Cambridge National in
Sport Science

Units and guided learning hours

Here is a reminder of the four units. There are two mandatory and two optional units (you must complete one of the optionals) in the redeveloped Cambridge National in Sport Science.

Unit	Unit title	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional?
R180	Reducing the risk of sports injuries and dealing with common medical conditions	48	External examination	Mandatory
R181	**Applying the principles of training: fitness and how it affects skill performance**	**48**	**Non-examined assessment**	**Mandatory**
R182	The body's response to physical activity and how technology informs this	24	Non-examined assessment	Optional
R183	Nutrition and sports performance	24	Non-examined assessment	Optional

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Summary of what you will cover from the [curriculum planner]():		Topic Area 1: Components of fitness applied in sport				
Lesson no.	**Topic areas/sub topic areas**	**Lesson ideas and activities**	**Lesson key words**	**Lesson outcome(s)** At the end of the lesson, students will be able to:	**Useful links/resources**	**How does this link to other units?**
1	1.1 Relevance of components of fitness to different sports 1.1.2 Fitness component requirements of sports	**Introduction to unit** Begin the unit with a discussion on what makes different sports performers need to be successful in their sports. Watch and discuss different sport clips. In the first lesson you could compare ideas in groups: - Are they similar? - Why have you chosen these requirements? - Can you link any of them together with skills within the sports? Link components of fitness to skills within sports. Use the Sporting Activity list or different pictures of sports people and discuss what makes performers effective in their sports and start introducing correct component of fitness to it, e.g. need to	Cardiovascular endurance/ stamina Muscular endurance Speed Strength Power Agility Balance Flexibility Coordination Reaction time	Identify skills linked to components of fitness Understand what makes sports people effective in their sports	[OCR Approved Sporting Activity list]() [OCR Topic exploration pack*]() Slides 14-21	R180 Reducing the risk of sports injuries and dealing with common medical conditions TA1 Different factors which influence the risk and severity of injury TA5 Causes, symptoms and treatment of medical conditions

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		be quick to win race in 100m – component of fitness = speed. Students can work in pairs/small groups to create a mind map discussing what different sports people need to be successful.				
2-6	1.1 Relevance of components of fitness to different sports 1.1.1 The definition of, and suitable fitness tests used, to measure each component of fitness 1.1.2 Fitness component requirements of sports 1.1.3 Justification of most important components of fitness 1.2.1 Fitness tests for components of fitness	**Two possible approaches** Cover one component of fitness per lesson and conduct relevant test/s in the same lesson. Or Go through the theory of all 10 components in Autumn 1 lessons 2-6 and then undertake tests in lessons 1-3 in Autumn 2. **If covering one component of fitness and how to test it in each lesson** Give definition of component of fitness and discuss when different sports people may need it to improve their performance. Watch different sports and make a list of which skills are requiring the components of fitness.	Cardiovascular endurance/ stamina Muscular endurance Speed Strength Power Agility Balance Flexibility Coordination Reaction time	Know the definitions of each component of fitness Understand the tests for each component of fitness Apply components of fitness to performance in different sports skills	OCR Lesson element: Training methods and fitness components* Task 3 Performance Evaluation Tests (brianmac.co.uk) Fitness Testing for Children (topendsports.com) Components of Fitness (brianmac.co.uk) OCR Topic exploration pack* Components of fitness definitions: slides 14-21 Testing: slides 31-41	R180 Reducing the risk of sports injuries and dealing with common medical conditions TA1 Different factors which influence the risk and severity of injury TA5 Causes, symptoms and treatment of medical conditions

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Students can work in pairs/small groups to create a mind map discussing and writing skills for a sport then swap sheets with other groups and add ideas. Discuss fitness tests that could be used and undertake one. **If covering all of theory of components and testing in later lessons** Cover the definitions, fitness tests of two components and when sports people use them per lesson. Using Task 3 on OCR Lesson element: Training methods and fitness components, students match the definition to the correct fitness component. Students then suggest three different sports/specific elements from sports that require high levels of each component.				

