

# KS4 R187 Sports Studies Curriculum Map



Year 10/11

	TA1: Provision for different types of outdoor and adventurous activities in the UK	TA2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities	TA3: Plan for and be able to participate in an outdoor and adventurous activity	Topic Area 4: Evaluate participation in an outdoor and adventurous activity
<b>Key Knowledge (content)</b>	<p><b>To know:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Water sports</li> <li><input type="checkbox"/> Trekking</li> <li><input type="checkbox"/> Camping</li> <li><input type="checkbox"/> Climbing</li> <li><input type="checkbox"/> Caving</li> <li><input type="checkbox"/> Cycling</li> <li><input type="checkbox"/> Snow sports</li> <li><input type="checkbox"/> Gliding</li> <li><input type="checkbox"/> Other land-based activities</li> <li>1.1.2 Outdoor activity organisations (including NGBs)                             <ul style="list-style-type: none"> <li><input type="checkbox"/> National Sports Centres</li> <li><input type="checkbox"/> Voluntary Organisations</li> <li><input type="checkbox"/> Local Providers</li> </ul> </li> </ul>	<p><b>To know:</b></p> <p>2.1.1 The categories of equipment should include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safety equipment</li> <li><input type="checkbox"/> Specialist equipment</li> </ul> <p>2.2.1 The categories of clothing types:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safety clothing</li> <li><input type="checkbox"/> Specialist clothing</li> <li><input type="checkbox"/> General items of clothing</li> </ul> <p>2.2.2 These categories of clothing include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wetsuit/dry suit</li> <li><input type="checkbox"/> Footwear</li> <li><input type="checkbox"/> Gloves</li> <li><input type="checkbox"/> Hat</li> <li><input type="checkbox"/> Windproof jacket</li> <li><input type="checkbox"/> Jacket – waterproof, windproof</li> <li><input type="checkbox"/> Trousers – waterproof, windproof</li> <li><input type="checkbox"/> Wicking top</li> <li><input type="checkbox"/> Fleece</li> <li><input type="checkbox"/> Thermal clothing</li> </ul> <p>2.3.1 Different categories of technology include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GPS and signalling devices</li> <li><input type="checkbox"/> Light weight equipment and clothing</li> <li><input type="checkbox"/> Waterproof technology</li> </ul> <p>2.3.2 The role of technology in terms of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access and transportation</li> <li><input type="checkbox"/> Comfort</li> <li><input type="checkbox"/> Safety</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Information</li> </ul> <p>2.4.1 The different types of terrain/man-made environments include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lakes</li> <li><input type="checkbox"/> Rivers</li> <li><input type="checkbox"/> Sea</li> <li><input type="checkbox"/> Canals</li> <li><input type="checkbox"/> Forests</li> <li><input type="checkbox"/> Moorlands</li> <li><input type="checkbox"/> Mountainous areas</li> <li><input type="checkbox"/> National Parks</li> <li><input type="checkbox"/> Quarries</li> <li><input type="checkbox"/> Craggs</li> <li><input type="checkbox"/> Trails – walking, cycling, orienteering</li> <li><input type="checkbox"/> Snowdomes</li> <li><input type="checkbox"/> Dry ski slopes</li> <li><input type="checkbox"/> High ropes courses</li> <li><input type="checkbox"/> Gorges</li> </ul>	<p>To Know</p> <p>3.1.1 Key considerations to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health and Safety</li> <li><input type="checkbox"/> Personnel</li> <li><input type="checkbox"/> Licensing</li> <li><input type="checkbox"/> Supplies</li> <li><input type="checkbox"/> Location</li> <li><input type="checkbox"/> Timing of activity</li> <li><input type="checkbox"/> Shelter</li> <li><input type="checkbox"/> Contingency plan</li> </ul> <p>3.2.1 Risk assessment to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personnel</li> <li><input type="checkbox"/> Unstable terrain</li> <li><input type="checkbox"/> Inappropriate equipment</li> <li><input type="checkbox"/> Inappropriate clothing</li> <li><input type="checkbox"/> Unforeseen weather</li> <li><input type="checkbox"/> Poor organisation</li> <li><input type="checkbox"/> Getting lost</li> <li><input type="checkbox"/> Animals</li> <li><input type="checkbox"/> Insects</li> </ul> <p>3.3.1 Emergency procedure plan to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First aid</li> <li><input type="checkbox"/> Rescue</li> </ul> <p>3.4.1 For outdoor activities it is essential to demonstrate:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safe practice</li> <li><input type="checkbox"/> Communication skills</li> <li><input type="checkbox"/> Decision-making skills/problem solving skills</li> <li><input type="checkbox"/> Identifying and clarifying any issues</li> <li><input type="checkbox"/> Team-working skills</li> </ul>	<p><b>To know:</b></p> <p>4.1.1 How to evaluate the completed activity in terms of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What aspects went well</li> <li><input type="checkbox"/> What aspects could be improved</li> </ul> <p>4.2.1 Evaluate the value of participating to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mental benefits</li> <li><input type="checkbox"/> Physical benefits</li> <li><input type="checkbox"/> Social benefits</li> </ul>

