




OCR SPORTS SCIENCE YEAR 10

CURRICULUM INTENT

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 an 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.

	PRIOR LEARNING	Knowledge gained and leadership skills developed within a wide range of practical skills in Key Stage 3. In years 7,8 and 9 students will have gained knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	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.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	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 DoE and sports coaching/officiating.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	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 test	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.	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.	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.	R183 All students will know: Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan. Topic Area 2: Applying different dietary requirements to varying types of sporting activity. »1.1 Characteristics of a balanced nutrition plan. »1.2 The role of nutrients in sports and their sources »2.1 The dietary requirements of endurance/aerobic activities: »2.2 The dietary requirements of short intense/anaerobic activities »2.3 The dietary requirements of strength based activities.	R183 All students will know: Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity: Topic Area 4: How nutritional behaviours can be managed to improve sports performance. »3.1 How to design and develop a balanced nutrition plan »3.1.2 Adapt the nutrition plan to suit a chosen sporting activity: »3.2 Key factors when considering the success / impact of a nutrition plan »3.2.1 Identify the nutritional changes that can be made 3.2.2 Suitability and organisation of a nutrition plan. »4.1 The effect of overeating on sports performance; 4.2 undereating on sports performance; 4.3 dehydration on sports performance.
SKILLS	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Healthy living and lifestyle skills.	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Analytical Skills – could involve the collection and analysis of, body function, measurement and fitness level information, to problem-solve and inform evaluations and making recommendations to help improve performance	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Analytical Skills – could involve the collection and analysis of, body function, measurement and fitness level information, to problem-solve and inform evaluations and making recommendations to help improve performance • Creative Thinking – this will involve them exploring and generating ideas, making original connections possibly to find solutions and outcomes that are of value.	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Verbal Communication – creating and delivering information may be formal or informal, with a group or an individual	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Healthy living and lifestyle skills. • Verbal Communication – creating and delivering information may be formal or informal, with a group or an individual	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Healthy living and lifestyle skills. • Verbal Communication – creating and delivering information may be formal or informal, with a group or an individual
ASSESSMENT	Formatively in class observations and Q & A against lesson content and SOW Class based exam questions and content. Summative assessment - in line with OCR Specification Topic area 1.	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.	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.	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.	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 in June - Whole unit submission for unit 181 to OCR for moderation	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 6 - in line with OCR Specification Topic area 3.

READING SKILLS

Compare and contrast, Analyse common symptoms and causes of medical conditions, Apply managing techniques to symptoms/ treatment of medical conditions.

CAREERS LINKS

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 10 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

SUPPORTING STUDENTS 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.

OCR SPORT SCIENCE YEAR 11

CURRICULUM INTENT

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 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.

	PRIOR LEARNING	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.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	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.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
TOPIC/KNOWLEDGE	UNIT R180 - Topic Area 1: Different factors which influence the risk and severity of injury. All students will know: How extrinsic factors 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 intrinsic factors influence the risk and severity of injury How individual variables can influence other individual variables	UNIT R180 - 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 on the cardio-respiratory and musculoskeletal systems. Be aware of possible negative effects if no warm up is performed. The use of suitable components in the design of cool down routines. Compare and contrast the cool down components and the benefits on the cardio-respiratory and musculoskeletal systems. Be aware of possible negative effects if no cool down is performed.	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. 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.	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.	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 and treatments of different medical conditions.
SKILLS	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Healthy living and lifestyle skills Verbal Communication/Presentation – creating and delivering information may be formal or informal, with a group or an individual	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Healthy living and lifestyle skills Verbal Communication/Presentation – creating and delivering information may be formal or informal, with a group or an individual	Students will develop the following skills that are transferable to different real-life contexts, roles or employment: • Research – students will understand the objective of researching topic areas. Record of research sources would be kept and used to interpret findings and present evidence • Healthy living and lifestyle skills
ASSESSMENT	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.	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.	A teacher assessed mock exam (January) under full exam conditions including all topics covered so far from Unit 180.	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.	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
VOCAB	Compare/ contrast, Extrinsic, Factors, Injury, Prevention,	Warm up/ cool down, Cardiorespiratory, Musculoskeletal Compare and contrast, Muscle injury, Components, Psychological	Muscular, Acute injuries, Extrinsic, Intrinsic, Chronic Injuries, Rehabilitation	Hazards, Medical, Risk assessment, Control measures, Treatment, Advantages, Disadvantages	Symptoms, Diabetes, Asthma, Dehydration, NHS, Compare, Contrast

READING SKILLS

Compare and contrast

Analyse common symptoms and causes of medical conditions.

Apply managing techniques to symptoms/ treatment of medical conditions.

CAREERS LINKS

Transferable skills will provide students with experiences that will later prepare them for their selected career pathways. 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.

SUPPORTING STUDENTS 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.