

Sports Studies Year 10 Curriculum Map



Year 10 SS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content, Composites and Components	<p>Theoretical Content RO53 Sports Leadership</p> <p>Composite (Learning Outcome 1): Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p> <p>Theoretical components: Learners must be taught:</p> <p>Component 1: different leadership roles and opportunities in sport Component 2: role-related responsibilities Component 3: personal qualities which relate to leadership roles Component 4: leadership styles</p>	<p>Theoretical Content RO53 Sports Leadership</p> <p>Composite (Learning Outcome 2): Be able to plan sports activity sessions. Learners must be taught:</p> <p>Theoretical components: Learners must be taught:</p> <p>Component 1: key considerations when planning sports activity sessions Component 2: safety considerations when planning sports activity sessions</p> <p>Composite (Learning Outcome 3): Be able to deliver sports activity session.</p> <p>Theoretical components: Learners must be taught:</p> <p>Component 1: safe practice Component 2: delivery style, demonstration/explanation Component 3: communication skills motivation techniques activity-specific knowledge adaptability.</p>	<p>Theoretical Content RO53 Sports Leadership and hand in</p> <p>Composite (Learning Outcome 4): Be able to evaluate own performance in delivering a sports activity session.</p> <p>Theoretical components: Learners must be taught:</p> <p>Component 1: What is an evaluation. Component 2: key aspects to consider in evaluating planning and delivery of a sports activity session</p>	<p>Theoretical Content RO56: Developing knowledge and skills in outdoor activities</p> <p>Composite (Learning Outcome 1): Know about different types of outdoor activities and their provision. Learners must be taught:</p> <p>Theoretical components: Learners must be taught:</p> <p>Component 1: the definition of an outdoor activity. Component 2: examples of outdoor activities Component 3: provision of outdoor activities in the UK</p>	<p>Theoretical Content RO56: Developing knowledge and skills in outdoor activities</p> <p>Composite (Learning Outcome 2): Understand the value of participating in outdoor activities. Learners must be taught:</p> <p>Theoretical components: Learners must be taught:</p> <p>Component 1: general benefits of participating in outdoor activities Component 2: how participating in outdoor activities can help skills development</p>	<p>Theoretical Content RO56: Developing knowledge and skills in outdoor activities (hand in October)</p> <p>Composite (Learning Outcome 3): Be able to plan an outdoor activity. Learners must be taught:</p> <p>Theoretical components: Learners must be taught:</p> <p>Component 1: key considerations to make when planning an outdoor activity Component 2: hazards to be aware of when planning outdoor activities</p> <p>Composite (Learning Outcome 4): Be able to demonstrate knowledge and skills during outdoor activities:</p> <p>Component 1: care and use of equipment Component 2: safe practice Component 3: communication skills Component 4: problem-solving skills Component 5: team-working skills Component 6: decision-making skills</p>
	<p>RO52 Practical:</p> <p>Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Components (Set Sports): Football, Basketball, Cricket/Rounders, Netball, handball</p>	<p>RO52 Practical:</p> <p>Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Learning Outcome 3: Be able to officiate in a sporting activity</p> <p>Components (Set Sports): Football, Basketball, Table, Tennis/Badminton, Athletics, Cricket/Rounders, Netball, Athletics, handball</p>	<p>RO52 Practical:</p> <p>Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <p>Components (Set Sports): Table Tennis/Badminton, Athletics, Trampoline</p>	<p>RO52 Practical:</p> <p>Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <p>Components (Set Sports): Table Tennis/Badminton, Athletics, Trampoline</p>	<p>RO52 Practical:</p> <p>Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <p>Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Components (Set Sports): Football, Basketball, Cricket/Rounders, Netball, handball, Table Tennis/Badminton, Athletics, Trampoline</p>	<p>RO52 Practical:</p> <p>Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <p>Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Components (Set Sports): Football, Basketball, Cricket/Rounders, Netball, handball, Table Tennis/Badminton, Athletics, Trampoline</p>

