



CURRICULUM OVERVIEW – SPORTS STUDIES

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	RO52 DEVELOPING SKILLS	RO52 DEVELOPING SKILLS	RO51 CONTEMPORARY ISSUES (EXAM)	RO51 CONTEMPORARY ISSUES (EXAM)	RO51 CONTEMPORARY ISSUES (EXAM)	RO53 SPORTS LEADERSHIP
	<p><u>LO1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</u></p> <p>Performance of skills and techniques (e.g. a front somersault in trampolining)</p> <p>Creativity (e.g. communicating a theme to the audience through performance of a ballet dance)</p> <p>Appropriate use of tactics/strategies/compositional ideas (e.g. using a drop-shot against a baseline player in tennis)</p> <p>Decision-making during performance (e.g. shot selection from different lies in golf)</p>	<p><u>LO3: Be able to officiate in a sporting activity</u></p> <p>How to apply rules and regulations relevant to the activity (e.g. reference to NGB rule books)</p> <p>The importance of consistency (e.g. making sure rules are applied consistently in a variety of situations)</p> <p>The importance of accuracy (e.g. applying rules correctly)</p> <p>The use of signals (e.g. whistles/flags/gestures – how, when, why)</p> <p>How to communicate decisions (e.g. with other officials, performers and the audience)</p>	<p><u>LO2: Know about the role of sport in promoting values</u></p> <p>Values - CEFINTT Citizenship, Excellence, Fair Play, Inclusion, National pride, Tolerance and Team work.</p> <p>Olympic Values - DEFRICE Determination, Excellence, Friendship, Respect, Inspiration, Courage and Equality.</p> <p>Etiquette Sportsmanship and gamesmanship. Spectator etiquette Officials, spectators and performers</p> <p>Performance Enhancing Drugs</p> <ul style="list-style-type: none"> • Reasons for taking PEDS; • Reasons against taking PEDS; 	<p><u>LO4: Know about the role of national governing bodies in sport</u></p> <p>Role of NGBS - SPFDIP</p> <ul style="list-style-type: none"> • Support- technical advice and contact details. • Promotion-Equal opportunity policies, provision, exposure in the media. • Funding- grants, membership, subscription, lottery, media, merchandising, events and private investment. • Development- Elite training, player, coaching and official’s development. • Infrastructure- competitions and tournaments, rules and discipline, vision, guidance and facility developments. 	<p><u>PREPERATION FOR THE EXAM</u></p> <p>Definitions</p> <p>Misconceptions in topic areas</p> <p>Extended writing questions</p> <p>Walking – Talking – Mocks</p> <p>Past Papers</p>	<p><u>LO2: Be able to plan sports activity sessions</u></p> <p>key considerations when planning sports activity sessions, i.e.</p> <ul style="list-style-type: none"> • Objectives for the session • Appropriate venue • Equipment needs • Supervision needs • Timing of activities • Introduction/conclusion of session • Basic warm up/cool down • Skills and technique development • Engaging • Organisation <p>Safety considerations when planning sports activity sessions, i.e.</p> <ul style="list-style-type: none"> • Risk assessments • Corrective action • Emergency procedures



Year 11	<p>Ability to manage/maintain own performance (e.g. staying composed after two illegal jumps in triple-jump).</p>	<p>The importance of positioning (e.g. to gain the best view to make decisions, not obstruct activity).</p>	<ul style="list-style-type: none"> • WADA/ Whereabouts rule • Initiatives WADA use such as testing methods, education programmes. • Case studies: Dwayne Chambers, David Millar and Lance Armstrong. 	<ul style="list-style-type: none"> • Policies and initiatives- Anti-doping, promoting fair play, community programmes and safeguarding guidance. 		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	R053 SPORTS LEADERSHIP	R053 SPORTS LEADERSHIP	R055 WORKING IN THE SPORTS INDUSTRY	R055 WORKING IN THE SPORTS INDUSTRY	COURSE COMPLETE	
	<p><u>LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</u></p> <p>Different leadership roles and opportunities in sport (e.g. captains, managers, teachers, coaches, expedition leaders, role models)</p> <p>Role-related responsibilities (e.g. knowledge of activity, enthusiasm for activity, knowledge of safety, knowledge of child protection issues, knowledge of basic first aid)</p>	<p><u>LO2: Be able to plan sports activity sessions</u></p> <p>key considerations when planning sports activity sessions, i.e.</p> <ul style="list-style-type: none"> • Objectives for the session • Appropriate venue • Equipment needs • Supervision needs • Timing of activities • Introduction/conclusion of session • Basic warm up/cool down • Skills and technique development • Engaging • Organisation 	<p><u>LO1: Know the areas of employment within the sports industry</u></p> <p>Different areas of employment within the sports industry, i.e.</p> <ul style="list-style-type: none"> • Administration/organisation • Advertising and marketing • Coaching/leading/instructing • Facilities • Finance • Government • Media • National governing body • Retail • Professional sport • Sport development 	<p><u>LO3: Be able to apply for jobs within the sports industry</u></p> <p>Sources of information regarding job vacancies in the sports industry, i.e.</p> <ul style="list-style-type: none"> • Careers advisers • Connexion service • Library • Internet • Job centre • Local newspapers • Notice board at sports centre • People employed in the workplace • Specialist agencies • National Governing Bodies • Sports organisations 		



