

VCERT Sports Studies	Autumn Term		Spring term		Summer term	
Year 10	1	2	3	4	5	6
Topic Summary	Participation in sports Sports Leadership and coaching	Development and delivery of a sports coaching session Sports Injuries	Skill classification and performance analysis The use of technology	Sponsorship, media and marketing in sport	Planning, delivering and reviewing a sports competition	Psychology in sports performance
Thinking Hard	Changing the world - How do factors in the world affect the participation of different groups of people in physical activity? Creating ambition - Coaches as role models, how do they coach? Encouragement of students to prepare for sports coaching.	Creating independence/Being creative - Setting up a coaching session by yourself to deliver to a group of people. Development of literacy - Speaking and listening to when running a coaching session. Not fearing failure - When running a coaching session. Acquiring knowledge - Students understand the different types of injuries, symptoms and treatment of those injuries.	Mastery of Learning - Breaking down the components that make up a skill and what can affect the way it is performed. Acquiring knowledge - Recording of sports performance and how these are used across a variety of different physical activities/sports.	Changing the world - How sport is changing with regards to different types of sponsorship and media available. Acquiring knowledge - What are the different types of sponsorship and media and how these affect sport. Positives and negatives of Developing literacy - How is the wording of sponsorship used to benefit the company and the sport involved.	Being creative - Working to organise an event using creative methods to engage people to take part or watch the event. Creating independence - Setting up and running a sporting competition for younger students from junior school. Acquiring knowledge - Different competition formats and all of the different roles that people can play in setting up a competition. Creating ambition - In developing a sporting event and making it something participants and spectators will remember.	Not fearing failure - How can anxiety affect a sporting performance and be managed to support the athlete to take part and perform to the best of their ability. Creating ambition - Using psychological techniques to support athletes to improve their performance in order to progress to a higher level of sports competition/performance.
Developing Character	Curiosity - for the different ways people can participate in sport and how they can be prevented from taking part in sports. Mindfulness - sports leadership and coaching, how do the coaches and leaders get the most from people taking part in the activity that they are leading?	Self assurance - Being confident to setup and run a coaching session for other students. Curiosity - Of the different injuries, how they can happen and how they can be treated.	Mindfulness - Thinking about how a skills is broken down and all of the factors that can affect this. Grit/optimism/self assurance - Analysing a performance can take along time and getting used to new equipment in order to do this.	Kindness - How is the media kind and supportive of physical activity and sporting performers? Gratitude - access to the different types of media that we have access to to enable us to watch sport. Curiosity - How the media works to portray sporting events.	Optimism - Running of a competition will be successful for younger students to take part in. Self assurance - In planning and running a sporting event. Mindfulness - Reviewing the sporting event to pick out positives and things to improve for next time.	Mindfulness - Thinking about how the brain can have a positive or negative effect on sporting performance. Curiosity - Showing interest in how the brain can affect the performance of an athlete.
Understanding Diversity	Acquiring cultural capital. Understanding environmental diversity - How do the following affect confidence and organisation in order to run a coaching session. Age, family, senior citizens, gender, disability, culture, religion, socio-economic status, role models, education, environment and trends. Understanding physical and mental diversity - How are coaches different, how do you lead groups depending on the people in the group.	No limits to your destination - Improvement of a coaching session. Understanding environmental diversity - Different activities and the environment that they take place in for injuries to occur. Understanding mental and physical diversity - How different people react to different injuries in terms of recovery time.	Acquiring cultural capital - What is the culture in each sport of classifying skills and developing coaching ideas from these, how it technology used within the sport. Understanding mental and physical diversity - Performance of each individual will be different. Being a world citizen - Using modern technology to support with performance analysis.	Being a world citizen - How are different sporting events covered in the media and promoted with the public? Respecting human rights - Media and its coverage of the sporting activities people choose to take part in. Awareness of where you live - How is sport promoted within the local community?	No limits to your destination - Setting up and running a sporting event can be as big as you want it to be. Understanding environmental diversity/Awareness of where you live - What facilities are available in order for you to run a sporting event and how can these affect what you are able to run? Do you have the relevant equipment in order to complete the sporting event?	Understanding mental and physical diversity - Understand how people are different and how they react to different situations in different ways due to their personality, motivation and self confidence. No limits to your destination - Managing stress and anxiety to be confident and motivated can support athletes to improve their performance to the highest levels.
