

Key Stage 4 Subject Timeline Year 10 to 11

Subject: PE – Cambridge National Sports Studies

Exam Board: OCR

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p><u>R185 – Performance and leadership in sports activities.</u> R185: Key components of performance Measuring strengths and weaknesses of performance. Performing in two sports / activities with a focus on measuring performance and planning how to improve. Applying practice methods to support improvement in sporting activities.</p> <p>Individual sports Trampoline and Table tennis</p>	<p><u>R185 – Performance and leadership in sports activities.</u> R185: Key components of performance Measuring strengths and weaknesses of performance. Performing in two sports / activities with a focus on measuring performance and planning how to improve. Applying practice methods to support improvement in sporting activities.</p> <p>Team Sports Netball and Football.</p>	<p><u>R185 – Performance and leadership in sports activities.</u> R185: Organisation of a sports activity session Students will learn what content and delivery methods are required to run a sporting activity. Observing sessions and making notes of content or techniques.</p> <p><u>R186 – Sport and the media.</u> R186: The different sources of media that cover sport</p>	<p><u>R185 – Performance and leadership in sports activities.</u> R185: Organisation of a sports activity session <i>Students will begin to plan their sessions. Deliver parts of their session to their peers to practice, building experience in leadership.</i></p> <p><u>R186 – Sport and the media</u> R186: Positive effects of media in sport.</p>	<p><u>R185 – Performance and leadership in sports activities.</u> Students will deliver their session to year 7 and be assessed.</p> <p><u>R186 – Sport and the media</u> R186: Negative effects of media in sport.</p>	<p><u>R185 – Performance and leadership in sports activities.</u> Students will deliver their session to year 7 and be assessed. They will write up the evaluation of their session.</p> <p><u>R186 – Sport and the media</u> Complete R186 sport in the media assignment ready to be moderated in the September Window</p>
Key skills and Concepts	<p>Understanding the individual skills required for performance in Trampoline Trampoline – Start/Stop, tuck/pike/straddle/twists/drops (front/back) and somersaults.</p> <p>Understanding the individual skills required for performance in Table tennis Forehand and backhand push, topspin, chop. Serving Attack v defence Officiating</p>	<p>Understanding the individual skills required for performance in Netball Passing Shooting Defending 1v1 and as a team Attacking 1v1 and as a team Understanding advanced tactics in a game Understanding the role of the official.</p> <p>Understanding the key individual skills for performance in Football. Passing Shooting Defending 1v1 and as a team Attacking 1v1 and as a team Understanding advanced tactics in a game Understanding the role of the official</p>	<p>R185- Understanding how mixed ability and size of group, venue, weather, equipment, timing, supervision, language and positioning all play factors in how a session will go. Understanding that constant evaluation is important to maximise the session. Understanding the risks and how to limit them through a risk assessment.</p> <p>R186- Understanding the different types of media and how sports are shown. Tv, written word, radio, internet and fan created. Looking at how the media can have a positive impact.</p>	<p>R185 – Students will get the chance to plan practice and adjust elements of their practical session through learning what works.</p> <p>R186 - Looking at positive effects of media in sports and how this raises the profile across all platforms.</p>	<p>R185 - Students will now deliver their planned and practised session to a group of year 7 students. Using key skills learnt from the coaching unit.</p> <p>R186 looking at the negative effects of media on sports, focuses on the ethical divide.</p>	<p>R185 - Students will now deliver their planned and practised session to a group of year 7 students. Using key skills learnt from the coaching unit. Evaluating their performance giving structured and honest feedback with suggestions for change.</p> <p>R186- Writing the R186 coursework assignment ready for the September window.</p>

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Th res ho ld Co nc ep ts	<p>Mastering the key skills for each individual sport. Being able to perform all skills with fluency, control and judgement.</p> <p>Linking advanced moves together</p> <p>Appreciating the role of the umpire and knowledge of the rules</p> <p>Linking advanced moves together</p> <p>Appreciating the role of the umpire and knowledge of the rules</p>	<p>Linking advanced moves together</p> <p>Appreciating the role of the umpire and knowledge of the rules</p> <p>Mastering the key skills for each team sport. Being able to perform all skills with fluency, control, and judgement.</p>	<p>Looking at the key concepts of a session and the skills required to maximise the session through planning and delivery.</p> <p>What a good session looks like compared to what a bad session looks like. Looking at different starter activities and linking them to sport specific warm ups.</p> <p>How sports media is ingested, TV, Radio, News papers, witen press, online, fan based.</p>	<p>Understanding the role of evaluation of performance and being able to identify strengths and weaknesses.</p> <p>Building a fun and inclusive session that is designed to engage students.</p> <p>Focus on timing, pace, flow, positioning, vocabulary, voice.</p> <p>Looking at how the media can be a positive influence on sport, looking at examples of sporting events deemed positive.</p>	<p>Delivery of the session to a group of year 7 students of mixed ability. understanding how all of the practice goes into the session and what to look out for.</p> <p>Looking at how the media can be a negative influence on sport, looking at examples of sporting events that have a negative effect.</p>	<p>Delivery of the session to a group of year 7 students of mixed ability. understanding how all of the practice goes into the session and what to look out for. using evaluation skills to look at positive and negative aspects of the session and suggesting ways to improve if they were to teach it again.</p> <p>Putting together the three objectives into the final assignment. Sourcing and giving examples for each aspect.</p>
En dp oi nts	<p>Can perform all skills with control, fluency and within the rules and regulations of the sport.</p> <p>Can apply safe practices to the coaching and delivery of a session</p>	<p>Able to complete the practical to the highest standard in line with the grading criteria</p>	<p>Key considerations when planning sports activity sessions</p> <p>Safety considerations when planning sports activity</p>	<p>Know the roles and responsibilities and personal quailities of the leader and how to put them into performance</p> <p>Having a clear idea of the negative effects of the media on sport, for both spectators and competitors.</p>	<p>Delivery of a session to a group of year 7 students.</p> <p>Having a clear idea of the negative effects of the media on sport, for both spectators and competitors.</p>	<p>Writing the evaluation</p>
As ses sm en t	<p>Practical assessment ongoing through the term</p> <p>Teacher witness statements written on practical performance.</p>	<p>Continuous assessment</p> <p>Teacher witness statements written on practical performance.</p>	<p>Continuous assessment</p> <p>Assessment exam on this area. Written</p>	<p>Continuous assessment</p> <p>Assessment exam on this area. Written</p>	<p>Coursework assessed and internally moderated.</p>	<p>Coursework assessed and internally moderated</p>