Summary of what you will cover from the [curriculum planner](curriculum%20planner):	Topic Area 1: Components of fitness applied in sport					
Lesson no.	**Topic areas/sub topic areas**	**Lesson ideas and activities**	**Lesson key words**	**Lesson outcome(s)** At the end of the lesson, students will be able to:	**Useful links/resources**	**How does this link to other units?**
1-3	1.1 Relevance of components of fitness to different sports 1.1.1 The definition of, and suitable fitness tests used, to measure each component of fitness 1.1.2 Fitness component requirements of sports 1.2.1 Fitness tests for components of fitness	**If covering one component of fitness and how to test it in each lesson** Give definition of component of fitness and discuss when different sports people may need it to improve their performance. Watch different sports and make a list of which skills are requiring the components of fitness. Students can work in pairs/small groups to create a mind map discussing and writing skills for a sport then swap sheets with other groups and add ideas. Discuss fitness tests that could be used and undertake one.	Cardiovascular endurance/ stamina Muscular endurance Speed Strength Power Agility Balance Flexibility Coordination Reaction time	Know the definitions of each component of fitness Understand the tests for each component of fitness Be able to apply components of fitness to performance in different sports skills	[OCR Lesson element: Training methods and fitness components*](#) Task 3 [Performance Evaluation Tests](#) (brianmac.co.uk) [Fitness Testing for Children](#) (topendsports.com) [Components of Fitness](#) (brianmac.co.uk) [OCR Topic exploration pack*](#) Components of fitness definitions: slides 14-21 Testing: slides 31-41	R180 Reducing the risk of sports injuries and dealing with common medical conditions TA1 Different factors which influence the risk and severity of injury TA5 Causes, symptoms and treatment of medical conditions

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		If all theory covered in lessons 2-6 in Autumn 1, conduct fitness tests in these lessons Students conduct their own fitness tests with their peers or other people. The format of this will depend on the number of students. Students take responsibility for one fitness test each (or per pair) and participants rotate around a circuit of the different tests. Students select a number of different fitness tests and lead a small group of participants through these. Students conduct selected fitness tests as part of a wider fitness training programme – using tests to measure baseline fitness at the start and to monitor progress at the end of a fitness programme. Using Task 3 on Lesson element: Training methods and fitness components, students could match the definition to the correct fitness component. Students could then suggest three different sports/specific elements from sports that require high levels of each of the components of fitness listed. Students could watch video clips of different sports and physical activities and			OCR Topic exploration pack* Components of fitness definitions: slides 14-21 Testing: slides 31-41 OCR Lesson element: Training methods and fitness components* Task 3 This video is a 'components of fitness' quiz which asks students to watch the clips and decide which fitness component is being shown: Skill related components of fitness quiz GCSE PE (3min 44sec video)	R180 Reducing the risk of sports injuries and dealing with common medical conditions TA1 Different factors which influence the risk and severity of injury TA5 Causes, symptoms and treatment of medical conditions

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		list the different components of fitness that they observed 'in action'.				
4	1.2 Assess components of fitness 1.2.2 Collect and interpret the results of fitness tests 1.2.3 Strengths and areas of improvement of each fitness component	At the start of this lesson, you could recap in more detail the validity and reliability of each test including advantages and disadvantages of tests. For each of the fitness tests outlined in activity above, students could think about any potential concerns regarding the validity and reliability of each test. On the table in Lesson element: Fitness testing and training programmes, students can suggest ways in which the validity and reliability of the test might be compromised and what steps can be taken to make sure each test is as valid and reliable as possible. Discuss results from all tests and how the results indicate the likelihood of success in each sport. Discuss the relevant strengths and areas of improvement indicated by each fitness test result and start to link in with a goal for the fitness programme. Students could analyse and interpret the results of their fitness tests and present their findings in a variety of ways.	Validity Reliability Normative data	Know how to collect and compare results from various fitness tests Understand what makes a fitness test valid and reliable	OCR Lesson element: Fitness testing and training programmes* Tasks 1-3 Fitness Testing Norms (topendsports.com) International Fitness Association (ifafitness.com) OCR Topic exploration pack* Components of fitness definitions: slides 14-21 Testing: slides 31-41 Validity/reliability: slide 42	R180 Reducing the risk of sports injuries and dealing with common medical conditions TA1 Different factors which influence the risk and severity of injury TA5 Causes, symptoms and treatment of medical conditions

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Students could compare results within the group, within a wider group or against published 'norms'. Students could create graphs and charts to display their results. They could present the results to their peers and/or the group who were tested. Students could make suggestions, based on their interpretation of the results, as to how specific fitness components could be improved.				
5-6	1.3 Application of components of fitness to skill performance 1.3.1 Devising skill based fitness tests 1.3.2 Conduct the tests devised 1.3.3 How to record results of skill based fitness tests	At the start of the lesson, recap how the tests for the different components of fitness were valid and reliable. Students can then recap which skills in their sports were linked to the different components of fitness by answering: • how the fitness component is used in sport • what skills can be hindered if the performer has poor fitness. Selecting one of their weaknesses and using the discussion notes from previous term lessons 2-6 (where they linked skills to components of fitness), students then devise a skill test. It must be realistic to a full performance situation and combine both fitness and skills, such as dribbling at speed. They must record the procedures to make sure the test is valid and reliable.	Skills based test Validity Reliability	Understand how to devise a skill based fitness test Know how to undertake and record results from their skill based fitness test		

Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Students need to include the units that the test will be measured in. Units or results must measure the fitness component being looked at, e.g. speed in seconds. Once devised, students then undertake the skill test/drill that will improve the identified components of fitness from 1.3.1 and record the results.				