<p>Personal qualities which relate to leadership roles (e.g. reliability, punctuality, confidence,</p> <p>Leadership styles, i.e.</p> <ul style="list-style-type: none"> • Democratic • Autocratic <ul style="list-style-type: none"> • Laissez-faire. 	<p>Safety considerations when planning sports activity sessions, i.e.</p> <ul style="list-style-type: none"> • Risk assessments • Corrective action <p>Emergency procedures</p>	<ul style="list-style-type: none"> • Sports events • Sport-related gambling • Sport science 	<p>key aspects to consider in researching a specific job role within the sports industry, i.e.</p> <ul style="list-style-type: none"> • Job description/specification • Company or organisation job role is with • Skills and knowledge required • Progression available • Consideration of own suitability for the role and identification of own strengths and weaknesses <p>How to create a curriculum vitae i.e.</p> <ul style="list-style-type: none"> • Of an appropriate length • Details all appropriate qualifications, awards, experience • Relevant and tailored to the job role researched • Proof read i.e. make sure spelling, grammar and punctuation is correct • Inclusion of a covering letter <p>How to prepare for an interview, i.e.</p> <ul style="list-style-type: none"> • Prepare answers for common questions • Consider research undertaken about the job role 		
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	RO51 CONTEMPORARY ISSUES (EXAM-Resit)	RO53 SPORTS LEADERSHIP	R055 WORKING IN THE SPORTS INDUSTRY	R055 WORKING IN THE SPORTS INDUSTRY	COURSE COMPLETE	COURSE COMPLETE
	<p><u>LO 1: Understand the issues which affect participation in sport</u></p> <ul style="list-style-type: none"> • Users groups • Barriers • Solutions • Popularity <p><u>LO2: Know about the role of sport in promoting values</u></p> <ul style="list-style-type: none"> • Values - CEFINTT • Olympic Values - DEFRICE • Etiquette • Performance Enhancing Drugs 	<p><u>LO4: Be able to evaluate own performance in delivering a sports activity session</u></p> <p>key aspects to consider in evaluating planning and delivery of a sports activity session, i.e.</p> <ul style="list-style-type: none"> • What went well? • Against the plan (e.g. was the order of activities effective?) • Against the delivery (e.g. did I keep everyone motivated?) • What did not go well? • Against the plan (e.g. did I consider an appropriate number of activities?) 	<p><u>LO2: Know the skills and knowledge required to work within the sports industry</u></p> <p>Skills which can be applied to different roles within the sports industry, i.e.</p> <ul style="list-style-type: none"> • Sport-specific skills (e.g. professional athlete, coach) • Literacy and numeracy skills • Information technology skills • People skills • Organisational skills • Team working skills <p>Knowledge which can be applied to different roles</p>	<p><u>LO4: Understand the impacts which the sports industry has in the UK</u></p> <p>Economic impacts of the sports industry, i.e.</p> <ul style="list-style-type: none"> • Tourism • Employment • Consumer expenditure • Foreign investment productivity <p>Social impacts of the sports industry, i.e.</p> <ul style="list-style-type: none"> • Crime/anti-social behaviour • Public services • Education • Culture • Identity • Environment 		



	<ul style="list-style-type: none"> • Against the delivery (e.g. was the group listening to me?) • What could be improved for the future? • Against the plan (e.g. were the group's objectives met?) 	<p>within the sports industry, i.e.</p> <ul style="list-style-type: none"> • Rules and regulations • Consumer market • Education/training • Legislation <p>role-related experience</p>	<p>Health impacts of the sports industry, i.e.</p> <ul style="list-style-type: none"> • Increased awareness • Research <p>Increased participation</p>		
<p>KEY PIECE – RO51 RESIT</p> <p>IMPROVEMENTS TO RO53</p> <p>LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</p> <p>LO2: Be able to plan sports activity sessions</p>	<p>IMPROVEMENTS TO RO53</p> <p>LO4: Be able to evaluate own performance in delivering a sports activity session</p>	<p>RO53 - SPORT LEADERSHIP</p> <p>FULL UNIT ASSESSMENT</p>			