Rugby Free Secondary School – Key Subject Points (Half-Term 3)

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| Subject | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Marking, Feedback & Assessment |
| English | Roots of Drama - ‘Free!’ by David Grant   * Examining the origins of theatre and drama. * Analysing language, form and structure of a modern play. * Evaluating contextual influences on a modern play. | Non-fiction Writing   * Examining examples of argumentative and persuasive writing. * Creating own arguments and persuasive pieces. * Evaluating their ability to persuade and argue. | Taking a Stand – War poetry and ‘Heroes’ by Robert Cormier   * Analysing structure of prose and poetry. * Evaluating the effects of structure on readers. * Writing critical and analytical responses to poetry and prose. | GCSE Power and Conflict Poetry   * Analysing language, form and structure in GCSE poetry. * Analysing themes and connections within GCSE poetry. * Writing sophisticated and analytical responses comparing GCSE poetry. | GCSE English Language Paper 1 Revision   * Revising how to analyse unseen fiction texts. * Revising how to write sophisticated and analytical responses to unseen fiction texts. * Revising how to craft fiction writing. | Two pieces of assessment each half term for Year 7-10, including a baseline assessment and a formal assessment.  Four pieces of assessment each half term for Year 11, including two baseline assessments and two formal assessments. |
| Maths | Weekly Exit tickets via microsoft forms  Set of questions based on recall starters.  Instant feedback given with stepped answers & link to Hegarty Maths tasks for independent learning.  Starter after this is made for students to try incorrect topics again, having had the support of the stepped answers and any independent learning. | Weekly Exit tickets via microsoft forms  Set of questions based on recall starters.  Instant feedback given with stepped answers & link to Hegarty Maths tasks for independent learning.  Starter after this is made for students to try incorrect topics again, having had the support of the stepped answers and any independent learning. | Weekly Exit tickets via microsoft forms  Set of questions based on recall starters.  Instant feedback given with stepped answers & link to Hegarty Maths tasks for independent learning.  Starter after this is made for students to try incorrect topics again, having had the support of the stepped answers and any independent learning. | Weekly Exit tickets via microsoft forms  Set of questions based on recall starters.  Instant feedback given with stepped answers & link to Hegarty Maths tasks for independent learning.  Starter after this is made for students to try incorrect topics again, having had the support of the stepped answers and any independent learning. | Weekly Exit tickets via microsoft forms  Set of questions based on recall starters.  Instant feedback given with stepped answers & link to Hegarty Maths tasks for independent learning.  Starter after this is made for students to try incorrect topics again, having had the support of the stepped answers and any independent learning. | Weekly Exit tickets via microsoft forms  Set of questions based on recall starters.  Instant feedback given with stepped answers & link to Hegarty Maths tasks for independent learning.  Starter after this is made for students to try incorrect topics again, having had the support of the stepped answers and any independent learning. |
| Biology | Reproduction   * Assessment of previous knowledge and retrieval practice throughout * Linking learning with PSHE * Teacher guided learning to develop knowledge and understanding | Variation   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding of variation | B2 - Cells and Control   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding of cell division, growth of organisms and the nervous system | B3 – Genetics   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding of genetics | B8 – Exchange and Transport  -Assessment of previous knowledge and retrieval practice throughout  -Teacher guided learning to develop knowledge and understanding of the heart, lungs and respiration. | Class teachers will be setting two pieces of FAR assessed work before February half-term. These will be based on exam questions for KS4. All will be differentiated (not the same across all classes). |
| Chemistry | Diffusion   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding | Properties of Metals   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding | Rates of reaction   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding | Acids and alkalis and calculations   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding | Atmosphere  -Assessment of previous knowledge and retrieval practice throughout  -Teacher guided learning to develop knowledge and understanding | Class teachers will be setting two pieces of FAR assessed work before February half-term. These will be based on exam questions for KS4. All will be differentiated (not the same across all classes). |