Summary of what you will cover from the [curriculum planner]():		Topic Area 2: Principles of training in sport				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1	2.1 Principles of training and goal setting in a sporting context 2.1.1 The definition and application of each principle of training and goal setting: SPOR principle: • Specificity • Progression • Overload • Reversibility	Give students the opportunity to define the main words associated with principles of training (Specificity, Progression, Overload and Reversibility). This can be done in various ways depending on the students' previous knowledge and experience. Work individually, in pairs or small groups. Students could be asked to define with no supporting resources, could be given the task of finding definitions online or from other resources, or could be given key words and definitions and asked to match them up correctly. The document: Principles of training can be used to record the key terminology. Discuss how each can be applied to a performer's training programme. Once students know what each word is/means, the teacher could give students a 'case study', for example: • a 36 year old fun runner who wants to do a 10K run	Specificity Progression Overload Reversibility	Understand the SPOR training principle and how it is applied	[OCR document: Principles of training*]() Tasks 1 and 2 [OCR Topic exploration pack*]() Slides 6-8	

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		• a 28 year old who hasn't done any sport since leaving school but wants to join her local netball team • a 61 year old who plays bowls but wants to join the tennis club. For each case study given, the students could suggest ways that, using the elements of SPOR, the person could get from their starting point to their end goal.				
2	2.1.1 The definition and application of each principle of training and goal setting: The definition and application of the FITT principle: • Frequency • Intensity • Time • Type	Students should understand the acronym FITT as part of the principle of overload. Again students can be asked to define each of the words that make up this acronym (Frequency, Intensity, Time and Type). Once students know what each word is/means, the teacher could give students a 'case study', for example: • a 20 year old netballer who wants to become a goal shooter • a 70 year old who hasn't done any sport but wants to take up walking football • a 35 year old who wants to become a weightlifter. For each case study given, the students could suggest ways that, using the elements of FITT, the person could get from their starting point to their end goal.	Frequency Intensity Time Type	Understand the FITT training principle and how it is applied	OCR document: Principles of training* Task 2	

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
3	2.1.1 The definition and application of each principle of training and goal setting: The definition and application of SMART goals: • Specific • Measurable • Achievable • Realistic • Time-bound	Students should understand the acronym SMART. They can be asked to define each of the words that make up this acronym (Specific, Measurable, Achievable, Realistic, Time-bound). Once students know what each word is/means, the teacher could give students a 'case study', for example: • a 22 year old footballer who wants to represent his county • a 40 year old dancer wanting to improve the aesthetics of their performance • a 61 year old who has not done any exercise recently but wants to start hill walking to be more active. For each case study given, the students could suggest ways that, using the elements of SMART, the person could get from their starting point to their end goal.	Specific Measurable Achievable Realistic Time-bound	Understand the SMART training principle and how it is applied	OCR Lesson element: Fitness testing and training programmes* Task 5	
4-6	2.2 Methods of training and their benefits 2.2.1 Advantages and disadvantages of the structure of each training method	**Practical and theory** Working in pairs or small groups, students could be assigned a specific training method (e.g. interval, fartlek, plyometrics, etc.), depending on how many students are in the group and the level of detail the teacher expects students to go in to. Students research their given training method and can present their findings to their peers.	Continuous training Fartlek training Interval training Circuit training Plyometrics	Understand the advantages and disadvantages of different methods of training		

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		Students could find out aspects such as: • fitness component/s that this training method might be appropriate to improve • sport/s that might use this training method as part of a training programme • the types of activities that might be done as part of this training method • the equipment and environment that might be appropriate for their allocated training method. They could give practical demonstrations of their allocated training method and/or lead the group through some associated activities. They could explain the pros and cons of their training method.	Weight/ resistance training HIIT (High Intensity Interval Training) Cardiovascular endurance/ stamina Muscular endurance Speed Strength Power Agility Balance Flexibility Coordination Reaction time			

