



Hazel Wood
High School

Our Curriculum content:

The Cambridge National qualifications in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport, such as funding; participation; ethics and role models; and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally; different ways of being involved in sport and of how this shapes the sport's industry.

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers; promoting values and ethical behaviour; and how sport contributes to society as a whole beyond simply providing entertainment. Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities, as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.





Sports Studies Cambridge National						
Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Developing Skills (R185)		Leadership (R185)		Contemporary issues in sport (R184)	
Key Knowledge and Understanding that enables skill building	<p>By the end of this unit, we expect students will know and understand how to use skills, techniques and tactics / strategies / compositional ideas, as an individual performer in a sporting activity. By the end of the unit, they will:</p> <ul style="list-style-type: none"> • Be able to officiate in a sporting activity. • Be able to apply practice methods to support improvement in a sporting activity. <p>Our learning objectives are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> • What a skill is. • Types of skill i.e.: Simple /complexed; Open / closed • Type of practice i.e.: Whole / part • What guidance is. • What types of Feedback are. i.e.: manual, verbal, visual. • Practice methods – STEP • How to analyse performance. • How to monitor progress. <p style="text-align: center;">Tactics and strategies</p>		<p>By the end of this unit, we expect students will know and understand the personal qualities, styles, roles and responsibilities associated with effective sports leadership. Pupils will be able to plan a sports activity session. Be able to deliver a sports activity session and be able to evaluate own performance in delivering a sports activity session. Our learning objectives are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> • Leadership and will have practical experience of being a leader. • Warm ups • Skills and drills STEP • How to develop their communication skills • How to use a whistle. • The personal qualities of a leader. • The roles and responsibilities of a leader. • Types of leadership. • How to carry out planning sessions. • How to carry out evaluations • risk assessments • What communication skills and organisation skills are. • How to deliver a session. • How to carry out evaluations and improvements (review and reflect) • What assignment criteria is 		<p>By the end of this unit, we expect students will know and understand the issues which affect participation in sport. They will know about the role of sport in promoting values and understand the importance of hosting major sporting events. They will also know about the role of national governing bodies in sport. Our learning objectives are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> • Issues and barriers to sport participation. • Solutions to increase participation rates. • Popularity of sport in the UK. <p style="text-align: center;">The role of sport in promoting values.</p>	
Vocabulary	<p>There is a full vocabulary bank associated with our teaching of this unit. There is a list of key vocabulary for the course on the back of students' books and students will start to create their own glossaries at the back of books to support them in learning key terms and language. All terminology is detailed in lesson plans, in medium term plans, and in our detailed SOL.</p>					



	Here are some examples: Simple Closed Guidance Feedback Basic Complexed Knowledge of performance Knowledge of results	Here are some examples: Intrinsic – internal Extrinsic – external Varied practice Transferable Whole practice Part practice	Here are some examples: Autocratic Democratic Laissez Faire Resilience Reliability Charisma Attributes Personality Communication	Here are some examples: First Aid Personal quality Safety Hazards Liable Insurance Organisation Time management Authority Role model Evaluate Communication	Here are some examples: User groups Barriers Solutions Disposable income Access Provision Promotion Emerging NGB's	Here are some examples: Values Citizenship Tolerance Inclusion The Creed Initiatives Inspiration Equality Etiquette PED's
Assessment	Throughout these units, and throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during practical lessons that help them to move on with success. Students are expected to complete weekly Homework assessments online, that test their increasing knowledge base in relation to units. The scores from the HomeWorks are recorded in books and on TEAMS for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing; and to help them to retrieve, and commit to memory, key learning points.					
	At the end of this unit, four topic areas are assessed through the pupils' assignment, in the form of written responses and a teacher witness statement. These marks are then standardised and set off to the moderator in May. This is worth 40% of the overall grade.			At the end of this unit 4 topic areas are assessed through an external exam in January. In the interim the pupils are assessed through MOCKs and end of unit exams.		
	Throughout this unit, students will be assessed on: TA1; Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual performer in a sporting activity TA2: Be able to use skills, techniques and tactics/strategies/ compositional ideas as a team performer in sporting activity TA3: Be able to plan and deliver a sports activity session. TA4: Be able to evaluate own performance in delivering a sports activity session			Throughout this unit, students will be assessed on: TA1; 1: Understand the issues which affect participation in sport. TA2: Know about the role of sport in promoting values TA3: Understand the importance of hosting major sporting events. TA4: Know about the role of national governing bodies in sport TA5: know how technology is used in sport.		
Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6



