



Sports Studies

Year 10 - Half Term 1 – RO51 LO1 - Understand the issues which affect participation in sport and LO2 - Know about the role of sport in promoting values

Prior Learning	At KS2 and KS3 students are taught in PSHCEE and English to research, discuss and debate topical issues, problems and events; to realise the consequences of anti-social and aggressive behaviours on individuals and communities.
What will I learn?	During this half term students will explore a range of topical and contemporary issues in sport, relating to participation levels, barriers, the promotion of values and ethical behaviour through sport. They will be able to discuss and answer questions relating to all of the various user groups that participate in sport. Students will also be expected to know a wide range of barriers that affect the user groups in participating in sport. Students will also learn about the factors which can impact upon the popularity of sport in the UK, how the factors which can impact upon the popularity of sport in the UK relate to specific sporting examples, and current trends in the popularity of different sports in the UK and growth of new/emerging sports and activities in the UK. Students will learn about values which can be promoted through sport. They will gain an understanding of the values associated with the Olympics as well as the Olympic Creed, its history and Olympic symbols. Students will have to explore a range of sporting initiatives and be able to answer questions based on the initiatives and how they have an impact on the individuals involved with them. They will also have to explain the reasons for and against Performance Enhancing Drugs (PEDs), what role the World Anti-Doping Agency play in the fight against PEDs and examples of athletes of have been caught using PEDs.
Next Steps	This unit links to BTEC Level 3 Sports Studies and in particular unit 31 Current Issues in Sport. Students will examine how sport has developed in the UK, explore how media and technology influence modern sport and understand how current issues affect sports participation. This unit also links to A Level PE unit Contemporary in PA and Sport. Students will learn the factors that influence the extent of commercialisation of <i>sport</i> at all <i>levels</i> , its positive and negative affect on <i>sport</i> , the extent to which the media has influenced <i>sport</i> , its positive and negative influence, and the part it plays in commercialisation. This unit directly links to the work covered in Y10 HT4. Students will have to explain the values required by leaders, in order to be successful. Knowledge of these values will have been developed within this unit.
Personal Development	British values – mutual respect and tolerance when discussing the benefits and draw backs of hosting international sporting events. SMSC – cultural awareness when learning how national governing bodies aim to involve all cultures being involved in sport and physical activity.
Key vocabulary	Regular, Recurring, Scheduling, investment, funding, legacy, social, economic, morale, tourism, promotion development, polices, initiatives and infrastructure, define, Identify, Income, Community, Strategy, Impact, and benefit.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Written feedback after each unit test or practice exam question. Students will be assessed in line with OCR Sport Studies mark schemes.
Resources to use	https://answerperfect.co.uk/courses/pe_ocr_cnat_r051/lessons/pe_ocr_cnat_r051-lo1/ https://www.ocr.org.uk/Images/574409-question-paper-contemporary-issues-in-sport.pdf https://www.ocr.org.uk/Images/574612-mark-scheme-contemporary-issues-in-sport.pdf
Enrichment opportunities	Students are encouraged to get involved with Sport in school and within the wider community. Students would benefit a great deal from taking a lead during these sessions and developing the skills they will be learning about on this course. The PE department have details and contacts of local clubs, which can provide playing, coaching and officiating opportunities. Attending any live sporting fixtures would be incredibly beneficial for the students on this course and would bring the content they are covering to life.

Year 10 - Half Term 2 – RO51 LO3 - Understand the importance of hosting major sporting events and LO4 - Know about the role of governing bodies.

