

Curriculum Progression (Intent) PE / OCR Sports Studies

To develop social, cognitive and emotional skills that encourage a lifelong passion of sports, health and fitness.

Long Term Intent

- To develop in learners, the Physical Education attributes of fitness for life, health of body systems, independence in sport and activity, evaluation and resilience.
- To develop successful learners who are independent and enjoy learning; making outstanding progress and achieving personal excellence.
- To learn through discovery and exploration and develop a love of learning Physical Education.
- To be confident individuals who understand how Physical Education and physical activity benefits them.
- To inspire pupils to compete in physical activity beyond school.
- To inspire and empower pupils to take next steps in Physical Education beyond Unsworth Academy.

	Knowledge and Understanding	Skills
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<p>Y11 OCR Sports Studies</p>	<p>Unit 3 – Exam</p> <p>Develop knowledge and understanding about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.</p> <p>Develop knowledge of the issues which affect participation in sport</p> <p>Develop and understand the role of sport in promoting values</p> <p>Develop knowledge of the implications of hosting a major sporting event for a city or country</p> <p>Develop knowledge of the role National Governing Bodies (NGBs) play in the development of their sport</p> <p>Develop knowledge of the use of technology in sport</p> <p>Leadership</p> <p>As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.</p> <p>Explore the attributes required for sports leadership.</p> <p>To understand the responsibilities of a leader</p> <p>To understand how to effectively plan a session including, appropriate venue, Location, Weather, Equipment, Timing Contingency plan</p> <p>To successfully lead a session while demonstrating key attributes and carrying out key responsibilities</p> <p>To explore the different forms of feedback and the methods of obtaining this</p>	<p>Unit 3 – Exam</p> <p><u>Section A (30 marks)</u></p> <p>Short answer questions focused on PO1 (Recall knowledge)</p> <p>Made up of multiple choice and a few short to medium response questions.</p> <p><u>Sections B (28 marks) and C (12 marks)</u></p> <p>Context-based questions. Students will be presented with a short scenario and will apply their knowledge of sport concepts to produce relevant responses.</p> <p>Short/medium answer questions, extended response analysis and evaluation questions.</p> <p>Leadership</p> <p>Creates a fully appropriate and comprehensive plan which considers most of the requirements for an effective and safe sports activity session. Completes an appropriate and comprehensive risk assessment which considers most of the requirements for a safe sports activity session.</p> <p>Follow a plan and but can adapt it confidently and independently, as required.</p> <p>Confidently demonstrates a wide range of well developed, relevant leadership skills and knowledge during a sports activity session. Independently follows safe practice and ensures equipment is used safely.</p> <p>Develop effective communication skills, motivational techniques and is clear and confident.</p>
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	<p>To review performance and identify strengths of weaknesses</p> <p>To apply SMARTER targets to the design of a development plan</p>	<p>Comprehensively describes most areas that went well and did not go well in the planned sports activity session.</p> <p>Comprehensively describes all areas that needed to be adapted in the planned sports activity session.</p> <p>Develops detailed analysis when altering the plan, with justified suggestions.</p>
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<p>Y10 Sports Studies</p>	<p>OAA</p> <p>Develop knowledge of activities in a natural outdoor setting. Develop knowledge of a regional and national provision. Develop knowledge of variety of different terrains and facilities such as coastal areas, to lakes, lakes, hills, forests, mountains as well as cycling trails and 15 National Parks. Develop knowledge of the benefits from and how to enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.</p> <p>PERFORMANCE AND LEADERSHIP</p> <p>Performance in sports activities</p> <ul style="list-style-type: none"> • Develop your skills as both a performer, in two different sporting activities. • Tactics • Strategies • Compositional ideas • Use of creativity in performance • Continuing to perform when under pressure while maintaining focus • Performing a specific role during a game and adapting the role in different situations <p>Leadership</p> <ul style="list-style-type: none"> • As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself. • Explore the attributes required for sports leadership. 	<p>OAA</p> <p>Gives clear and relevant examples of regional and national provision Identifies and wide range of equipment and clothing for activities with clear and detailed reasons Shows clear understanding of the environment and climate and its impact on the activity Produce and comprehensive plan and risk assessment Confidently demonstrate an adequate range of skills Cares for equipment in an effective way and demonstrates safety independently Comprehensively discusses some strengths and weaknesses Describes most benefits of OAA</p> <p>PERFORMANCE AND LEADERSHIP</p> <p>Performance in sports activities</p> <p>Develop application of skills and techniques as an individual/team performer in a sporting activity. Develop creativity, use of tactics/strategies/compositional ideas and decision-making with fluency and accuracy in game/competitive situations.. Develop the ability to be consistent in performance Develop a clear and well-developed awareness of role within the team/contribution and communication with the team.</p> <p>Review performance to comprehensively describes the strengths and weaknesses with in-depth analysis and justification. Apply practice methods and comprehensively address the weaknesses where improvement is needed.</p> <p>Leadership</p> <p>Creates a fully appropriate and comprehensive plan which considers most of the requirements for an effective and safe sports activity session. Completes an appropriate and comprehensive</p>
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	<ul style="list-style-type: none"> • To understand the responsibilities of a leader • To understand how to effectively plan a session including, appropriate venue, Location, Weather, Equipment, Timing Contingency plan • To successfully lead a session while demonstrating key attributes and carrying out key responsibilities • To explore the different forms of feedback and the methods of obtaining this • To review performance and identify strengths of weaknesses • To apply SMARTER targets to the design of a development plan 	<p>risk assessment which considers most of the requirements for a safe sports activity session.</p> <p>Follow a plan and but can adapt it confidently and independently, as required.</p> <p>Confidently demonstrates a wide range of well developed, relevant leadership skills and knowledge during a sports activity session.</p> <p>Independently follows safe practice and ensures equipment is used safely.</p> <p>Develop effective communication skills, motivational techniques and is clear and confident.</p> <p>Comprehensively describes most areas that went well and did not go well in the planned sports activity session.</p> <p>Comprehensively describes all areas that needed to be adapted in the planned sports activity session.</p> <p>Develops detailed analysis when altering the plan, with justified suggestions.</p>
Year 9	<ul style="list-style-type: none"> • Pupils can perform skills accurately in game situations • Pupils can make decisions in games situations that affect the sport they are taking part in • Pupils can make autonomous decisions that influence the games • Pupils can demonstrate accurate and pacey skills in isolation • Pupils can exercise for the whole session without their technique faltering, they have very good fitness for performance • Pupils can exercise to exertion on the bleep test • Pupils have very efficient effective leadership skills • Pupils have effective teamwork skills and make a major contribution in team and individual performances • Pupils can make accurate and informed decisions on tactics that can impact the game • Pupils can observe and analyse skills make informed / accurate suggestions to improve 	<ul style="list-style-type: none"> • Pupils can perform fundamental skills accurately with some confidence in game situations • Pupils understand the rules and regulations of the games they are playing. They can officiate games effectively and confidently • Pupils understand the safety regulations of the sport they are playing and will adhere to them • Pupils have excellent knowledge of the tactics and strategies of the sport they are playing. • Understands the types of fitness (ME, MS AE, flex) and can describe what they are • Explain the impact types of fitness can have on sport (ME, MS AE, flex) • Pupils understand why it is important to have a life long love of learning for physical activity - health