	Summary of what you will cover from the [curriculum planner]():	Topic Area 2: Principles of training in sport				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-5	2.2 Methods of training and their benefits 2.2.1 Advantages and disadvantages of the structure of each training method	**Practical lessons** Students could lead their peers through some activities/a session based on the training methods or techniques they researched. This would help students to experience the different training methods in a practical setting. Students could plan their session using the template in Lesson element: Training methods and fitness components.	Continuous training Fartlek training Interval training Circuit training Plyometrics Weight/resistance training HIIT (High Intensity Interval Training)	Understand the advantages and disadvantages of different types of training methods	[OCR Lesson element: Training methods and fitness components*]() Tasks 1 and 2	
6	2.2.2 Aerobic exercise 2.2.3 Anaerobic exercise	Teachers could ask students to define aerobic and anaerobic exercise and to describe the differences between the two energy systems. Students could fill in the missing words to complete the explanation in Lesson element: Training methods and fitness components.	Aerobic Anaerobic Intensity Duration Lactic acid	Understand the difference between aerobic and anaerobic exercise Know which activities are aerobic and anaerobic	[OCR Lesson element: Training methods and fitness components*]() Tasks 1 and 2 [OCR Topic exploration pack*]() Slides 12-13	

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		The teacher could set up a practical circuit for students to complete. Stations should include a range of both aerobic and anaerobic activities. At the end of the session students could answer the questions on Task 2, Lesson element: Training methods and fitness components.	Oxygen			

Summary of what you will cover from the [curriculum planner]():	Topic Area 3: Organising and planning a fitness training programme				
Lesson no.	**Topic areas/sub topic areas**	**Lesson ideas and activities**	**Lesson key words**	**Lesson outcome(s)** At the end of the lesson, students will be able to:	**Useful links/resources**	**How does this link to other units?**
1-2	3.1 Factors when designing a fitness training programme 3.1.1 Considerations to inform planning: • facilities/equipment • safety/risk assessments • aims/goals/objectives • current fitness levels/injuries • organisation • environment • skills to be improved 3.1.2 Applying principles of training	Discuss considerations to inform the planning of training programmes. In pairs/groups write one consideration on a piece of paper and then swap with another group who will add another and repeat. Students could create a questionnaire in order to find out the information they will need to develop an effective fitness programme. Students can mind map the information they will need to get from the participant. Once a comprehensive list is collated, students can create a questionnaire or interview checklist to ask themselves. In Lesson element: Fitness testing and training programmes, students can record their questions and the reasons that piece of information is important. Students to create a questionnaire or interview checklist or use a recognised	Risk Aim Goal Objective PAR-Q	Understand what needs to be considered when planning a fitness training programme	[OCR Topic exploration pack*]() Slides 43-55 [OCR Lesson element: Fitness testing and training programmes*]() Task 4 Students must devise their own training programme. Templates provided by the teacher will be deemed as malpractice. The following websites provide some examples of free printable fitness training programmes. Candidates will be provided with a template to be used within the set assignment. [Free Workout Log]() (vertex42.com)	

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
		PAR-Q to ask their questions, in order to inform their planning. Students are creating a fitness programme for themselves so answer the questions. Students can use the information gained to create goals which are Specific, Measurable, Achievable, Realistic and Time-bound. Students can use Lesson element: Fitness testing and training programmes, to record their SMART goals.			Microsoft templates (office.microsoft.com)	
3-4	3.2 Planning a fitness based training programme 3.2.1 Elements of training programmes 3.2.2 How to monitor progress and adapt a programme	Students use all information to research and produce a fitness training programme to improve one of their weaknesses identified earlier. Discuss the key components of a training programme – inclusion of suitable warm up and cool down, activities/main content of programme, duration of plan, duration of sessions, equipment and facilities, coaching points and any adaptation of programme based on each session and mid term testing. Recap knowledge from R180.	Fitness based training programme Duration Session Weakness Coaching points	Know the key components of a training programme Know how to produce a fitness based training programme for an identified weakness Understand how to monitor progress during a fitness training programme	OCR Lesson element: Training methods and fitness components* Task 4 OCR Topic exploration pack* Slides 43-55	R180 Reducing the risk of sports injuries and dealing with common medical conditions TA2 Warm up and cool down routines can be applied here. TA1 Different factors which influence the risk and severity of injury.