Prior Learning	At KS2 and KS3 students are taught in PSHCEE and English to research, discuss and debate topical issues, problems and events; to realise the consequences of anti-social and aggressive behaviours on individuals and communities. This unit links with the work in Y10 HT1, having an understanding of the barriers to participation and the Olympic values will help when discussing the positives and negatives of hosting a major sporting event.
What will I learn?	During this half term students will focus on developing an understanding of the features of major sporting events. They will be able to discuss and answer questions relating to all of the features of major sporting events. Students will also be expected to know a wide range examples of major sporting events. Ensuring they know several for each of the different types of major sporting event. They will develop an understanding of the potential benefits and drawbacks of cities/countries hosting major sporting events. They will also learn about the links between potential benefits and drawbacks and legacy, ensuring they understand the concept of legacy and how it plays a vital role in countries/cities applying to host major sporting events. Students will learn what national governing bodies in sport do. They will have to have a good grasp of all of the various roles in which national governing bodies are involved with. They will gain an understanding of the following key concepts; promotion, increasing the popularity of the sport, exposure in the media, development, coaching awards, training of officials, infrastructure, policies and initiatives, funding and support.
Next Steps	Work in this unit will help with the completion of the unit covered in Y11 HT1. Understanding the impact of commercialisation on sporting events will be used during the work in Y11 HT1. This unit links to BTEC Level 3 Sports Studies and in particular unit 31 Current Issues in Sport. Students will examine how sport has developed in the UK, explore how media and technology influence modern sport and understand how current issues affect sports participation. This unit also links to A Level PE unit Contemporary in PA and Sport. Students will learn the factors that influence the extent of commercialisation of <i>sport</i> at all <i>levels</i> , its positive and negative affect on <i>sport</i> .
Personal Development	British values – mutual respect and tolerance when discussing the benefits and draw backs of hosting international sporting events. SMSC – cultural awareness when learning how national governing bodies aim to involve all cultures being involved in sport and physical activity.
Key vocabulary	Regular, Recurring, Scheduling, investment, funding, legacy, social, economic, morale, tourism, promotion development, polices, initiatives and infrastructure, Define, Identify, Income, Community, Strategy, Impact, Benefit.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Written feedback after each unit test or practice exam question. Students will be assessed in line with OCR Sport Studies mark schemes.
Resources to use	https://answerperfect.co.uk/courses/pe_ocr_cnat_r051/lessons/pe_ocr_cnat_r051-lo3/ https://answerperfect.co.uk/courses/pe_ocr_cnat_r051/lessons/pe_ocr_cnat_r051-lo4/ https://www.ocr.org.uk/Images/530236-question-paper-contemporary-issues-in-sport.pdf https://www.ocr.org.uk/Images/529775-mark-scheme-contemporary-issues-in-sport.pdf
Enrichment opportunities	Students are encouraged to get involved with Sport in school and within the wider community. Students would benefit a great deal from taking a lead during these sessions and developing the skills they will be learning about on this course. The PE department have details and contacts of local clubs, which can provide playing, coaching and officiating opportunities. Attending any live sporting fixtures would be incredibly beneficial for the students on this course and would bring the content they are covering to life. Watch the following videos on YouTube https://www.youtube.com/watch?v=xAcODCxoJP8 https://www.youtube.com/watch?v= 4xeDtrLg5M

Year 10 - Half Term 3 – RO52 LO1 - Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity LO2 - Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity

Prior Learning	This unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study. KS3 students experienced and developed skills in a range of individual and team sports. This knowledge will be beneficial in completing this unit.
What will I learn?	By completing this unit students will develop their skills, techniques and use of tactics, strategies and compositional ideas in both an individual and a team sporting activity. Students will develop an understanding of the key components of performance for an individual performer in a sporting activity. They will learn how to perform various skills and techniques e.g. a front somersault in trampolining. Students will be encouraged to perform their skills with creativity e.g. communicating a theme to the audience through performance of a ballet dance. They will have to show an understanding of appropriate use of tactics, strategies and compositional ideas e.g. using a drop-shot against a baseline player in tennis. Students will have to show excellent decision-making during performances e.g. shot selection from different lies in golf. They will also have to show an ability to manage and maintain their own performance e.g. staying composed after two illegal jumps in triple- jump.
Next Steps	The work covered in this unit will be used in the units studied in Y10 HT4 and HT5. Knowing about skills and how to perform them will help with planning and leading sports activities. This unit links to BTEC Level 3 Sports Studies and A level PE practical units. In these units they will develop their own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on their performance.
Personal Development	Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members.
Key vocabulary	Individual, team, skills, technique, isolation, pressure, competition, tactics, strategies, decision – making, composure, creativity, achieve, assist, evaluate, maintain, potential, select and transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Written feedback in the form of a witness statement for an individual and a team sport. Students will be assessed in line with OCR Sport Studies mark schemes.
Resources to use	This PDF outlines the skills students need to be aware of when performing their individual and team sports. https://www.ocr.org.uk/Images/247343-developing-sports-skills.pdf This clip discusses the tactics and strategies require when playing team sports such as netball. http://www.youtube.com/watch?v=WvRNenTQ9rk
Enrichment opportunities	Students are encouraged to get involved with Sport in school and within the wider community. Students would benefit a great deal from taking a lead during these sessions and developing the skills they will be learning about on this course. The PE department have details and contacts of local clubs, which can provide playing, coaching and officiating opportunities. Attending any live sporting fixtures would be incredibly beneficial for the students on this course and would bring the content they are covering to life.

