

Year 10 and 11 Curriculum Overview – Cambridge National Sport Studies 603/71107/9

<p style="text-align: center;">Curriculum Intent/Aim</p> <p>The Holywell PE Department aims to effectively deliver the Cambridge National Sports Studies curriculum, in its entirety. We aim to provide a broad and engaging curriculum that not only deepens students' knowledge of sport but also develops practical skills, leadership qualities and a strong understanding of the role sport plays in society, including issues such as media, diversity and the impact of major sporting events. We aim for the curriculum to inspire and engages students by connecting their passion for sport with real-world contexts, encouraging lifelong participation in a healthy lifestyle. We will also ensure students understand how to plan, deliver and evaluate sports activities safely and effectively, promoting both individual and team development. By delivering the curriculum we also aim to nurture confident, reflective and responsible learners who are prepared for the challenges of further education and the world of work, particularly in sport-related fields.</p>		
<p style="text-align: center;">Name of course: <u>Cambridge National Sport Studies</u> Examination Board: Cambridge National Specification Code: J829</p>		
<p style="text-align: center;">Main Assessment</p> <p>There are 3 main assessment elements – 1 written exam, a Practical/Leadership assessed unit, including performance assessment in 2 sports, and Assessment Tasks relating to the Optional unit. Students will be periodical assessed at the end of each unit of work and will undertake mock examinations at the appropriate time. Homework will also be set accordingly.</p> <p style="text-align: center;">ASSESSMENT STRUCTURE</p> <p style="text-align: center;">There are two mandatory units:</p> <p style="text-align: center;">R184: Contemporary issues in sport Written paper OCR set and marked 1 hour 15. 70 marks.</p> <p style="text-align: center;">R185: Performance and leadership in sports activities Centre-assessed tasks Cambridge National-moderated. 80 marks. Learners should spend approximately 16 hours on the assessment tasks.</p> <p style="text-align: center;">R186: Sport and the media (Optional unit, chosen by Holywell) Centre-assessed tasks Cambridge National-moderated. 40 marks (20% of overall grade). Learners should spend approximately 8-10 hours on the assessment tasks.</p>		
Term	Year 10	Year 11
Autumn term	<p>R185 – Performance and Leadership in Sports Activities</p> <p>In this unit students will have an opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. They will work both independently and as part of a team, including communicating with</p>	<p>R184 – Contemporary Issues in Sport</p> <p>By completing this unit students will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. They will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-</p>

	<p>team mates as well as being in front of an audience when they perform. They will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. Finally, they will have deal with changing conditions and situations.</p> <p>Topic 1 – Key Components of Performance Performance in 2 selected activities Participating in your activities Decision-making during performance Managing and maintaining performance in individual activities Your role and contribution to team activities</p> <p>Topic 2 – Applying practice methods to support improvement in a sporting activity Strengths and weaknesses of performance Methods to improve performance Measuring improvement in performance</p>	<p>profile sporting events, the role of national governing bodies and how technology is used in within sport.</p> <p>Topic 1 – Issues which affect participation in Sport User groups Barriers and solutions Factors that affect popularity of sport in the UK Emerging/New sports</p> <p>Topic 2 – The role of Sports in Promoting Values Sports Values The Olympic and Paralympic movement Other initiatives/campaigns that promotes sporting values Importance of Sporting Etiquette and sporting behaviour Use of PEDs in sport</p>
Spring term	<p>R185 – Performance and Leadership in Sports Activities continued</p> <p>Topic 3 – Organising and planning a sports activity session Organisation of a sports activity session Safety considerations Objectives to meet needs</p> <p>Topic 4 – Leading a Sports Activity session Organisation of a sports activity session Leading a sports activity session</p> <p>Topic 5 – Reviewing your own performance in planning and leading a sports activity session Review your leadership of a sports activity session</p>	<p>R184 – Contemporary Issues in Sport continued</p> <p>Topic 3 – The implications of hosting a major sporting event The features of a major sporting event Positive and Negative aspects of hosting pre, during and post event</p> <p>Topic 4 – The Role of National Governing bodies play in the development of their sports What NGBs do for their sport</p> <p>Topic 5 – The Role of Technology in Sport The role of technology in sport Positive and negative effects of the use of technology in sport</p>
Summer term	<p>R186 – Sport and the Media</p> <p>In this unit students will understand the different sides of a range of media sources and apply real life examples to show the nature of the</p>	<p>Exam Preparation</p> <p>Revisiting Key Topics</p>