		<ul style="list-style-type: none"> • Pupils to refine and show their leadership skills through the Unsworth SEM • Pupils can perform ABC's (Agility, balance and co ordination) in a range of sports/activities to benefit their performance.
Year 8	<ul style="list-style-type: none"> • Pupils can perform skills in game situations • Pupils can make some good decisions in games situations that affect the sport they are taking part in • Pupils can demonstrate accurate skills in isolation • Pupils can exercise for the whole session with little faltering in their technique, they have fitness for performance • Pupils can exercise to exertion on the bleep test • Pupils have good leadership skills • Pupils have effective teamwork skills and contribute to team talks • Pupils will develop knowledge to allow them to map read • Pupils can make informed decisions on tactics that can impact the game • Pupils can observe and analyse skills make good suggestions to improve • Pupils fill further develop knowledge of how to apply their ABC's skills (Agility, Balance and coordination) in a range of sports and activities to benefit their performance. 	<ul style="list-style-type: none"> • Pupils understand the rules and regulations of the games they are playing. They can officiate games confidently • Pupils understand the safety regulations of the sport they are playing and will adhere to them • Pupils have knowledge of the tactics and strategies of the sport they are playing. • Pupils can identify & describe the physical, social and mental benefits of taking part in sport • Pupils will develop the skills of orienteering • Pupils understand why it is important to have a life long love of learning for physical activity – health • Pupils will apply their ABC's- Agility, Balance and Co ordination through a range of sports/activities, including striking and fielding. • Pupils to further develop their competitive skills e.g running, throwing and jumping. • Refine and apply technique through striking and fielding
Year 7	<ul style="list-style-type: none"> • Pupils can perform some fundamental skills in game situations • Pupils can make basic decisions in games situations that affect the sport they are taking part in • Pupils can demonstrate accurate skills in isolation • Pupils can exercise for the whole session with some faltering in their technique, they are developing fitness for performance • Pupils can exercise to exertion on the bleep test • Pupils can understand and demonstrate rhythmic movements 	<ul style="list-style-type: none"> • Pupils understand the rules and regulations of the games they are playing. They can officiate games with support • Pupils understand the safety regulations of the sport they are playing and will adhere to them • Pupils have knowledge of the tactics and strategies of the sport they are playing. • Pupils Know the 3 phases of the warm, why it is done and what the physiological changes that take place in the body

	<ul style="list-style-type: none"> ● Pupils have some leadership skills and can lead warm ups ● Pupils have teamwork skills and contribute to team talks ● Pupils can make decisions on tactics that can impact the game ● Pupils start to understand leadership skills and can lead warm ups (In small groups) ● Pupils can observe and analyse skills make suggestions to improve ● Pupils can analyse situations to solve problems ● Pupils to develop their fundamental skills e.g running, throwing and jumping. 	<ul style="list-style-type: none"> ● Pupils understand why it is important to have a life long love of learning for physical activity - health ● Pupils will build team work skills to solve problems. ● Pupils will develop their ABC's- Agility, Balance and Co ordination through a range of sports/activities. ● Develop fundamental technique through striking and fielding
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