

## Key Stage 4: Year 10 (Sport Studies)

Overall Curriculum Goals					
<ul style="list-style-type: none"> <li>To understand the issues which affect participation in sport across the different user groups in our society. Looking into the possible barriers which affect participation in sport the available solutions to counter this. Research the factors which can positively and negatively impact upon the popularity of sport leading to the growth of emerging/new sports in the UK.</li> <li><b>Performer will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills</b> <ul style="list-style-type: none"> <li><b>Performer will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform</b> <ul style="list-style-type: none"> <li><b>Performer will work under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions</b></li> </ul> </li> <li><b>Performer will deal with rapidly changing conditions and situations.</b></li> </ul> </li> </ul>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Increasing awareness of outdoor and adventurous activities</b>  TA1 – Provision for different types of outdoor and adventurous activities in the UK The provision available for outdoor and adventurous activities both locally and nationally Outdoor activity organisations (including NGBs)  (TA 1 Assessment)  TA 2 – Equipment, clothing and safety aspects of participating in outdoor and adventurous activities. Types of clothing to be used for participation Types of technology that can enhance participation or safety Different categories of technology 2 The role of technology in terms of: access and transportation, comfort, safety, communication, information Types of terrain and environment The different types of terrain/man-made environments  (TA 2 Assessment)  <b>Practical skills in sport and physical activities</b> Outdoor and adventurous activities: Skills and knowledge required for participation. Health and safety Communication skills Use and care of equipment. Emergency procedures. Team working and leadership skills.	<b>Increasing awareness of outdoor and adventurous activities</b>  TA3 - key considerations when planning an outdoor activity in a specified location. key considerations including health and safety, personnel, licensing, supplies, location, timing of activity, shelter, contingency plans Outdoor activity risk assessment Emergency procedures planning Demonstrating appropriate skills in outdoor activities  (TA 3 Assessment)  TA4 - Evaluate participation of outdoor activity. What aspects went well What aspects could be improved Evaluate the value of participating in outdoor activities, including mental benefits, physical benefits and social benefits.  (TA 4 Assessment)  <b>Practical skills in sport and physical activities</b>  Outdoor and adventurous activities: Skills and knowledge required for participation. Health and safety Communication skills Use and care of equipment. Emergency procedures. Team working and leadership skills.	Performance and leadership in sports activities  TA2 - Applying practice methods to support improvement in a sporting activity Review of strengths and weaknesses in key components for the sport, considering: o Current level of ability o Why these have been identified as strengths or weaknesses o When are these important in a chosen sporting activity o How this will have an impact during training or performance • Tactics, strategies and compositional ideas to be used where applicable, depending on the chosen activity.  TA 3 - Organising and planning a sports activity session. Appropriate venue required • Timing – suitable for the age and ability of the group • Supervision – will depend on age and activity chosen Risk assessment and corrective action – facilities, equipment, clothing • Emergency procedures – what to do in the event of an accident or other emergency, summoning qualified help	<b>Performance and leadership in sports activities</b>  <b>TA 4 - Leading a sports activity session</b>  Safe practice – organising the group and the activities appropriately depending on the space, number of participants and equipment being used • Timing – being punctual and prepared for the session, considering the length of activities. • Adaptability – making changes to the session if people find it too easy or too hard • Reliability – turning up when you say you will and running to time Activity-specific details – showing the skills, techniques and tactics appropriate to the needs of the participants • Leadership style – democratic, autocratic, laissez-faire • Delivery style – proactive, reactive, demonstrations from the leader or involving participants from the group, explanation of activities • Communication – verbal, non-verbal, using appropriate language and technical terms depending on the group • Positioning – considering where they are stood in	Performance and leadership in sports activities  TA 5 – Review your leadership of a sports activity session  • Planning: o Suitability of activities for the group o Taking into account the different abilities o Making the order of the activities effective o Equipment volume is appropriate to the number of participants in the group • Leading: o Appropriate amount of time spent on each activity o Keeping all participants motivated o Using the working space effectively o Adapting the session as needed when things were not going to plan o Appropriate positioning for effective communication to the group • Improvements that could be made: o Adaptations to activities to take into account different abilities o Planning for the next session • Opportunities to develop leadership skills: o Coaching/leadership courses • Helping with an extra-curricular club	<b>Contemporary issues in sport</b>  1.1.1 Different user groups who participate in sport  2.1.1 Values which can be promoted through sport:  3.1 The features of a major sporting event  4.1 National Governing Bodies (NGBs)  5.1.1 To enhance performance. 5.1.2 To increase the safety of participants

