

## Year 11 ~ Curriculum Map for PE (Cambridge National Level 2 Sports Studies)

<p><b>What are the aims for this year's curriculum?</b>                      To develop student's sports skills in a variety of sports, develop their knowledge of the badminton rules and ability to implement them when officiating and to provide them with the knowledge to be able to perform a self-review.                      To develop students' knowledge and understanding of sports leadership enabling them to successfully lead a session and to be able to review that session.</p>							
	Term 1	Term 2		Term 3		Term 4	Term 5
	Topic(s): Developing Sports Skills.	Topic(s): Developing Sports Skills.	Aim of A&R	Topic(s): Sports Leadership	Aim of A&R	Topic(s): Sports Leadership	Topic(s): Sports Leadership
'Big idea(s)' / fundamental concepts	LO2: Be able to use skills, techniques and tactics/strategies/compositional ideas as an team performer within a sporting activity.	LO4: Be able to apply practice methods to support improvement within the sporting activity.	For this unit students will be assessed throughout on their practical performance in individual and team sports and their officiating. Students will also produce a self-review assignment that is complete throughout terms 1-2.	LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership. START: LO2: Be able to plan a sports activity session	For this unit students are required to produce assignments, deadlines are dependent on GLH therefore assessment taking place throughout.	FINISH: LO2 LO3: Be able to deliver a sports activity session START: LO4: Be able to evaluate own performance in delivering a sports activity session	FINISH: LO4  Course completion by 8 <sup>th</sup> May.
Knowledge to be learnt	LO2: Key components of performance for an 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 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.		LO1: To demonstrate knowledge of: <ul style="list-style-type: none"> <li>Different leadership roles and opportunities in sport (e.g. captains, managers, teachers)</li> <li>Role-related responsibilities (e.g. knowledge of activity, enthusiasm for activity)</li> <li>Personal qualities which relate to leadership roles (e.g. reliability, punctuality, confidence)</li> <li>Leadership styles; democratic, autocratic and laissez-faire.</li> </ul> LO2: To demonstrate knowledge of: <ul style="list-style-type: none"> <li>Key considerations when planning, i.e. Objectives, venue, equipment, supervision etc.</li> <li>Safety considerations when planning sports activity sessions, i.e. Risk assessments, emergency procedures and corrective action.</li> </ul>		LO3: To demonstrate: <ul style="list-style-type: none"> <li>Safe practice, i.e. organisation</li> <li>Delivery style, i.e. Reactive, proactive</li> <li>Communication skills, i.e. verbal, language</li> <li>Motivational techniques</li> <li>Activity knowledge</li> <li>Adaptability</li> </ul> LO4: To demonstrate knowledge of: <ul style="list-style-type: none"> <li>Key aspects to consider in evaluating planning and delivery of a sports activity session, i.e. what went well, what did not go well and what could be improved in the future.</li> </ul>	See LO4 term 4.
Key vocabulary	<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> </ul> Communication	<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> </ul> Self-assessment/review		LO1: Leadership, roles, opportunities, responsibilities, enthusiasm, knowledge, child protection, health & safety, knowledge, first aid, qualities, communication, democratic, autocratic, laissez-faire, outline, range, identify, describe, accuracy and clear.  LO2: Planning, objective, venue, equipment, supervision, leader, roles, participants, timing, activities, experience, introduction, conclusion, physical, mental, skills, technique, development, organisation, safety, consideration, activity-specific, risk assessment, corrective, emergency procedure, effective, appropriate, relevant, detailed, comprehensive, thorough and clearly.		LO3: Safe practice, organisation, supervision, delivery, proactive, reactive, demonstration, explanation, communication, verbal, non-verbal, technical, motivation, encouragement, extrinsic motivators, rewards, prizes, appreciation, understanding, techniques, tactics, requirement, adaptability, outline, awareness, understanding, effective, description, independently and thorough explanation, clear, considered and insightful.  LO4: Evaluating, planning, delivery, delivery, improvement, objectives, communication, detailed, consideration, relevant, comprehensive, considered, specific and insightful.	See LO4 term 4.
The role of reading and comprehension	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.		To understand the qualities, styles, roles and responsibilities associated with leading. To be able to plan a leadership session.		To understand how to demonstrate safe practice and a range of skills when leading. To be able to review leading, linking to strengths and areas to improve and how these areas can be developed.	To be able to review leading, linking to strengths and areas to improve and how these areas can be developed.
The role of independent extended writing	N/A	To be able to complete an assignment reviewing performance.		LO1: Describe a wide range of leadership roles and responsibilities.		LO3: N/A  LO4: To produce a comprehensive evaluation.	See LO4 term 4.

				LO2: To produce a compressive plan providing thorough explanations of emergency procedures.		
The role of maths/ numeracy	Timing, measuring, distances, standards data, scoring systems, formations etc.	Timing, measuring, distances, standards data, scoring systems, formations etc.		Timing, measuring, distances, standards data, scoring systems, formations, groupings etc		Timing, measuring, distances, standards data, scoring systems, formations, groupings etc
Links to careers/ aspirations	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 teacher, Sports coach, Official, Events organiser, DofE instructor, Sports Leader trainer, Sports management, Sports Charities (YST/Sport England), Hospitality, Sports initiatives etc.		Sports teacher, Sports coach, Official, Events organiser, DofE instructor, Sports Leader trainer, Sports management, Sports Charities (YST/Sport England), Hospitality, Sports initiatives etc.
Core skills <i>A skill is a performance built on what a person knows</i>	<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> </ul> Analysis of performance	<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> </ul> Justify decisions for all of the above		<ul style="list-style-type: none"> <li>Knowledge of what is needed to be a successful leader</li> <li>To understand the different roles</li> <li>To be able to plan a session</li> <li>Know what the emergency procedures are and how to use them</li> </ul>		<ul style="list-style-type: none"> <li>Review personal performance</li> <li>Identify strengths and weaknesses</li> <li>Suggest areas for development and how these can be implemented.</li> </ul> See LO4 term 4.
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). 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	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.		Watch leaders from different sports To research planning and safety within a lesson		Research areas for development and what can be put in place to help improve leadership skills