

Bikes and Scooters AQA progression

	Half term 1	Half term 2
Autumn	112346 INTRODUCTION TO BIKES AND SCOOTERS	85004 MOUNTAIN BIKING (UNIT 1)
Spring	112346 INTRODUCTION TO BIKES AND SCOOTERS	74392 MOUNTAIN BIKING (UNIT 2)
Summer	111236 MOUNTAIN BIKING SKILLS	74320 USING A MOUNTAIN BIKE ON A SUPERVISED TRACK

Bikes and Scooters AQA progression

112346 INTRODUCTION TO BIKES AND SCOOTERS

In successfully completing the unit the learner will have shown evidence of the skills below.

Bikes and Scooters AQA progression

Session	Skills/objectives	Knowledge	Activity	Horizontal links (Cross curricular)	Key questions	Key vocabulary	Evidence
1	pedal or scoot themselves to a given skate park from a nearby location	How to travel safely.	Travel on bike/scooter to the skate park/biking area safely, staying in the group and following staff instruction.	SMSC/ PSHE: patience, managing emotions, resilience and preparing for learning, concentration and achievement, cultures and origins of food			Photo evidence, session reflection sheet
2	drop in to a skate park ramp	How to set up and drop in.	Start at the top of a ramp, pedal at 2 o'clock, 3 rd /4 th gear. Push off with standing leg and push down with top pedal, have pedals level and stand up slightly when entering the down slope.	Maths- timing, measuring, shapes, English- reading signs, descriptive language Geography- map skills, weather, points of the compass, man-made/natural features, lines of lat/longitude, land use			Photo evidence, session reflection sheet
3	perform a specific trick of their own choice on at least two occasions	How to perform a trick. Bunny hop, jump, x-up, wheelie, endo.	Squat into bike, extend arms and legs, pulling the bars up and tucking legs underneath to bring back wheel up. As front wheel comes up, turn handle bars to one side then straighten out before putting wheel down.	Science- seasons, forces, gears History- local history, land change over time,			Photo evidence, session reflection sheet

Bikes and Scooters AQA progression

4	two ways to maintain their bike or scooter to ensure that it is safe	How to perform simple safety checks.	Squeeze and visual check tyres, check seat height, check bars are tight and in correct position. Squeeze/push check brakes.	Art- draw a landscape on route or from memory BV- tolerance of other road/area users, respect of the environment and people, rule of law- following the rules of the road to stay safe, individual liberty- freedom to choose bike, gears, helmet, route (to a point), democracy- to discuss and choose certain aspects of the route/activity.	How do you know if the tyres are ok? What do you need to do if you think anything is loose or in the wrong position? How can you tell if the brakes are ok?	Maintain, safety check.	Photo evidence, session reflection sheet
5	two ways to keep themselves safe whilst on the road	Road safety.	Discuss how to stay safe on the roads- wear a helmet, high viz, keep to cycle paths/left hand of lane, use lights, blind spot checks, signal.		Why are lights important? What does high viz help you with? Why should you use cycle paths where you can? What purpose does a helmet serve?	Safety, high viz	Photo evidence, session reflection sheet
6	biking or scooting around a designated and specially designed skate park.	How to use the space safely and with consideration.	Check to see if anyone else is setting off/using the space before you do. Allow others to go first/take your turn. Use the space safely.		Why do you need to see if someone else is using the space? Why do you think these spaces are so much fun? Are these spaces safer than riding on the road? What's your favourite part of it and why?	Designated space	Photo evidence, session reflection sheet

Name of Centre Brantridge School

Centre No

8	3	0	6	5
---	---	---	---	---

Unit Title INTRODUCTION TO BIKES AND SCOOTERS

Unit Code 112346

***Dates must be used to record the achievement of each outcome in the columns below**

Student Details													
Learner Number (4 digits)	Surname	Forename											Date of Completion

I, the teacher, confirm that each student has individually completed in full all aspects of the outcomes for this unit and all appropriate evidence is present and correct.

Signed _____ (Unit teacher) Date _____

Verified _____ (Coordinator) Date _____