batting, bowling and fielding. To develop ability to place the ball in a target area and improve game tactics with the intention of outwitting an opponent. To build student confidence in understanding scoring and officiating systems.	<ul style="list-style-type: none"> <li>· Application of techniques in a competitive context</li> <li>· Sport specific terminology relating to a performer and official</li> <li>· Strategies to outwit opposition</li> <li>· Application of a set of modified game rule</li> </ul>	Fielding skills, bowling and batting development, introduction to positional roles, using tactics and strategies to outwit opponents	<b>Striking and fielding:</b> To demonstrate consistency, timing and fluency in the execution of batting, bowling and fielding. To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play. Students to work independently and demonstrate an ability to score and officiate small sided games.	<ul style="list-style-type: none"> <li>· Application of techniques in a range of competitive contexts</li> <li>· Sport specific terminology</li> <li>· Strategies to outwit opposition</li> <li>· Application of game rules as a performer and official</li> </ul>	Throwing, catching, fielding, bowling techniques development, batting development, fielding roles, evaluation of tactics.
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## Year 9 GCSE Pre-option PE

Term	Topic	Knowledge	Assessment	Practical
<b>Term 1</b>	The structure and function of the skeletal system <ul style="list-style-type: none"> <li>- Name and location of bones</li> <li>- Structure and functions of the skeleton</li> <li>- Joints and movement at joints</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Be able to name and locate the major bones of the body.</li> <li>- Be able to apply practical examples of how the skeletal system allows the 5 functions.</li> <li>- Be able to explain the structures of a joint and their roles during physical activity.</li> </ul>	Students have a double lesson weekly for Y9 Pre-Option – 1 x theory & 1 x practical lesson.  In the theory lessons pupils will look at: AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. They will then take part in a practical element where they will apply the information they have just been taught.	Athletics
	The structure and function of the muscular system <ul style="list-style-type: none"> <li>- Name and location of muscles</li> <li>- Muscle movement</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Develop their knowledge of the location of the major muscle groups and be able to apply muscle use to practical examples.</li> </ul>		
	Movement analysis <ul style="list-style-type: none"> <li>- Lever systems</li> <li>- Planes of movement</li> <li>- Axis of rotation</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Develop their knowledge of the three classes of levers and will be able to use practical examples to show where these levers operate in the body to produce movement.</li> <li>- Know the three planes of movement and be able to give practical examples of these.</li> <li>- Know and give practical examples of frontal, transverse and longitudinal axes of rotation.</li> </ul>	Students will complete a summative assessment every half term to assess progress.	Football
	Effects of exercise on body systems <ul style="list-style-type: none"> <li>- Short term effects</li> <li>- Long term effects</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system.</li> <li>- They will be able to apply their understanding of these effects to practical examples.</li> </ul>		
	Components of fitness	Pupils will: <ul style="list-style-type: none"> <li>- Develop their knowledge and understanding of the components of fitness.</li> <li>- Be able to define each component and be able to apply using a range of practical examples from physical activities and sports.</li> <li>- Develop their knowledge of suitable tests for each component and be able to collect and use data related to the identified components of fitness.</li> </ul>		

<b>Term 2</b>	Applying the principles of training <ul style="list-style-type: none"> <li>- SPOR</li> <li>- FITT</li> <li>- Methods of training</li> <li>- Warm up/cool down</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Develop their knowledge and understanding of the principles of training.</li> <li>- Be able to define each principle and be able to apply each to personal exercise/ training programmes.</li> <li>- Develop their knowledge and understanding of how to optimise training using the FITT principle and different methods of training.</li> <li>- Develop their knowledge and understanding of the key components and physical benefits of the warm-up and cool down applied to physical activities and sports</li> </ul>	Students have a double lesson weekly for Y9 Pre-Option – 1 x theory & 1 x practical lesson.  In the theory lessons pupils will look at: AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. They will then take part in a practical element where they will apply the information they have just been taught.	Trampolining
	Commercialisation <ul style="list-style-type: none"> <li>- Golden triangle</li> <li>- Positives and negatives of the media</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media.</li> <li>- Be able to give examples showing the positive and negative effects on participation and performance in physical activities and sports.</li> </ul>		
	Sports psychology <ul style="list-style-type: none"> <li>- Characteristics of skilful movement</li> <li>- Classification of skills</li> <li>- Goal setting</li> <li>- Feedback</li> <li>- Mental preparation</li> <li>- Guidance</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Develop their knowledge and understanding of the psychological factors that can affect performers.</li> <li>- Develop their knowledge and understanding of how skills are learned and performed in physical activities and sports.</li> <li>- Understand the classification of skilful movement, along with the role of goal setting and mental preparation to improve performance in physical activities and sports.</li> <li>- Develop their knowledge and understanding of the different methods of mental preparation, guidance and feedback.</li> <li>- Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances.</li> </ul>	Students will complete a summative assessment every half term to assess progress.	Netball
	Ethical & socio-cultural issues <ul style="list-style-type: none"> <li>- Violence in sport</li> <li>- Sportsmanship, gamesmanship, deviance</li> <li>- Drugs in sport</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance.</li> <li>- Develop their understanding of the effects of drugs in sport and the reasons why sports performers use drugs.</li> <li>- Be able to give reasons for player violence with practical examples in physical activities and sports.</li> </ul>		



<b>Term 3</b>	<p>Cardiovascular system</p> <ul style="list-style-type: none"> <li>- Structure and function of the heart</li> <li>- Structure and function of blood vessels</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Develop their knowledge and understanding of the structure and function of the cardiovascular system.</li> <li>- Understand blood vessels and blood cells with their pathway through the heart, along with definitions of key cardiac terms.</li> </ul>	<p>Students have a double lesson weekly for Y9 Pre-Option – 1 x theory &amp; 1 x practical lesson.</p> <p>In the theory lessons pupils will look at: AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. They will then take part in a practical element where they will apply the information they have just been taught.</p>	Rugby
	<p>Respiratory system</p> <ul style="list-style-type: none"> <li>- Structure and function of respiratory system</li> <li>- Inspiration/expiration</li> <li>- Aerobic and anaerobic exercise</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions.</li> <li>- Will be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.</li> </ul>		
	<p>Preventing injury in physical activity</p> <ul style="list-style-type: none"> <li>- Hazards &amp; risks (sports hall, fitness centre, playing field)</li> <li>- Prevention of injury</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport.</li> <li>- Understand the potential hazards in a range of physical activities and sports settings.</li> <li>- Know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.</li> </ul>	<p>Students will complete a summative assessment every half term to assess progress.</p>	Badminton
	<p>Health, fitness &amp; wellbeing</p> <ul style="list-style-type: none"> <li>- Diet and nutrition</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being.</li> <li>- Develop their knowledge and understanding of diet and nutrition.</li> <li>- Understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</li> </ul>		