<b>Key Skills (AOs)</b>	<p><b>To be able to do:</b> TA1: Students are to describe outdoor activities with clear and relevant examples, regarding regional provision. Students are to describe outdoor activity areas are with clear and relevant examples, regarding national provision.</p>	<p><b>To be able to:</b> TA2: Students identify a wide range of appropriate equipment and clothing required for each outdoor activity. Contains clear and detailed reasons why this clothing is required. Students produce a comprehensive list of safety aspects and technology for safe and effective outdoor and adventurous activities. Students show a clear understanding of the impact on terrain, environment and climate on outdoor and adventurous activities.</p>	<p><b>To be able to:</b> TA3: Students produce an appropriate and comprehensive plan, including a risk assessment, which considers most of the requirements for an effective and safe outdoor and adventurous activity session. Students confidently demonstrate a wide range of well developed, relevant skills and knowledge during an outdoor and adventurous activity. Students care for and use equipment in an effective way and follow safe practice independently.</p>	<p><b>To be able to do:</b> TA4: Students comprehensively discuss the areas that went well and not so well in the outdoor and adventurous activity. Students describe most of the benefits from participation in the outdoor activity they undertook. Students explain how the benefits can encourage participation, whilst providing a wide range of reasons as to why they are of value to an individual.</p>
	<b>Tier 3 key vocabulary</b>	<b>Tier 3 key vocabulary</b>	<b>Tier 3 key vocabulary</b>	<b>Tier 3 key vocabulary</b>
<b>Subject specific</b>	<p>Topic Area 1: national parks, national governing bodies, land based, water based, national sports centres, voluntary organisations, local providers</p> <p>Markscheme: briefly, limited, basic, some, adequate, clear, comprehensive, detailed, wide range</p>	<p>Topic Area 2: safety equipment, specialist equipment, safety clothing, specialised clothing, general items, technology, participation, GPS, signalling devices, lightweight clothing/equipment, waterproof technology, technology, terrain, environment, natural, man-made, climate requirements.</p> <p>Markscheme: briefly, limited, basic, some, adequate, clear, comprehensive, detailed, wide range</p>	<p>Topic Area 3: Health and Safety, personnel, licensing, supplies, location, timing, shelter, contingency plan, qualifications, organisations, inappropriate, unsuitable, unstable, unforeseen, emergency procedure, environment, climate, safe practice, demonstrate, decision making, communication, problem solving, clarifying, teamwork,</p> <p>Markscheme: briefly, limited, basic, some, adequate, clear, comprehensive, detailed, wide range</p>	<p>Topic Area 4: evaluate, value, benefits, physical, mental, social</p> <p>Markscheme: briefly, limited, basic, some, adequate, clear, comprehensive, detailed, wide range</p>

DO NOT USE