



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.

- **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.

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 evaluating a sports session.	Incomplete coursework	Motivation – Encouraging others Organisation – Planning things well

		○ Planning and delivering a session. ○ Managing safety. ○ Motivating participants. ○ Giving feedback & encouragement. ● Effective communication: verbal and non-verbal, appropriate tone, body language.	● Completing coursework on computers		
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	● Practical assessment in an outdoor activity (<i>Usual Ghyll Scrambling</i>) ● 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.

		Group leaders: plan, supervise, and manage logistics			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.	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.

		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.			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.
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					• 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					