

YEAR 10 | OCR SPORTS SCIENCE

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of sport and physical activity and develop students into performers with the knowledge and skills that can be applied to a range of career paths in the sport and leisure industry:

In Year 10 students will fundamentally build on the knowledge taught at KS3 with understanding of the components of fitness and fitness tests related to Unit R181: Applying the principles of training: fitness and how it affects skill performance. Students will further develop the application of components of fitness; fitness tests and principles of training and how these can be incorporated into designing and evaluating a training programme to improve performance. In addition, Unit R183: Nutrition and Sports Performance will further support the development of content taught from Unit R181, linking diet and nutrition into becoming a healthy sports performer. Students will revise how selected sports performers must train and diet in order to be successful in their selected areas of expertise. Reviewing and analysing the effects of training and nutrition will be essential in improving the knowledge and understanding of students to make links between the exam Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions.

All units are very closely tied together in order to provide development in knowledge and understanding for students to select a bespoke interest in an area of sport they may wish to continue in the future. The OCR Sports Science course will enable students to gain a wide range of experiences to prepare them for their exam unit in Year 11. Development in knowledge will allow students to begin to "sound like an expert" and understand how to structure assignment work in preparation for exam content and responses. Transferable skills will be developed in Year 10 and will enable students to gain both theoretical and practical environment experiences around the topical areas taught across the academic year; whilst students will be gaining a variety of learning experiences.

HALF TERM 1 R181

All students will know:

Topic Area 1: Components of Fitness to different sports.

- » 1.1.1 The definition of, and suitable fitness tests used, to measure each component of fitness.
- » 1.1.2 Fitness component requirements of sports: How each component is important in two different sports.
- » 1.1.3 Justification of most important components of fitness:
 - 1.2.1 Fitness tests for components of fitness:
 - 1.2.2 Collect and interpret the results of fitness tests:
 - 1.2.3 Strengths and areas of improvement of each fitness component:
- » 1.3.1 Devising skill based fitness tests: 1.3.2 Conduct the tests devised 1.3.3: How to record results of skill based fitness tests:

All students will be assessed:

Formatively in class observations and Q & A against lesson content and SOW
Peer assessment - WWW and EBI following performances in each lesson.
Class based exam questions and content.
Summative assessment - in line with OCR Specification Topic area 1.

Skills needed for this unit:

- » Select components of fitness to improve performance.
- » Interpret results and suggest components of fitness to be improved.

Key vocabulary:

- » Components.
- » Fitness.
- » Fitness Testing.
- » Suitability.
- » Justification.
- » Strengths.
- » Area of improvement.

HALF TERM 2 R181

All students will know:

Topic Area 2: Principles of Training in Sport.

- » 2.1.1 The definition and application of each principle of training and goal setting: SPOR principle; FITT principle; SMART goals.
- » 2.2.1 Advantages and disadvantages of the structure of each training method.
- » 2.2.2 Aerobic exercise: Characteristics of aerobic exercise.
- » 2.2.3 Anaerobic exercise: Characteristics of anaerobic exercise.

All students will be assessed:

Formatively in class observations and Q & A against lesson content and SOW

Peer assessment - WWW and EBI following performances in each lesson.

Class based exam questions and content.

Summative assessment in November - in line with OCR Specification Topic area 1&2.

Skills needed for this unit:

- » Application of principles of training to improve sporting performance.
- » Advantages and disadvantages of selected training methods.

Key vocabulary:

- » Principles of training
- » SPOR
- » FITT
- » SMART
- » Aerobic
- » Anaerobic
- » Characteristics

HALF TERM 3 R181

All students will know:

Topic Area 3: Organising and planning a fitness training programme.

- » 3.1 Factors when designing a fitness training programme;
3.1.1 Considerations to inform planning.
- » 3.1.2 Applying principles of training.
- » 3.2.1 Elements of training programmes: 3.2.2 How to monitor progress and adapt a programme.
- » 3.3 Recording results from fitness training programme; 3.3.1 Post programme tests: Skill based tests and Fitness tests.
- » 3.3.2 Achievement recognised: Meeting SMART goals; Results from tests.

All students will be assessed:

Formatively in class observations and Q & A against lesson content and SOW

Peer assessment - WWW and EBI following performances in each lesson.

Class based exam questions and content.

Summative assessment in February - in line with OCR Specification Topic areas 1,2 & 3.