| Physics | Electrical Circuits   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding | Particle Model   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding | Energy   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding | Forces and their effects   * Assessment of previous knowledge and retrieval practice throughout * Teacher guided learning to develop knowledge and understanding | Particles  -Assessment of previous knowledge and retrieval practice throughout  -Teacher guided learning to develop knowledge and understanding | Class teachers will be setting two pieces of FAR assessed work before February half-term. These will be based on exam questions for KS4. All will be differentiated (not the same across all classes). |
| History | Knowledge checker questions at start of lesson  Rulers and Ruled Scheme of Learning – examining  Themes like nature of power, role of the Medieval Church, Democracy and rights  Topics: Murder in the Cathedral, Interpretations of King John + assessment, Black death and Peasants Revolt  Assessment tools like Quizziz / Microsoft Forms to produce a breakdown of student understanding / gaps in knowledge in key areas  Key Assessed Pieces:  What made an effective Medieval Ruler? Peel explanation  King John Interpretations Assessment – Does King John deserve to be remembered as the worst king in History? | Knowledge checker questions at start of lesson  Why did WW1 became a global conflict?  Topics: How did WW1 begin? Life in the Trenches, A soldier's story – Walter Tull, Empire Soldiers, Case Study: the Somme, how far did the war get women the vote?  Assessment tools like Quizziz / Microsoft Forms to produce a breakdown of student understanding / gaps in knowledge in key areas  Key Assessed Pieces: Causes of WW1 and Interpretation work on life in the Trenches | Knowledge checker questions at start of lesson  Crime and Punishment in Early Modern Britain  Topics include:  New definitions of crime like heresy, vagrancy.  New law enforcement techniques and means of trial and punishment  Year 9 - two marked work over half term Year + Quizziz/ Microsoft forms - explain Question – 12 marks - Explain why there were ‘new crimes’ during the period of 1500-1750 You may use the following in your answer Heresy, Vagrancy - You must also use information of your own 4-mark Change and continuity question  +  12 marker later in the term  Explain why criminals were treated so harshly in the Early Modern period [12 marks] You may use the following in your answer: The Bloody Code The Gunpowder Plot, 1605 You must information of your own | Knowledge checker questions at start of lesson  The Early Elizabethans Paper 2  Topics include:  The Northern Rebellion, The threat and eventual execution of MQOS, Catholic conspiracies and the threat from abroad including the Spanish Armada  Assessment tools like Quizziz / Microsoft Forms to produce a breakdown of student understanding / gaps in knowledge in key areas  Year 10 as above and two pieces marked -  4 marker and 16 marker  6-mark practice question ‘Elizabeth’s excommunication was the most serious threat to Elizabeth’s rule in the years 1570-87 – How far do you agree?  12 Marker: Explain why Mary, Queen of Scots was executed in 1587 You may use the following in your answer: • Francis Walsingham  • Babington Plot | Knowledge checker questions at start of lesson  Paper 3 – Weimar and Nazi Germany  Unit 2 How did Hitler become Chancellor in 1933?  Topic include:  Impact of the WSC, How the Nazi’s gained support from 1929 onward, How Hitler consolidated his power, night of the Long Knives etc  Assessment tools like Quizziz / Microsoft Forms to produce a breakdown of student understanding / gaps in knowledge in key areas  Year 11 – Knowledge checkers, quizziz + work marked 3 times over the half term with a focus on paper 3 interpretations questions as per the LIP | Yr 7- 2 pieces of marked work over half term Year 7 – Quizziz /Forms quizzes/ What made an effective Medieval Ruler? Peel explanation  King John Interpretations Assessment – Does King John deserve to be remembered as the worst king in History?  Year 8 - 2 pieces of marked work over half term + Quizziz/Forms quizzes - Causes of WW1 and Interpretation work on life in the Trenches  Year 9 - two marked work over half term Year + Quizziz/ Microsoft forms - explain Question – 12 marks - Explain why there were ‘new crimes’ during the period of 1500-1750 You may use the following in your answer Heresy, Vagrancy - You must also use information of your own 4-mark Change and continuity question  +  12 marker later in the term  Explain why criminals were treated so harshly in the Early Modern period [12 marks] You may use the following in your answer: The Bloody Code The Gunpowder Plot, 1605 You must information of your own  use information of your own  Year 11 – Knowledge checkers, quizziz + work marked 3 times over the half term with a focus on paper 3 interpretations questions as per the LIP |
