



PE/Sports Studies Curriculum Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1 & 2	Baseline testing Pupils will take part in a series of physical tests. The baseline tests provide a focus and gives the pupils something to visualise and compare their performance against. The cooper run https://www.brianmac.co.uk/gentes.t.htm Illinois agility test https://www.brianmac.co.uk/illinois.t.htm Multi stage fitness test https://www.brianmac.co.uk/beep.t.htm Sit up test https://www.brianmac.co.uk/situptest.t.htm 20m sprint https://www.brianmac.co.uk/30accele.t.htm Standing long jump https://www.brianmac.co.uk/stndjump.htm Stalk stand https://www.brianmac.co.uk/storktest.t.htm Seated basketball throw https://www.topendsports.com/testing/tests/basketball-throw.htm Game based testing End ball	Baseline testing Pupils will take part in a series of physical tests. The baseline tests provide a focus and gives the pupils something to visualise and compare their performance against. The cooper run https://www.brianmac.co.uk/gentes.t.htm Illinois agility test https://www.brianmac.co.uk/illinois.t.htm Multi stage fitness test https://www.brianmac.co.uk/beep.t.htm Sit up test https://www.brianmac.co.uk/situptest.t.htm 20m sprint https://www.brianmac.co.uk/30accele.t.htm Standing long jump https://www.brianmac.co.uk/stndjump.htm Stalk stand https://www.brianmac.co.uk/storktest.t.htm Seated basketball throw https://www.topendsports.com/testing/tests/basketball-throw.htm Game based testing End ball	Baseline testing Pupils will take part in a series of physical tests. The baseline tests provide a focus and gives the pupils something to visualise and compare their performance against. The cooper run https://www.brianmac.co.uk/gentes.t.htm Illinois agility test https://www.brianmac.co.uk/illinois.t.htm Multi stage fitness test https://www.brianmac.co.uk/beep.t.htm Sit up test https://www.brianmac.co.uk/situptest.t.htm 20m sprint https://www.brianmac.co.uk/30accele.t.htm Standing long jump https://www.brianmac.co.uk/stndjump.htm Stalk stand https://www.brianmac.co.uk/storktest.t.htm Seated basketball throw https://www.topendsports.com/testing/tests/basketball-throw.htm Game based testing End ball	KS4 Core PE Throughout KS3 pupils have experienced a wide variety of sporting opportunities. Using this cultural capital in KS4 Core PE they can now have more choice to select and pursue what areas for sports interest them most during each one-hour period per week. Pupils can discuss with their peers and vote for activities to perform each half term and this can be highlighted through the pupil voice. Pupils will complete a unit of work on each of their sporting choices for the duration of the half term. This selection enables girls to select traditionally male activities such as Rugby and boys can select typically female activities such as dance if they so wish and choose sports along with their friendship groups. Every half term these options are changed. This activity selection exists through Year 10 and Year 11. J829} OCR Cam Nat Sports Studies Sports Studies R185 Developing Sports Skills Pupils to be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting	KS4 Core PE Year 11 pupils continue with a selection of activities J829} OCR Cam Nat Sports Studies Sports Studies R184 Contemporary issues in Sports Topic area 2:-The role of sport in promoting values 2.1 Sporting values 2.2-Olympic and Paralympic movement 2.3- Sporting values initiatives and campaigns 2.4.- The importance of etiquette and sporting behaviour 2.5.- The use of PEDS in sport (revisit) The role of sport in promoting sporting values. Which makes a strong link to Paralympics and Olympic values and the Olympic Creed. Gamesmanship, sportsmanship and breaking the rules including diving, match fixing, doping in sport. Real life examples should again be used to aid understanding. Topic area 3:-The implications of hosting a major sporting event for a city or country



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Bench ball Kwik cricket/Longball <u>Table Tennis</u> Pupils can hold the bat correctly and describe the grip Pupils are able to demonstrate the ready position and understand how footwork can help their shots Bat angle can be described and how it affects the shots played Pupil are able to serve to start a game adhering to rules of single play Pupils can demonstrate a forehand push and explain when they would use it During gameplay the backhand push can be used to defend shots Pupils can change bat angle to play back of the table shots with accuracy <u>Rugby League</u> Safe head and body position when tackling. Safe carry when tackled. Tackle with shoulders against a passive opponent or shield. Securely carry the ball properly into a shield. Catch and secure the ball before making contact. Accurate short passing, defensive 1v1 Understanding onside in a correct defensive line. Pupils can demonstrate how to play the ball correctly.	