

OCR Cambridge National Technical Award Level 1/2 in Sports Studies						
Year 10	Autumn Term		Spring term		Summer term	
	1	2	3	4	5	6
Topic Summary	Outdoor adventurous activities (OAA) - Provision. Practical performance - Team/individual sport	Outdoor adventurous activities (OAA) - Key considerations when planning an OAA. Practical performance - Team/individual Sport	OAA - Coursework preparation/completion Practical performance - Team/Individual Sport	OAA - Coursework completion Practical performance Team/Individual Sport	Practical sports performance and analysis	Leading and evaluating a sports activity session. Completion of NEA.
Thinking Hard	Media - Understand different activities and their types of clothing, technology, terrain and safety equipment used to participate. Practical performance - Understand how to develop and refine individual skills to use in game situations.	OAA - Understand the key safety aspects of planning an OAA. Practical performance - Understanding how to use skills and tactics depending on the situation in a game.	OAA - Students are able to think hard to independently work on their NEA. Practical performance - Understand how to use skills and tactics effectively in game situations.	OAA - Students are able to think hard to independently work on their NEA. Practical performance - Understand how to use skills and tactics effectively in game situations.	Practical performance - Understand how to analyse and evaluate your own performance and suggest improvements by creating an action plan. Understand how to coach a sporting session effectively using a plan and risk assessment.	Practical performance - understand and demonstrate how to lead an effective sports activity session. Evaluate the effectiveness of the session and apply improvements.
Developing Character	(Curiosity) - Being curious about different outdoor adventurous activities that are available and how to take part in them using different equipment and knowledge. (Self assurance) - Being confident to try new and more technically difficult skills, techniques and tactics in sport.	(Curiosity) - of the different key considerations people need to take into account when planning an OAA activity. (Grit and Mindfulness) - to improve performance in skills, techniques and tactics to demonstrate them to the best of your ability.	(Grit) - Showing grit to complete the NEA in the allocated time frame. (Mindfulness) - About the content that is going into the NEA. (Self assurance) - Being confident to try new and more technically difficult skills, techniques and tactics in sport.	(Grit) - Showing grit to complete the NEA in the allocated time frame. (Mindfulness) - About the content that is going into the NEA. (Grit and Mindfulness) - to improve performance in skills, techniques and tactics to demonstrate them to the best of your ability.	(Kindness) - when analysing performance and offering constructive feedback on how to improve performance. (Gratitude) to others for them supporting you to improve your performance. (Self assurance) to be able to listen and respond positively to feedback.	(Optimism) in showing how people make sport a place where they can develop and improve as well as learn life lessons. (Kindness) - when analysing performance and offering constructive feedback on how to improve performance. (Gratitude) to others for them supporting you to improve your performance. (Self assurance) to be able to listen and respond positively to feedback.
Understanding Diversity	(Awareness of where you live) - The different outdoor adventurous activity opportunities that are in the local areas including the southdowns (No limits to your destination) in understanding that practical learning is never over and you can always improve.	(Being a world citizen) - Understanding how media coverage of sport can have a negative effect on people around the world. (No limits to your destination) in understanding that practical learning is never over and you can always improve.	(Understanding democracy) - Understanding the rights that people have in order to take part in potentially dangerous activities. (Acquiring cultural capital) - Understanding how different types of OAA are more popular and why the culture of the sport dictates this. (Understanding physical and mental diversity) - Individuals sports will allow students to understand the differences in sporting performance.	(Understanding democracy) - Understanding the rights that people have in order to take part in potentially dangerous activities. (Acquiring cultural capital) - Understanding how different types of media are used more for some sports than others and why the culture of the sport dictates this. (Understanding physical and mental diversity) - Individuals sports will allow students to understand the differences in sporting performance.	(Understanding mental and physical diversity) - When analysing performance, different strengths and areas for improvement will be evident.	(Acquiring cultural capital) - Understanding the different values that sport has and how to communicate these effectively when coaching. (Understanding environmental diversity) - How does each sporting environment differ in the values that they show? (Understanding mental and physical diversity) - When coaching students of different abilities.