Skills needed for this unit:

- » Designing fitness training programmes for sports performance.
- » Application of principles of training and fitness testing.

Key vocabulary:

- » Designing
- » Applying
- » Fitness Tests
- » Principles of Training
- » Skill based tests
- » Fitness based tests
- » SMART Goals

HALF TERM 4 R181

All students will know:

Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme.

- » 4.1.1 Reflections on the fitness training programme considering the: • Goals set • Training methods used
- » Fitness component links correctly to skill tests.
- » 4.1.2 Strengths and areas for improvement of the fitness training programme: • Reasons for success and failure.
- » 4.1.3 Further development suggestions for improvements to the fitness training programme.

All students will be assessed:

Formatively in class observations and Q & A against lesson content and SOW

Peer assessment - WWW and EBI following performances in each lesson. Class based questions and content.

Assessment at the end of half term 4 - in line with OCR Specification Topic area 4.

Skills needed for this unit:

- » Key terms linked to sport athletes.
- » How this can develop performance.
- » Reflection on fitness training programmes considering success and areas for improvement.
- » Reflection and development considerations of a fitness training programme.

Key vocabulary:

- » Training methods
- » Fitness tests
- » Advantages
- » Disadvantages
- » Reflection
- » Justification
- » Evaluation

YEAR 10 | GCSE PE

Skills developed within year 10 through studying Health Fitness and Wellbeing students should develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing. Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. In the Sports Psychology unit students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport. Students develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. This broad knowledge base Students should be taught to understand and justify appropriate elements of a warmup and a cool down for different sporting activities.

HALF TERM 1 HEALTH, FITNESS AND WELLBEING

All students will know:

- » Linking participation in physical activity, exercise and sport to health, wellbeing and fitness, and how exercise can suit the varying needs of different people.
- » The consequences of a sedentary lifestyle.
- » Obesity and how it may affect performance in physical activity and sport.

Definitions of the following body types:

- » endomorph.
- » mesomorph.
- » ectomorph.
- » Students should be taught to identify the most suitable body type for particular sports (or positions within a sport) and justify their choice.
- » Nutrition – reasons for having balanced diet

All students will be assessed:

- » Sports psychology
- » Socio-cultural influences
- » Health, fitness and well-being
- » Use of data.

A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.

Skills needed for this unit:

- » health, fitness and wellbeing.
- » Analyse and interpret requirements of a balanced diet

Key vocabulary:

endomorph, mesomorph, ectomorph, nutrition, serotonin, sedentary lifestyle, weight gain/obesity, heart disease, hypertension, diabetes, poor sleep, poor self-esteem, lethargy.

HALF TERM 2 SOCIO-CULTURAL INFLUENCES

All students will know:

- » Engagement patterns of different social groups and the factors affecting participation
- » Commercialisation of physical activity and sport
- » Types of sponsorship and the media
- » Positive and negative impacts of sponsorship and the media
- » Positive and negative impacts of technology
- » Ethical and socio-cultural issues in physical activity and sport
- » All students will be assessed

All students will be assessed:

- » Sports psychology
- » Socio-cultural influences
- » Health, fitness and well-being
- » Use of data

November summative assessment - All topics covered to this point. Students have review lessons planned into curriculum time A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.

Skills needed for this unit:

- » socio-cultural influences.
- » barriers to participation
- » Interpret data/graphs charts of socio- economic factors & participation rates

Key vocabulary:

Disability, attitudes, role models, accessibility (to facilities/ clubs/activities), sexism/stereotyping, culture/religion/religious festivals, family commitments, available leisure time, familiarity, socio-economic factors/disposable income, adaptability/ inclusiveness.

HALF TERM 3 CLASSIFICATION OF SKILLS (BASIC/COMPLEX, OPEN/CLOSED)

All students will know:

Basic definition of the following skill classifications:

- » basic/complex
- » open/closed
- » self-paced/externally paced
- » gross/fine.

The use of goal setting and SMART targets to improve and/or optimise performance

- » SMART targets of goal setting
- Basic information processing

- » The role of each stage (input, decision making, output and feedback) of the model.
- » Input – information from the display (senses), selective attention.
- » Decision making – selection of appropriate response from memory. The role of long term and short term memory.
- » Output – information sent to muscles to carry out the response.
- » Feedback – received via self (intrinsic) and/or others (extrinsic).

All students will be assessed:

- » Sports psychology
- » Socio-cultural influences
- » Health, fitness and well-being
- » Use of data

A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.