Bench ball Kwik cricket/Longball <u>Basketball</u> Pupils know to dribble the ball with some control Pupils know they can take two steps. Pupils know how to grip the ball correctly when shooting. Pupils know what contact constitutes a foul. Pupils know that a shooting foul means the attacking player gets free shots. Pupils can dribble and pass in a game situation. Pupils know to restart the game from a Basket Pupils know how to restart from offences or line calls. <u>Rugby League</u> Pupils taught safe tackle leading to string body position on the floor, finishing on top of the attacker. Pupils taught to carry draw and short pass when tackling Pupils taught how and why to run in support of an attacker. Pupils taught how to pass from the ground from the half-back position. Pupils taught when and how to offload in the tackle. Pupils taught how to safely tackle in pairs with basic principles.	Bench ball Kwik cricket/Longball <u>Rugby League</u> Pupils demonstrate safe tackle going high and going low Pupils can demonstrate body position to ground when tackling, finishing on top. Pupils can demonstrate how to slow the play the ball down when defending. Pupils demonstrate how to find their front when attacking and transition into a smooth quick pay the ball. Pupils demonstrate solid handling technique in a variety of situations. Pupils can demonstrate how to time their run onto the ball. <u>Netball</u> Pupils know how to use one-footed and two-footed landing when receiving the ball to stop immediately. Pupils know how to extend their arms to receive a pass. Pupils know how to extend their fingers when receiving a pass to avoid injury and to control the ball. Pupils will position their hands in a 'w' on the ball when performing a chest and bounce pass. Pupils know that they need to have their dominant hand underneath and their other hand on the side of	activity. All lessons to be taught practically. Pupils to be able to use skills, techniques and tactics/strategies/ compositional ideas as a team performer in sporting activity. Witness statement completed as evidence. All lessons to be taught practically. Pupils to complete 2 participation booklets in their individual/team activities over a 12 week period as part of lesson practical time and extra curricular time. Pupils will learn how to communicate as part of a team as well as performing to an audience. Pupils will learn how to perform under pressure both as a leader and participant and will have to show initiative to problem solve and make decisions. Pupils will learn how to deal with rapidly changing conditions and situations Pupils will study key components of performance and how to apply practice methods to support improvement in a sporting activity. Pupils will organise, plan, lead and evaluate a sports activity session.	3.1 -The features of a major sporting event 3.2 -The positive and negative pre-event aspects of hosting a major sporting event 3.3-Potential positive and negative aspects of hosting a major sporting event Large scale sporting events e.g. Olympics. This is best taught through a Journey of the Olympics from the bidding process, to the creation of facilities, hosting the games itself and the legacy it leaves behind. Pupils must be taught the positives and negatives of hosting including the economic, environmental and social effects of hosting. Again, the use of real historical games which have been both successful and unsuccessful should be investigated. <u>Sports Studies R187</u> Outdoor Adventurous Activities:- <u>Activities - June 2006:- set assignment</u> Abseiling/Paragliding/Activity of choice e.g. kayaking Pupils will participate in 2 outdoor and adventurous activities and plan for a visit to an outdoor and adventurous activity centre. They will be involved in planning a risk
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<u>Basketball</u> Perform a chest pass bounce pass, receive a pass with hands out and fingers spread. How to avoid double dribble. Recognise and avoid travelling with the ball. What constitutes a basic foul. How to restart the game from a basket and to restart from a side-line. <u>Dance</u> How to improve performance. How to replicate and practise the motif with and without the music in small groups. How to listen to the music and count the beat. Basic dance techniques; stillness, gesture, cannon, unison. They should develop an understanding through the performance of linking basic movements and techniques. How to develop a motif. How to perform basic