Literacy Reading, Oracy	Reading - Articles on different outdoor adventurous activity centres and what they provide. Oracy - Using good communication when taking part in team sports. (Literacy) Demonstrating physical literacy to take part in the sports.	(Oracy) - Discussion of different examples of how media has had a negative effect on sport. (Literacy) Demonstrating physical literacy to take part in the sports.	(Literacy) - Using the correct terminology with SPAG to complete a written NEA on OAA. (Literacy) Demonstrating physical literacy to take part in the sports.	(Literacy) - Using the correct terminology with SPAG to complete a written NEA on OAA. (Literacy) Demonstrating physical literacy to take part in the sports.	(Literacy) Demonstrating physical literacy to take part in the sports.	(Oracy) - Effectively using your voice to coach and communicate with the participants taking part. (Literacy) Demonstrating physical literacy to demonstrate the sports.
Gatsby, Careers	OAA leader, climbing instructor, researcher, sports coach, sports Scientist.	OAA leader, climbing instructor, researcher, sports coach, sports Scientist.	OAA leader, climbing instructor, researcher, sports coach, sports Scientist.	OAA leader, climbing instructor, researcher, sports coach, sports Scientist.	Sport and leisure management, sport inclusion officer, Teacher, Sports coach.	Sporting officials, Sports coach, Governing body official.
Mental and Physical Well-being	Understanding how taking part in OAA could support physical and mental well being. Understanding the benefits of taking part in team sports.	Understanding the physical, mental and social benefits of taking part in OAA. Understanding the benefits of taking part in team sports.	Understanding the benefits that individual sport has on a sports performers mental and physical well being.	Planning time effectively in order to submit work on time therefore maintaining mental well being. Understanding the benefits that individual sport has on a sports performers mental and physical well being.	Understanding how delivering feedback can affect a sports performers physical and mental well being.	Understanding how delivering feedback can affect a sports performers physical and mental well being.
Cross-Curricular Links	Psychology - The effect on mental health of taking part in physical activity.	Science - Physical benefits of exercise on the human body. Psychology - The effect on mental health of taking part in physical activity.	Science - Physical benefits of exercise on the human body. Psychology - The effect on mental health of taking part in physical activity.	Science - Physical benefits of exercise on the human body. Psychology - The effect on mental health of taking part in physical activity.	Science - How the body adapts to exercise. Psychology - learning new skills.	RSHE -Linking to the use of the school values.
Extra-Curricular Links	Playing for the school teams at after school clubs and for fixtures.	Playing for the school teams at after school clubs and for fixtures.	Playing for the school teams at after school clubs and for fixtures.	Playing for the school teams at after school clubs and for fixtures.	Playing for the school teams at after school clubs and for fixtures.	Helping officiate or coach the school teams at after school clubs and for fixtures.
Extended Learning Checks	OAA practice paragraph Task 1	OAA practice paragraphs task 2-3	NEA completion	NEA completion	Practice paragraphs of task 1,2 and 5.	NEA completion
Precise Learning Endpoints (Students will be able to...)	1. Understand the different OAA activity provision on a local and national scale. 2. Understand the the different equipment, clothing and technology needed to take part in a range of OAA activities. 3. Develop practical skills, techniques and tactics in a team sport.	1. Understand the key considerations of planning an OAA. 2. Develop practical skills, techniques and tactics in a team sport.	1. Understand how to complete OAA NEA regarding provision of OAA. 2. Develop practical skills, techniques and tactics in an individual sport.	1. Understand how to complete OAA NEA regarding provision of OAA. 2. Develop practical skills, techniques and tactics in an individual sport.	1. Understand how to analyse a sporting performance in a sport. 2. Understanding how to effectively complete an action plan to improve performance.	1. Understand how to run a coaching session safely. 2. Understand how to complete a risk assessment and coaching plan. 3. Understanding how to complete an evaluation of coaching performance.
OCR Cambridge National Technical Award Level 1/2 in Sports Studies	Autumn Term		Spring term		Summer term	

Year 11	1	2	3	4	5	6
Topic Summary	Contemporary issues in sport - barriers and solutions to participation, provision of sport, sporting values and behaviour.	Contemporary issues in sport - Governing bodies, technology in sport.	Contemporary issues in sport - Hosting a major sporting event, positives and negatives. .	Revision of contemporary issues in Sport Practical performance and leadership in Sports Activities NEA completion and hand in.		Unit 2 Components of fitness, training methods, fitness testing.