| Geography | Regular factual recall quizzes.  Assessment point 1 – Microsoft forms on Hazardous World focused on the structure of the earth, distribution of earthquakes and volcanoes, plate margins, types of volcano, place specific examples (Yellowstone and Kilauea).  Assessment point 2 – Microsoft forms on Hazardous World recapping previous learning as well as the primary and secondary impacts of earthquakes, responses to earthquakes, reducing the effects of earthquakes, place specific examples (Christchurch and Haiti). | Regular factual recall quizzes.  Assessment point 1 – Microsoft forms on Population and Migration focused on the spread of global population, site and situation factors, the demographic transition model and population pyramids.  Assessment point 2 – Microsoft forms on Population and Migration recapping previous learning as well as the different types of migration, push and pull factors, reasons for migration and place specific examples (Europe). | Recall check at start of lessons e.g. quizzes.  Natural Hazards and plate tectonics  Focus on what a natural hazard is what effects risk.  Plate tectonic theory leading to tectonic hazards and 2 case studies.  Mitigation of hazards | Recall check at start of lessons e.g. quizzes.  Coastal Landscapes and processes  Focus on waves, erosion, deposition and formation of erosional and depositional landforms.  Coastal management – looking at management of the coast through, hard and soft engineering and managed retreat.  Case studies throughout. | Recall check at start of lessons e.g. quizzes.  The changing UK economy – Part of the Changing Economic World topic.  Focus on how and why the UK’s economy has changed over time, the environmental impacts of industry, how the UKs landscape has changed .  Later on we will look at how the UK transport infrastructure is changing e.g. HS2, how this links to the North-South divide and finally the UKS influence on the wider world. | Regular checking through quizzes.  KS3 – 2 assessments on MS forms  KS 4 - Three assessment points through MS Forms (based on past paper questions) |
| Sociology |  |  | Research Methods: Examining the Research Process, identifying different Research Methods and Ethical Issues and applying them to society. |  |  | Two FAR marked assessments- mid point (L5) with low stake questions. End of Unit assessment (L9) - multiple choice and 2-4 mark questions.  Will use Forms/Quizizz |
| Health & Social Care | N/A | N/A | Growth and Development:  Looking at physical, intellectual, emotional and social development. Linking knowledge to own case studies and writing assignments for this units coursework. | N/A | N/A | Students will produce 4 PEEL paragraphs per development area (PIES) for their case study. This is assessed and goes towards their coursework. |
| Computer Science | Using Media – Gaining support for a cause  Marking of classwork based on tasks set  Assessment quiz at end of topic | Data Representation  Marking of classwork based on tasks set  Assessment quiz at end of topic | Fundamentals of algorithms and programming  Assessment 1 – Test Algorithm fundaments and representing algorithms  Assessment 2 – Test – Algorithms and programming skills (data types, Input and Output and basic programing concepts) | Data representation – Character encoding, representation of images and sound  Robust and secure programming + Structured programming and subroutines  Assessment 1 - on data representation including binary conversion, arithmentic and hexadecimal  Assessment 2 – test on Robust and secure programming, data validation, authentication and verification | Fundamentals of computer networks  Assessment 1 – Include all aspects of computer networks  Cyber Security  Assessment 2 – Include aspects of Cybersecurity including:   * social engineering techniques * malicious code * weak and default passwords * misconfigured access rights * removable media * unpatched and/or outdated software. | KS3 – 1 piece of FAR feedback based on class work and will complete an assessment at the end of the topic  GCSE – 2 pieces of FAR feedback based on classwork and 2 assessments completed |
| Creative iMedia | n/a | n/a | Pre-Production skills Introduction - Unit R081  Assessment 1 – project/client brief  Assessment 2 – mock based on LO1 and/or LO2 | R082 – Creating digital graphics  Recap of LO1 and LO2  Understand the purpose and properties of digital graphics and be able to plan the creation of a digital graphic  Assessment will be based on a client brief assessing the skills learnt | n/a |  |