dance techniques; partner work, duet, counter balances and lifts. <u>Gymnastics</u> Perform 5 basic jumps Link together 2 ways of travelling. Understand and explain the term 'body tension. Identify a good point in their performance. Select a start position for a sequence. Give a safety point when getting out apparatus Use canon in a sequence. Pupils can perform a stretch as part of a warm up	<u>Volleyball</u> Pupils will start to use a volley with some control Pupils will understand rally point scoring Pupils will be able to identify when to use the 'dig' shot Pupils will attempt to perform the underarm serve Pupils can demonstrate multiple touches when attacking Pupils will use rotation in a game situation Formations will be set up in a game situation by pupils. <u>Dance</u> Pupils to recap how to listen to the music and count the beat. -Sat down, play the music and demonstrate counting the beats (in counts of 8). Pupils to recap how to develop a motif. They should develop an understanding of the different ways you can develop a motif by manipulating the movement (action, space, time or dynamics). Pupils to recap how to perform basic dance techniques; stillness, gesture, cannon, unison. Pupils are also taught how to perform partner work, duet, counter balances and lifts. They should develop an understanding through the performance of linking basic movements and techniques.	the ball when performing the two-handed shooting technique. Pupils know the importance of following their shot for the rebound. Pupils know that they must stand 3 feet away from the ball when defending. Pupils know the importance of being able to see both the ball and the attacker when defending. Pupils know which player takes a side-line or back-line depending on which third the ball is in. Pupils can work together to put themselves in positions which best suit their ability. <u>Table Tennis</u> Pupils will be taught to use topspin to outwit an opponent and explain what it does to the ball Weaknesses of an opponent are being used to develop shot selection and direction Pupils can play by doubles rules and play games effectively During gameplay pupils can devise their own tournaments and rules to increase competition Differentiation can be made between topspin and plain service Pupils are able to verbally explain the importance of serving, rules for serving and correct scoring The block shot can be used in gameplay successfully and pupils can explain when to implement it.		assessment as part of their visit. Pupils will evaluate their performance in their chosen activity and state future improvements if they were to repeat this test again. Pupils will research both regional and national providers of outdoor and adventurous activities as well as voluntary and national organisations. Pupils will research safety, specialist and general equipment and clothing as well as looking at technology in OAA and the impact of terrain, climate and environment on OAA.
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<u>Netball</u> Pupils know how to perform one footed and two footed landing. Pupils know how to extend their arms to receive a pass. Pupils know how to position their fingers when receiving a pass to avoid injury and to control the ball. Pupils know how to position their fingers in a 'w' position on the ball to perform a chest pass. Pupils know the seven positions in netball and where they stand at the beginning of a centre pass. Pupils need to be 3 feet away from the ball when marking. Pupils use a change of speed to help outwit an opponent. Pupils use change of direction to help outwit an opponent. <u>Volleyball</u> Pupils know how to score a point in Volleyball. Pupils can underarm feed and underarm serve. Pupils can demonstrate a Volley/Set. Pupils can place their hands in the correct dig position. Pupils can demonstrate having multiple touches before attacking (Catches allowed). Pupils can lead their own basic warm up in small groups. Pupils can play in a conditioned game, making decisions and recording the score as a team /	<u>Netball</u> Pupils know how to use one footed and two footed landing correctly when receiving a pass. Pupils know how to extend their arms to receive a pass. Pupils know how to position their fingers when receiving a pass to avoid injury and to control the ball. Pupils know how to position their hands in a 'w' on the ball when throwing a chest pass or a bounce pass. Pupils know the seven positions and where they stand at the beginning of a centre pass. Pupils know they must be 3 feet away from the ball when defending. Pupils understand the importance of being able to see both the attacker and the ball when defending. Pupils know that they need to have their dominant hand underneath the ball and their other hand on the side of the ball when performing the two-handed shooting technique. Pupils understand the importance of following their shot to receive the rebound. Pupils can correctly perform a throw-in. <u>Table Tennis</u> Pupils can grip the bat correctly and change grip during a rally to play different shots.	