

Curriculum Summary Document

Year 10 Cambridge National in Sport Studies

Module/Unit of Learning	Term Taught	What will students learn?	How will this build a broad and strong foundation?	Links to other subjects
THEORY: Media in Sport The different sources of media that cover sport: <ul style="list-style-type: none"> - Social networking and media sharing - Live streaming/technology on the move/websites/blogs Controlled Assessment Task (Task 1)	Autumn 1	Students will be able to identify and explain the different sources of media that cover sport and successfully collaborate with their peers. NMY – Demonstrate a basic understanding of the different media sources relevant to their clubs sporting activity and limited recommendations of the media sources that would most benefit their club. M – Demonstrate adequate understanding on the media in their sport and club and can provide sound links to some different media sources and provide a range of examples to support. E – Demonstrates a comprehensive understanding of the different media sources relevant to their club with detailed links to most of the different media sources and a wide range of examples linking to their club.	Development of knowledge of key terminology of sport and the media. Explain the above using sporting examples which link to specification/assessment. The key terminology and understanding of media in sport will support the students when writing their assignment across 3 tasks accessing the highest marking band.	English – written comprehension and expanding vocabulary and extended writing.
PRACTICAL: Performance in Sport Logbooks in Team and Individual Sports	Autumn 1	In practical sessions, students will be completing R184 practical logbooks in a team and individual sport. This will contribute to their R184 module moving into Spring 1.		
Media in Sport/Controlled Assessment (Task 1) AND Positive effects of the media in sport	Autumn 2	Continuing as seen above. Additionally, students will be able to consider how a positive relationship between sport and the media can improve participation within sport and effectively analyze this. NYM – Demonstrate basic knowledge of the positive impacts of the media in their club's sporting activity. Provides limited examples that demonstrate a basic evaluation of the relationship between their club's sporting activity and the media.	Developing knowledge on sports in the media and supporting with academic writing will help students build a strong foundation when going into their controlled assessment periods as well as being able to develop their critical thinking and collaborative skills.	English – extended writing and adding depth and detail to extending writing.

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	Autumn 2	<p>M - Provides a range of examples that demonstrate an adequate evaluation of the relationship between their club's sporting activity and the media.</p> <p>E - Demonstrates a comprehensive breadth of knowledge of the positive impacts of the media in their club's sporting activity.</p> <p>Provides a wide range of examples that demonstrate detailed evaluation of the relationship between their club's sporting activity and the media.</p>		
PRACTICAL: Performance in Sport Logbooks in Team and Individual Sports	Autumn 2	In practical sessions, students will be completing R184 practical logbooks in a team and individual sport. This will contribute to their R184 module moving into Spring 1.		

Module/Unit of Learning	Term Taught	What will students learn?	How will this build a broad and strong foundation?	Links to other subjects
<p>Positive effects of media in sport/ Controlled Assessment (Task 2)</p> <p>AND</p> <p>Negative effects of the media in sport</p>	Spring 1	<p>As above and moving onto the following: To identify and evaluate the range of negative effects of the media within sport and the impact of these negative effects on spectators and live sport.</p> <p>NMY – Demonstrates basic knowledge of the negative impacts of the media in their club’s sporting activity. Limited reference to the ethical issues surrounding the use of media in their club’s sporting activity. Provides limited examples that cover spectators, participants and their club’s sporting activity.</p> <p>M - Demonstrates an adequate breadth of knowledge of the negative impacts of the media in their club’s sporting activity. Some reference to the ethical issues surrounding the use of media in their club’s sporting activity. Provides a range of local and national examples that cover spectators, participants and their club’s sporting activity.</p> <p>E – Demonstrates a comprehensive breadth of knowledge of the negative impacts of the media in their club’s sporting activity. Clear and detailed reference to the ethical issues surrounding the use of media in their club’s sporting activity. Provides a wide range of local and national examples that demonstrates detailed knowledge covering spectators, participants and their club’s sporting activity.</p>	Developing knowledge on sports in the media and supporting with academic writing will help students build a strong foundation when going into their controlled assessment periods as well as being able to develop their critical thinking and collaborative skills.	English – written comprehension and expanding vocabulary
PRACTICAL: Performance in Sport Logbooks in Team and Individual Sports	Spring 1	In practical sessions, students will be completing R184 practical logbooks in a team and individual sport. This will contribute to their R184 module moving into Spring 1.		
Negative effects of the media in sport AND Controlled Assessment (Task 3)	Spring 2	To identify and evaluate the range of negative effects of the media within sport and the impact of these negative effects on spectators and live sport.	Developing knowledge on sports in the media and supporting with academic writing will help students build a strong foundation when going into their	English – extended writing and adding depth and detail to NEA extending writing

		<p>NMY – Demonstrates basic knowledge of the negative impacts of the media in their club’s sporting activity.</p> <p>Limited reference to the ethical issues surrounding the use of media in their club’s sporting activity.</p> <p>Provides limited examples that cover spectators, participants and their club’s sporting activity.</p>	their critical thinking and collaborative skills.	
		<p>M - Demonstrates an adequate breadth of knowledge of the negative impacts of the media in their club’s sporting activity.</p> <p>Some reference to the ethical issues surrounding the use of media in their club’s sporting activity.</p> <p>Provides a range of local and national examples that cover spectators, participants and their club’s sporting activity.</p>		
		<p>E – Demonstrates a comprehensive breadth of knowledge of the negative impacts of the media in their club’s sporting activity.</p> <p>Clear and detailed reference to the ethical issues surrounding the use of media in their club’s sporting activity.</p> <p>Provides a wide range of local and national examples that demonstrates detailed knowledge covering spectators, participants and their club’s sporting activity.</p>		
PRACTICAL: Performance in Sport Logbooks in Team and Individual Sports	Spring 2	In practical sessions, students will be completing R184 practical logbooks in a team and individual sport. This will contribute to their R184 module moving into Spring 1.		