Skills needed for this unit:

- » psychology.
- » data from psychological testing.

Key vocabulary:

Basic/complex, open/closed, self-paced/externally paced, gross/fine, positive/negative, knowledge of results/knowledge of performance, extrinsic/intrinsic.

HALF TERM 4 SPORTS PSYCHOLOGY

Principles of training A.5 and additional principles of training A.6.

All students will know:

Guidance and feedback on performance

- » Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers
- » Mental preparation for performance
- » Inverted-U theory
- » How optimal arousal levels vary according to the skill being performed in a physical activity or sport
- » How arousal can be controlled using stress management techniques before or during a sporting performance
- » Understand the difference between direct and indirect aggression with application to specific sporting examples
- » Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types

All students will be assessed:

- » Sports psychology
- » Socio-cultural influences
- » Health, fitness and well-being
- » Use of data

A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.

Skills needed for this unit:

- » Sport psychology
- » Evaluating psychological concepts/theories

Key vocabulary:

Visual (seeing), verbal (hearing), manual (assist movement – physical), mechanical (use of objects/aids), introvert and extrovert.

HALF TERM 5 PHYSICAL TRAINING

All students will know:

The relationship between health and fitness and the role that exercise plays in both.

- » Decreased fitness because of ill health, ie poor health can result in an inability to train, lowers fitness.
- » Increased fitness despite ill health, i.e. unhealthy but able to train, increases fitness.

The components of fitness, benefits for sport and how fitness is measured and improved

- » Definitions of the following components of fitness:
- » Reasons for and limitations of fitness testing
- » Linking sports and physical activity to the required components of fitness
- » Understand and justify why the components of fitness (as stated above) may or may not be needed when performing certain physical activities and sports.

All students will be assessed:

- » Applied anatomy and physiology
- » Movement analysis
- » Physical training
- » Use of data

A teacher assessed mock exam (June) under full exam conditions covering all topics from papers covered so far

Skills needed for this unit:

- » Evaluate relevance of testing

Key vocabulary:

Agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, power/explosive strength (anaerobic power), reaction time, strength (maximal, static, dynamic and explosive), speed.

HALF TERM 6 PHYSICAL TRAINING

All students will know:

The principles of training and their application to personal exercise/training programmes.

Key principles of training.

SPORT to include:

- » specificity
- » progressive overload
- » reversibility
- » tedium.

Key principles of overload.

FITT to include:

- » frequency
- » intensity
- » time
- » type.

How to optimise training and prevent injury

- » Calculating intensities to optimise training effectiveness
- » Considerations to prevent injury
- » Specific training techniques – high altitude training as a form of aerobic training
- » Seasonal aspects

Effective use of warm up and cool down

- » Students should be taught to understand and justify appropriate elements of a warm up and a cool down for different sporting activities.

All students will be assessed:

- » Applied anatomy and physiology
- » Movement analysis
- » Physical training
- » Use of data

A range of teacher assessed summative and

formative assessment methods to include extended writing tasks,

key recall questions, required practical assessments and walking, talking mocks.

Skills needed for this unit:

- » Identify strengths and/or weaknesses in a performance/the success of a training programme
- » Compare against norms of the group/national averages

Key vocabulary:

- » monitor improvement

YEAR 11 | OCR SPORTS SCIENCE

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of sport and physical activity and develop students into performers with the knowledge and skills that can be applied to a range of career paths in the sport and leisure industry:

Building on the knowledge learnt in Year 10 students will have a clear understanding of the components of fitness; fitness testing and how this can improve performance. Sports nutrition will fully advocate and support this knowledge and will allow students to draw conclusions between how to exercise effectively and how to subsequently diet and provide the body with nutrition. In unit R180, **Reducing the risk of sports injuries and dealing with common medical conditions:** Students will further develop their knowledge of physical education with a deeper understanding of the theoretical concepts of how the human body can be affected by injuries and medical conditions; with clear understanding on how to prepare for sport and physical activity. Students will cover a wide range of content that will encourage them to use key vocabulary, "sounding like an expert" they can then link this to external exam questions.

