|  |
| --- |
| * **What we are learning**: The topic or focus for the half term.
* **Key knowledge & skills**: What students should understand and be able to do.
* **How we assess learning**: knowledge checks, practical tasks, written responses and formal assessments.
* **Key words to know**: Vocabulary students will learn and use.
 |

**Curriculum Overview: (Sports studies)**

**Year group (10/11)**

**What your child will learn each half term**

This overview shows the key topics, skills, and knowledge your child will be learning in **Sports Studies** in **Years 10 and 11**. It helps families understand what’s being taught, how it builds on previous learning, and how you can support your child at home.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Half term** | **What we are learning** | **Key knowledge & skills** | **How we will assess learning in this unit** | **Homework** | **Key vocabulary for this unit** |
| HT 1  | **1. Performance and leadership in sports activities** | **1. Skills, techniques and tactics required in sport*** **Types of skills**: basic vs advanced, open vs closed, individual vs team.
* **Techniques**: sport-specific techniques (e.g., passing in football, serving in tennis).
* **Tactics**: offensive and defensive strategies (e.g., marking, formations, counter-attacks).
* **Rules and regulations**: applying and understanding them in practice and competition.
* **How skills are used in game situations**: decision making, teamwork, positioning
 | * A practical performance in two sports.
* Completing coursework on computers
 | Incomplete coursework | **Technique** – How a skill is done correctly**Tactics** – Game plans to win**Positioning** – Being in the right place**Rules** – What is allowed in a sport**Officiating** – Controlling and judging the game |
| HT 2 | **1. Performance and leadership in sports activities (continued)** | **2. Applying skills in practical performance*** Planning and preparing for sports activities.
* Participating in **two sports** (usually one team and one individual sport).
* Applying appropriate **skills, techniques and tactics** under pressure.
* **Using feedback** to improve: from peers, teachers, or self-analysis.
 | * A practical performance in two sports.
* Completing coursework on computers
 | Incomplete coursework | **Coach/Leader** – Guides and supports players**Command style** – Leader decides everything**Democratic style** – Leader involves the group |
| HT 3 | **1. Performance and leadership in sports activities (continued)** | **3. Leadership skills in sport*** **Types of leadership styles**: democratic, autocratic, laissez-faire.
* Roles and responsibilities of a sports leader:
	+ Planning and delivering a session.
	+ Managing safety.
	+ Motivating participants.
	+ Giving feedback &encouragement.
* **Effective communication**: verbal and non-verbal, appropriate tone, body language.
 | * Planning and evaluating a sports session.
* Completing coursework on computers
 | Incomplete coursework | **Motivation** – Encouraging others**Organisation** – Planning things well |
| HT 4 | **1. Performance and leadership in sports activities (continued)** | **4. Planning and delivering a sports session*** Structuring a session:
	+ **Warm-up** (mobility, pulse raiser, stretching),
	+ **Main activity** (drills, games, skill development),
	+ **Cool down** (lower intensity and flexibility).
* Adapting the session for different abilities.
* Health and safety checks before, during, and after the session
 | * Leading a sports session.
* Completing coursework on computers
 | Practice delivering their coaching session outside of schoolIncomplete coursework | **Warm-up/Cool-down** – Prepare and recover the body**Session plan** – A plan for a sports session**Differentiation** – Changing tasks for ability**Health & safety** – Keeping everyone safe |
| HT 5  | **1. Performance and leadership in sports activities (continued)** | **5. Reviewing and evaluating performance*** **Self-reflection** and peer feedback.
* Using strengths and areas for improvement to adjust future sessions.
* Importance of reflection in both **performer and leadership roles**
 | * Planning and evaluating a sports session
* Completing coursework on computers
 | Incomplete coursework | **Feedback** – Advice to improve**Assessment** – Judging performance |
| HT 6 | **Unit R187****2. Awareness** **of OAA****(Optional unit)** | **4. Planning an Outdoor Activity*** Choosing appropriate location and activity
* Risk assessment and health & safety checks
* Required clothing and equipment
* Timings, travel, permissions, contingency plans

**6. Roles & Responsibilities*** Instructors: lead safely, support and motivate
* Participants: follow rules, work as a team
* Group leaders: plan, supervise, and manage logistics
 | * **Practical assessment in an outdoor activity** *(Usual Ghyll Scrambling)*
* Completing coursework on computers
 | Incomplete coursework | **Outdoor Activities** – Sports or challenges done outside, like climbing or hiking.**Adventurous Activities** – Outdoor sports that involve risk or excitement.**Risk Assessment** – Checking for dangers and how to stay safe.**Contingency Plan** – A backup plan if something goes wrong.**Skill Development** – Improving abilities through practice.**Teamwork** – Working with others to complete a task.**Communication** – Sharing ideas clearly within a group. |
| **Year 11** HT 1  |  | **1. Types of Outdoor & Adventurous Activities*** Land-based: rock climbing, hiking, mountain biking, orienteering
* Water-based: kayaking, sailing, ghyll scrambling, canoeing

**2. Benefits of Outdoor Activities*** Physical health (fitness, strength, endurance)
* Mental health (confidence, reduced stress)
* Social skills (teamwork, communication, leadership)
 | * Completing coursework on computers
 | Incomplete coursework | **Terrain** – The type of land or water used (e.g. rocky, flat, steep).**Environment** – The natural area where the activity takes place.**Specialist Equipment** – Specific gear needed for the activity (e.g. helmet, harness).**Specialist Clothing** – Clothing designed for safety and comfort (e.g. wetsuit, walking boots).**National Governing Body (NGB)** – The main organisation that runs and supports a sport in the UK. |
| HT 2  |  | **5. Health & Safety and Risk Management*** Use of PPE (e.g., helmets, harnesses, wetsuits)
* Instructor qualifications and ratios (e.g., 1:10)
* Weather monitoring and emergency procedures
* Risk assessments for hazards like terrain or water

