

Curriculum Sequencing Grid: Sports Science- Cambridge National.

Year: 10	Term 1 Week 1-20	Term 2 Week 20-31	Term 3 Week 31-46
Unit (Tablet in 39 week plan)	RO41- Reducing the risk of sports injuries.	RO42: Applying principles of training.	
<b>Key Retainable Knowledge (</b> What... How.... Why....	<p>Students to learn content of LO1-LO4 in preparation for exam series in January.</p> <p>All lessons will recap knowledge learnt in previous lessons across all LO's through sharp start activities and homework.</p> <p>LO1- Understand different factors that influence the risk of injury.</p> <p>LO2- Understand how appropriate warm up and cool down routines can help to prevent injury.</p> <p>LO3- Know how to respond to injuries within a sporting context.</p> <p>LO4- Know how to respond to common medical conditions.</p> <p>Lessons will form a consistent structure by acquiring new knowledge from</p>	<p><b>LO1- Principles of training.</b></p> <p><b>LO2- Know how training methods target different fitness components.</b></p> <p>This is a coursework based unit with students needing to apply knowledge learnt in class to a set piece of assessed work.</p> <p>Students will learn content in lesson time with the implementation of sharp starts to recap knowledge from previous lessons, including principles of training, FITTA, moderation, variance, specificity and reversibility for LO1 and in depth knowledge of training methods and components of fitness for LO2. Students complete workbooks making notes on subject content for each learning aim. Izone tasks are carried out to apply knowledge to sporting examples, linking to coursework assessment criteria.</p> <p>SPA tasks are carried out with students so they can practice how to apply the knowledge learnt to sporting examples</p>	<p><b>LO3- Be able to conduct fitness tests.</b></p> <p>Again this is a coursework based unit with students needing to apply knowledge learnt in class to a set piece of assessed work.</p> <p>Students will learn content in lesson time with the implementation of sharp starts to recap knowledge from previous lessons to ensure they can retain key knowledge and key words, including protocols and guidelines of fitness tests, reliability and validity, normative data and strengths and weaknesses of their own fitness levels. Students complete workbooks making notes on subject content for each learning aim. Izone tasks are carried out to apply knowledge to sporting examples, linking to coursework assessment criteria.</p> <p>SPA tasks are carried out with students so they can practice how to apply the knowledge learnt and fitness test</p>

Curriculum Sequencing Grid: Sports Science- Cambridge National.

	<p>each LO and then applying it to an exam question through Izone activities.</p> <p>Students will understand the key words in the exam question and understand how to answer it to gain maximum marks.</p> <p>Every exam paper will have an 8 mark question- students will be taught how to break this question down into each mark regardless of the content. They will then practice applying different topics and knowledge to different questions.</p>	<p>and structure their answer in line with the exam board assessment criteria. Scaffolding answers is carried out during this assessment so students can see what a good one looks like.</p>	<p>results to sporting examples and structure their answer in line with the exam board assessment criteria. Scaffolding answers is carried out during this assessment so students can see what an MB3 answer looks like.</p> <p><b>LO4- Be able to develop fitness training programmes.</b></p> <p>This is another coursework learning objective combining with LO1, LO2 and LO3.</p> <p>Students link their knowledge of all content to designing a training programme to improve their lower performing fitness test results.</p> <p>Sharp start activities to be completed each lesson to recap knowledge from LO1-LO3. Students also use notes made in their workbooks for reference to help with completing this set assignment.</p> <p>Scaffolding of work is carried out during this assessment process so students can see what an MB3 answer looks like.</p>
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Curriculum Sequencing Grid: Sports Science- Cambridge National.

			<p>Students will complete Izone tasks showing their ability to apply their knowledge in different contexts and with different sporting examples.</p> <p>SPA tasks are carried out with students so they can practice how to apply the knowledge learnt to achieve a MB1, MB2 and MB3 piece of work</p>
<p><b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)</p>	<p>Outline</p> <p>Identify</p> <p>Describe</p> <p>Explain</p> <p>Factors influencing injury- Extrinsic, intrinsic.</p> <p>Components</p> <p>Benefits</p> <p>Considerations.</p> <p>Responses</p> <p>Medical conditions</p> <p>Treatments</p>	<p>Range of relevant examples</p> <p>Outline/ describe</p> <p>Specific</p> <p>Developed examples</p>	<p>Evaluate</p> <p>Review</p> <p>Detailed</p> <p>Justify</p> <p>Strength</p> <p>Area for Improvement</p> <p>Validity</p> <p>Reliability</p> <p>Normative data</p> <p>Principles of training</p> <p>Training methods</p> <p>Components of fitness</p>
<p><b>Opportunities for Reading</b></p>	<p>Past exam papers</p>	<p>Brian mac</p>	<p>Brian mac</p>

Curriculum Sequencing Grid: Sports Science- Cambridge National.

