

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.	
Key Retainable Knowledge (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 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</p>	<p>LO1- Principles of training.</p> <p>LO2- Know how training methods target different fitness components.</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 and structure their answer in line with the exam board assessment criteria. Scaffolding answers is carried out during</p>	<p>LO3- Be able to conduct fitness tests.</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 results to sporting examples and structure their answer in line with the exam board assessment criteria.</p>

	<p>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>this assessment so students can see what a good one looks like.</p>	<p>Scaffolding answers is carried out during this assessment so students can see what an MB3 answer looks like.</p> <p>LO4- Be able to develop fitness training programmes.</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> <p>Students will complete lzone 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</p>
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Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Outline Identify Describe Explain Factors influencing injury- Extrinsic, intrinsic. Components Benefits Considerations. Responses Medical conditions Treatments	Range of relevant examples Outline/ describe Specific Developed examples	Evaluate Review Detailed Justify Strength Area for Improvement Validity Reliability Normative data Principles of training Training methods Components of fitness
Opportunities for Reading	Past exam papers You tube videos Revision guides Brian Mac	Brian mac BBC Sport UK Sport	Brian mac BBC Sport UK Sport
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Application to real life sports injuries.	Sports Coaching Personal Trainer	

Cross Curricular Links (Authentic Connections)	Biology Health and Social Care.	Biology	Maths
Key Assessment	60 minute exam series in January. 1 re-sit opportunity only. End of LO mock exam in the form of a SPA Assessment. Full mock exam in exam conditions prior to Christmas.	Per Learning outcome: 2 SPA tasks 1 formal assessment (completed coursework) Practical application of knowledge.	Per Learning outcome: 2 SPA tasks 1 formal assessment (completed coursework) Practical assessment through conducting fitness tests. Practical application of knowledge.
Year: 11	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	RO45- Sports Nutrition	RO45- Sports Nutrition RO43- The body's response to physical activity	RO43- The body's response to physical activity
Key Retainable Knowledge (What... How.... Why....	LO1- Know about the nutrients needed for a healthy balanced diet. LO2- Understand the importance of nutrition in sport. This is a coursework based unit with students needing to apply knowledge learnt in class to a set piece of assessed work.	RO45 LO4- Be able to develop diet plans for performance. Students will be required to apply all knowledge from LO1-3 to develop a diet plan for themselves or someone else.	LO3- Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems. This is another coursework based unit with students needing to apply knowledge learnt in class to complete a set piece of assessed work.

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.

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.

LO3- Know about the effects of a poor diet on sports performance and participation.

These 2 learning objectives are coursework based and form the remaining marks for the nutritional unit. Students link their knowledge of

Scaffolding of work is carried out during this assessment process so students can see what an MB3 answer looks like.

Students will complete Izone tasks showing their ability to apply their knowledge in different contexts and with different sporting examples.

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.

RO43

LO1- Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles.

LO2- Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness.

Lessons will form a consistent structure by acquiring new knowledge needed from LO1 and LO2 and then applying it the set assignment task.

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

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.

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.

LO4-Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems.

This learning objective is coursework based and forms the remaining marks for the RO43 unit. Students are to be able to set up activities that measure and record the long term effects of exercise.

Sharp start activities to be completed each lesson to recap knowledge.

	<p>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>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>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>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>
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<p>Outline</p> <p>Identify</p> <p>Describe</p> <p>Explain</p> <p>Accurately</p> <p>Locates</p>	<p>Identify</p> <p>Describe</p> <p>Outline</p> <p>Importance</p> <p>Wide range of sporting examples</p> <p>Nutrients</p>	<p>Short term effects</p> <p>Long term effects</p> <p>Accurately</p> <p>Adaptations</p> <p>Explanations</p> <p>Relevant skills</p>

	<p>Musculo-skeletal</p> <p>Cardio-respiratory</p> <p>Functions</p> <p>Relevant examples</p> <p>Benefits</p>	<p>Balanced diet</p>	<p>Musculo-skeletal</p> <p>Cardio-respiratory</p>
<p>Opportunities for Reading</p>	<p>Brian Mac</p> <p>You tube videos</p> <p>Podcasts</p> <p>BBC Sport</p>	<p>Change4life.com</p> <p>NHS website</p>	<p>Brian Mac</p> <p>You tube videos</p> <p>Podcasts</p> <p>BBC Sport</p>
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Sports trainer</p> <p>Coach</p> <p>Personal trainer</p> <p>Benefits for own health and fitness.</p>	<p>Sports Nutritionist</p> <p>Real life application to own healthy balanced diet.</p>	<p>Sports trainer</p> <p>Coach</p> <p>Personal trainer</p> <p>Benefits for own health and fitness.</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Biology</p> <p>Health and Social Care.</p>	<p>Biology</p> <p>Health and Social Care.</p>	<p>Biology</p> <p>Health and Social Care.</p>
<p>Key Assessment</p>	<p>SPA assessments.</p> <p>Completion of LO1 and LO2 written coursework.</p>	<p>Per Learning outcome:</p> <p>2 SPA tasks</p> <p>1 formal assessment (completed coursework)</p>	<p>Per Learning outcome:</p> <p>2 SPA tasks</p> <p>1 formal assessment (completed coursework)</p>



Curriculum Sequencing Grid: *Sports Science- Cambridge National.*