In unit R180: Students learn to understand how to prepare for exercise correctly, how cardiorespiratory and musculoskeletal injuries can occur through exercise and how to appropriately treat these types of injuries. Students are provided with real life examples and are provided with opportunities to practically demonstrate how they would deal with specific sports injuries in correlation to different types of injuries and sports performance. Transferable skills are invaluable in later studies of the OCR Sports Science qualification and will also provide students with experiences that will later prepare them for their selected career pathways. Throughout the year students will be encouraged to develop their own thoughts on the relative importance of sport and healthy active lifestyles, and its cultural relevance today. The year 11 course will prepare students for their further studies, where they will be provided with the opportunity to implement and apply knowledge and skills learnt in a range of practical and theoretical situations. Knowledge and skills developed on the course will provide students with key employability skills for their future success.

ENRICHMENT OPPORTUNITIES: Extra-curricular clubs, trips to see universities (Loughborough) AIM higher, Mountain Centre trips to develop a range of leadership/transferable work-related skills to improve employability.

OCR Sports Science students can get involved in many ways. The school has an extensive Extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our Sport Science students. Within Sport Science we aim to instil the core values of PE through our leadership programme.

Students from the start of their school life at Forge have the opportunity to work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations. This allows our students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future. Alongside this programme the school runs many trips to our AIM Higher universities, Sports tours and MENCAP, where students are given the opportunity to work within the local community, sport business and other partnership schools such as the Meadows Disability School. Finally, students can achieve qualifications for their CV within DofE and sports coaching/officiating.

HALF TERM 1 : UNIT R180 - Topic Area 1: Different factors which influence the risk and severity of injury.

All students will know:

- How different extrinsic factors can influence the risk and severity of injury
- How some extrinsic factors can influence other extrinsic factors e.g. the effects that playing surface can have on appropriate footwear of participants
- How different intrinsic factors can influence the risk and severity of injury
- How some individual variables can influence other individual variables

All students will be assessed:

- Formatively in class observations and Q & A against lesson content and SOW
- Peer assessment - WWW and EBI following performances in each lesson
- Assessment at the end of half term 1 (Oct) - in line with OCR Specification Topic area 1 topics covered to this point, classroom mock exam on all content covered from topic area 1 . Students have review lessons planned into curriculum time.

Reading skills needed for this unit:

Key terms linked to sport athletes.

How this can develop performance.

Compare and contrast extrinsic factors on injury.

Key vocabulary:

Compare/ contrast, Extrinsic , Factors, Injury , Prevention,

YEAR 11 | OCR SPORTS SCIENCE

HALF TERM 2 UNIT R180

Topic Area 2: Warm up and cool down routines.

All students will know:

- Compare and contrast the warm up components and the benefits on the cardio-respiratory and musculoskeletal systems.
- Be aware of possible negative effects if no warm up is performed.
- The use of suitable components and examples, in the design of cool down routines.
- Compare and contrast the cool down components and the benefits on the cardio-respiratory and musculoskeletal systems.
- To be aware of possible negative effects if no cool down is performed.

All students will be assessed

Formatively in class observations and Q & A against lesson content and SOW

Peer assessment - WWW and EBI following performances in each lesson.

Class based exam questions and content.

Assessment at the end of half term 2 - in line with OCR Specification Topic area 2.

Reading skills needed for this unit:

- Key terms linked to sport athletes.
- How this can develop performance.
- Compare and contrast warm up and cool down routines on the cardiorespiratory/ musculoskeletal system.

Key vocabulary:

Warm up/ cool down, Cardiorespiratory , Musculoskeletal
Compare and contrast, Muscle injury,
Components , Psychological

HALF TERM 3 UNIT R180 Topic Area 3: Different types and causes of sports injuries.

All students will know:

- Compare and contrast causes, symptoms and treatments of each acute injury.
- Ways of reducing risk of acute injuries.
- Examples of different body parts (bones/muscles/ joints/tissue) that are susceptible to acute injuries.
- Links with stress fractures as chronic injuries.
- Compare and contrast causes, symptoms and treatment of each named chronic injury. Ways of reducing risk of chronic injuries.
- Links with fractures as acute injuries.

All students will be assessed:

A teacher assessed mock exam (January) under full exam conditions including all topics covered so far from Unit 180.

Reading skills needed for this unit:

Key terms linked to sport athletes.

How this can develop performance.

Compare and contrast causes of acute injuries.

Types of injuries and prevention methods.

Key vocabulary:

Muscular, Acute injuries , Extrinsic , Intrinsic, Chronic
Injuries , Rehabilitation

HALF TERM 4 UNIT R180 Topic Area 4: Reducing the risk, treatment and rehabilitation of sports injuries and medical conditions.

