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| **OCR Cambridge Nationals Sports Science PE**  Unit R041: Reducing risk of Sports Injury (60 min Exam) - 30 GLH (60 Marks)  Unit R042: Applying principals of training – 30 GLH (60 Marks)  Unit R045: Sports Nutrition – 30 GLH (60 Marks)  Unit R046: Technology in sport – 30 GLH (60 Marks) | | | |
|  | **Year 9** | **Year 10** | **Year 11** |
| **Autumn 1 – 7 weeks (17.5 hrs)** | **Theory (7 x 50 mins)**  **Sports Nutrition Task 1 (coursework)**   * What is a Balanced diet? * Seven components of a balanced diet. * Macronutrients and micronutrients. * The effects of a balanced diet on sports performance.   **Practical (7 x 100 mins)**  **Football, Table Tennis -Skills and Techniques**   * **Football** - Rules and regulations Dribbling, shooting, passing, heading, * **Table tennis** – Rules and regulations Different types of Serve with spin, Forehand Topspin Drive, Backhand Topspin Drive, Backhand/Forehand Push shot, Smash   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm up –** Five Key Components - Beginning of every Lesson  **Cool Down -** Two Key Components - End of Every Lesson  Link to student's practical performance  **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team and individual games in table tennis and football. | **Theory (7 x 50 mins)**  **Principles of Training Task 1**   * **S.P.O.R, T Principles** – Specificity, Progression, Overload, Reversibility, Tedium * **F.I.T.T Principles** – Frequency, Intensity, time and Type   **Practical (7 x 100 mins)**   * **Football, Table Tennis -Skills and Techniques** * **Football** - Rules and regulations Dribbling, shooting, passing, heading, * **Table tennis** – Rules and regulations Different types of Serve with spin, Forehand Topspin Drive, Backhand Topspin Drive, Backhand/Forehand Push shot, Smash   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Recap all parts of the Warm up –** Five Key Components, psychological and Physical Benefits - Beginning of every Lesson  **Recap all parts of the Cool Down -** Two Key Components, Physical Benefits - End of Every Lesson  **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team and individual games in table tennis and football. | **Theory (7 x 50 mins) Reducing the Risk of Sports Injuries**  **Understand the Different Factors that influence the Risk of Injury**   * **Postures and Causes and of Poor Posture** * Sitting Positions, Physical Defects, Poor Stance, Lack of Exercise, Clothing/Footwear, Fatigue, emotional Factors * **Sport Injuries related to Poor Posture** * Lordosis, Kyphosis, Round Shoulders, Pelvic Tilt, Scoliosis * **Extrinsic Factors that influence the risk of Injury** * Coaching Supervision, Environmental Factors, Equipment, Safety hazards, * **Intrinsic actors that Influence the risk of Injury**   **Physical Preparation, Individual Variables, Psychological Factors**  **Understand how appropriate warm up and cool down routines can help to prevent injury**   * Physical Benefits of a Warm up * Psychological Benefits of a Warm up * Key Components of a Warm up * Key Components of a Cool Down * Specific needs of a warm up and cool down   **Coursework (7 x 50 mins)**   * **Technology in Sport Task 1** * The impact of Technology on gameplay, performance and Spectatorship in Football * The impact of Technology on gameplay, performance and Spectatorship in Tennis * The impact of Technology on gameplay, performance and Spectatorship in Cricket   **Practical (7 x 50 mins)**   * **Football, Table Tennis -Skills and Techniques** * **Football** - Rules and regulations Dribbling, shooting, passing, heading, * **Table tennis** – Rules and regulations Different types of Serve with spin, Forehand Topspin Drive, Backhand Topspin Drive, Backhand/Forehand Push shot, Smash   **NC Link**: Assessment for learning within lessons is also used to question students on how they can improve and evaluate their performances.  **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team and individual games in table tennis and football. |
| **Autumn 2 – 7 weeks (17.5 hrs)** | **Theory (7 x 50 mins)**  **Sports Nutrition Task 2 Part 1 (coursework)**   * What athletes eat before during and after sports performance * What team sports athletes (footballers, basketballers, rugby players) eat before during and after sports performance * What endurance athletes (marathon runners, triathletes, steeple chase) eat before, during after sports performance   **Practical (7 x 100 mins)**  **Football - Tactics, Basketball - skills, techniques**   * **Football** - Attacking Plays - Game situations * **Basketball** – Rules and regulations, Dribbling, passing, shooting, lay- ups, * **Netball** – Rules and regulations passing, shooting, catching, pivoting,   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm u**p – Five Key Components Beginning of every Lesson  **Warm up** – Physical Benefits  **Cool Down** -Two Key Components Stages - End of Every