

KS4 R185 Sports Studies Curriculum Map



Year 10/11

	TA1	TA2	TA3	TA4	TA5
Key Knowledge (content)	<p>To know: Topic Area 1: Key components of performance</p> <p>1.1 Performance in two selected activities</p> <p>1.1.1 Performance of skills and techniques</p> <p>1.2 Participating in your activities</p> <p>1.2.1 Appropriate use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tactics <input type="checkbox"/> Strategies <input type="checkbox"/> Compositional ideas <input type="checkbox"/> Use of creativity in performance <p>1.3 Decision-making during performance</p> <p>1.3.1 Appropriate and timely decisions</p> <p>1.4 Managing and maintaining performance in individual activities</p> <p>1.4.1 Ability to manage and maintain own performance (individual activities only):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuing to perform when under pressure <input type="checkbox"/> Maintaining focus <p>1.5 Your role and contribution to team activities</p> <p>1.5.1 Awareness of role and contribution to the team (team activities only):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performing a specific role during a game <input type="checkbox"/> Adapting role in different situations 	<p>To know: Topic Area 2: Applying practice methods to support improvement in a sporting activity</p> <p>2.1 Strengths and weaknesses of sports performance</p> <p>2.1.1 Key components for assessing strengths and weaknesses in an activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skills and techniques <input type="checkbox"/> Tactics and strategies <input type="checkbox"/> Compositional ideas <p>2.2 Methods to improve performance</p> <p>2.2.1 Different types of practices and progressive drills</p> <p>2.2.2 Altering the context of performance</p> <p>2.3 Measuring improvement in performance</p> <p>2.3.1 Use of tools to aid evaluation</p>	<p>To know: Topic Area 3: Organising and planning a sports activity session</p> <p>3.1 Organisation of a sports activity session</p> <p>3.1.1 Appropriate venue:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Location <input type="checkbox"/> Size <input type="checkbox"/> Weather <p>3.1.2 Equipment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Type <input type="checkbox"/> Amount required <p>3.1.3 Timing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate <input type="checkbox"/> Allowing for progression <p>3.1.4 Supervision:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number of participants <input type="checkbox"/> Size of groups <p>3.1.5 Contingency plan</p> <p>3.2. Safety considerations when planning a sports activity session</p> <p>3.2.1 Risk assessment and corrective action: <input type="checkbox"/> Activity-specific risks</p> <p>3.2.2 Checking of equipment</p> <p>3.2.3 Basic first aid and child protection</p> <p>3.2.4 Emergency procedures</p> <p>3.3 Objectives to meet the needs of the group</p> <p>3.3.1 Introduction and conclusion</p> <p>3.3.2 Basic warm up and cool down</p> <p>3.3.3 Skill and technique development</p>	<p>To know: Topic Area 4: Leading a sports activity session</p> <p>4.1 Organisation of a sports activity session</p> <p>4.1.1 Safe practice</p> <p>4.1.2 Timing</p> <p>4.1.3 Adaptability</p> <p>4.1.4 Reliability</p> <p>4.2 Leading a sports activity session</p> <p>4.2.1 Leading a sports activity session:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activity-specific details <input type="checkbox"/> Leadership style <input type="checkbox"/> Adaptability <input type="checkbox"/> Communication <input type="checkbox"/> Positioning <input type="checkbox"/> Enthusiasm for the activity and motivation of the group <input type="checkbox"/> Confidence <input type="checkbox"/> Creativity 	<p>To know: Topic Area 5: Reviewing your own performance in planning and leading a sports activity session</p> <p>5.1 Review your leadership of a sports activity session</p> <p>5.1.1 Planning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positives <input type="checkbox"/> Negatives <p>5.1.2 Leading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positives <input type="checkbox"/> Negatives <p>5.1.3 Improvements that could be made</p> <p>5.1.4 Opportunities to develop leadership skills for the future</p>
Key Skills (AOs)	<p>To be able to Individual</p> <p>Students are to demonstrate comprehensive application of skills and techniques as an individual performer in a sporting activity.</p> <p>Students are to be creative in their use of tactics/strategies/ compositional ideas and decision making to show accuracy and fluency on most occasions.</p> <p>Students have the ability to maintain their performance, which is consistent and confident.</p> <p>Team</p> <p>Students are to demonstrate comprehensive application of skills and techniques as a team performer in a sporting activity.</p> <p>Students are to be creative in their use of tactics/strategies/ compositional ideas and decision making to show accuracy</p>	<p>To be able to:</p> <p>The review of their performance is detailed in most aspects.</p> <p>Students are to comprehensively describe the strengths and weaknesses with in depth analysis and justification.</p> <p>Students consider the application of practice methods and comprehensively address the weaknesses where improvement is needed.</p>	<p>To be able to:</p> <p>Students are to create a fully appropriate and comprehensive plan which considers most of the requirements for an effective and safe sports activity session.</p> <p>Students are to complete an appropriate and comprehensive risk assessment which considers most of the requirements for a safe sports activity session.</p>	<p>To be able to:</p> <p>Students are required to follow a plan and be able to adapt it confidently and independently, as required.</p> <p>Students are to confidently demonstrate a wide range of well developed, relevant leadership skills and knowledge during a sports activity session.</p> <p>Students are to independently follow safe practice and ensure equipment is used safely.</p> <p>Students' communication skills are effective and use of motivational techniques, which are clear and confident.</p>	<p>To be able to:</p> <p>Students are to comprehensively describe most areas that went well and did not go well in the planned sports activity session.</p> <p>Students are to comprehensively describe all areas that needed to be adapted in the planned sports activity session. Students are to show a detailed analysis when altering the plan, with justified suggestions.</p>

	and fluency on most occasions. Students show clear and well-developed awareness of their role within the team and are able to contribute and communicate with the team.				
	Tier 3 key vocabulary	Tier 3 key vocabulary	Tier 3 key vocabulary	Tier 3 key vocabulary	Tier 3 key vocabulary
Subject specific	Topic Area 1: performance, techniques, tactics, strategies, compositional, creativity, maintaining, pressure, focus, specific, adapting	Topic Area 2: weaknesses, ability, context, evaluation, tactics, strategies, compositional, creativity, progressive practice, fixed, variable, whole, part, assistive, quantitative, monitoring	Topic Area 3: appropriate, organisation, progression, supervision, child protection, emergency procedures, corrective, risk assessment, corrective action, warm up, cool down	Topic Area 4: safe, adaptability, punctual, reliability,	Topic Area 5: limited, inconsistent, basic, sound, consistency, adequate, detailed, considered, comprehensive, most, clear, well developed, briefly, dependant, hesitant, assisted, confident, independent, effective, justified,