

## Year 10 ~ Curriculum Map for PE (Cambridge National Level 2 Sports Studies)

The aim is to develop knowledge and understanding of contemporary issues in sport and to develop sports skills as part of the first two units of the course.											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s): Contemporary Issues in Sport.		Topic(s): Contemporary Issues in Sport.		Topic(s): Developing Sports Skills.		Topic(s): Developing Sports Skills.		Topic(s): Developing Sports Skills.		Topic(s): Developing Sports Skills.	
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of EoY exam	
'Big idea(s) / fundamental concepts	LO1: Understand issues which affect participation within sport. LO2: Know about the role of sport in promoting values.	LO3: Understand the importance of hosting major sporting events. LO4: Know about the role of national governing bodies in sport.	LO3: Be able to officiate within a sporting activity.	LO1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer within a sporting activity.	LO2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer within a sporting activity.	LO4: Be able to apply practice methods to support improvement within the sporting activity.					
Knowledge to be learnt	LO1: User groups, barriers which affect participation, solutions to barriers which affect participation, promotion, access, popularity impacts, examples of popularity factors, trends in sport and the growth of emerging/new sports and activities within the UK. LO2: Values in sport, Olympic and Paralympic movement, initiatives and events which promote values, etiquette and sporting behaviour for performers and spectators and the use of performance enhancing drugs.	LO3: Features of major sporting events, potential benefits and drawbacks of cities hosting major sporting events, links between the benefits and drawbacks and legacy of major sports events. LO4: What NGBs do (promotion, development and infrastructure), NGB policies and initiatives, NGB funding and NGB support.	LO3: How to apply rules and regulations, the importance of consistency, the importance of accuracy, the use of signals, how to communicate decisions and the importance of positioning.	LO1: Key components of performance for an individual performer within a sporting activity linked to: <ul style="list-style-type: none"> <li>Skills and techniques</li> <li>Creativity</li> <li>Appropriate use of tactics, strategies and compositional ideas</li> <li>Decision making during performance</li> <li>Ability to manage/maintain own performance</li> </ul>	LO2: Key components of performance for a team performer within a sporting activity linked to: <ul style="list-style-type: none"> <li>Skills and techniques</li> <li>Creativity</li> <li>Appropriate use of tactics, strategies and compositional ideas</li> <li>Decision making during performance</li> <li>Awareness of roles within/contribution to the team</li> </ul>	LO4: How to identify areas for improvement within their own performance, types of skills, types of practice, methods to improve own performance and how to measure improvement within skills, techniques and strategies developed.					
Key vocabulary	LO1: User groups (single parents, ethnic minorities etc), barriers (disposable income, employment etc), solutions (provisions, promotion and access), popularity factors (popularity, spectatorship etc), trends in sport, growth of emerging sports (ultimate frisbee etc). LO2: Values (team spirit, fair play etc), Olympic and Paralympic movement (creed symbol, Olympic values), initiatives and events which promote values (Football for Hope, Chance to Shine etc), etiquette and sporting behaviour for performers and spectators (sportsmanship, gamesmanship etc) and the use of performance enhancing drugs (WADA, offenses, initiatives etc)	LO3: Features of major sporting events (one off, regular and regular and recurring etc), potential benefits and drawbacks of cities hosting major sporting events (investment, tourism, commercial benefits etc), links between the benefits and drawbacks and legacy of major sports events (sporting, social and economic legacies etc). LO4: What NGBs do (promotion, development and infrastructure etc), NGB policies and initiatives (anti-doping, etiquette and fair play, community programmes and safeguarding etc), NGB funding (distribution, grants, memberships etc) and NGB support (technical advice, location etc).	<ul style="list-style-type: none"> <li>Rules</li> <li>Regulations</li> <li>Consistency</li> <li>Accuracy</li> <li>Application</li> <li>Signals/gestures</li> <li>Communications</li> <li>Decision making</li> <li>Positioning</li> <li>Roles</li> <li>Responsibilities</li> <li>Scoring</li> <li>Timing</li> <li>Officiating</li> <li>Referee</li> <li>Health and safety</li> <li>Knowledge</li> <li>Respect</li> <li>Confidence</li> </ul>	<ul style="list-style-type: none"> <li>Skills</li> <li>Techniques</li> <li>Tactics</li> <li>Compositional idea</li> <li>Decision making</li> <li>Formation</li> <li>Positioning</li> <li>Performance</li> <li>Coordination</li> <li>Strength</li> <li>Speed</li> <li>Power</li> <li>Endurance</li> <li>Apply</li> <li>Create</li> <li>Evaluate/Review</li> </ul>	<ul style="list-style-type: none"> <li>Skills</li> <li>Techniques</li> <li>Tactics</li> <li>Compositional idea</li> <li>Decision making</li> <li>Formation</li> <li>Positioning</li> <li>Performance</li> <li>Coordination</li> <li>Strength</li> <li>Speed</li> <li>Power</li> <li>Endurance</li> <li>Apply</li> <li>Create</li> <li>Evaluate/Review</li> <li>Teamwork</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Strengths</li> <li>Weaknesses</li> <li>Skills (simple, complex, open and closed)</li> <li>Transferable skills</li> <li>Techniques</li> <li>Tactics</li> <li>Types of practice (whole, part, variable and fixed)</li> <li>Methods to improve performance</li> <li>Context of performance</li> <li>Evaluation</li> <li>Proficiency awards</li> <li>Individual logs</li> <li>Video diaries</li> <li>Peer observation</li> <li>Monitoring results over time</li> <li>Self-assessment/review</li> </ul>					
The role of reading and comprehension	To understand the key content, concepts and information required within the learning outcomes. To apply this to scenarios within exam style questions.	To understand the key content, concepts and information required within the learning outcomes. To apply this to scenarios within exam style questions.	To understand the rules, regulations, signals and roles required within sports officiating and how to apply them correctly. To apply a variety of these within conditioned practices and games-based situations.	To understand the skills, techniques and tactics/compositional ideas required for an individual performer and how to apply them. To apply the above successfully within conditioned practices and games-based situations.	To understand the skills, techniques and tactics/compositional ideas required for a team performer and how to apply them. To apply the above successfully within conditioned practices and games-based situations.	To understand the skills, techniques and tactics/compositional ideas required for performance and how to review and develop these. To be able to review performance, linking to strengths and areas to improve and how these areas can be improved by applying appropriate practice methods.					