Unit Title	Contemporary issues in sport (R184)		Media (R186)		Recap and review previous assignments for improvements
<p>Key Knowledge and Understanding that enables skill building</p>	<p>By the end of this unit, we expect students will know and understand: The issues which effect participation in sport. About the role of sport in promoting values. The importance of hosting major sporting events. The role of national governing bodies in sport. Our learning objectives are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Etiquette and sportsmanship. • Performance enhancing drugs. • Different major sporting events. One off, regular and reoccurring. • Olympics and Paralympics. • Advantages and disadvantages of hosting major events. • National governing bodies. • Funding, provision and awareness. 		<p>By the end of this unit, we expect students will know and understand: How sport is covered across the media. The positive effects that the media can have on sport. The negative effects that the media can have on sport. The relationship between sport and the media. How to evaluate media coverage of sport. Our learning objectives are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Types of Media. • Positive effects of the media on sport. • Negative effects of the media on sport. • Relationships between sport and the media. • Sponsorship/advertising/role models. • Evaluations of different media coverage. 		<p>As students move into the final examinations with us, we use the last few weeks to support them with their revision and we provide time for them to revisit and improve coursework in:</p> <ul style="list-style-type: none"> • Developing skills. • Sports Leadership • Sports Media • Contemporary Issues
<p>Vocabulary</p>	<p>There is a full vocabulary bank associated with our teaching of this unit. There is a list of key vocabulary for the course on the back of students' books and students will start to create their own glossaries at the back of books to support them in learning key terms and language. All terminology is detailed lesson plans and in medium term plans and in our detailed SOL.</p>				
	<p>Here are some examples</p> <p>One off Regular Reoccurring International Benefits Drawbacks Legacy Infrastructure</p>	<p>Here are some examples</p> <p>Awareness Funding Excellence Talent Regulations Development Infrastructure Support</p>	<p>Here are some examples</p> <p>Media Terrestrial Digital Ring fenced Satellite Cable Pat per view Broadsheet</p>	<p>Here are some examples</p> <p>DAB Internet World wide Web Podcast Grassroots Spectatorship Sportsmanship Sponsorship Commodity</p>	



	Investment Promote	Policies Promotion	Tabloid Fanzines Webzines Webcasting	Consumers	
Assessment	<p>Throughout these units, and throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during practical lessons that help them to move on with success.</p> <p>Students are expected to complete weekly Homework assessments online, that test their increasing knowledge base in relation to units. The scores from the HomeWorks are recorded in books and on TEAMS for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p> <p>In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing; and to help them to retrieve, and commit to memory, key learning points.</p>				
	<p>At the end of this unit, four topic areas are assessed through an external exam in January. This is worth 40% of the overall grade. In the interim, the pupils are assessed through MOCKs and end of unit exams.</p>		<p>At the end of this unit, five topic areas are assessed through pupils' assignment in the form of written responses. These marks are then standardised and sent to the moderator in May. This is worth 20% of the overall grade.</p>		
	<p>Throughout this unit, students will be assessed on:</p> <p>TA1; 1: Understand the issues which affect participation in sport.</p> <p>TA2: Know about the role of sport in promoting values</p> <p>TA3: Understand the importance of hosting major sporting events.</p> <p>TA4: Know about the role of national governing bodies in sport</p> <p>TA5: know how technology is used in sport.</p>		<p>Throughout this unit, students will be assessed on:</p> <p>TA1: Know how sport is covered across the media</p> <p>TA2: Understand positive effects that the media can have on sport.</p> <p>TA3: Understand negative effects that the media can have on sport.</p> <p>TA4: Understand the relationship between sport and the media</p> <p>TA5: Be able to evaluate media coverage of sport</p>		