All students will know:

- Examples of measures and responses for different injuries and medical conditions
- Extrinsic factors and Intrinsic factors
- Interpreting and planning a risk assessment.
- Advantages of using different types of responses and treatment for different injuries/medical conditions and the different times when treatment can be used.
- Examples of different types of treatment and the benefits of each.

All students will be assessed:

- Formatively in class observations and Q & A against lesson content and SOW through:
- Practical demonstrations and scenarios of how to deal with injuries.
- Peer assessment - WWW and EBI following performances in each lesson.
- Assessment at the end of half term 4 - in line with OCR Specification Topic areas 1- 4. Students have review lessons planned into curriculum time.

Reading skills needed for this unit:

Key terms linked to sport athletes.

How this can develop performance.

Measures and responses for different types of injuries.

Advantages and disadvantages of different types of responses.

Key vocabulary:

Hazards, Medical, Risk assessment , Control measures, Treatment
, Advantages, Disadvantages

YEAR 11 | OCR SPORTS SCIENCE

HALF TERM 5 UNIT R180 Topic Area 5: Causes, symptoms and treatment of medical conditions.

All students will know:

- Compare and contrast causes, common symptoms
- How to manage asthma when participating in sport/exercise
- Comparing and contrasting causes, common symptoms and treatments of different medical conditions
- How to manage diabetes when participating in sport/ exercise
- Links with dehydration
- Comparing and contrasting causes, common symptoms (as listed in the relevant NHS guidance) and treatments

of different medical conditions.

All students will be assessed:

Formatively in class observations and Q & A against lesson content and SOW through:

Practical demonstrations and scenarios of how to deal with injuries.

Exam questions and content.

Peer assessment - WWW and EBI following performances in each lesson.

Full mock exam in May in line with OCR specification on all unit 180 content

Reading skills needed for this unit:

Compare and contrast

Analyse common symptoms and causes of medical conditions.

Apply managing techniques to symptoms/ treatment of medical conditions.

Key vocabulary:

Symptoms, Diabetes, Asthma, Dehydration, NHS, Compare, Contrast

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM:

Links with science for health-related fitness content, with literacy such as key words and vocabulary (heart rate, blood pressure, cardiovascular system etc). PRE - personal development. Citizenship through volunteering.

HOW STUDENTS CAN BE SUPPORTED AT HOME:

Students are encouraged to watch/ read about a range of different sports and topic areas- sport can be accessed via the radio, internet and TV. Sport based discussions as podcasts on a range of networks (BBC Sounds/5 Live sports/Spotify etc) Complete SMHW tasks.

The curriculum and assessment of students at this stage of education has been carefully designed by building on the knowledge gained and leadership skills developed within a wide range of practical skills in Key Stage 3. In year 11 through studying Applied Anatomy and Physiology should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. In the Movement Analysis unit, Students should develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.

Finally, to supplement the range of practical activity assessments required, students will complete performance analysis assessment coursework based on the practical activities that they were assessed in. Throughout the year students will be encouraged to develop their own analytical skills based on a self-evaluation of their own practical performance. The transferrable skills learnt in year 11 will prepare students for their further studies or the world of work where they will be expected to apply these life evaluative life skills on a regular basis.

ENRICHMENT OPPORTUNITIES: Extra-curricular clubs, trips to see universities (Loughborough) AIM higher, Mountain Centre trips to develop a range of leadership/transferable work-related skills to improve employability.

GCSE PE students can get involved in many ways. The school has an extensive extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our PE students. Within GCSE PE we aim to instil the core values of PE through our leadership programme.

Students from the start of their school life at Forge have the opportunity to work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations. This allows our students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future. Alongside this programme the school runs many trips to our AIM Higher universities, Sports tours and MENCAP, where students are given the opportunity to work within the local community, sport business and other partnership schools such as the Meadows Disability School. Finally, students can achieve qualifications for their CV within DofE and sports coaching/officiating.

HALF TERM 1 : THE STRUCTURE AND FUNCTION OF THE MUSCULOSKELETAL SYSTEM

All students will know:

How the skeletal system provides a framework for movement (junction with the muscular system)

Understand that types of movement are linked to the appropriate joint type, which enables that movement to take place.

All students will be assessed:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data
- October assessment - Paper 1 & 2 topics covered to this point in a classroom mock exam. Students have review lessons planned into curriculum time

Reading skills needed for this unit:

Key terms linked to health, fitness and wellbeing.

