

Subject overview: KS4 PHYSICAL EDUCATION - SPORTS STUDIES

Subject rationale (intent)

In brief

In PE students will:-

- be physically active and build on motor competencies to become more expert in a range of physical activities
- understand the rules, strategies and tactics that are specific to participation in an activity/sport.
- understand the importance of PE and sport in contributing to a healthy, active lifestyle.

The course also allows students to develop their knowledge and understanding further through a range of topics in a theoretical context, which will be new to students. Lessons are divided into two strands and are a mixture of practical or theory lessons with practical elements which underpins the subject content.

These lessons build students' confidence in preparing for a written examination as well as a practical moderation

The level 2 course in sports studies aims to build upon the intent of the Key Stage 3 curriculum and develop pupils' knowledge even further through a range of topics in a theoretical context, which will be new to the students. Providing extra opportunities for pupils to develop their motor competencies and then be assessed on these at examination level. Advanced application of rules, strategies and tactics will also have to be demonstrated to gain the higher grades in this course. Understanding how this subject also contributes to an active and healthy lifestyle will also be developed through having to plan sessions for other pupils at the academy and making sure that their physical activity experiences are safe and educational. Pupils undertaking this course will also have to be very reflective of their physical performances and session teaching to understand their strengths and areas for improvement. Knowledge will also be tested via the exploration of the provision of outdoor and adventurous activities and what is required to safely participate in them and reviewing their performance. The conclusion of the course is a written examination to demonstrate understanding of the topics covered and how sport can be accessed, promoted and the legacy that it can leave.

Opportunities to further develop their motor competencies, rules, strategies and tactics and understanding of the sport, come from a vast variety of extra-curricular enrichment activities too. For example:  Summer extra-curricular clubs

Year 10 - R185 - Performance and leadership in sports activities

Half term	Topic sequence (What are you teaching?)	Topic sequence rationale	Main method of assessment
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1	Performances in two selected sports from the OCR approved activity list (for assessment purposes). And start to complete the strengths and areas for improvement documents based on their practical performances.	***This must include the log book being completed*** Chances to build upon Key Stage 3 curriculum intent and advance to the next level of motor competencies being developed in selected sports for assessment purposes. Knowledge of rules tactics and strategies will also have to be developed to a higher level to progress towards target grades and pupils will be in a group that is conducive towards enhancing all the previously mentioned aspects of the PE curriculum intent. Participating in more physical activity during the school day (and increased likelihood after school due to the exam course and clubs available), and developing the pupils knowledge will improve their knowledge of living a healthy and active lifestyle with life long participation being promoted. Start with this section of the specification as this is the main reason why pupils have selected to take this subject at Level 2 studies. Also the NEA that is released each June for this unit will not differ and it will always be about the individual performing, meaning that the two moderation windows (June of the first academic year and January of the second academic year) are options for entering the candidates work.	Log books and witness statements from OCR
2	Performances in two selected sports from the OCR approved activity list (for assessment purposes). Completion of the strengths and areas for improvement document based on their practical performances. Will drills and recommendations on how to improve clearly identified and explained.	***This must include the log book being completed*** and the training programme should be started in this half term. To reinforce the required knowledge for this course and to maximise the achievement of the PE curriculum intent the strengths and areas for improvement coursework will develop pupils knowledge of their sport and the motor competencies required. Improving their physical performances and the knowledge of what makes a successful performance in their selected sports and what training programmes and drills can be completed in order to achieve this. Further understanding how to train in a safe manner and environment and how	Log books and witness statements from OCR. Strengths and areas for development coursework to be completed for assessment (grade out of 14). Use OCR candidate examples and resources gained from CPD events to help with the assessments.