	<p>You tube videos</p> <p>Revision guides</p> <p>Brian Mac</p>	<p>BBC Sport</p> <p>UK Sport</p>	<p>BBC Sport</p> <p>UK Sport</p>
<p><b>Developing Cultural Capital</b> (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Application to real life sports injuries.</p>	<p>Sports Coaching</p> <p>Personal Trainer</p>	
<p><b>Cross Curricular Links</b> (Authentic Connections)</p>	<p>Biology</p> <p>Health and Social Care.</p>	<p>Biology</p>	<p>Maths</p>
<p><b>Key Assessment</b></p>	<p>60 minute exam series in January.</p> <p>1 re-sit opportunity only.</p> <p>End of LO mock exam in the form of a SPA Assessment.</p> <p>Full mock exam in exam conditions prior to Christmas.</p>	<p>Per Learning outcome:</p> <p>2 SPA tasks</p> <p>1 formal assessment (completed coursework)</p> <p>Practical application of knowledge.</p>	<p>Per Learning outcome:</p> <p>2 SPA tasks</p> <p>1 formal assessment (completed coursework)</p> <p>Practical assessment through conducting fitness tests.</p> <p>Practical application of knowledge.</p>
<p><b>Year: 11</b></p>	<p><b>Term 1</b></p>	<p><b>Term 2</b></p>	<p><b>Term 3</b></p>
<p><b>Unit (Tablet in 39 week plan)</b></p>	<p>RO45- Sports Nutrition</p>	<p>RO45- Sports Nutrition</p> <p>RO43- The body's response to physical activity</p>	<p>RO43- The body's response to physical activity</p>

Curriculum Sequencing Grid: Sports Science- Cambridge National.

<p><b>Key Retainable Knowledge (</b></p> <p><b>What... How.... Why....</b></p>	<p><b>LO1- Know about the nutrients needed for a healthy balanced diet.</b></p> <p><b>LO2- Understand the importance of nutrition in sport.</b></p> <p>This is a coursework based unit with students needing to apply knowledge learnt in class to a set piece of assessed work.</p> <p>Students will learn content in lesson time with the implementation of sharp starts to recap knowledge from previous lessons, including components of a balanced diet, sources and quantities for LO1 and in depth knowledge of the importance of nutrition on sports performance for LO2. Students complete workbooks making notes on subject content for each learning aim. Izone tasks are carried out to apply knowledge to sporting examples, linking to coursework assessment criteria.</p> <p>SPA tasks are carried out with students so they can practice how to apply the knowledge learnt to sporting examples and structure their answer in line with the exam board assessment criteria. Scaffolding of answers is carried out during this assessment so students can</p>	<p><b>RO45</b></p> <p><b>LO4- Be able to develop diet plans for performance.</b></p> <p>Students will be required to apply all knowledge from LO1-3 to develop a diet plan for themselves or someone else.</p> <p>Scaffolding of work is carried out during this assessment process so students can see what an MB3 answer looks like.</p> <p>Students will complete Izone tasks showing their ability to apply their knowledge in different contexts and with different sporting examples.</p> <p>SPA tasks are carried out with students so they can practice how to apply the knowledge learnt to achieve a MB1, MB2 and MB3 piece of work.</p> <p><b>RO43</b></p> <p><b>LO1- Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles.</b></p> <p><b>LO2- Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness.</b></p>	<p><b>LO3- Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems.</b></p> <p>This is another coursework based unit with students needing to apply knowledge learnt in class to complete a set piece of assessed work.</p> <p>Students will learn content in lesson time with the implementation of sharp starts to recap knowledge from previous lessons, including measuring the short term effects of each system and recording them Students complete workbooks making notes on subject content for each learning aim. Izone tasks are carried out to apply knowledge to sporting examples, linking to coursework assessment criteria.</p> <p>SPA tasks are carried out with students so they can practice how to apply the knowledge learnt to sporting examples and structure their answer in line with the exam board assessment criteria. Scaffolding of answers is carried out during this assessment so students can see what a good example answer looks like.</p>
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Curriculum Sequencing Grid: Sports Science- Cambridge National.