	<p>relationship between media and sport. They will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. They will then develop their ability to evaluate and interpret the different ways in which sport is represented by the media. Topics include:</p> <p>Topic 1 – The different sources of media that cover sport Difference between media sources</p> <p>Topic 2 – Positive effects of the media in sport Positive relationship between the media and sport Positive impacts of the media in sport</p> <p>Topic 3 – Negative effects of the media in sport Negative effects in relation to spectators and live sport Negative effects on sports and performers</p>	
Evidence of learning	<p>End of unit mini tests. Coursework. Assessment tasks relevant to units of work. Homework.</p> <p>Practical Performance</p> <p>Observation checklist completed by your teacher Photos or videos of you taking part in two sports Skills analysis sheets (technique, tactics, strengths and weaknesses)</p> <p>Leadership Task Session plan for a sports activity (including warm-up, drills, cool-down) Risk assessment for the session Witness statement or video/photo of you leading a session Evaluation of your own leadership performance</p> <p>Sport and the Media Examples of sports coverage in different media (e.g., social media, TV, newspapers) Notes comparing types of media and their influence on public opinion</p>	<p>End of unit mini tests. Coursework. Assessment tasks relevant to units of work. Homework. Mock exam results.</p> <p>Written Work Evaluations, analysis tasks, research summaries</p> <p>Practical Work Photos/videos of sports or leadership sessions</p> <p>Teacher Observations Witness statements, skill checklists</p> <p>Media/Design Work Posters, blogs, presentations</p> <p>Reflections Session evaluations, progress logs</p>

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	<p>Case studies on how media affects participation or sponsorship</p> <p>Your own media content (e.g., creating a mock sports blog or commentary)</p> <p>Evaluations or peer feedback on your media project</p>	
Links to prior learning	<p>The Year 10 curriculum builds upon knowledge and skills acquired in earlier education, particularly from Key Stage 3 Physical Education. Key areas of prior learning include:</p> <p>Basic Sports Skills: Fundamental techniques and tactics in various sports.</p> <p>Teamwork and Communication: Collaborative skills essential for effective participation and leadership in sports.</p> <p>Health and Fitness Concepts: Understanding the importance of physical activity for health and well-being.</p> <p>These foundational elements are crucial for students to successfully engage in the Year 10 units, which emphasize practical application and leadership in sports settings.</p> <p>Other links include:</p> <p>Maths - Data recording</p> <p>Food Technology/PSHE units on Healthy Eating and Exercise</p> <p>Y8 Sports Leadership Option</p>	<p>The Year 11 curriculum looks to consolidate learning from Y10 and enhance knowledge in other areas, all in preparation for end of year assessments.</p> <p>Cross-curricular links include:</p> <p>PSHE: Links to values, inclusion, and healthy lifestyles.</p> <p>English: Developing written responses, especially for coursework and evaluation.</p> <p>Science/PE: Anatomy, physiology, and fitness concepts already studied in KS3 and Y10 PE.</p>
Links to future learning	<p>Science - Anatomy lessons</p> <p>PSHE - Target setting</p> <p>Year 11 Units of Work</p>	<p>A Level AQA Physical Education BTEC Sport A Level PE Sociology Sport Psychology Coaching Courses Sports Leadership Award Media Studies Duke of Edinburgh Awards</p>
<p style="text-align: center;">How we track your progress/Assessment</p> <p>A variety of methods will be used to help support students and allow teachers to identify areas in need of improvement.</p> <p>Formative Assessments: Regular in-class evaluations help identify areas of strength and areas needing improvement.</p> <p>Summative Assessments: Periodic assessments at the end of each term provide a clear picture of student achievement.</p> <p>Progress Trackers: Tools like the Cambridge National Sport Studies Progress Tracker allow teachers to calculate average grades for each unit, overall marks, and identify the number of marks needed to reach the next grade</p>		