<u>Basketball</u> Pupils demonstrate how to dribble the ball with some control switching between their hands. Pupils can take two steps with pace and purpose. Pupils demonstrate the correct grip and release when shooting. Pupils know what a contact foul and the appropriate restart is (free throw / side line). Pupils can demonstrate a technically correct free throw. Pupils can dribble and pass in a game situation. Pupils know the basic hand signals for double dribble, travel and know when they are to be applied. <u>Dance</u> Pupils can replicate and practice the motif with and without the music Pupils can demonstrate counting the beats (in counts of 8) with and without music. Pupils can develop performances by either using different parts of the body; altering the posture e.g. standing to lying, sitting, upside down; adding or changing direction; retrograding. Pupils can choreograph (create) a starting position and then consider floor pattern, spatial awareness, levels, aesthetics. Pupils perform their routines to another group for feedback on		
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	group.	During rallies pupils can use both a backhand push and backhand drive appropriately. Pupils can verbally describe a forehand drive and know technique for performing one. Defensive shots can be demonstrated, and pupils know drills for improving defensive shots In gameplay pupils can vary serve to try to tactically outwit an opponent Pupils can verbally describe the importance of serve in terms of speed, height and spin In gameplay pupils can play shots to put pressure on opponents and be able to describe what they are trying to do	their performance, feedback is relevant and constructive.		
Spring 1 & 2	<u>OAA-Orienteering</u> Pupils will know how to orientate a map and be able to 'Set' the map or plan using the terrain or plan features. Pupils will learn how to identify key features of a map Pupils will demonstrate an understanding of the relationship between pacing and distance and then plan a route Pupils will demonstrate how to work with a partner to plan the quickest route Pupils will complete and evaluate their performance on a directed orienteering course	<u>OAA-Orienteering</u> Pupils will be able to understand and use cardinal compass directions (N,S, E and W). Pupils will be able to orientate a map and use it to plan a route in order to orienteer Pupils will be able to identify key features on a map and describe the location of features and routes on a simple map. Pupils will develop running skills and agility for orienteering and work with a partner and plan who is completing each leg of the course Pupils will plan a route and evaluate	<u>OAA-Orienteering</u> Pupils will be able to 'Set' the map Pupils will be able to know where they are on a map/plan at all times and use thumbing. Pupils will demonstrate an understanding of the relationship between pacing and distance and this will be evident in their performance Pupils will plan a short loop course for another pair to follow.	<u>Sports Studies R184 (Spring 2)</u> <u>R184 -Sports Studies theory</u> <u>'Contemporary Issues in Sport'</u> <u>Topic area 2-</u> 2.5.- The use of PEDS in sport -Why people use PEDs in sport -Reasons why PEDs shouldn't be used -The role of WADA} drugs testing -The role of WADA} education	<u>J829} OCR Cam Nat Sports Studies</u> Coursework:- Jan 2007 - R185 Submitted <u>Sports Studies R187</u> Outdoor Adventurous Activities:- <u>Activities - June 2006:- set assignment</u> Abseiling/Paragliding/Activity of choice e.g. kayaking Pupils will participate in 2 outdoor and adventurous activities and plan for a visit to an outdoor and adventurous activity centre. They will be involved in planning a risk