	<p>see what a good example answer looks like.</p> <p><b>LO3- Know about the effects of a poor diet on sports performance and participation.</b></p> <p>These 2 learning objectives are coursework based and form the remaining marks for the nutritional unit. Students link their knowledge of nutritional sources to saying what impact over eating or under eating can have on performance in different sports.</p> <p>Sharp start activities to be completed each lesson to recap knowledge from LO1-LO3. Students also use notes made in their workbooks for reference to help with completing this set assignment.</p> <p>Scaffolding of work is carried out during this assessment process so students can see what an MB3 answer looks like.</p> <p>Students will complete Izone tasks showing their ability to apply their knowledge in different contexts and with different sporting examples.</p>	<p>Lessons will form a consistent structure by acquiring new knowledge needed from LO1 and LO2 and then applying it the set assignment task.</p> <p>Students will learn content in lesson time with the implementation of sharp starts to recap knowledge from previous lessons, including components of the different body systems, their functions, and their role during physical activity for LO1 and in depth knowledge of the systems in reduction of health issues and the benefits of these systems working effectively for LO2. Students complete workbooks making notes on subject content for each learning aim. Izone tasks are carried out to apply knowledge to sporting examples, linking to coursework assessment criteria.</p> <p>SPA tasks are carried out with students so they can practice how to apply the knowledge learnt to sporting examples and structure their answer in line with the exam board assessment criteria. Scaffolding of answers is carried out during this assessment so students can see what a good example answer looks like.</p>	<p><b>LO4-Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems.</b></p> <p>This learning objective is coursework based and forms the remaining marks for the RO43 unit. Students are to able to set up activities that measure and record the long term effects of exercise.</p> <p>Sharp start activities to be completed each lesson to recap knowledge. Students also use notes made in their workbooks for reference to help with completing this set assignment.</p> <p>Scaffolding of work is carried out during this assessment process so students can see what a MB3 answer looks like.</p> <p>Students will complete Izone tasks showing their ability to apply their knowledge in different contexts and with different sporting examples.</p> <p>SPA tasks are carried out with students so they can practice how to apply the knowledge learnt to achieve a MB1, MB2 and MB3 piece of work.</p>
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Curriculum Sequencing Grid: Sports Science- Cambridge National.

	SPA tasks are carried out with students so they can practice how to apply the knowledge learnt to achieve a MB1, MB2 and MB3 piece of work.		
<b>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</b>	<ul style="list-style-type: none"> <li>Outline</li> <li>Identify</li> <li>Describe</li> <li>Explain</li> <li>Accurately</li> <li>Locates</li> <li>Musculo-skeletal</li> <li>Cardio-respiratory</li> <li>Functions</li> <li>Relevant examples</li> <li>Benefits</li> </ul>	<ul style="list-style-type: none"> <li>Identify</li> <li>Describe</li> <li>Outline</li> <li>Importance</li> <li>Wide range of sporting examples</li> <li>Nutrients</li> <li>Balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>Short term effects</li> <li>Long term effects</li> <li>Accurately</li> <li>Adaptations</li> <li>Explanations</li> <li>Relevant skills</li> <li>Musculo-skeletal</li> <li>Cardio-respiratory</li> </ul>
<b>Opportunities for Reading</b>	<ul style="list-style-type: none"> <li>Brian Mac</li> <li>You tube videos</li> <li>Podcasts</li> <li>BBC Sport</li> </ul>	<ul style="list-style-type: none"> <li>Change4life.com</li> <li>NHS website</li> </ul>	<ul style="list-style-type: none"> <li>Brian Mac</li> <li>You tube videos</li> <li>Podcasts</li> <li>BBC Sport</li> </ul>
<b>Developing Cultural Capital (exposure to</b>	Sports trainer	Sports Nutritionist	Sports trainer

Curriculum Sequencing Grid: Sports Science- Cambridge National.

<b>very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</b>	Coach Personal trainer Benefits for own health and fitness.	Real life application to own healthy balanced diet.	Coach Personal trainer Benefits for own health and fitness.
<b>Cross Curricular Links (Authentic Connections)</b>	Biology Health and Social Care.	Biology Health and Social Care.	Biology Health and Social Care.
<b>Key Assessment</b>	SPA assessments.  Completion of LO1 and LO2 written coursework.	Per Learning outcome:  2 SPA tasks  1 formal assessment (completed coursework)	Per Learning outcome:  2 SPA tasks  1 formal assessment (completed coursework)