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To pic s	<p>R184 - Contemporary issues in sport Understand the issues which affect participation in sport <i>What are the reasons people might not participate in sport? How do we break these barriers down?</i> <i>Which groups of people might not be able to participate in sport? Why is this? How do we break down the barriers</i> Emerging / new sports in the UK <i>Examples of emerging sports and opportunities to participate in them.</i> Know the role of sport in promoting values. <i>Team spirit, fair play, citizenship, tolerance and respect, inclusion, national pride and excellence.</i> Olympic and Paralympic movement. <i>The Creed, The Symbol, Values.</i> Sporting values initiative and campaigns. <i>Local, Regional, National</i></p> <p><i>Which values are the most important and why?</i> <i>How and why is inclusion important in sports competitions</i></p>	<p>R184 Contemporary issues in sport – The importance of etiquette and sporting behaviour. <i>The reasons for observing etiquette and sporting behaviour.</i> <i>Sportsmanship and examples in sport.</i> The Use of performance enhancing drugs (PED's) in sport. <i>Reasons why sports performers use peds and why they shouldn't.</i> <i>The role of WADA (World anti-doping agency) – whereabouts rule and methods of testing.</i></p>	<p>R184 contemporary issues in sport. Understand the implications of hosting major sports event for city and country. <i>Regular or one-off events.</i> <i>Regular and recurring.</i> <i>Positive and negative aspects of hosting a major sports event.</i> <i>Bidding costs, infrastructure, and transport.</i> <i>What jobs do major event organisers create to deliver a sports tournament? What skills might each of these jobs need?</i></p> <p>Contemporary issues in sport – Know the role of national governing bodies in sport. <i>Promote participation, developing coaches and officials, tournaments, Rules and safety in sport, funding.</i> <i>Who might be involved with a national governing body – how do they train to get that job?</i></p>	<p>R184 Contemporary issues in sport. The Use of Technology in sport. <i>Enhance performance, increase the safety of participants. Increase fair play and accuracy of officiating, enhance spectatorship.</i> Positive and negative effects of the use of technology in sport. <i>Enhanced performance, lower risk of injury, quicker recovery from injury, accurate decisions, technical analysis.</i></p>	Terminal Exam	

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Key skills and Concepts	<p><i>Participation numbers and the barriers and solutions of the groups – Gender, ethnic, retired / over 60, families with children, carers, family commitments, young children, teenagers, disabilities, parents, working professionals, unemployed / economically disadvantaged people.</i></p> <p><i>Awareness of how the values can be seen in sport. Examples of each value in a sporting context.</i></p>	<p><i>The difference between sportsmanship and gamesmanship.</i></p> <p><i>Etiquette of performers and spectators.</i></p> <p><i>'Win at all costs' the detrimental effects of PED's physically and economically.</i></p> <p><i>Bans and fines the effects that has on legacy. WADA's testing regime.</i></p>	<p><i>The risk v's reward of hosting a major sporting event. Financial implications, empty stadiums after event. The difference of a one off event compared to a regular one.</i></p> <p><i>NGB's and their role in driving sport to maintain and grow.</i></p>	<p><i>How technology is now being used to improve sport and performance. VAR and other playback systems to help aid the decisions. Looking at the negative and positive aspects.</i></p>		
Themes and Concepts	<p>Looking at socio cultural and economic groups and the barriers which affect them participating in sports. How NGB's try to make sports accessible to these demographics.</p>	<p>How some sports have etiquette in built and others don't. What gamesmanship is. Whereabouts rule and testing 365 days a year.</p>	<p>How bidding for an event can cost 100's of millions of pounds and it's not guaranteed to host. Costs of up keeping after the event. How infrastructure will need to be improved.</p>	<p>Looking at what sports have brought in technology and how it has improved the game versus slowing the game down.</p>		
End points	<p><i>To understand groups and barriers and how these affect participation numbers. How NGB's and local authorities will reduces the barriers.</i></p>	<p><i>Different levels of etiquette v's sledging. Wada's role in cleaning up sport.</i></p>	<p><i>Cost versus tourism and how a sporting event can raise a city / country's profile.</i></p>	<p><i>Deliver and evaluate a successful coaching session</i></p>		
Assessment	<p>End of unit assessments</p>	<p>End of unit assessment</p>	<p>End of unit assessment</p>	<p>End of unit assessment Past papers getting ready for terminal exam.</p>		

Inclusion and diversity

Cultural capital

Careers