Year 10 - Half Term 4 – R052 LO3 - Be able to officiate in a sporting activity and LO4 - Be able to apply practice methods to support improvement in a Sporting activity.

Prior Learning	<p>This unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study. KS3 students experienced and developed skills in a range of individual and team sports. Within the previous unit of work students will have covered several individual and team sports and discussed the way in which they are played.</p>
What will I learn?	<p>By completing this unit students will show a deep understanding of the rules to allow them to act in a number of officiating roles within an activity of their choosing. Students will also consider the use of different practice methods in order to improve their performance. They will learn how to apply rules and regulations relevant to the activity e.g. reference to NGB rule books. Students will develop an understanding of the importance of consistency e.g. making sure rules are applied consistently in a variety of situations and the importance of accuracy e.g. applying rules correctly. They will learn how to use signals e.g. whistles, flags and gestures, how to communicate decisions e.g. with other officials, performers and the audience and the importance of positioning e.g. to gain the best view to make decisions, not obstruct activity. Students will learn how to identify areas of improvement in their own performance in a sporting activity of their choice. They will develop an understanding of the types of skills, types of practice, methods to improve own performance and how to measure improvement in skills, techniques and strategies.</p>
Next Steps	<p>This unit links to BTEC Level 3 Sports Studies and in particular unit 25 Rules, Regulations and Officiating in Sport. Students will gain an understanding of the rules and regulations in a selected sport and explore historical developments that have led to the change of rules and regulations, including factors that have, and could influence future change. This unit links directly to the Leadership in Sport unit students will study during Y10 HT4. They will have to discuss the skills and qualities officials require. Having been an official themselves they will be aware of what skills and qualities are essential when officiating.</p>
Personal Development	<p>Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members.</p>
Key vocabulary	<p>Rules, regulations, official, referee, decisions, umpire, apply, laws, scoring, judging, assistants, NGBs, signals, achieve, assist, evaluate, maintain, potential, select and transfer.</p>
How and when will I be assessed?	<p>In lesson formative assessment with lots of verbal feedback. Written feedback in the form of a witness statement for performing as an official. Students will have to complete a written piece of work that shows an understanding of the types of skills, types of practice, methods to improve own performance and how to measure improvement in skills, techniques and strategies. Students will be assessed in line with OCR Sport Studies mark schemes.</p>
Resources to use	<p>https://www.brianmac.co.uk/articles/scni3a3.htm This article explains the various strengths and weaknesses particular athletes might have. This will be helpful when you need to complete the written coursework section of this unit. https://www.teachpe.com/sports-psychology/ability-skill This article goes into detail about the different types of skills, this is very useful and will be needed when explaining which skills of yours are strengths and weaknesses.</p>
Enrichment opportunities	<p>Students are encouraged to get involved with Sport in school and within the wider community. Students would benefit a great deal from taking a lead during these sessions and developing the skills they will be learning about on this course. The PE department have details and contacts of local clubs, which can provide playing, coaching and officiating opportunities. Attending any live sporting fixtures would be incredibly beneficial for the students on this course and would bring the content they are covering to life.</p>