Module/Unit of Learning	Term Taught	What will students learn?	How will this build a broad and strong foundation?	Links to other subjects
<p>Performance and Leadership in Sports</p> <p>Applying practice methods to support improvement in a sporting activity</p>	Summer 1	<p>Students will have previously completed their task 1 practical logbooks in alongside their media module.</p> <p>The tasks for this will be all based on their skills improvement within their selected sporting activity.</p> <p>Students will learn:</p> <p>Key components of individual performance</p> <ul style="list-style-type: none"> • skills and techniques • creativity • tactics and strategies or compositional ideas • decision making • management/maintenance of own performance. <p>Key components of team performance</p> <ul style="list-style-type: none"> • skills and techniques • creativity • tactics and strategies • decision making • awareness of role within the team • contribution to the team. <p>Students will create a written piece of coursework based upon their self-reflection/analysis in ONE of their selected sports.</p> <p>They will describe their own strengths and weaknesses with an in-depth analysis and justification and consider application of practice methods to address the weaknesses where improvement in needed.</p>	Developing knowledge on applying practice methods to support improvement in a sporting activity will support with academic writing and will help students build a strong foundation when going into their controlled assessment being able to develop their critical thinking.	English – written comprehension and expanding vocabulary and extended writing.
<p>PRACTICAL:</p> <p>Applying practice methods to support improvement in a sporting activity.</p>	Summer 1	<p>Students will be able to self-assess and select one of the skills that was identified as being in need of improvement and can think about:</p> <ul style="list-style-type: none"> • What it would look like if it were to be carried out more effectively – would it be more accurate, achieve success more often, be done faster, etc? • What effect it would have on their overall performance if they could carry out this skill more successfully – would they win more tackles, convert more shots into points, score more runs, etc? 	Developing knowledge on applying practice methods to support improvement in a sporting activity will support with academic writing and will help students build a strong foundation when going into their controlled assessment being able to develop their critical thinking.	

<p>Performance and Leadership in Sports Activities</p> <p>Organising and planning a sports activity session</p>	<p>Summer 2</p>	<p>Students are to produce a plan for leading their own sports activity session and risk assessment which they will go on to deliver in task 4.</p> <p>Students will be able to think back to their last PE lesson or training session at a sports club and list the different things that needed to be thought about when planning for those sessions. Think about why these are important.</p> <p>Through examples of different sessions being run through (via video or in person), students will be able to identify what they could see and then identify all areas to plan for.</p> <p>Students will be able to identify safety issues (e.g. equipment left out dangerously, water on floor, etc.), list a variety of common hazards and how to identify them and be able to discuss how they could reduce the risks.</p> <p>They will then create an independent risk assessment using the template provided for their own sports activity session.</p>	<p>Developing knowledge on applying practice methods to support improvement in a sporting activity will support with academic writing and will help students build a strong foundation when going into their controlled assessment being able to develop their critical thinking.</p>	<p>English – extended writing and adding depth and detail to extending writing</p>
<p>Performance and Leadership in Sports Activities</p> <p>Organising and planning a sports activity session</p>	<p>Summer 2</p>	<p>Students will have planned their sports activity session plan and risk assessment where they will then deliver to a group of year 7s.</p> <p>The risk assessment will have been completed before the session commences and their plans will be completed and followed.</p> <p>The tasks for this will be based on the students carrying out their sports activity session for their selected sporting activity.</p> <p>Their evidence, including the teacher observation record, must be supported with their session plan and risk assessment (from Task 3).</p> <p>Focus across all areas will be on:</p> <ul style="list-style-type: none"> • Introduction and conclusion • Introduce self • Aim of session • Checking for injuries 	<p>Developing knowledge on applying practice methods to support improvement in a sporting activity will support with academic writing and will help students build a strong foundation when going into their controlled assessment being able to develop their critical thinking.</p>	<p>English – extended writing and adding depth and detail to extending writing</p>

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| | <ul style="list-style-type: none">• summary• Basic warm up and cool down• Making it relevant.• How can the skill be progressed throughout the session?• How could they make different drills easier or harder if needed?• Safe practice – organising the group and the activities appropriately depending on the space, number of participants and equipment being used:<ul style="list-style-type: none">○ Organisation of group/activity○ Safe supervision (e.g. as a leader, coach)• Timing – being punctual and prepared for the session, considering the length of activities• Adaptability – making changes to the session if people find it too easy or too hard <p>Reliability – turning up when you say you will and running to time</p> | | |
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