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Pupils will compete with a partner and aim to complete 12 control points in a set time <u>Handball</u> Pupils know how to utilise different passes within Handball to outwit opponents. Pupils develop the knowledge on how to zonal mark through modified games. Pupils develop knowledge of using the correct footwork. To develop the correct technique for shooting in Handball. To be able to use prior knowledge and put into practice within a 7-a side game. To demonstrate the ability to overcome an opponent in a game situation using the appropriate skills and techniques. <u>Fitness</u> Pupils know how to take their heart rate with their index and middle finger. Pupils know what is meant by a pulse raiser. Pupils know the importance of stretching prior to exercise. Pupils know what is meant by resting heart rate. Pupils can explain what happens to heart rate during exercise. Pupils know what is meant by recovery rate. Pupils know what is meant by	its effectiveness on completion of the course. Pupils will understand how the terrain affects performance when orienteering <u>Handball</u> To further develop students' knowledge and understanding of the 7 a side game and to reinforce their understanding of school level rules (3 step rule/3 second rule/ double dribble/ goalkeeper throw/ throw in). Develop pupils' knowledge of different types of attacking play/use of space to overcome opponents. To develop ball circulation when attacking at the D. To understand the different positions in handball. To allow the students to develop different shooting techniques when attacking in Handball. To develop attacking and defending strategies in order to overcome opponents. Pupils develop the knowledge of transitioning from an attacking phase of play into a defending phase of play.	Pupils will apply skills of orienteering including thumbing the map, route choice and symbol recognition. Pupils will evaluate the terrain on which they are performing and plan the most efficient route so the course is completed in the quickest time <u>Handball</u> To re-familiarize players with the game of handball and to find success from transition play. Pupils understand and apply the 'overload' technique when attacking in Handball. To introduce the concept of defence- Stealing, Intercepting and Tackling. To understand the importance of a good goalkeeper. To develop the necessary leadership skills to allow you to plan and lead a handball session. Pupils will be able to apply advanced attacking and defending skills within a game of Handball. <u>Fitness</u> Pupils know how to take their heart rate with their middle and index fingers. Pupils know what is meant by	assessment as part of their visit. Pupils will evaluate their performance in their chosen activity and state future improvements if they were to repeat this test again. Pupils will research both regional and national providers of outdoor and adventurous activities as well as voluntary and national organisations. Pupils will research safety, specialist and general equipment and clothing as well as looking at technology in OAA and the impact of terrain, climate and environment on OAA. Jan 2007 - R185 Submitted <u>Topic area 4:-The role NGBs play in the development of sport</u> <u>4.1-National Governing Bodies</u> The roles of a National Governing Body. Identification of these bodies, their roles including promotion, development, Infrastructure, policies, initiatives, funding and support. As well as encourages new participants, supports elite performers, publicises the sport, ensures equal opportunities, promotes etiquette and fair play. As with all this unit, real life examples must be used to encourage understanding. <u>Topic area 5:-The use of technology</u>
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	repetition and know how to count repetitions. Pupils know how to handle a weight safely. Football Pupils are able to pass a football with accuracy using different foot parts Pupils can describe which part of the foot to pass and control with and explain why Pupils are able to change direction with a ball and explain technique for good balance Differentiation can be made between attacking and defensive heading Pupils can use movement to create space to keep possession Rules of the game can be described and explained in some detail Pupils can design a small tournament and explain fixtures and league tables	Fitness Pupils know how to measure their heart rate using their middle and index finger. Pupils know what is meant by a pulse raiser. Pupils know how a pulse raiser is conducted. Pupils know what is meant by resting, working and recovery heart rate. Pupils can explain what happens to heart rate when doing exercise. Pupils can explain what happens to heart rate after doing exercise. Pupils know how timing/rest in between exercises can improve fitness through the use of Tabata. Pupils know what is meant by cardiovascular fitness and muscular endurance. Pupils know how to perform a timed circuit and know the key points of how a circuit works. Pupils can create their own timed circuit. Football Pupils can pass the ball with instep, outstep and laces Pupils can pass the ball with one touch with accuracy and can explain the advantage of doing this Pupils can verbally explain techniques for attacking and defensive headers and why accuracy