Year 10 - Half Term 5 – RO53 LO3 - Be able to deliver sports activity session

<p>Prior Learning</p>	<p>This unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and offers learners the opportunity to refine and showcase leadership skills developed as part of that programme of study. KS3 students experienced and developed leadership skills in a range of individual and team sports. During Y10 HT3 students will have played a range of sports and had to explain the various skills involved. This understanding will better allow them to lead a sports activity session.</p>
<p>What will I learn?</p>	<p>By completing this unit students will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and, by doing so, develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading. Students will develop a deep understanding of safe practice, i.e. organisation of group/activity and safe supervision, delivery style, i.e. proactive/reactive and demonstration/explanation, communication skills, i.e. verbal, non-verbal, appropriate language and technical terms, motivation techniques, i.e. encouragement and extrinsic motivators, activity-specific knowledge, i.e. appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers and adaptability, i.e. making adjustments in an activity that isn't working and addressing issues you hadn't prepared for.</p>
<p>Next Steps</p>	<p>Leading a sports session and understanding why young people play and enjoy sport links to work that will be covered in Y11 HT1. Students will have to discuss the barriers to participation they will have experienced during their own sports sessions. This unit links to BTEC Level 3 Sports Studies in particular unit 4 Leadership is Sport and Unit 8 Coaching for Performance. Students will study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.</p>
<p>Personal Development</p>	<p>Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members.</p>
<p>Key vocabulary</p>	<p>Captains, managers, teachers, coaches, expedition leaders, role models, reliability, punctuality, confidence, communication, creativity, democratic, autocratic, laissez-faire, achieve, assist, evaluate, maintain, potential, select and transfer.</p>
<p>How and when will I be assessed?</p>	<p>In lesson formative assessment with lots of verbal feedback. Written feedback in the form of a witness statement of their ability to lead a sports activity session. Students will be assessed in line with OCR Sport Studies mark schemes.</p>
<p>Resources to use</p>	<p>https://cardinalallen-my.sharepoint.com/:b:/g/personal/n_kerray_cardinalallen_co_uk/EZhtx_KcWaNJtej1G-_kniQB7H_MG6H6qkz9TOluN23fHA?e=Fmhaba http://www.sasksport.sk.ca/cis/pdf/sample_lessons.pdf</p>
<p>Enrichment opportunities</p>	<p>Students are encouraged to get involved with Sport in school and within the wider community. Students would benefit a great deal from taking a lead during these sessions and developing the skills they will be learning about on this course. The PE department have details and contacts of local clubs, which can provide playing, coaching and officiating opportunities. Attending any live sporting fixtures would be incredibly beneficial for the students on this course and would bring the content they are covering to life. These video clips will help with understanding what leadership is https://www.youtube.com/watch?v=4jWZVtkJdC0 https://www.youtube.com/watch?v=y3Ce9VE4RKE</p>

Year 10 - Half Term 6 – RO53 LO4 - Be able to evaluate own performance in delivering a sports activity session

Prior Learning	This unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and offers learners the opportunity to refine and showcase leadership skills developed as part of that programme of study. KS3 students experienced and developed leadership skills in a range of individual and team sports. This knowledge will be beneficial in completing this unit. The work in this half term links with work in Y10 HT3, students will use knowledge of their own strengths and weaknesses when performing sports skills to their ability to deliver a sports session.
What will I learn?	By completing this unit students will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and, by doing so, develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading. Students will develop an understanding of the key aspects in evaluating planning and delivery of a sports activity session. They will have to explain what went well, what did not go well and what could be improved for the future.
Next Steps	The work covered in this unit will aid with the knowledge students will develop in Y11 HT1 and HT2. Knowing why young people enjoy sport and exercise and what barriers there may be to them participating will be very useful. This unit also links to BTEC Level 3 Sports Studies and in particular unit 4 Leadership is Sport and Unit 8 Coaching for Performance. Students will study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.
Personal Development	Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members.
Key vocabulary	captains, managers, teachers, coaches, expedition leaders, role models, reliability, punctuality, confidence, communication, creativity, democratic, autocratic, laissez-faire, achieve, assist, evaluate, maintain, potential, select and transfer.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Written feedback in the form of an assessment of their knowledge of leadership and an evaluation of their sports session. Students will be assessed in line with OCR Sport Studies mark schemes.
Resources to use	https://cardinalallen-my.sharepoint.com/:b:/g/personal/n_kerray_cardinalallen_co_uk/EZhtx_KcWaNJtej1G-_kniQB7H_MG6H6qkz9TOluN23fHA?e=Fmhaba
Enrichment opportunities	Students are encouraged to get involved with Sport in school and within the wider community. Students would benefit a great deal from taking a lead during these sessions and developing the skills they will be learning about on this course. The PE department have details and contacts of local clubs, which can provide playing, coaching and officiating opportunities. Attending any live sporting fixtures would be incredibly beneficial for the students on this course and would bring the content they are covering to life.