Literacy Reading, Oracy	Reading - articles on participation rates.	Oracy - Speaking and listening to other while coaching a session.	Literacy - Recording of performance for different individuals. Using new technology and being computer literate to analyse skills and tactics.	Reading - Articles from the media and the language used to write a persuasive argument, language used to market and promote different sporting topics.	Oracy - Communication with other people organised in setting up and running the event. Literacy and oracy - Communication to others setting up the event and verbally communicating with them before, during and after the event.	Literacy - Use of correct terminology to describe the different elements of sports psychology. Reading - Articles of sports psychologist professor Stephens who supported the british cycling team.
Gatsby, Careers	Sports coaching, sports management.	Sports coaching, sports therapist, sports physio, nurse, doctor.	Sports analyst, sports coach, biomechanics, sports scientist, nutritionist, data analyst.	Sports writer, journalist, marketing, sporting promotions, sports brand manager, sports agent	Sports event organiser, match official, Sports promoter, Marketing officer, finance adviser, health and safety officer.	Sports Psychologist, psychological nurse, Psychiatrist, Doctor, therapist.
Mental and Physical Well-being	Participation in physical and mental health, how can this have a positive or negative affect on a person.	When coaching take into account the wellbeing of all involved, When treating injuries, take into account the physical well being to treat the injury but also the mental effects on the person.	Mental well being to be analysed and how this can have an affect on your future performance. Physical well being - Use of technology and repeating video replays to ensure players are playing within the rules.	How does promoting sport encourage people to get involved in physical activity to improve their physical and mental health? How can media have a negative effect on individuals physical and mental health? What pressures do sporting performers deal with from agents, sponsors, promoters etc.	Increase in confidence of leading a competition for other people. Supporting others with their fitness to take part in a safe sporting competition.	Understanding the different components of mental health and the effect that this has on sporting performance. Link between how physical activity can support mental health and vice versa.
Cross-Curricular Links	Psychology - Anxiety of taking part, motivation of people to take part.	Science - injuries to body tissues/cells. Psychology - Link to motivation and mood from injury.	Computer Science - Use of technology, Engineering - Of new technologies in order to support participants to improve.	Media, English - Different aspects of media and how these are used in sport with specific wording for its intended purpose	English - Speaking using the correct terminology for the sport that you are organising. Drama - link with performance and projection of voice when giving instructions.	Psychology - Confidence, anxiety and motivation. Science - Chemicals released by the body.
Extra-Curricular Links	Participation in a range of different after school clubs to develop knowledge of different sports. Support with coaching of younger year groups sporting competitions.	Trip to south downs college to arrange a taster session for sports therapy. Coaching of younger year groups in after school clubs to practice the skills of coaching.	Analysis of a school team sporting performance in competition against other schools. Trip to Chichester university south downs to use sports analysis equipment.	Write a report for a school sporting event for the school newsletter.	Supporting younger year groups by refereeing fixtures or leading competitions in after school clubs. Supporting the PE department with transition day.	Trip to chichester university to speak to sports psychologist about what they do to support athletes.
Precise Learning Endpoints (Students will be able to...)	1. Understanding the factors that affect someone from taking part in physical activity. 2. Understand the different coaching styles that are used. 3. Understand how people are encouraged to take part in physical activity and the benefits of these. 4. Understand the different levels people can participate at in physical activity.	1. Understand how to plan, deliver and review a coaching session. 2. Understand how to communicate with others in a coaching session. 3. Understand symptoms of different injuries. 4. Understand how to treat the different types of injuries.	1. Understand the different factors that classify skills. 2. Understand how sports analysis can help improve sporting performance. 3. Understand the different types of technologies that are used in sport. 4. Understand how the different technologies have an effect on everyone involved in sport.	1. Understand what the different types of media are. 2. Understand the different positives and negatives of each type of media. 3. Understand the different sectors of sports marketing. 4. Understand the different Roles people have sports marketing	1. Understand the different types of competition. 2. Understand how to organise a competition for people to take part in. 3. Understand how to run a competition event. 4. Understand how to review how the competition went.	1. Understand the meaning of personality, motivation and anxiety. 2. Understand the impact these can have on performance. 3. Understand how these can be managed to support sports performers.