| Art | Science illustration  -Project linked to colour theory and science illustration  -FAR marking: Exam-style questions linked to colour theory  -Quick quiz linked to colour theory and science illustration. | Op Art  -Project linked to the formal elements and optical illusions  -FAR marking: Exam-style questions linked to artist study  -Quick quiz linked to formal elements and optical illusions. | Anatomy of the heart  -Coursework-style project taking students through the coursework process, from creating a title page and mood-board to analysing the work of other artists and experimenting with different media.  -FAR marked title page and mind-map  -WCF for artist 1 | Component 1  -Students are completing their first piece of coursework, component 1.  -They will be working on their title page, mind-map, mood-board and analysis of artist 1.  -The title page and mind-map will be FAR marked and the artist 1 analysis will receive WCF. | Component 1  -Students are completing their coursework, component 1, which now forms 100% of the final grade.  -They will be working on their analysis for artist 2 and their recordings.  -They will receive FAR feedback for Artist 2 and WCF for their recordings. | KS3 students will receive 1 piece of FAR marking for their exam-style questions.  KS3 students will also complete a Microsoft forms quick to check knowledge.  Year 9 students will receive FAR marking for their title page and mind-map and some WCF for their artist 1 analysis.  Year 10 will receive FAR marking for their title page and mind-map, and some WCF for their artist 1 analysis.  Year 11 will receive FAR marking for their analysis of artist 2 and some WCF for their recordings. |
| Textiles | Materials and their working properties (sock monkey)  -Project linked to materials and their working properties; exploring fibres, sources and properties  -Learning around the use of production aids and templates to improve accuracy  -FAR marking: exam-style questions linked to fibres and production aids  -Quick quiz linked to fibres and their working properties | Materials and their working properties (juggling balls)  -Project linked to materials and their working properties; exploring fibres, sources and properties  -Learning around the use of production aids and templates to improve accuracy  -FAR marking: exam-style questions linked to fibres and production aids  -Quick quiz linked to fibres and their working properties | Materials and their working properties  -Project linked to materials and their working properties; exploring fibres, sources and properties  -Learning around the use of production aids and templates to improve accuracy  -Practical work creating a half scale paper pattern in preparation for practical work.  -FAR marking: exam-style questions linked to fibres and production aids  -Quick quiz linked to fibres and their working properties | Practice NEA  -Practice piece of coursework (Non-Exam Assessment)  -Students will be working on section A, B and C, which is the research section, design brief and design specification and design section.  -FAR marking for section A and B. | N/A | KS3 students will receive 1 piece of FAR marking for their exam-style questions.  KS3 students will also complete a Microsoft forms quick to check knowledge.  Year 9 students will complete two written assessments and these will be FAR marked.  Year 10 students are working on a practice NEA and will receive FAR marking for section A and B, with some WCF for section C. |
| Food and Nutrition | N/A | N/A | Nutrition: macro-nutrients  -Exploring nutrition, focusing on macro-nutrients (fats, carbohydrates and protein)  -FAR marking: exam-style questions linked to nutrition.  -Quick quiz linked to each macro-nutrients | Practice NEA 2  -Continuing with the practice NEA 2, focusing on the research section and selecting appropriate recipes.  -Section A and B will be FAR marked. | N/A | Year 9 students will complete two written assessments and these will be FAR marked.  Year 10 students are working on a practice NEA and will receive FAR marking for section A and B. |
| Resistant Materials | N/A | N/A | Forces and stresses  -Learning linked to forces and stresses and motions and movements  -FAR marking: exam-style questions linked to forces and stresses  -Seneca quiz linked to motions and movements | Practice NEA  -Practice piece of coursework (Non-Exam Assessment)  -Students will be working on section A, B and C, which is the research section, design brief and design specification and design section.  -FAR marking for section A and B. | NEA (Non-Exam Assessment)  -Students are working on section A, B, C and D of their coursework.  -Students will receive FAR marking for section C and D. WCF will be shared for section D initially. | Year 9 students will complete a written assessment and this will be FAR marked. They will also complete a seneca quiz to check knowledge.  Year 10 students are working on a practice NEA and will receive FAR marking for section A and B, with some WCF for section C.  -Year 11 students will receive FAR marking for section C and D. WCF will be shared for section D initially. |