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Careers Links

Athlete, Events Manager, Health Trainer, Leisure Centre Manager, Lifeguard, Outdoor Activities Instructor, PE teacher, Performance Sports Scientist, Personal Trainer, Play Therapist, Physiotherapist, Sports Agent, Sports Coach, Sports Commentator, Journalist, Sports Professional

Protected Characteristics in the curriculum

Age – Students receive the same lessons as every other student in their Year group. Students can take part in more complex aspects of activities once experience has been gained or governing bodies allow.

Disability – All lessons can be/are modified to allow inclusion for all. Students with hearing/sight impairments, ASD, mental health concerns and other potential disabilities can all take a full, active role within lessons.

Religion/Belief – Students physical inclusion in lessons can be adapted if their religion/beliefs could be impacted, such as students who fast during Ramadan.

Sex – Students are the same opportunity to same all sports, either in lessons or as an extra-curricular activity.

Body types/body image – psychological concerns/issues /impact.

Safeguarding including safety in the curriculum

The provision for health and safety for students and teachers in the school is essential. All PE staff work to the accepted codes of practice on PE (AFPE) and this is the basis for all Risk Assessments. Risk Assessments have been constructed to cover all aspects of physical education, including specific sports, locations and events, including fixtures.

Specific PPE is required for certain sports (such as gumshield for contact rugby and shinpads/boots for football). The school has a limited supply should students be unable to source them. All PE staff are 1st Aid trained. Students are briefed before all lessons on aspects of safety and are checked to ensure they are not only wearing the correct/appropriate kit.

Values across the curriculum

Community – Working in groups/teams during lessons, clubs and fixtures. Playing sport against other schools in our local area.

Trust – In your own ability to succeed, your teammates, the process in order for you to improve, knowing it is OK to fail and that it helps you to improve,

Responsibility – Controlling emotions, resolving conflicts, respecting opponents and officials, leading warm-ups, helping teachers with equipment, supporting other students, taking part in a safe manner.

Joy – Celebrating your own success as well and the success of others, enjoying the activities you are taking part in.

Resilience – Continuing to push yourself if you are finding tasks challenging.

Respect – Yourself, teammates, the opposition, officials, abiding by rules and laws of various activities.

Students experiencing different leadership roles, such as leading warm-ups, being a captain, coaching others etc.

Spirituality in the Curriculum

Reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play. Conflict resolution is encouraged between students when disagreements arise.

Opportunities to stop and appreciate natural wonders, such as Red kites flying over the school.

Students learning to handle success and defeat with dignity – being a 'good winner' and a 'good loser'.

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Reflecting on the powers of the human body which allows such high level of performance.

Peer on peer feedback is embedded into the curriculum to allow student chance to reflect on their own and others' performance.

Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules. Rules and Laws are taught in all activities so the students are confident when officiating. Students are also taught the importance of rules and how they are there to, in part, keep us safe, and how this links to rules and laws within the local community.

Parents/Carers can support their child by:

Encouraging students to exercise or take part in physical activity, on a regular basis. Family walks/bike rides. Watching professional sport on television. Ensuring students have the correct equipment for PE lessons. Giving students healthy packed lunches for school and provide healthy, nutritious meals for breakfast and dinner. Supporting students in seeking community clubs – transport, kit, signing on fees etc. Purchase revision guides. Engage in conversation about sports in the news/major global events. Create a safe and dedicated area for students to work in when at home.

Sustainability within the subject:

Temperature and lighting control/efficiency within indoor PE spaces. Use of outdoor spaces instead of indoors. Encouraging students to bring individual water bottles to lessons, instead of one-use plastic versions. Recycle bins located in PE areas. Sensible use of PE equipment to ensure it lasts longer.