Lesson  **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team games in basketball and football. | **Theory (7 x 50 mins)**  **Principles of Training Task 2 Part 1 (Practical or coursework)**   * **Components of Fitness** * Skill related Components of Fitness * Physical Component of fitness   **Practical (7 x 100 mins)**  **Football - Tactics, Basketball - skills, techniques**   * **Football** - Attacking Plays - Game situations * **Basketball** – Rules and regulations, Dribbling, passing, shooting, lay- ups, * **Netball** – Rules and regulations passing, shooting, catching, pivoting,   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm u**p – Five Key Components Beginning of every Lesson -**Student Led (Independent Learning)**  **Cool Down** -Two Key Components Stages - End of Every Lesson - **Student Led (Independent Learning)**  **Extrinsic Factors that can influence the risk of injury**  Link to student's practical performance   * **Protective Equipment** - No shinpads, poor footwear, basketball, footballs, wearing jewellery * **Environmental Factors -Playing surface** – sports hall, astroturf, netball courts, grass pitches, **Weather** - snow, wind rain, hail * **Coaching Supervision -** ineffective coaching techniques, poor communication,Adhering to the rules and regulations * **Safety Hazards** – Risk Assessments, Safety Checks, EAP   **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team games in basketball and football.  Be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group - Students to leaders to become Leaders of Warm Ups and Cool downs and nominate Captains for competition games in football, basketball and netball. | **Theory (7 x 50 mins) Reducing the Risk of Sports Injuries**  **Know how to respond to injuries within a sporting context**   * Acute and Chronic Injuries * Types causes and treatments of common injuries * How to respond to injuries and medical conditions * Emergency Action Plans   **Know how to respond to common medical conditions**  **The Symptoms of common medical conditions**   * Asthma * Diabetes * Epilepsy * Hypoglycaemia   **Coursework (7 x 50 mins)**  **Technology in Sport Task 2**   * The Positive and Negative effects of Technology on football boots, football kits, Goal Line technology and VAR * The Positive and Negative effects of Technology on Tennis Rackets, Hawk Eye, * The Positive and Negative effects of Technology on Hawk Eye in Cricket * The positive and negative effects of technology in Media   The positive and Negative effects of technology in Stadiums  **Practical (7 x 100 mins)**  **Football - Tactics, Basketball - skills, techniques**   * **Football** - Attacking Plays - Game situations * **Basketball** – Rules and regulations, Dribbling, passing, shooting, lay- ups, * **Netball** – Rules and regulations passing, shooting, catching, pivoting   **NC Link**: Assessment for learning within lessons is also used to question students on how they can improve and evaluate their performances.  **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team games in basketball and football. |
| **Spring 1 – 6 weeks (15 hrs)** | **Theory (7 x 50 mins)**  **Sports Nutrition Task 2 Part 2 (coursework)**   * What Power athletes (Weightlifters, Sumo wrestlers, wrestlers, Heavyweight boxers) eat before during and after sports performance * Different types of supplements * Why athletes use sports supplements to improve sports performance * The negative side effects for athletes when using too many supplements to improve sports performance   **Practical (7 x 100 mins)**  **Football - Tactics, Basketball/Netball - Tactics**   * **Football** - Defending Plays - Game situations * **Basketball** – Attacking Plays – game situations   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm u**p – Five Key Components beginning of every Lesson  **Warm up** – Physical Benefits  **Cool Down** -Two Key Components Stages - End of Every Lesson  **Cool Down** – Physical benefits  **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team games in basketball, netball and football. | **Theory (7 x 50 mins)**  **Principles of Training Task 2 Part 2 (coursework)**   * **Training Methods** - Fartlek training, Continuous Training, Circuit training, Weight Training, Plyometric Training, Interval Training, Altitude Training * Training Methods Strengths and Weaknesses * Training methods – Components of fitness they develop   **Practical (7 x 100 mins)**  **Football - Tactics, Basketball/Netball – Tactics, Badminton skills and techniques**   * **Football** - Defending Plays - Game situations * **Basketball** – Attacking Plays – game situations * **Netball** - attacking/defending plays * **Badminton** – serves, overhead clear, underarm clear, smash shot, drop shot, net play,   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm u**p – Five Key Components Beginning of every Lesson -**Student Led (Independent Learning)**  **Cool Down** -Two Key Components Stages - End of Every Lesson - **Student Led (Independent Learning)**  **Intrinsic Factors that can influence the risk of injury** - Link to practical performance   * **Physical Preparation –** Training, Warm up, cool down, Fitness levels, muscle imbalance, overuse * **Individual Variables** – Gender, Age, Flexibility   **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team games in basketball, netball and football.  