		prolonged improvement requires meticulous planning and dedication to the training programme and objectives identified	
3	Training programme completion and risk assessment for selected sport	***Training programme to be progressed through here with results being added to prove that the sports have been completed for the moderator*** Completion of the training programme will further develop the pupils knowledge on how to plan and participate in physical activity over the long term. Planning for the principles of training and taking into account other commitments and rest periods to allow progression. Also how the training programme will have to involve the other people / performers in the sport to allow development of tactics and strategies to overcome the opposition in a variety of scenarios and situations.	Log books to be updated weekly, training programme template from OCCR started and risk assessment template from OCR to be completed.
4	Session plan design and delivery	An opportunity to develop their knowledge of planning and implementing safe and educational physical activity as part of their assessment for this unit. Research what makes a good sports activity session and what will help maintain motivation and fitness for physical activity. The independent research will also develop knowledge of practices that will develop the motor competencies needed for that particular sport and what rules they will have to ensure are adhered to in the session. This will have to be produced independently to meet the demands of the course and for pupils to aspire towards their target grades. The delivery will develop pupils' confidence and self esteem in a leadership role (supporting the leadership courses that are also being run in Y10) and help with their personal development and matching the Catholic values of the academy. Pupils who are participating rather than leading will experience what is required to aid somebody else towards their target grade and assessment completion, also	OCR session plan template to be completed here for assessment purposes. Marking criteria from OCR to be utilised to grade the session plans and delivery plus utilise the candidate exemplars on "My Cambridge"

		developing them as an individual.	
5	Continued delivery of the session plans and evaluations	Finalise the delivery of the session by the end of this half term. Evaluations will allow pupils to reflect back on their session and highlight their strengths and areas for improvement. Analysis what went well in terms of the objectives of their lesson (and the intent of pupils developing their motor competencies, knowledge of rules and application of tactics and strategies plus the understanding of good physical activity participation). Also combined with what could be improved next time to make the session better. Part of the research for this final task is about what coaching courses and development opportunities are available in sport. This will develop the pupils' knowledge of career opportunities that there are in sport on the National governing Body and coaching side of the sector, potentially guiding their career choices.	Evaluations of lessons to be marked against the grading criteria and against the candidate exemplars to provide a grade out of 14. Also use resources and guidance from CPD undertaken (e.g. the essential NEA course that must be completed by all staff from OCR).
6	Starting R187 OUtdoor and adventurous activities	***New NEA is released on 1st June and use this as the basis for pupils' work.*** This will then have to be submitted for moderation before the end of the next academic year.	

Year 10 and start of Y11 - R187 - Outdoor and Adventurous Activities

Half term	Topic sequence (What are you teaching?)	Topic sequence rationale	Main method of assessment
1.1	Task 1 - The provision for different types of Outdoor and Adventurous Activities (OAA)	Moving on from R185 pupils will now be asked to conduct their own research and create a proposal for three outdoor and adventurous activities. Pupils will be tasked with researching BMX cycling, kayaking and mountain cycling; an activity from the approved activity list. To complete this task pupils need to research where they can take part in the above regionally and nationally. In addition to,	Use the marking criteria explaining what is required for each mark band on OCR.