Prior knowledge and skills (from previous year / key stage)	Team Activities		Individual Skill Based Activities		Holistic Development	
	<ul style="list-style-type: none"> Perform a variety of advanced skills with fluency and control in practice consistently, replicating them effectively to allow them to be used with pressure applied (conditioned game situation) Be able to take the skills into a game based situation and be aware of the right time to select and use the correct skills. Identify when they should have used a particular skill and implement it in a game situation Show a better understanding of advanced strategies and tactics which they can use to overcome opponents to make them successful in their performance Show a greater understanding of the need for team work and include their team mates in games to allow for the best performance by the team 		<ul style="list-style-type: none"> Perform a variety of advanced skills with fluency and control consistently in all situations, copying them effectively to allow them to be used with pressure applied (performance, routines and competitions) Be able to take these skills into a competitive or performance situation and know the right time to select and adapt the correct skills or techniques in all situations Identify how they could have used a skill to improve performance Consistently show an understanding of strategies, tactics and compositional ideas which they use to overcome opponents or improve the aesthetics of their performance making them more successful Understand the need for collaborative work and implement it whilst incorporating others in performances to allow for the best performance by the group 		<ul style="list-style-type: none"> Consistently select and link advanced skills and strategies to solve problems Work both as an individual and as a member of a group taking into account the ideas of other pupils to help the group reach effective and successful outcomes Show the ability to follow instructions, verbal and written, to complete tasks correctly with the skills learnt in lessons <p>Analysis and Understanding</p> <ul style="list-style-type: none"> Compare and comment on advanced skills, techniques and ideas used in their own work and that of other pupils using WWW, EBI and LAPT Use greater knowledge and understanding to improve their own performances and those of other pupils <p>Be able to lead advanced practices and warm ups that are successful and relevant to the aims of the lesson</p>	
Vocabulary / Key Subject Terminology	Democratic Autocratic Laissez- Faire Proactive Reactive Extrinsic Motivators Adaptability Corrective Action Expedition	Simple Skill, Complex Skill, Open Skill, Closed Skill, Whole Practice, Part Practice, Variable Practice, Fixed Practice, Proficiency. Application, Accuracy, Consistency, Signals, Positioning.		Canoeing, dinghy sailing, windsurfing, hillwalking, orienteering, mountaineering, single pitch, abseiling, potholing, mine exploration, provision	Increased confidence Enjoyment and challenge Improved health and fitness Greater environmental awareness Increased motivation Opportunity to socialise	Contingency plans, Adventure Activities Licensing Authority, emergency procedures, terrain.
Assessment 1	RO53: LO1 to be marked in line with OCR assessment criteria and standardised during faculty CPD	RO53: LO2 & 3 to be marked in line with OCR assessment criteria and standardised during faculty CPD	RO53: LO4 to be marked in line with OCR assessment criteria and standardised during faculty CPD	RO56: LO1 to be marked in line with OCR assessment criteria and standardised during faculty CPD	RO56: LO2 to be marked in line with OCR assessment criteria and standardised during faculty CPD	RO56: LO3 & 4 to be marked in line with OCR assessment criteria and standardised during faculty CPD
Assessment 2	RO52: Students to be assessed in the sport studied that term as either an individual or team player as well as an official, in line with OCR assessment criteria	RO52: Students to be assessed in the sport studied that term as either an individual or team player as well as an official, in line with OCR assessment criteria	RO52: Students to be assessed in the sport studied that term as either an individual or team player as well as an official, in line with OCR assessment criteria	RO52: Students to be assessed in the sport studied that term as either an individual or team player as well as an official, in line with OCR assessment criteria	RO52: Students to be assessed in the sport studied that term as either an individual or team player as well as an official, in line with OCR assessment criteria	RO52: Students to be assessed in the sport studied that term as either an individual or team player as well as an official, in line with OCR assessment criteria
Cross Curricular Links with other Faculties	Business and Enterprise: Leadership Styles	English: Knowing the value of communication skills, including oracy and speaking in front of a group of people.	English: Evaluation of sporting performance.	Geography: The landscapes that OAA are partaken in. E.g. Mountaineering.	PSHE: Building 'soft skills' such as working in a team and problem solving.	Duke of Edinburgh: Use of and application of the countryside code.

Knowledge Organiser content	<u>Sports Leadership</u> <ul style="list-style-type: none"> • Different Leadership Roles • Role Related Responsibilities • Personal Qualities • Leadership Styles • Key Considerations • Safety Considerations • Delivery Style • Communication skills • Adaptability 			<u>Outdoor Activities</u> <ul style="list-style-type: none"> • the definition of an outdoor activity • examples of outdoor activities • provision of outdoor activities in the UK • general benefits of participating in outdoor activities • how participating in outdoor activities can help skills development • key considerations to make when planning an outdoor activity • hazards to be aware of when planning outdoor activities 		
Extra- Curricular Offer	<u>Boys:</u> Football Basketball Badminton Cross Country	<u>Girls:</u> Netball Badminton Dance Cross Country	<u>Boys:</u> Football Basketball Table Tennis	<u>Girls:</u> Netball Dance Fitness	<u>Boys:</u> Athletics Cricket Table Tennis	<u>Girls:</u> Athletics Rounders Table Tennis