Be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group - Students to leaders to become Leaders of Warm Ups and Cool downs and nominate Captains for competition games in football, basketball and netball. | **Practical (7 x 50 mins)**  **Football, Basketball and Netball**  Students to organise league competitions that will run through to the end of their academic year (Independent)  Students to organise teams and create league fixtures and table  **Coursework (7 x 100 mins)**  **Technology in Sport Task 3**   * Write an assignment on either Goal line Technology, Hawk eye or VAR. * History of the Technology * How the technology works * Governing Body Reaction to the technology * Positive and Negatives of the technology * Implications for the future * Personnel Opinion on success failure of the technology in Sport   **NC Link**: Assessment for learning within lessons is used to question students on how they can improve and evaluate their individual and team performances in the league competitions  Use and develop a variety of tactics and strategies to overcome opponents in team games in basketball, netball and football |
| **Spring 2 – 6 weeks (15 hrs)** | **Theory (7 x 50 mins)**  **Sports Nutrition Task 3 (coursework)**   * Malnutrition – How it effects sports performance * Overeating - How it effects sports performance * Undereating - How it effects sports performance * Dehydration – How it effects sports performance   **Practical (7 x 100 mins)**  **Football - Formations Basketball/Netball - Tactics**   * **Football –** Whole Pitch - Game situations * **Basketball** – Half Court/whole court – game situations * **Netball -**Whole court   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm u**p – Five Key Components Beginning of every Lesson  **Warm up** – Physical Benefits  **Warm up -**Psychological Benefits  **Cool Down** -Two Key Components - End of Every Lesson  **Cool Down** - Physical Benefits  **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team games in basketball, netball and football    . | **Theory (7 x 50 mins)**  **Principles of Training Task 3 Part 1 (coursework)**   * **Fitness Testing -** Practical Theory * Bleep test, Illinois Agility Test, Sargent Jump Test, Sit and Reach, 30m Speed test, Sit Up Bleep test, Wall Toss Test, Handgrip Test, 12 Minute Cooper Run   **Practical (7 x 100 mins)**  **Football - Formations Basketball/Netball, badminton - Tactics**   * **Football –** Whole Pitch - Game situations * **Basketball** – Half Court/whole court – game situations * **Netball -**Whole court * Badminton -Full Court matches   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm u**p – Five Key Components Beginning of every Lesson -**Student Led (Independent Learning)**  **Cool Down** -Two Key Components Stages - End of Every Lesson - **Student Led (Independent Learning)**  **Intrinsic factors that can influence the risk of Injury**   * **Individual Variables** * Nutrition – Lack of proper healthy Diet * Lack of Sleep * Recurring Injuries   **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team and individual games in rounders and football.    Be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group - Students to leaders to become Leaders of Warm Ups and Cool downs and nominate Captains for competition games in football, basketball and netball.  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best - Workbooks are used to evaluate their performances for a range of different fitness tests. This is part of their coursework where they have to evaluate their performance for a range of physical component of fitness. Students need to improve ones that are a weakness.  Assessment for learning within lessons is also used to question students on how they can improve and evaluate their performances. | **Practical (7 x 50 mins)**  **Football, Basketball and Netball**  Students to organise league competitions that will run through to the end of their academic year (Independent Learning)  Students to organise teams, captains, team names and create league fixtures and table (Independent Learning)  **Coursework (7 x 100 mins)**  **Principles of Training Task 1, 2, 3 and 4 and Sports Nutrition Tasks 1, 2, 3, and 4**   * Students to improve coursework marks for each of the Principles of Training * Students to improve coursework marks for each of the Sports Nutrition Tasks   **NC Link**: Assessment for learning within lessons is used to question students on how they can improve and evaluate their individual and team performances in the league competitions  Be able to use and develop a variety of tactics and strategies to overcome opponents in team games in basketball, netball and football |