is important Tricks and turns can be used to try	resting, working and recovery heart rate. Pupils can explain what happens to the heart during and after exercise. Pupils can conduct their own pulse raiser and stretches. Pupils know what is meant by the term components of fitness. Pupils know can define muscular endurance, muscular strength, cardiovascular fitness Pupils can identify their fitness weakness in relation to either muscular endurance, muscular strength or cardiovascular fitness. Pupils can create an exercise programme aiming to improve their identified weaknesses.. Pupils can set up and carry out their exercise programme using equipment. Football Pupils can control the ball at varying heights with accuracy and successfully choose the correct body part Warm ups can be completed in pairs with cardio and skill related activities demonstrated Pupils can volley the ball with delicate touch and power to pass to a partner Block tackles can be demonstrated and the importance of them in gameplay explained Pupils can set up drills to improve pressing the ball and putting		<u>in sport</u> 5.1. The role of technology in sport:- -Technology and how it enhances performance e.g. wearable technology and other methods -Technology and how it increases participants safety -Technology improving fair play and officiating -Technology improving decision making -Technology enhancing spectatorship 5.2. Positive and negative effects of the use of technology in sport -Positive and negative effects of technology Revisit} Topic area 1:-'Issues which affect participation in sport' 1.1-User groups 1.2-Barriers to participation and how to overcome those barriers. Pupils will be taught how to identify user groups, what barriers they face and how as a society or from the perspective of a sporting provider help overcome these barriers through promotion and sporting programs using real life examples from local providers and NGB's as examples. 1.3-Solutions to barriers affecting participation 1.4-Factors affecting the popularity of sport
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		to beat an opponent Pupils are able to keep team possession by shielding the ball and using the body to protect the ball Pupils are aware of formations in football and can explain attacking and defensive formations Pupils can demonstrate passing over longer distances and explain technique for long range passing	opponents under pressure Change of speed, feint and dummy can be used to beat an opponent Pupils can explain the offside rule and understand the importance of a straight defensive line Possession drills can be demonstrated and understood to improve possession in gameplay in terms of angles and movement.		1.5-Emerging sports in the UK <u>J829} OCR Cam Nat Sports Studies Sports Studies R184</u> Contemporary issues in Sports Revisit:-<u>Topic area 2</u>-The role of sport in promoting values 2.1 Sporting values 2.2-Olympic and Paralympic movement 2.3- Sporting values initiatives and campaigns 2.4.- The importance of etiquette and sporting behaviour 2.5.- The use of PEDS in sport (revisit) The role of sport in promoting sporting values. Which makes a strong link to Paralympics and Olympic values and the Olympic Creed. Gamesmanship, sportsmanship and breaking the rules including diving, match fixing, doping in sport. Real life examples should again be used to aid understanding.
Summer 1&2	<u>Softball</u> Pupils are able to demonstrate basic underarm and catching techniques. Pupils can use both gate and long barrier fielding techniques and know when to use each	<u>Softball</u> Pupils can explain the rules for bowling in a softball game In gameplay pupils can vary bowling height and speed dependent on the batter Batting grip and batting body	<u>Softball</u> Pupils can choose when to use the gate and long barrier fielding techniques and choose them correctly Disguise and spin can be explained with regards their advantage in	<u>KS4 Core PE</u> Programme continues from Year 10 to Year 11. Summer activities include rounders, softball, kwik cricket, danish	<u>KS4 Core PE</u> Programme continues from Year 10 to Year 11. Summer activities include rounders, softball, kwik cricket, danish longball