The role of independent extended writing	Apply knowledge within an 8-mark extended question within an exam.		Apply knowledge within an 8-mark extended question within an exam.		N/A		N/A		N/A	To be able to complete an assignment reviewing performance.
The role of maths/ numeracy	Statistics, trends, patterns and data to support this etc.		Statistics, trends, patterns and data to support this etc.		Scoring, timing and regulations linked to the sport etc.		Timing, measuring, distances, standards data, scoring systems etc.		Timing, measuring, distances, standards data, scoring systems, formations etc.	Timing, measuring, distances, standards data, scoring systems, formations etc.
Links to careers/ aspirations	Sports development, Sports management, Sports initiatives, Sports Charities (YST/Sport England), Teacher etc.		Sports development, Sports management, Sports initiatives, Sports Charities (YST/Sport England), Event organisers, NGB roles, travel and tourism, Hospitality events, Teacher etc.		Sports coaching, Sports officiating, Events management, Youth development, Sports development, Teacher etc.		Sports coaching, Sports officiating, Events management, Youth development, Sports development, sports performance, Sports analyst/tactician, Teacher etc.		Sports coaching, Sports officiating, Events management, Youth development, Sports development, sports performance, Sports analyst/tactician, Teacher etc.	Sports coaching, Sports officiating, Events management, Youth development, Sports development, sports performance, Sports analyst/tactician, Teacher etc.
Core skills <i>A skill is a performance built on what a person knows</i>	<ul style="list-style-type: none"> <li>Application of key concepts</li> <li>Linking of appropriate learning</li> <li>Exam style question answering</li> <li>Comprehension of information</li> <li>Construction/planning of extended writing</li> <li>Retrieval/recall of prior knowledge and an ability to apply this</li> </ul>		<ul style="list-style-type: none"> <li>Application of key concepts</li> <li>Linking of appropriate learning</li> <li>Exam style question answering</li> <li>Comprehension of information</li> <li>Construction/planning of extended writing</li> <li>Retrieval/recall of prior knowledge and an ability to apply this</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge and understanding of the role</li> <li>Communication</li> <li>Confidence</li> <li>Teamwork</li> <li>Professionalism</li> <li>Concentration</li> <li>Accuracy of application</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge of sport and what is required to perform it, depending on the chosen sport</li> <li>Creativity of tactics/compositional ideas</li> <li>Fitness</li> <li>Confidence</li> <li>Concentration</li> <li>Accuracy of application</li> <li>Analysis of performance</li> </ul>		<ul style="list-style-type: none"> <li>Knowledge of sport and what is required to perform it, depending on the chosen sport</li> <li>Creativity of tactics/compositional ideas</li> <li>Fitness</li> <li>Confidence</li> <li>Concentration</li> <li>Accuracy of application</li> <li>Analysis of performance</li> </ul>	<ul style="list-style-type: none"> <li>Analysing personal performance</li> <li>Identify strengths and weaknesses</li> <li>Reviewing personal performance</li> <li>Create and apply appropriate practice methods</li> <li>Explain how progress will be monitored</li> <li>Justify decisions for all of the above</li> </ul>
Dept. enrichment activities	KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc). Targeted programme focusing on sports initiatives (This Girl Can etc).		KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc). Targeted programme focusing on sports initiatives (This Girl Can etc).		KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc).		KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc). Targeted programme focusing on sports initiatives (This Girl Can etc).		KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc). Targeted programme focusing on sports initiatives (This Girl Can etc).	KSG events. Extra-curricular programme. Active Life partnership. Sporting trips (British basketball finals, women's football, etc). Targeted programme focusing on sports initiatives (This Girl Can etc).
Home learning opportunities	Retrieval of information/concepts. Research of key concepts. Exam practice.		Retrieval of information/concepts. Research of key concepts. Exam practice.		Research/viewing of professional officials in action and how they complete their roles. Complete officiating roles outside of school during leisure time.		Research/viewing of professional performers in action and how they apply their skills, techniques and tactics. Perform a variety of sports within their leisure time.		Research/viewing of professional performers in action and how they apply their skills, techniques and tactics. Perform a variety of sports within their leisure time.	Viewing professional analysis of sporting events. Following any leisure time sporting performance, considering your performance level.