Analyse and interpret requirements of a balanced diet

Key vocabulary:

Endomorph, mesomorph, ectomorph., Nutrition, serotonin, sedentary lifestyle:, weight gain/obesity, heart disease, hypertension, diabetes

YEAR 11 | GCSE PE

HALF TERM 2 THE STRUCTURE AND FUNCTION OF THE CARDIORESPIRATORY SYSTEM

All students will know:

Engagement patterns of different social groups and the factors affecting participation

Commercialisation of physical activity and sport

Types of sponsorship and the media

Positive and negative impacts of sponsorship and the media

Positive and negative impacts of technology

Ethical and socio-cultural issues in physical activity and sport

All students will be assessed

Sports psychology

Socio-cultural influences

Health, fitness and well-being

Use of data

A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.

Reading skills needed for this unit:

- Key terms linked to socio-cultural influences.
- Analyse and interpret barriers to participation
- Interpret data/graphs charts of socio- economic factors & participation rates

Key vocabulary:

Disability, attitudes, role models, accessibility (to facilities/clubs & activities), sexism

Stereotypes, culture/religion religious festivals

family commitments, available leisure time

HALF TERM 3 AEROBIC AND ANAEROBIC EXERCISE

All students will know:

Classification of skills (basic/complex, open/closed)

Basic definition of the following skill classifications:

- basic/complex
- open/closed
- self-paced/externally paced
- gross/fine.

The use of goal setting and SMART targets to improve and/or optimise performance

SMART targets of goal setting

Basic information processing

The role of each stage (input, decision making, output and feedback) of the model.

All students will be assessed:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data
- Formatively in class observations and Q & A against lesson content and SOW through:
 - Practical demonstrations and scenarios of how to deal with injuries.
 - Exam questions and content.
 - Peer assessment - WWW and EBI following performances in each lesson.

Reading skills needed for this unit:

Key terms linked to sport psychology.

Analyse and interpret data from psychological testing

Key vocabulary:

basic/complex, open/closed, self-paced /externally paced

gross/fine, positive, negative, knowledge of results

knowledge of performance, extrinsic, intrinsic

HALF TERM 4 THE SHORT- AND LONG-TERM EFFECTS OF EXERCISE

All students will know:

Guidance and feedback on performance

Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers

Mental preparation for performance

Inverted-U theory

How optimal arousal levels vary according to the skill being performed in a physical activity or sport

How arousal can be controlled using stress management techniques

before or during a sporting performance

Understand the difference between direct and indirect aggression with application to specific sporting examples

Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types

All students will be assessed:

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data
- A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.

Reading skills needed for this unit:

Key terms linked to sport psychology

Interpreting and evaluating psychological concepts theories

Applying this knowledge in a range of sporting scenarios.

Key vocabulary:

visual , verbal , manual, physical, mechanical, introvert and extrovert

HALF TERM 5 MOVEMENT ANALYSIS

All students will know:

The relationship between health and fitness and the role that exercise plays in both.

Decreased fitness because of ill health, i.e. poor health can result in an inability to train, lowers fitness.

Increased fitness despite ill health, i.e. unhealthy but able to train, increases fitness.

The components of fitness, benefits for sport and how fitness is measured and improved

Definitions of the following components of fitness:

Reasons for and limitations of fitness testing

Linking sports and physical activity to the required components of fitness

Understand and justify why the components of fitness (as stated above) may or may not be needed when performing certain physical activities and sports.

All students will be assessed:

Applied anatomy and physiology

- Movement analysis
- Physical training
- Use of data
- A range of teacher assessed summative and formative assessment methods to include extended writing tasks, key recall questions, required practical assessments and walking, talking mocks.

Reading skills needed for this unit:

Compare and contrast

Analyse physical demands and exercise technique

Applying components of fitness to a range of sports

Evaluate relevance of testing

Key vocabulary:

agility, balance, cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance power/explosive strength (anaerobic power), reaction time, strength (maximal, static, dynamic and explosive) speed.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM:

Links with science for health-related fitness content, with literacy such as key words and vocabulary (heart rate, blood pressure, cardiovascular system etc). PRE - personal development. Citizenship through volunteering

HOW STUDENTS CAN BE SUPPORTED AT HOME:

Students are encouraged to watch/ read about a range of different sports and topic areas- sport can be accessed via the radio, internet and TV. Sport based discussions as podcasts on a range of networks (BBC Sounds/5 Live sports/Spotify etc) Complete Satchel One tasks.