Year 11 - Half Term 1 – RO51 LO1 - Understand the issues which affect participation in sport and LO2 - Know about the role of sport in promoting values

Prior Learning	At KS2 and KS3 students are taught in PSHCEE and English to research, discuss and debate topical issues, problems and events; to realise the consequences of anti-social and aggressive behaviours on individuals and communities. This unit directly links to the work covered in Y10 HT4. Students will have already explained the values required by leaders, in order to be successful. Knowledge of these values will be further developed within this unit.
What will I learn?	During this half term students will explore a range of topical and contemporary issues in sport, relating to participation levels, barriers, the promotion of values and ethical behaviour through sport. They will be able to discuss and answer questions relating to all of the various user groups that participate in sport. Students will also be expected to know a wide range of barriers that affect the user groups in participating in sport. Students will also learn about the factors which can impact upon the popularity of sport in the UK, how the factors which can impact upon the popularity of sport in the UK relate to specific sporting examples, and current trends in the popularity of different sports in the UK and growth of new/emerging sports and activities in the UK. Students will learn about values which can be promoted through sport. They will gain an understanding of the values associated with the Olympics as well as the Olympic Creed, its history and Olympic symbols. Students will have to explore a range of sporting initiatives and be able to answer questions based on the initiatives and how they have an impact on the individuals involved with them. They will also have to explain the reasons for and against Performance Enhancing Drugs (PEDs), what role the World Anti-Doping Agency play in the fight against PEDs and examples of athletes who have been caught using PEDs.
Next Steps	This unit links to BTEC Level 3 Sports Studies and in particular unit 31 Current Issues in Sport. Students will examine how sport has developed in the UK, explore how media and technology influence modern sport and understand how current issues affect sports participation. This unit also links to A Level PE unit Contemporary in PA and Sport. Students will learn the factors that influence the extent of commercialisation of <i>sport</i> at all <i>levels</i> , its positive and negative affect on <i>sport</i> , the extent to which the media has influenced <i>sport</i> , its positive and negative influence, and the part it plays in commercialisation.
Personal Development	British values – mutual respect and tolerance when discussing the benefits and draw backs of hosting international sporting events. SMSC – cultural awareness when learning how national governing bodies aim to involve all cultures being involved in sport and physical activity.
Key vocabulary	Regular, Recurring, Scheduling, investment, funding, legacy, social, economic, morale, tourism, promotion development, polices, initiatives and infrastructure, define, Identify, Income, Community, Strategy, Impact, and benefit.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Written feedback after each unit test or practice exam question. Students will be assessed in line with OCR Sport Studies mark schemes.
Resources to use	https://answerperfect.co.uk/courses/pe_ocr_cnat_r051/lessons/pe_ocr_cnat_r051-lo1/ https://www.ocr.org.uk/Images/574409-question-paper-contemporary-issues-in-sport.pdf https://www.ocr.org.uk/Images/574612-mark-scheme-contemporary-issues-in-sport.pdf
Enrichment opportunities	Students are encouraged to get involved with Sport in school and within the wider community. Students would benefit a great deal from taking a lead during these sessions and developing the skills they will be learning about on this course. The PE department have details and contacts of local clubs, which can provide playing, coaching and officiating opportunities. Attending any live sporting fixtures would be incredibly beneficial for the students on this course and would bring the content they are covering to life.

Year 11 - Half Term 2 – RO51 LO3 - Understand the importance of hosting major sporting events and LO4 - Know about the role of governing bodies.