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
						Linked to R180 unit that is based on environmental factors to take into consideration when designing a fitness training programme.
5-6	3.2 Planning a fitness based training programme 3.2.1 Elements of training programmes 3.2.2 How to monitor progress and adapt a programme	Undertake training programme devised recording results of any mid-term or post programme testing.	Monitor Warm up Cool down Coaching points Adaptation of programme Mid term test	Understand how to monitor progress during a fitness training programme		

Summary of what you will cover from the [curriculum planner](#):		Topic Area 3: Organising and planning a fitness training programme				
		Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme				
Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
1-4	3.2 Planning a fitness based training programme 3.2.1 Elements of training programmes 3.2.2 How to monitor progress and adapt a programme	Undertake training programme devised recording results of any mid term or post programme testing.	Monitor Warm up Cool down Coaching points Adaptation of programme Mid term test	Understand how to monitor progress during a fitness training programme		R180 Reducing the risk of sports injuries and dealing with common medical conditions 4.1 Measures that can be taken before and during participation in sport or physical activity to reduce risk and severity of injury/medical conditions
5	3.3 Recording results from fitness training programme 3.3.1 Post programme tests	Students collate results and compare with original results. Students could evaluate the success of their planned fitness training programme. Students could revisit their SMART goals and review them by talking with the participant(s), analysing the facts and figures to see what	Goals Evaluate Progress Review	Know how to record and compare results of tests Understand how to check the effectiveness of a		

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Lesson no.	Topic areas/sub topic areas	Lesson ideas and activities	Lesson key words	Lesson outcome(s) At the end of the lesson, students will be able to:	Useful links/resources	How does this link to other units?
	3.3.2 Achievement recognised 4.1 Effectiveness of a fitness training programme	practical progress has been made, repeating relevant fitness tests to check progress. Reflections on the fitness training programme considering the: • goals set • training methods used • fitness component links correctly to skill tests. Discuss whether retaking tests would change outcomes, i.e. lack of motivation during test or conditions affected results.		fitness training programme		
6	4.1 Effectiveness of a fitness training programme	Students could record their evaluation and use it to create new/amend existing SMART goals for continued progression. Discuss what the reasons for success or failure could be. In pairs/groups, mind map ways training programmes can be improved if repeated. Swap sheets with another group, read and add any different ideas.	Evaluate Success Failure Effectiveness	Know how to evaluate the effectiveness of a fitness training programme		

Work on other units: R180 and R182/R183, depending on which optional unit has been chosen.

Topic area	Warm up/introductory activities	Length of time activity may take	Useful resources
Topic Area 1: Components of fitness applied in sport	Students could start to rate the importance of different components of fitness in different sports. Students could research a variety of tests for each component of fitness and discuss why some are better suited to use for different sports. Students could start to link skills within the different activities to the skills involved in both individual and team sports and produce a poster or presentation based on their chosen activities. Students could discuss their components of fitness strength and weaknesses and how it affects their performance.	8-10 hours of performing in sports with additional time to produce a poster or presentation.	Bitesize GCSE (bbc.co.uk) Fitness Test List (topendsports.com) Types Of Fitness Tests (teachpe.com)
Topic Area 2: Principles of training in sport	You can give the students a variety of sports performers and ask them to apply the training principles to their training programme. Students can work in groups to produce a presentation of how the different sports performers apply the principles.	5-6 hours with additional time for producing PowerPoint.	Bitesize GCSE (bbc.co.uk) Internet

Topic area	Warm up/introductory activities	Length of time activity may take	Useful resources
Topic Area 3: Organising and planning a fitness training programme	You could create sessions of different sporting training programmes for students to undertake that are relevant to different skills and components of fitness. Get students to link components of fitness and skills to different training methods that would improve them. This could also be done as a practical lesson. Students could start to develop their knowledge of the different warm up and cool down components. You could ask students to work in small groups to design their own warm up and cool down routines. Each component must have a set number of exercises that are suitable. Students could research different activities that could be used to improve different components of fitness and skills within chosen sports. Students could put ideas in a presentation.	10-12 hours with additional time for working in small groups to design suitable warm up and cool down routines and presentation on components of fitness to different training methods.	Research into different websites looking at suggested training programmes. 12-week fitness plan (nhs.uk)
Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme	Students could research how they will know if the fitness training programme has worked or not and how to adapt and amend it for improvements to occur.	2-3 hours with additional time for working in small groups to produce a poster.	Bitesize GCSE (bbc.co.uk)

Topic area	Warm up/introductory activities	Length of time activity may take	Useful resources
			Fitness Test List (topendsports.com) Types Of Fitness Tests (teachpe.com) Internet

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