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In gameplay pupils can use the overarm throwing technique with some accuracy. Pupils can verbally describe when to use the different throwing techniques in a game Pupils are able to bowl with some accuracy and describe bowling rules in softball Pupils are able to describe the rules and scoring for a softball game Pupils can describe how to set up a field and what attributes are needed. <u>Rounders</u> Pupils know how to safely catch a ball Pupils know how to throw underarm and when to do so. Pupils know what is a 'good ball' in rounders. Pupils know what a 'no ball' is in rounders. Pupils can demonstrate how to stand when batting. Can demonstrate an overarm throwing technique. Know when to use an overarm throw. Pupils can say one thing they do well in rounders. <u>Athletics (Running)</u> Pupils will be able to show a standing start Pupils will be able to sprint over a	position can be demonstrated and explained Pupils are aware of fielding tactics and can pick a position that suits their attributes The term spacial awareness can be explained and utilised when batting and fielding Communication is used during gameplay to help teams prevent giving points away. <u>Rounders</u> Pupils can catch a ball with 2 hands Pupils understand the role of the backstop Pupils will perform a basic underarm bowling action Pupils can change their batting position Pupils understand 1 tactic to use when batting Pupils can demonstrate the 'gate' position Pupils know when it is appropriate to do an overarm throw Pupils will be able to say how to work together to try and improve the team's performance? <u>Athletics (Running)</u> Pupils can demonstrate a basic warm-up using Athletics principles when led. Pupils can replicate some desired techniques when sprinting Pupils can demonstrate pacing. Pupils can demonstrate a different	outwitting a batter Pupils can demonstrate foot position and how it can affect ball placement when batting Fielding drills can be set up and progressed as a group to improve performance Pupils are able to explain several softball rules with batting, bowling and scoring Skill related warm ups can be performed and developed by pupils working together Pupils can evaluate a team leader with regards their tactics, teamwork and communication. <u>Rounders</u> Pupils can catch a ball with 2 hands and pull the ball in to keep control and lessen the impact. Pupils understand the role of the backstop and communication skills from that position. Pupils will perform a fast and fairly accurate underarm bowling action Pupils can change their batting position according to their tactics. Pupils understand 2 tactics to use when batting Pupils can demonstrate the 'gate' position Pupils know when it is appropriate to do an overarm throw and demonstrate with some accuracy over distance. Pupils will be able to say how to work together to try and improve	longball, athletics <u>J829 }OCR Cam Nat Sports Studies</u> R187 Outdoor Adventurous Activities Pupils will firstly experience a wide variety of outdoor activities before completing any coursework to build a foundation of deeper understanding. Pupils will learn the benefits of outdoor activities and be able to correctly link these benefits to activities with clear understanding and explanations. Pupils will gain knowledge of the necessary skills to compete in a wide variety of outdoor activities and be able to fully explain why they are of importance to the individual. For deeper knowledge and understanding to take place they will experience and develop these techniques for themselves. Pupils will also be able to understand Provision of these activities within the UK, how to plan an Outdoor activity of their choice (Which they have undertaken) and how to produce a risk assessment relative to this activity. Benefits of outdoor activities which are clearly linked to specific activities. Definition of what Outdoor Activities is. Explanations/descriptions of at least 7 activities.	<u>J829} OCR Cam Nat Sports Studies</u> Coursework completion and exam preparation <u>Revisit}Topic area 3:-The implications of hosting a major sporting event for a city or country</u> 3.1 -The features of a major sporting event 3.2 -The positive and negative pre-event aspects of hosting a major sporting event 3.3-Potential positive and negative aspects of hosting a major sporting event Large scale sporting events e.g. Olympics. This is best taught through a Journey of the Olympics from the bidding process, to the creation of facilities, hosting the games itself and the legacy it leaves behind. Pupils must be taught the positives and negatives of hosting including the economic, environmental and social effects of hosting. Again, the use of real historical games which have been both successful and unsuccessful should be investigated. <u>Revisit}Topic area 4:-The role NGBs play in the development of sport</u> <u>4.1-National Governing Bodies</u> The roles of a National Governing Body. Identification of these bodies, their roles including promotion, development, Infrastructure, policies, initiatives, funding and support. As well as