| **Summer 1 – 6 weeks (15 hrs)** | **Theory (7 x 50 mins)**  **Sports Nutrition Task 3 (coursework)**   * Malnutrition – How it effects sports performance * Overeating - How it effects sports performance * Undereating - How it effects sports performance * Dehydration – How it effects sports performance   **Practical (7 x 100 mins)**   * **Football – Competitions, Tennis, Athletics, Rounders - Skills, techniques,** * **Football –** World Cup/Euros -students organise and compete in competition * **Rounders –** Rules and regulations, serves, catching throwing, batting, fielding * **Tennis** - Rules and regulations serves, forehand drives, backhand drives, volleys * **Athletics - Field Events –** Javelin, Shot Put, Discus High Jump, Long Jump   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Theory  **Intrinsic factors that can influence the risk of Injury**   * **Individual Variables** * Nutrition – Lack of proper healthy Diet (link to theory- underrating, overeating, malnutrition and dehydration)   Link to Student’s Practical Performance  **Warm u**p – Five Key Components Beginning of every Lesson  **Warm up** – Physical Benefits  **Warm up -**Psychological Benefits  **Cool Down** -Two Key Components - End of Every Lesson  **Cool Down** - Physical Benefits  **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team and individual games in Football.  Develop their technique and improve their performance in other competitive sports - Athletics and tennis | **Theory (7 x 100 mins)**  **Principles of Training Task 3 Part 2 (coursework)**   * Fitness Testing * Comparing and evaluating results against normative data * Reliability and validity of testing   **Practical (7 x 50 mins)**   * **Football – Competitions, Tennis, Athletics, Rounders - Skills, techniques,** * **Football –** World Cup/Euros -students organise and compete in competition * **Rounders –** Rules and regulations, serves, catching throwing, batting, fielding * **Tennis** - Rules and regulations serves, forehand drives, backhand drives, volleys * **Athletics - Field Events –** Javelin, Shot Put, Discus High Jump, Long Jump   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm u**p – Five Key Components Beginning of every Lesson -**Student Led (Independent Learning)**  **Cool Down** -Two Key Components Stages - End of Every Lesson - **Student Led (Independent Learning)**  **Intrinsic Factors that can influence the risk of injury -** link to practical performance   * Psychological Factors * Arousal/Anxiety Levels * Aggression * Motivation   **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team and individual games in Football.  Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best - Workbooks are used to evaluate their performances for a range of different fitness tests. This is part of their coursework where they have to evaluate their performance for a range of physical component of fitness. Students need to improve ones that are a weakness.    Assessment for learning within lessons is also used to question students on how they can improve and evaluate their performances.  Develop their technique and improve their performance in other competitive sports - Athletics and tennis  Be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group - Students to leaders to become Leaders of Warm Ups and Cool downs and nominate Captains for competition games in football and Rounders, |  |
| **Summer 1 – 6 weeks (15 hrs)** | **Theory (7 x 50 mins)**  **Sports Nutrition Task 4 (coursework)**   * Health Questionnaire * Creating a Two-Week Diet Plan * Evaluating Strengths and weaknesses of diet plan   **Practical (7 x 100 mins)**   * **Football – Competitions, Tennis, Athletics, Rounders - Skills, techniques,** * **Football –** World Cup/Euros -students organise and compete in competition * **Rounders –** Rules and regulations, serves, catching throwing, batting, fielding * **Tennis** - Rules and regulations serves, forehand drives, backhand drives, volleys * **Athletics - Field Events –** Javelin, Shot Put, Discus High Jump, Long Jump   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm u**p – Five Key Components Beginning of every Lesson  **Warm up** – Physical Benefits  **Warm up -**Psychological Benefits  **Cool Down** -Two Key Components - End of Every Lesson  **Cool Down** - Physical Benefits  Specific needs of a Warm Up and a Cool Down   * **Characteristics of the individual/group** * Fitness levels of the group/individual * Age of the group * Medical Conditions * Size of the group * Experience levels of the group/individual   **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team and individual games in rounders and football.  