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| * **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.

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| **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 school  Incomplete 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 |  |  |  |  |  |