| MFL | En mi tiempo libre.  - Learn different sports and activities in Spanish.  - Continue giving opinions and reasons.  - Talk about music preferences.  - Describe your routine during the week. | Salgo con mis amigos  - Be able to tell the time in Spanish.  - Make plans with friends.  - Describe different places in town and activities.  - Describe your town. | Welcome to Spanish GCSE.  - Recap previous knowledge.  - Talk about travelling. Countries, activities, transport...  - Be able to describe past events conjugating. | Intereses e influencias.  - Talking about free time activities.  - Using stem-changing verbs.  - Talking about TV programs.  - Using soler + infinitive  - Use the imperfect tense. | A currar  - Talking about different jobs.  - Using soler in the imperfect tense.  - Using verbs in different forms.  - Using the preterite and imperfect together. | Y7/Y8  - Two pieces of written work.  - Possible podcast or video assessment.  GCSE  - Two pieces of Writing past papers.  - Possible audio assessment. |
| Music | African Music   * Role of Music in African culture * Researching different types of instruments * Listening tasks with questions * Learning key vocabulary * Video tutorials - learning African Drumming rhythms using body percussion * Creating call and response rhythms * Improvising rhythms | Popular Music 1950s-present day  Introducing 5 different styles of popular music. For each style students will learn about..   * Artists * Cultural context * Stylistic features * Types of instruments * Lyrics * Musical influences   Students will complete:   * Independent research tasks * Listening tasks * Quizzes * Create a presentation | Year 9 Music GCSE:  General listening skills:  Rhythm – semiquavers, triplets and rests  Cadences, Instruments of the Orchestra, Musical textures, describing melodic features  Music History:  Introduction to Western Classical music:  Renaissance and Baroque Music  Research and listening tasks  Year 9 Music Technology  Learning how to use a DAW (Digital, Audio, Workstation)  Students will complete tasks on Bandlab building up to creating one final piece. | Year 10 Music GCSE:  General listening skills:  Continued development of general listening skills completing listening questions focusing on a different musical element each lesson.  Analysis:  Analysis of Star Wars set work including listening, written tasks, score based tasks  Solo Performance rehearsal and preparation  Year 10 Music Technology:  Students will be completing their first piece on coursework – Describing the functions/features of a DAW | Year 11 Music GCSE:  General listening skills:  Continued development of general listening skills completing past paper style questions  Analysis:  Introduction to and analysis of Purcell’s ‘Music for a While’  Research, listening and written questions  Review of Mock exam paper  Solo Performance rehearsal and preparation  Year 11 Music Technology:  Written paper mock assignment. Preparation and completion | Year 7:  Weekly quizzes and end of topic written and listening test  Year 8:  Weekly quizzes and final presentation  Year 9 GCSE Music:  General listening assessment and Renaissance exam style listening question  Year 10 GCSE Music:  General listening assessment  Star Wars past paper listening question  Year 11 GCSE music:  Unfamiliar Listening and Purcell past paper listening questions  Year 9 Music Tech:  Weekly quizzes and Composition using Bandlab  Year 10 Music Tech:  Weekly quizzes and formally assessed piece of written coursework  Year 11 Music Tech:  Weekly prepared tasks with checklist feedback.  Mock exam written assignment |
| Drama | Talking Heads  Alan Bennett   * Read for information. * Study the monologue form * Apply a range of strategies to explore the character and their backstory and their relationships. * Apply extracts of script from "page to stage" * Summarise text, ideas and perspectives. * Write own monologue * Learn lines * Be ready to perform on return to school | Talking Heads  Alan Bennett   * Read for information. * Study the monologue form * Apply a range of strategies to explore the character and their backstory and their relationships. * Apply extracts of script from "page to stage" * Summarise text, ideas and perspectives. * Write own monologue * Learn lines * Be ready to perform on return to school. | Hard To Swallow  Mark Wheller   * Set text * Read set text * Read for information. * Summarise text, ideas and perspectives. * Breakdown subtext and demonstrate how this can be explored and delivered on stage. * Summarise the impact of self-image / eating disorders and the impact of this on the individual and family members * Produce a bank of notes that can be used for GCSE exam | Mock COMP 2  Scripted Exam   * Structure and create scripted performance monologue exam piece * Apply extract from chosen script