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	set distance Pupils will understand the term 'pacing' when running Pupils will compete in an 800m race Pupils will be able to exchange a baton in a relay Pupils will work as part of a team and identify strengths and weaknesses in their performance Pupils will be able to understand a 'false start'	tactic used over different distances for themselves. Pupils can demonstrate a good rhythm/cadence with arms and legs when pacing.	the team's performance. <u>Athletics (Running)</u> Pupils can demonstrate a basic warm-up using Athletics principles when led. Pupils can replicate some desired techniques when sprinting Pupils can demonstrate pacing. Pupils can demonstrate a different tactic used over different distances for themselves. Pupils can demonstrate a good rhythm/cadence with arms and legs when pacing.	Skills, which are needed/ developed and why they are important to the individual for all 7 activities. Provision for each of the activities previously explained within the UK only. The following task is to be written into the same template as the leadership unit. Session plan of one of the activities undertaken on the OCR template. Risk assessment outlining at least 12 hazards, listing preventative actions and explaining clearly what is to be done if this emergency <u>Activities - June 2006:- set assignment</u> Abseiling/Paragliding/Activity of choice e.g. kayaking	encourages new participants, supports elite performers, publicises the sport, ensures equal opportunities, promotes etiquette and fair play. As with all this unit, real life examples must be used to encourage understanding. <u>Revisit} Topic area 5:-The use of technology in sport</u> <u>5.1. The role of technology in sport:-</u> -Technology and how it enhances performance e.g. wearable technology and other methods -Technology and how it increases participants safety -Technology improving fair play and officiating -Technology improving decision making -Technology enhancing spectatorship <u>5.2. Positive and negative effects of the use of technology in sport</u> -Positive and negative effects of technology June series 2007 (May)- submit R187 OAA R184 Exam - May
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Summer 1 & 2	<u>Athletics (Throwing)</u> Pupils can safely hold a shot putt. Pupils can demonstrate 'toe, knee, chin' when throwing a shot putt. Pupils can safely retrieve a shot putt. Pupils can safely hold a discus. Pupils can demonstrate 'toe, knee, chin' when throwing a discus. Pupils can safely retrieve a discus. Pupils can safely hold a javelin. Pupils can demonstrate one teaching point for throwing the javelin. Pupils can safely retrieve the javelin.	<u>Athletics (Throwing)</u> Pupils can demonstrate safety principles in all throwing events Pupils can grip a shot/discus/javelin with efficiency. Pupils demonstrate how to begin a throw with the correct stance for shot/discus/javelin Pupils can demonstrate how to generate power through correct movement. Pupils can demonstrate how to release with some efficiency. Pupils can demonstrate how to measure progress.	<u>Athletics (Throwing)</u> Can demonstrate safe practices of retrieval with all items. Can grip all items with some control. Can demonstrate a purposeful stance Can develop their own performance and that of others Can release with control Pupils can measure their progress.	<u>KS4 Core PE</u> Pupils can select new activities of softball, athletics, rounders, kwik cricket, badminton <u>R184 -Sports Studies theory</u> <u>'Contemporary Issues in Sport'</u> <u>Topic area 1:-'Issues which affect participation in sport'</u> 1.1-User groups 1.2-Barriers to participation and how to overcome those barriers. Pupils will be taught how to identify user groups, what barriers they face and how as a society or from the perspective of a sporting provider help overcome these barriers through promotion and sporting programs using real life examples from local providers and NGB's as examples. 1.3-Solutions to barriers affecting participation 1.4-Factors affecting the popularity of sport 1.5-Emerging sports in the UK <u>Topic area 2:-The role of sport in promoting values</u> 2.1 Sporting values 2.2-Olympic and Paralympic movement 2.3- Sporting values initiatives and campaigns 2.4.- The importance of etiquette and sporting behaviour 2.5.- The use of PEDS in sport	
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PE/Sports Studies Curriculum Overview

				The role of sport in promoting sporting values. Which makes a strong link to Paralympics and Olympic values and the Olympic Creed. Gamesmanship, sportsmanship and breaking the rules including diving, match fixing, doping in sport. Real life examples should again be used to aid understanding.	
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