Develop their technique and improve their performance in other competitive sports - Athletics and tennis | **Theory (7 x 100 mins)**  **Principles of Training Task 4 (coursework)**   * Creating a two week Training Programme * Identifying and Develop component of fitness weakness within the training programme and * Using correct training methods to develop weaknesses * Analysing, evaluating and critiquing training programmes   **Practical (7 x 50 mins)**   * **Football – Competitions, Tennis, Athletics, Rounders - Skills, techniques,** * **Football –** World Cup/Euros -students organise and compete in competition * **Rounders –** Rules and regulations, serves, catching throwing, batting, fielding * **Tennis** - Rules and regulations serves, forehand drives, backhand drives, volleys * **Athletics - Field Events –** Javelin, Shot Put, Discus High Jump, Long Jump   **Exam link** – **Reducing the Risk of Sports Injurie**s  Link to Student’s Practical Performance  **Warm u**p – Five Key Components Beginning of every Lesson -**Student Led (Independent Learning)**  **Cool Down** -Two Key Components Stages - End of Every Lesson - **Student Led (Independent Learning)**  **Recap Extrinsic Factors that can influence the risk of injury -** link to practical performance - different sports   * **Protective Equipment** - No shinpads, poor footwear, basketball, footballs, wearing jewellery * **Environmental Factors -Playing surface** – sports hall, astroturf, netball courts, grass pitches, **Weather** - snow, wind rain, hail * **Coaching Supervision -** ineffective coaching techniques, poor communication,Adhering to the rules and regulations * **Safety Hazards** – Risk Assessments, Safety Checks, EAP   **NC Link**: Use and develop a variety of tactics and strategies to overcome opponents in team and individual games in rounders and football.  Analyse their performances compared to previous ones and demonstrate improvement Workbooks are used to evaluate their performances. This is part of their coursework where they have to evaluate their performance.  Students need to improve component of fitness that are weaknesses.  Assessment for learning within lessons is also used to question students on how they can improve and evaluate their performances.  Develop their technique and improve their performance in other competitive sports - Athletics and tennis.  Be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group - Students to leaders to become Leaders of Warm Ups and Cool downs and nominate Captains for competition games in football and Rounders. |  |
| **Assessment** | **Year 9 Assessment**  Students are regularly assessed, through a combination of formative and summative assessments throughout the year. Student’s coursework is regularly marked and written, verbal and data feedback is provided.  **Autumn 1**  *Theory*  Knowledge test/Quizzes on Exam Theory -  Coursework Marked  **Autumn 2**  *Theory*  **PC1 – 7th Dec**  Exam Questions on topics learnt  Knowledge test/quizzes on topics learnt  Coursework Marked  **Spring 1**  *Theory*  Knowledge test on topics learnt.  Coursework Marked  **Spring 2**  *Theory*  Knowledge test on topics learnt  Exam Questions on content covered so far.  Coursework Marked  **Summer 1**  *Theory*  Knowledge test on topics learnt.  Exam Questions  Coursework Marked  **Summer 2**  *Theory*  **PC2 – 21st June**  Small Exam on topics learnt  Knowledge Test on topics learnt  Coursework Marked | **Year 10 Assessment**  Students are regularly assessed, through a combination of formative and summative assessments throughout the year. Student’s coursework is regularly marked and written, verbal and data feedback is provided.  **Autumn 1**  *Theory*  **PC1 – 19th Oct**  Exam Questions on topic learnt  Knowledge test/Quizzes on Exam Theory -  Coursework Marked  **Autumn 2**  *Theory*  Exam Questions on topics learnt  Knowledge test/quizzes on topics learnt  Coursework Marked  **Spring 1**  *Theory*  Knowledge test on topics learnt.  Coursework Marked  **Spring 2**  *Theory*  Knowledge test on topics learnt  Exam Questions on content covered so far.  Coursework Marked  **Summer 1**  *Theory*  Knowledge test on topics learnt.  Exam Questions  Coursework Marked  **Summer 2**  *Theory*  **PC2 – 28th June**  Small Exam on topics learnt  Knowledge Test on topics learnt  Coursework Marked | **Year 10 Assessment**  Students are regularly assessed, through a combination of formative and summative assessments throughout the year. Student’s coursework is regularly marked and written, verbal and data feedback is provided.  **Autumn 1**  *Theory*  **PC1 – 5th October**  Exam Paper on topic learnt  Knowledge test/Quizzes on Exam Theory -  Coursework Marked  **Autumn 2**  *Theory*  PC2 - 23rd Nov  OCR Exam Paper  Knowledge test/quizzes on topics learnt  Coursework Marked  **Spring 1**  *Theory*  OCR Exam Paper  Knowledge test on topics learnt.  Coursework Marked  Actual OCR Exam Paper  **Spring 2**  *Theory*  Exam Paper for re-takes  Knowledge test on topics learnt  Exam Questions on content covered so far  Coursework Marked  OCR Exam Paper - retakes |