Thinking Hard	Understanding the different barriers for taking part in sporting activities for different groups of people and possible solution for them to take part. Understand new and emerging sporting opportunities with developing popularity in the UK and how sporting behaviour and affect participation.	Understand how governing bodies affect the running of sport. Understand how technology is used to support participation and spectatorship of sport.	Understand the positives and negatives of hosting a major sporting event.	Understand how to complete exam questions and remember information using different techniques.		
Developing Character	(Mindfulness) when discussing barriers to participation for different user groups of people.	(Curiosity) - How do different governing bodies run their sport? (Mindfulness) - Being aware of positives and negative aspects of the use of technology in sport.	Kindness - Understanding the different circumstances that people in different countries face when they host a major sporting event.	Optimism - The exam will go well for you as you have prepared for it. Kindness - to support others in the revision activities. Self assurance - Being confident in revision and the information for the exam.		
Understanding Diversity	(Understanding human rights) - Understanding the rights that different user groups have which allow them to gain access to sporting facilities to take part in physical activity. (Awareness of where you live) - What local facilities are there to use for different user groups and how easy is the access to these?	(Awareness of where you live) - Understanding how the different governing bodies support their sport and where sports can take place in the UK. (Being a world citizen) - Understand how different people have access to different types of technologies.	(Being world Citizen) - Understanding the different elements of different cultures and how this may have affected hosting a major sporting event. (Awareness of where you live) - How the UK has hosted major sporting events.	No limits to your destination - Working to gain the highest grade for the exam and for the NEA. Being a world citizen - Revision of a wide range of topics and how this affects people from across the sporting world.		
Literacy Reading, Oracy	(Reading) - Literature on the different barriers that different user groups face.	(Literacy) - Using the correct terminology to understand the different roles and responsibilities of governing bodies. (Reading) - Articles/information on examples of governing body actions in sport and how technology is being developed to aid sports performance.	(Reading) - Examples of positives and negatives of hosting a major sporting event. (Literacy) - Being able to distinguish between pre, during and post event positives and negatives.	Literacy - Using the correct wording and SPAG within the NEA written assessment. Oracy - When communicating to other when leading a practical sporting session. Reading - Exam questions correctly to ensure that questions are answered accurately.		
Gatsby, Careers	Sport and leisure management, sport inclusion officer, Teacher, Sports coach.	Sport and leisure management, sport inclusion officer, Teacher, Sports coach.	Sports Performer, Sports Coach, Sports Scientist.	Sports Performer, Sports Coach, Sports Scientist.		
Mental and Physical Well-being	Understand how barriers to taking part could affect the physical and mental well being of different user groups.	Understand the roles and responsibility that governing bodies have in order to keep participants safe in their sport. Understand how technology can be used to support physical and mental health.	How to manage time and exam stress to stay calm to maintain your mental and physical well being.	How to manage time and exam stress to stay calm to maintain your mental and physical well being.		
Cross-Curricular Links	Psychology - How sports participation can affect mental health. RSHE - Mental health and exercise.	Business - How to governing bodies run the sport as a business to keep money coming in. Psychology - Technology and its effect on mental health.	Business - How hosting a major sporting events affect the income and job market.	RSHE - Exam stress and how to manage it.		
Extra-Curricular Links	Different user groups taking part in after school activities.	Taking part in after school sports.	How to revise outside of school to improve memory of information.	How to revise outside of school to improve memory of information.		
Extended Learning Checks	Practice questions based on barriers and solutions to sports participation.	Practice questions based on technology and governing bodies.	Practice questions related to hosting major sporting events.	Practice questions based on different elements of of	contemporary issues in sport.	
Precise Learning Endpoints (Students will be able to...)	1. Understand the different barriers that affect people from taking part in sport. 2. Understand the solutions to get more people participating in sport. 3. Understand how new and emerging sport can increase participation.	1. Understand the roles and responsibilities of governing bodies. 2. Understand examples from sport of governing bodies in action. 3. Understand the different types of technologies in sport.	1. Complete and review a practical based assessment to the best of their ability. 2. Lead and review a practical sporting session. 3. Complete a written NEA to the best of their ability.	1. Understand how to unpick exam questions. 2. Understand how to write an answer to each type of question. 3. Understand how to manage time and stress during an exam.		