Prior Learning	At KS2 and KS3 students are taught in PSHCEE and English to research, discuss and debate topical issues, problems and events; to realise the consequences of anti-social and aggressive behaviours on individuals and communities. The work covered in Y10 HT3 will also aid with the completion of this unit. Students will have used knowledge of sporting events during the media in sport unit. This unit links with the work in Y11 HT1, having an understanding of the barriers to participation and the Olympic values will help when discussing the positives and negatives of hosting a major sporting event.
What will I learn?	During this half term students will focus on developing an understanding of the features of major sporting events. They will be able to discuss and answer questions relating to all of the features of major sporting events. Students will also be expected to know a wide range examples of major sporting events. Ensuring they know several for each of the different types of major sporting event. They will develop an understanding of the potential benefits and drawbacks of cities/countries hosting major sporting events. They will also learn about the links between potential benefits and drawbacks and legacy, ensuring they understand the concept of legacy and how it plays a vital role in countries/cities applying to host major sporting events. Students will learn what national governing bodies in sport do. They will have to have a good grasp of all of the various roles in which national governing bodies are involved with. They will gain an understanding of the following key concepts; promotion, increasing the popularity of the sport, exposure in the media, development, coaching awards, training of officials, infrastructure, policies and initiatives, funding and support.
Next Steps	This unit links to BTEC Level 3 Sports Studies and in particular unit 31 Current Issues in Sport. Students will examine how sport has developed in the UK, explore how media and technology influence modern sport and understand how current issues affect sports participation. This unit also links to A Level PE unit Contemporary in PA and Sport. Students will learn the factors that influence the extent of commercialisation of <i>sport</i> at all <i>levels</i> , its positive and negative affect on <i>sport</i> .
Personal Development	British values – mutual respect and tolerance when discussing the benefits and draw backs of hosting international sporting events. SMSC – cultural awareness when learning how national governing bodies aim to involve all cultures being involved in sport and physical activity.
Key vocabulary	Regular, Recurring, Scheduling, investment, funding, legacy, social, economic, morale, tourism, promotion development, polices, initiatives and infrastructure, Define, Identify, Income, Community, Strategy, Impact, Benefit.
How and when will I be assessed?	In lesson formative assessment with lots of verbal feedback. Written feedback after each unit test or practice exam question. Students will be assessed in line with OCR Sport Studies mark schemes.
Resources to use	https://answerperfect.co.uk/courses/pe_ocr_cnat_r051/lessons/pe_ocr_cnat_r051-lo3/ https://answerperfect.co.uk/courses/pe_ocr_cnat_r051/lessons/pe_ocr_cnat_r051-lo4/ https://www.ocr.org.uk/Images/530236-question-paper-contemporary-issues-in-sport.pdf https://www.ocr.org.uk/Images/529775-mark-scheme-contemporary-issues-in-sport.pdf
Enrichment opportunities	Students are encouraged to get involved with Sport in school and within the wider community. Students would benefit a great deal from taking a lead during these sessions and developing the skills they will be learning about on this course. The PE department have details and contacts of local clubs, which can provide playing, coaching and officiating opportunities. Attending any live sporting fixtures would be incredibly beneficial for the students on this course and would bring the content they are covering to life. Watch the following videos on YouTube https://www.youtube.com/watch?v=xAcODCxJP8 https://www.youtube.com/watch?v=4xeDtrLg5M

Year 11 - Half Term 3 – RO52 LO1 - Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity LO2 - Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity

<p>Prior Learning</p>	<p>This unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study. KS3 students experienced and developed skills in a range of individual and team sports. This knowledge will be beneficial in completing this unit. During Y10 HT6, students will have evaluated their performance when leading a sports event. The work completed during Y10 HT6 will aid with the completion of this unit.</p>
<p>What will I learn?</p>	<p>By completing this unit students will develop their skills, techniques and use of tactics, strategies and compositional ideas in both an individual and a team sporting activity. Students will develop an understanding of the key components of performance for an individual performer in a sporting activity. They will learn how to perform various skills and techniques e.g. a front somersault in trampolining. Students will be encouraged to perform their skills with creativity e.g. communicating a theme to the audience through performance of a ballet dance. They will have to show an understanding of appropriate use of tactics, strategies and compositional ideas e.g. using a drop-shot against a baseline player in tennis. Students will have to show excellent decision-making during performances e.g. shot selection from different lies in golf. They will also have to show an ability to manage and maintain their own performance e.g. staying composed after two illegal jumps in triple- jump.</p>
<p>Next Steps</p>	<p>Knowing about skills and how to perform them will help with planning and leading sports activities. This unit links to BTEC Level 3 Sports Studies and A level PE practical units. In these units they will develop their own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on their performance.</p>
<p>Personal Development</p>	<p>Physical Health through physical activity. Leadership opportunities within group work and being part of a team. Communication with team mates and group members.</p>
<p>Key vocabulary</p>	<p>Individual, team, skills, technique, isolation, pressure, competition, tactics, strategies, decision – making, composure, creativity, achieve, assist, evaluate, maintain, potential, select and transfer.</p>
<p>How and when will I be assessed?</p>	<p>In lesson formative assessment with lots of verbal feedback. Written feedback in the form of a witness statement for an individual and a team sport. Students will be assessed in line with OCR Sport Studies mark schemes.</p>
<p>Resources to use</p>	<p>This PDF outlines the skills students need to be aware of when performing their individual and team sports. https://www.ocr.org.uk/Images/247343-developing-sports-skills.pdf This clip discusses the tactics and strategies require when playing team sports such as netball. http://www.youtube.com/watch?v=WvRNenTQ9rk</p>
<p>Enrichment opportunities</p>	<p>Students are encouraged to get involved with Sport in school and within the wider community. Students would benefit a great deal from taking a lead during these sessions and developing the skills they will be learning about on this course. The PE department have details and contacts of local clubs, which can provide playing, coaching and officiating opportunities. Attending any live sporting fixtures would be incredibly beneficial for the students on this course and would bring the content they are covering to life.</p>