**7. Technology in Outdoor Activities*** GPS, radios, weather apps, safety beacons, Go-Pros
 | * Completing coursework on computers
 | Incomplete coursework | **Centre of Excellence** – A top-quality place for advanced training or coaching.**Access to Activities** – How easy it is for someone to take part (e.g. cost, transport).**Participation Barriers** – Things that make it harder for people to take part (e.g. money, distance). |
| HT 3  | **Unit R184****3. Contemporary issues in sport**  | **1. Issues That Affect Participation in Sport*** Barriers to participation: e.g. age, gender, disability, ethnicity, cost, access.
* Solutions to increase participation: e.g. campaigns, facilities, role models, adapted activities.

**2. The Role of Sport in Promoting Values*** Core values: respect, teamwork, inclusion, fair play, excellence.
* Olympic and Paralympic values: friendship, determination, inspiration, equality.
* Initiatives: how sport teaches discipline, resilience, and life skills.
 | Exam practise | Short quizzes  | * **Gender** – Stereotypes or lack of opportunities for certain genders.
* **Disability** – Limited access to inclusive facilities or adapted equipment.
* **Ethnicity** – Cultural differences, discrimination, or lack of role models.
* **Access** – Lack of local clubs, transport issues, or poor facilities.
* **Campaigns** – National efforts (e.g. “This Girl Can”) to raise awareness.
* **Role Models** – Successful athletes who inspire others.
* **Teamwork** – Working well with others to achieve a common goal.
* **Respect** – Treating opponents, officials, and teammates fairly.
* **Inclusion** – Making sure everyone has the chance to take part, regardless of background or ability.
* **Citizenship** – Learning how to contribute positively to society.
* **Tolerance** – Understanding and accepting different beliefs and backgrounds.
* **Fair play** – Playing honestly and following the rules.
* **Excellence** – Aiming to do your best and improve.
* **National pride** – Feeling proud to represent your country in sport.
* **Role models** – Inspiring others by showing positive behaviour in sport.
 |
| HT 4  |  | **3. The Importance of Hosting Major Sporting Events*** Types of events: one-off, regular, recurring (e.g. Olympics, FA Cup).
* Benefits: tourism, economy, legacy, community pride.
* Drawbacks: cost, traffic, underused facilities.

**4. The Role of National Governing Bodies (NGBs)*** What they do: rules, coaching qualifications, competitions, safeguarding, anti-doping.

Support they offer: funding, talent pathways, resources for clubs. | Exam practise | Short quizzes  | * **Legacy** – The long-term benefits left behind (e.g. improved facilities, increased participation).
* **Infrastructure** – Transport, buildings, and services built or improved for the event.
* **Economic impact** – Money made or spent (e.g. tourism, job creation).
* **Social impact** – Community benefits like pride, unity, and volunteer opportunities.
* **Sporting impact** – Boost in participation, new facilities, and improved performance.
* **Global stage** – International exposure for the country or city.
* **National pride** – Feeling proud of your country hosting the event.
* **Media coverage** – Worldwide attention through TV, internet, and press.
* **Investment** – Money put into sport, facilities, and the local area.
* **Security** – Keeping the event, athletes, and spectators safe.
* **Bid** – The process of applying to host the event.
* **Sponsorship** – Companies funding the event in exchange for promotion
* **NGB (National Governing Body)** – An organisation that oversees and supports a specific sport in a country.
* **Rules and Regulations** – The standards NGBs set to ensure fair and safe play.
* **Disciplinary Procedures** – How NGBs deal with misconduct or breaking rules.
* **Development** – Promoting the sport through training, coaching, and grassroots programmes.
* **Funding** – Money given to support athletes, teams, and facilities.
* **Competitions** – Organising leagues, tournaments, and events for different levels.
* **Participation** – Increasing involvement in the sport at all ages and abilities.
* **Coaching Pathways** – Creating structured routes for people to become qualified coaches.
* **Officiating** – Training and supporting referees and officials in the sport.
* **Promotion** – Raising awareness and interest in the sport through marketing and media.
* **Health and Safety** – Ensuring safe environments and practices for all participants.
* **Equality** – Making sport inclusive and fair for all (e.g. regardless of age, gender, ability).
 |
| HT 5 |  | **5. The Impact of Technology on Sport*** Positive impacts: improved performance (e.g. analysis tools), fairer decisions (VAR, Hawk-Eye).
* Negative impacts: cost, over-reliance, issues with access and fairness.
 | Exam practise**Exam Length:** 1 hour 15 minutes**Worth:** 40% of the final grade**Format:** Written exam – multiple choice, short and long answer questions | Short quizzes | * **Hawk-Eye** – Camera system used to track the ball’s path (e.g. tennis, cricket, football).
* **VAR (Video Assistant Referee)** – Video technology to assist referees in football decisions.
* **TMO (Television Match Official)** – Used in rugby to help referees make decisions.
* **Wearable Technology** – Devices like fitness trackers and GPS vests that monitor performance.
* **Performance Analysis** – Using data and video to improve athletes’ training and tactics.
* **Prosthetics** – Artificial limbs designed for sport performance (e.g. Paralympic athletes).
* **Goal-line Technology** – Confirms if a ball has crossed the goal line (football).
* **Instant Replay** – Slow-motion footage used by officials and broadcasters.
* **Drones** – Aerial filming and performance review from above.
* **Biomechanics** – Science of body movement to improve technique and reduce injury.
 |
| HT 6  |  |  |  |  |  |