from "page to stage" * Evaluate and analyse their own work orally. * Learn lines * Be ready to perform on return to school   In journal:   * Demonstrate knowledge of key practitioners. * Demonstrate understanding of elements of theatre eg lighting, set, costume, props * Demonstrate understanding of staging. | COMP 2  Scripted Exam   * Structure and create scripted performance monologue exam piece * Apply extract from chosen script from "page to stage" * Evaluate and analyse their own work orally. * Learn lines * Be ready to perform on return to school   COMP 1 Coursework  catch up &  Evaluation   * Improve / complete coursework portfolio and Evaluation | Kst 3  X1 end of topic written work & end of topic performance assessment when back in school.  Kst 4  Yr 9  X1 exam style question at end of topic  Students to record notes in journal / paper  Yr 10  -Fortnightly small group verbal feedback via Teams tutorials  -End of topic performance assessment when back in school  -Students to record notes in journals / paper  Yr 11  -Continue to work on One Drive as this is where work coursework is stored marked and only individual student can access.  -Weekly verbal feedback feedback for either C1 / C2 via Teams tutorials.  -Online progress  Comments for written. |
| Sports Studies | N/A | N/A | Unit RO51 -  Looking at external factors that affect participation in sport.  You will be looking at possible solutions to help increase participation.  You will look at why countries wish to host big sporting events and the history of the olympic games. | UNIT RO53 -  Sports leadership:  Within this unit you will study the different styles of leadership. You will create case studies on different leaders before planning your own leadership session – to lead and review when you are back in school. | UNIT RO54 -  Sport and the Media  Within this unit you will study about the media and its role in sport. You will study how it has impacted sports and how the media has changed over time. | Year 10 and 11:  You will complete different marked tasks assessing on content and building up to coursework  Year 9: will complete end of LO mini tests assessing on content. |
| GCSE PE | N/A | N/A | Topic 1 – physiology and anatomy  Students will move on to the new topic within this block of work. They will cover the muscular system  Looking at:  Main muscles in the body  Antagonistic muscle pairs  Muscle Fibre Types  Completing exam questions covering content learnt. | Paper 2 – Topic 6 – Health, Fitness and Well-being  Students will start and complete this new topic which is assessed in paper 2. Content includes:  Physical, emotional and social health  Fitness and wellbeing  The consequences of a sedentary lifestyle  Energy Use  Diet, Nutrition and Hydration | Exam feedback from Paper 1 and paper 2  Recapping Paper 1 – looking a exam techniques and content of:  Topic 1 – Physiology and anatomy  Topic 2 – Movement Analysis  Topic 3 – Physical Training | Year 9s will complete a series of exam questions linking to content covered on the muscular system – maximum of 3 mini tests or exam questions that will be marked and given feedback.  Year 10s – will complete mini tests or exam question at the end of each subtopic – 3 maximum over the 6 weeks.  Year 11s – will complete exam questions on each topic covered (AO1, Ao2 and Ao3 questions – focusing on content and exam techniques) |
| CORE  PE | Students will complete theory lessons looking into a variety of topics within the sporting industry. They will complete 3 topics from the list below:   * Physiology and anatomy * Coaching and leadership * Sport analysis * Sport Journalism (current affairs) * Healthy active lifestyles * Sporting Careers | Students will complete theory lessons looking into a variety of topics within the sporting industry. They will complete 3 topics from the list below:   * Physiology and anatomy * Coaching and leadership * Sport analysis * Sport Journalism (current affairs) * Healthy active lifestyles * Sporting Careers | Students will complete theory lessons looking into a variety of topics within the sporting industry. They will complete 3 topics from the list below:   * Physiology and anatomy * Coaching and leadership * Sport analysis * Sport Journalism (current affairs) * Healthy active lifestyles * Sporting Careers | Students will complete theory lessons looking into a variety of topics within the sporting industry. They will complete 3 topics from the list below:   * Physiology and anatomy * Coaching and leadership * Sport analysis * Sport Journalism (current affairs) * Healthy active lifestyles * Sporting Careers | N/A - to allow students some extra time to complete work for other examination subjects  We will send fitness sessions they can do if they want to in their own time to allow them a break from academia. | Students will submit a piece of work per topic they complete which will be marked and feedback given. |