Subject (change to your subject)	Autumn Term		Spring term		Summer term	
Year 11	1	2	3	4	5	6
Topic Summary	Ethics in sports	Recall of information for synoptic project/start of synoptic project	Completion of synoptic project	Completion of synoptic project	Revision for exams/Exams	
Thinking Hard	Acquiring knowledge - What is ethics in sport? Learn information on performance enhancing drugs, gamesmanship and corruption in sport. Acquiring cultural capital - How do different sports view ethics in sport and how is it included/viewed.	Mastery of learning - Recalling information needed for each part of the synoptic project. Development of literacy - practice of writing in long sentences/paragraphs to make sure that all information has been included to the correct standard	Creating independence - Using the information that has been taught throughout the course to complete the synoptic project independently. Creating ambition - Students can achieve the highest grade possible when they believe theta they can achieve this.	Creating independence - Using the information that has been taught throughout the course to complete the synoptic project independently. Creating ambition - Students can achieve the highest grade possible when they believe theta they can achieve this.	Mastery of learning - Knowing the information ready for the exam. Not fearing failure - Giving the exam your best effort and not worrying about the outcome.	
Developing Character	Self control - athletes show a lack of. - Why do athletes break/bend the rules in sport? Why would athletes take PEDS to improve their performance? Why is there corruption in sport? How do consequences affect the actions of the athletes and the decisions they make?	Optimism - you can recall the information using the correct techniques. Grit - keep going if you don't get it right the first time. Self assurance - be confident in your abilities and to try new ways of learning information.	Mindfulness - to make sure that all of the work is included within the synoptic project. Grit - To complete all aspects of a large piece of work to the best of your ability.	Mindfulness - to make sure that all of the work is included within the synoptic project. Grit - To complete all aspects of a large piece of work to the best of your ability.	Optimism - that the exam will go well. Self assurance - Students have prepared for the exam so should be confident heading into the exam hall.	
Understanding Diversity	Awareness of where you live - Links to this in the synoptic project and what facilities could be used to develop skills and techniques both in and out of school. Understanding mental and physical diversity - Think about sports performers of differing abilities and how you will need to adapt your coaching sessions to meet their needs.	Awareness of where you live - Links to this in the synoptic project and what facilities could be used to develop skills and techniques both in and out of school. Understanding mental and physical diversity - Think about sports performers of differing abilities and how you will need to adapt your coaching sessions to meet their needs.	Awareness of where you live - Links to this in the synoptic project and what facilities could be used to develop skills and techniques both in and out of school. Understanding mental and physical diversity - Think about sports performers of differing abilities and how you will need to adapt your coaching sessions to meet their needs.	Awareness of where you live - Links to this in the synoptic project and what facilities could be used to develop skills and techniques both in and out of school. Understanding mental and physical diversity - Think about sports performers of differing abilities and how you will need to adapt your coaching sessions to meet their needs.	No limits to your destination - Students understand that there is no limit to what they can achieve on the exam. Being a world citizen - Being supportive of others before the exam and after the exam.	
Literacy Reading, Oracy	Reading - Article on use of PEDS in cycling - use of blood doping by Lance Armstrong.	Literacy - Planning how to write out your synoptic project, use of key terminology within the work. Reading - Through your work to ensure that it reads well.	Literacy - Planning how to write out your synoptic project, use of key terminology within the work. Reading - Through your work to ensure that it reads well.	Literacy - Planning how to write out your synoptic project, use of key terminology within the work. Reading - Through your work to ensure that it reads well.	Literacy - Writing the answers to the exam using clear SPAG. Reading - Making sure that the questions are read thoroughly to ensure that the correct answers are given.	
Gatsby, Careers	Pathologist, pharmacist, sporting official.	Sports Coach, biomechanist, Sports journalist.	Sports Coach, biomechanist, Sports journalist.	Sports Coach, biomechanist, Sports journalist.	Sports Coach, biomechanist, Sports journalist.	
Mental and Physical Well-being	Use of PEDS and the effect that it has on physical and mental wellbeing. Use of gamesmanship and how this has a negative effect on mental health.	Planning time is really important to keep workload manageable and maintain physical and mental health.	Planning time is really important to keep workload manageable and maintain physical and mental health.	Planning time is really important to keep workload manageable and maintain physical and mental health.	Control of nerves before the exam and making sure that workload and relaxation time are balanced.	
Cross-Curricular Links	Science - how do drugs change over time and the chemicals that make them. Media - Link to how athletes caught cheating are portrayed in the media.	English - Extended writing and using the correct SPAG in order to write the information up to the best of your ability.	English - Extended writing and using the correct SPAG in order to write the information up to the best of your ability.	English - Extended writing and using the correct SPAG in order to write the information up to the best of your ability.	English - Reading of questions and writing answers using the correct methods.	