Sports Studies Year 11 Curriculum Map



Year 11 SS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content, Composites and Components	<p>Theoretical Content RO51 Contemporary issues in sport</p> <p>Composite (Learning Outcome 1): Understand the issues which affect participation in sport</p> <p>Component 1: The different user groups who may participate in sport Component 2: The possible barriers which affect participation in sport Component 3: The solutions to barriers which affect participation in sport Component 4: The factors which can impact upon the popularity of sport in the UK Component 5: Growth of new/emerging sports and activities in the UK</p> <p>Composite (Learning Outcome 2): Know about the role of sport in promoting values</p> <p>Component 1: Values which can be promoted through sport. Component 2: The Olympic and Paralympic movement Component 3: Other initiatives and events which promote values through sport Component 4: The importance of etiquette and sporting behaviour of both performers and spectators Component 5: The use of performance-enhancing drugs in sport</p>	<p>Theoretical Content RO51 Contemporary issues in sport</p> <p>Composite (Learning Outcome 3): Understand the importance of hosting major sporting events.</p> <p>Component 1: The features of major sporting events Component 2: The potential benefits and drawbacks of cities/countries hosting major sporting events Component 3: The links between potential benefits and drawbacks and legacy</p> <p>Composite (Learning Outcome 4): Know about the role of national governing bodies in sport Component 1: What national governing bodies in sport do.</p>	<p>Theoretical content RO52 Developing sports skills:</p> <p>*Sit exam</p> <p>Composite (Learning Outcome 4): Be able to apply practice methods to support improvement in a sporting activity.</p> <p>Component 1: How to identify improvement using an audit Component 2: Types of skill Component 3: Types of practice Component 4: Methods to improve performance Component 5: measuring improvement</p>	<p>At this point the course content will have been covered and students will have entered their first attempt at the exam as well as their first attempt at coursework. The remaining time on the course will be taken for second submissions of coursework and revision for their second attempt at the exam in the summer.</p> <p>*RO52 HAND IN DATE</p>	STUDENTS HAVE LEFT	
	<p>RO52 Practical: Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <p>Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Components (Set Sports): Football, Basketball, Cricket/Rounders, Netball, handball, Table Tennis/Badminton, Athletics, Trampolineing</p>	<p>RO52 Practical: Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <p>Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Components (Set Sports): Football, Basketball, Cricket/Rounders, Netball, handball, Table</p>	<p>RO52 Practical: Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <p>Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Components (Set Sports): Football, Basketball, Cricket/Rounders, Netball, handball, Table Tennis/Badminton, Athletics, Trampolineing</p>			

		Tennis/Badminton, Athletics, Trampolining				
Prior knowledge and skills (from previous year / key stage)	Team Activities <ul style="list-style-type: none"> Perform a variety of advanced skills with fluency and control in practice consistently, replicating them effectively to allow them to be used with pressure applied (conditioned game situation) Be able to take the skills into a game based situation and be aware of the right time to select and use the correct skills. Identify when they should have used a particular skill and implement it in a game situation Show a better understanding of advanced strategies and tactics which they can use to overcome opponents to make them successful in their performance Show a greater understanding of the need for team work and include their team mates in games to allow for the best performance by the team 		Individual Skill Based Activities <ul style="list-style-type: none"> Perform a variety of advanced skills with fluency and control consistently in all situations, copying them effectively to allow them to be used with pressure applied (performance, routines and competitions) Be able to take these skills into a competitive or performance situation and know the right time to select and adapt the correct skills or techniques in all situations Identify how they could have used a skill to improve performance Consistently show an understanding of strategies, tactics and compositional ideas which they use to overcome opponents or improve the aesthetics of their performance making them more successful Understand the need for collaborative work and implement it whilst incorporating others in performances to allow for the best performance by the group 		Holistic Development <ul style="list-style-type: none"> Consistently select and link advanced skills and strategies to solve problems Work both as an individual and as a member of a group taking into account the ideas of other pupils to help the group reach effective and successful outcomes Show the ability to follow instructions, verbal and written, to complete tasks correctly with the skills learnt in lessons Analysis and Understanding <ul style="list-style-type: none"> Compare and comment on advanced skills, techniques and ideas used in their own work and that of other pupils using WWW, EBI and LAPT Use greater knowledge and understanding to improve their own performances and those of other pupils <p>Be able to lead advanced practices and warm ups that are successful and relevant to the aims of the lesson</p>	
Vocabulary / Key Subject Terminology	Spectatorship Provision Participation Accessibility Promotion Access	Exposure Popularity Infrastructure Initiatives Merchandising Grants	Regularity Legacy Scheduling Drawbacks Commercial			
Assessment 1	RO51: LO1 & 2 to be assessed via an end of unit test.	RO51: Mock Exam	Assessment from this point will be based on what unit each individual needs to improve upon.	Assessment from this point will be based on what unit each individual needs to improve upon.		
Assessment 2	RO52: Students evaluations LO4 to be marked in line with OCR assessment criteria	RO52: Students evaluations LO4 to be marked in line with OCR assessment criteria				
Cross Curricular Links with other Faculties	Geography: Transport and infrastructure required to host a major sporting event.	Business and Enterprise: The commercialisation of sport.				

Knowledge Organiser content	<p><u>Issues That Affect Participation</u></p> <ul style="list-style-type: none"> • Different Groups • Possible Barriers • Solutions To Barriers • Factors that impact popularity of Sport • Growth of New Emerging Sports 	<p><u>What NGB's do in Sport</u></p> <ul style="list-style-type: none"> • Promotion • Development • Infrastructure • Policies and Initiatives • Funding • Support 	<p><u>Features of Major Sporting Events</u></p> <ul style="list-style-type: none"> • Scheduling & Regularity • International Element • Level of Investment • Legacy <p>Benefits & Drawbacks</p>			
Extra- Curricular Offer	<p><u>Boys:</u> Football Basketball Badminton Cross Country</p>	<p><u>Girls:</u> Netball Badminton Dance Cross Country</p>	<p><u>Boys:</u> Football Basketball Table Tennis</p>	<p><u>Girls:</u> Netball Dance Fitness</p>		