	Task 2 - Understand the equipment, clothing and safety aspects involved when participating in Outdoor and Adventurous Activities	explaining the provision available from outdoor activity organisations for the three activities both regionally and nationally. Even though pupils' answers may be similar when speaking about what is on offer regionally, this should not be the case when exploring nationally. Regional distance is within 100 miles of your centre. Whereas, the national distance is further than 100 miles from your centre. This task will provide pupils the opportunity to develop their knowledge on the different organisations and National Governing Bodies who specialise in outdoor adventurous activities. For task 2 pupils are asked to consider what equipment may be required to take part in each of three approved activity areas and the purpose of the equipment. Pupils are to explore what clothing, safety aspects and technology may be used when partaking in their chosen activities. Also, pupils would benefit from discussing the terrain, environment and climate required for each of their chosen activities. Pupils could use the use the National Governing Body website for support with clothing, equipment and safety aspects. This will help pupils when explaining why particular clothing or equipment is needed to reach the MB3 grade. This unit will allow pupils to develop their knowledge in understanding the difference between everyday equipment compared to specialist equipment. Further to this, pupils will be able to understand what activities may be dependent upon certain terrain, environment and/or a particular climate.	Use the marking criteria explaining what is required for each mark band on OCR.
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1.2	Task 3 - Plan for and be able to demonstrate knowledge and skills during an Outdoor and Adventurous Activity	This activity allows pupils the chance to build on their planning development in the previous unit. Here they will plan a session which will allow them to demonstrate their skills in Outdoor and Adventurous activities. This plan should be on one of the activities from the approved activity list. This should take into consideration the following: • The key considerations of location, personnel, specific clothing and equipment • The licensing required for an organisation to deliver your chosen activity • A risk assessment that plans for potential health and safety issues that may occur • The relevant skills and knowledge whilst participating in a selected activity • The knowledge of how to care for and use equipment and follow safe practice • A contingency plan in case there is a change of circumstances • A comprehensive risk assessment. Hopefully after gaining experience in planning, delivering and evaluating a session in R185, pupils will feel comfortable and well prepared when completing this task.	Teacher observation record when assessing their participation in their chosen activity. Use the marking criteria explaining what is required for each mark band when assessing their lesson plan and risk assessment.
2.1	Evaluate your own performance and understand the value of participating in an Outdoor and Adventurous activity	Once again building from the previous unit, in particular task 5, pupils now need to evaluate their own performance in the previous task. Pupils also need to comprehensively explain the value which participating in Outdoor and Adventurous Activity has to an individual and in the community. The evaluation should explore: what went well and what didn't during their session. The mental, physical and social benefits of OAA. In addition to how these benefits can	The evidence for this task must be a written report, which will be marked in line with the marking criteria set out by OCR.

		increase participation. Pupils would also benefit from explaining what parts of their plan they would change if they were to conduct their session again similarly to R185. This task has a strong link to the third point in our subject intent “understand the importance of PE and sport in contributing to a healthy, active lifestyle”. A large part of this task is exploring how OAA can encourage lifelong participation.	
2.2	R184 - Terminal Exam work	Topic Area 1: Issues which affect participation in sport 1.1.1 Different user groups who participate in sport 1.2.1 Possible barriers which affect participation in sport 1.3.1 Possible solutions to the barriers which affect participation in sport: 1.4.1 Positive and negative impacts on the popularity of sport in the UK includes 1.5.1 The growth of emerging/new sports in the UK	Terminal exam
Term 3.1		Topic Area 2: The role of sport in promoting values 2.1.1 Values which can be promoted through sport aching content Breadth and depth 2.2.1 Olympic and Paralympic 2.3.1 Other initiatives, campaigns and events which promote sporting values 2.4.1 The importance of etiquette AND sporting behaviour of performers 2.4.2 The importance of etiquette AND sporting behaviour of spectators 2.5.1 The reasons why sports performers use PEDs 2.5.2 The reasons why performers should not use PEDs 2.5.3 The role of WADA (World Anti-Doping Agency) in eradicating the	

		use of PEDs: ☐ WADA's Whereabouts Rule ☐ WADA testing methods 2.5.4 Sanctions to prevent the use of PEDs 2.5.5 Educational strategies to prevent the use of PEDs 2.5.6 Impact of the use of PEDs on the sport Topic Area 3: The implications of hosting a major sporting event for a city or country 3.1.1 The types and scheduling of major sporting events: ☐ Regular ☐ 'One-Off' ☐ Regular and recurring 3.1.2 The nature of the participants and spectators 3.2.1 Positive and negative pre-event aspects of hosting a major sporting event: 3.3 Potential positive and negative aspects of hosting a major sporting event 3.3.2 Immediate and longer term post-event	
3.2		Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport 4.1.1 What NGBs do for their sport 5.1 The role of technology in sport 5.1.1 To enhance performance 5.1.2 To increase the safety of participants 5.1.3 To increase fair play and increase the accuracy of officiating 5.1.4 To enhance spectatorship 5.2 Positive and negative effects of the use of technology in sport 5.2.3 Positive and negative effects of technology on the spectator experience	

		Revision work in preparation for the exam in May.	