		<p>Introduction and conclusion – should briefly introduce the leader and the aims of the session, check for any injuries, then briefly conclude the session with a summary</p> <ul style="list-style-type: none"> <li>• Basic warm up and cool down – should be relevant to the activity and the participants</li> <li>• Skills and technique development – consider how to structure the activities so that they progress, plan for any participants struggling with the activity or finding it too easy</li> </ul>	<p>relation to the group when giving demonstrations and explanations</p> <ul style="list-style-type: none"> <li>• Creativity – design of activities related to the group, how they demonstrate and explain</li> </ul>		
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>1.1.1 Referencing the National Governing Body (NGB) for additional information on the approved activity areas, as listed on the approved activities list and below:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Water sports</li> <li><input type="checkbox"/> Trekking</li> <li><input type="checkbox"/> Camping</li> <li><input type="checkbox"/> Climbing</li> <li><input type="checkbox"/> Caving</li> <li><input type="checkbox"/> Cycling</li> <li><input type="checkbox"/> Snow sports</li> <li><input type="checkbox"/> Gliding</li> <li><input type="checkbox"/> Other land-based</li> <li><input type="checkbox"/> National Sports Centres</li> <li><input type="checkbox"/> Voluntary Organisations</li> <li><input type="checkbox"/> Local Providers</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety – activity that is suitable for the participants; requirement for a first aider</li> <li>• Personnel – ratio of leaders, qualifications of leader</li> <li>• Licensing – the licencing requirements of the activity centre/location</li> <li>• Supplies – appropriate nutrition for duration of the activity, including ideal foods/fluids to take with you</li> <li>• Location – terrain suitable for the experience of the participants and the activity</li> <li>• Timing of activity – duration; time of day</li> <li>• Shelter – overnight accommodation requirements; requirement for shelter from adverse weather</li> <li>• Contingency plan – consideration of alternative route(s)</li> </ul>	<p>Safe practice</p> <p>Timing</p> <p>Adaptability</p> <p>Reliability</p> <p>Conditioned games</p> <p>Health and safety</p> <p>Risk assessment</p> <p>Progression</p> <p>Ability levels</p> <p>Communication</p> <p>Confidence</p> <p>Creativity</p> <p>Leadership style</p> <p>Autocratic</p> <p>Democratic</p> <p>Laissez Faire</p> <p>Delivery style</p> <p>Proactive</p> <p>Reactive</p>	<p>Safe practice</p> <p>Timing</p> <p>Adaptability</p> <p>Reliability</p> <p>Conditioned games</p> <p>Health and safety</p> <p>Risk assessment</p> <p>Progression</p> <p>Ability levels</p> <p>Communication</p> <p>Confidence</p> <p>Creativity</p> <p>Leadership style</p> <p>Autocratic</p> <p>Democratic</p> <p>Laissez Faire</p> <p>Delivery style</p> <p>Proactive</p> <p>Reactive</p> <p>Communication</p> <p>Confidence</p> <p>Creativity</p> <p>Leadership style</p> <p>Autocratic</p> <p>Democratic</p> <p>Laissez Faire</p> <p>Delivery style</p> <p>Proactive</p> <p>Reactive</p>		<p><b>User Groups</b></p> <p>Ethnic Minorities</p> <p>Single Parents</p> <p>Disabled</p> <p>Retired People Over 50</p> <p>Children</p> <p>Unemployed</p> <p>Low income</p> <p>Families with young children</p> <p>Teenagers</p> <p>Working singles and couples</p> <p><b>Technology in sport</b></p> <p><b>Values</b></p> <p>Team Spirit</p> <p>Citizenship</p> <p>Tolerance</p> <p>Respect</p> <p>Fai play</p> <p>Inclusion</p> <p>National Pride</p> <p>Excellence</p> <p><b>Major sporting events</b></p> <p>Regular</p> <p>Regular and Reoccurring</p> <p>One off</p> <p><b>NGB</b></p> <p>National governing body</p> <p>Promotion</p> <p>Initiatives</p>

<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>
Discussion about careers in sport including roles in NGBs and management roles in terms of organising major sporting events. Discussion about leadership careers in sport such as coaching or teaching.					

## Key Stage 4: Year 11 (Sport Studies)

Overall Curriculum Goals					
<ul style="list-style-type: none"> <li>Understand The role of sport in promoting the values of team spirit, fair play, citizenship, inclusion, national pride, excellence, tolerance and respect. <ul style="list-style-type: none"> <li>Have an appreciation of the Olympic and Paralympic movement, the importance of sporting values, initiatives and campaigns.</li> </ul> </li> <li>Understand the use of Performance Enhancing Drugs (PEDs) in sport and the dangers this can cause to individuals and the reputation on sport. <ul style="list-style-type: none"> <li>Analyse in greater depth the implications of hosting a major sporting event for a city or country.</li> <li>Understand the role National Governing Bodies (NGBs) play in the development of their sport.</li> </ul> </li> <li>To understand the role technology must enhance performance, enhance spectatorship, increase the safety of participants, increase fair play and the accuracy of officiating.</li> </ul>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>1.2.1 Possible barriers which affect participation in sport:</b>  <b>2.2 The Olympic and Paralympic movement</b>  <b>3.2.1 Positive and negative pre-event aspects of hosting a major sporting event:</b>  <b>4.1.1 What NGBs do for their sport:</b>  <b>5.1.3 To increase fair play and increase the accuracy of officiating</b> <b>5.1.4 To enhance spectatorship</b>  <b>1.3.1 Possible solutions to the barriers which affect participation in sport:</b>	<b>2.3 Sporting values initiative and campaigns</b>  <b>3.3 Potential positive and negative aspects of hosting a major sporting event – During the event</b>  <b>4.1.1 What NGBs do for their sport:</b>  <b>1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK</b>  <b>2.4 The importance of etiquette AND sporting behaviour</b>  <b>3.3 Potential positive and negative aspects of hosting a major sporting event - Immediate and longer term post-event:</b>	<b>1.5 Emerging/new sports in the UK</b>  <b>2.5 The use of Performance Enhancing Drugs (PEDs) in sport</b>  <b>Contemporary issues in sport – Revision</b>	<b>Contemporary issues in sport – Revision</b>	<b>Contemporary issues in sport – Revision</b>	<b>Contemporary issues in sport – Revision</b>
Major sporting events Benefits Drawbacks  <b>Olympics and Paralympic Creed</b>	Initiatives Football for hope Sport relief This girl can Creating chances  <b>NGB</b>	Applied examples of the detrimental effects of using PEDs • Sanctions such as bans, and fines, are applied in a range of lengths and costs to deter the use of PEDs			

<p>Respect Excellence Friendship Determination Courage Equality Inspiration</p> <p>Employment and unemployment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family commitments</li> <li><input type="checkbox"/> Lack of disposable income</li> <li><input type="checkbox"/> Lack of transport</li> <li><input type="checkbox"/> Lack of positive sporting role models</li> <li><input type="checkbox"/> Lack of positive family role models or family support</li> <li><input type="checkbox"/> Lack of appropriate activity provision</li> <li><input type="checkbox"/> Lack of awareness of appropriate activity provision</li> <li><input type="checkbox"/> The lack of equal coverage in media in terms of gender and ethnicity by the media</li> </ul>	<p>National governing body</p> <p><b>Popularity</b> Role models Participation Provision Environment/Climate Spectatorship Media Coverage Success of teams Social Acceptability</p> <p><b>Etiquette</b> Sportsmanship Gamesmanship</p>	<ul style="list-style-type: none"> <li>• Educational strategies to discourage the use of PEDs, usually campaigns are led by role models, peers and family</li> </ul>			
<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>	<b>CEIAGS and Co-Curricular</b>
<p>Discussion about careers in sport including roles in NGBs and management roles in terms of organising major sporting events.</p> <p>Discussion about leadership careers in sport such as coaching or teaching.</p>					