

Subject: Sport Studies

Sport Studies Lead: Tim Wing

Exam Board: OCR

Qualification type: Cambridge Nationals Level 2

Intent

Principles of the Sport Studies Curriculum

The United Curriculum for Sport Studies is built upon the core United Curriculum principles available [here](#).

Throughout Y10, students will learn and understand 3 different outdoor and adventurous activities in detail through their research of; where to complete the activity, what needs to be worn and equipment required, how to remain safe, the technology involved and the environment the activity is completed in. They will also analyse their performance in a sport and identify strengths and weaknesses. They will complete an action plan with the purpose of improving their weaknesses through practical tasks they will complete. Both pieces of work is complete through coursework and some practical assessment. In addition to this, they will plan, deliver and reflect upon a practical coaching session that will be delivered to students within KS3. They must ensure their coaching session is progressive with the target of improving students competency of a particular skill in a specific sport.

In Y11, students will be assessed in their practical performance of 2 sporting activities. This can be through their performance outside of school or indeed in core PE lessons/representing the school in sporting fixtures. Alongside this, students will learn the content of the 5 teaching areas that make up the exam in the final unit of the course. The majority of this year will be spent in a classroom learning about contemporary issues within sport with plenty of time for formative assessment and revision. The exam is sat in May 2025.

The rationale behind the sequencing of lessons:

The reason for delivering the course in this order allows students to initially learn about the outdoor activity they will be completing a practical assessment in before they go and do it. An assessed piece of coursework is their ability to plan their own outdoor activity so giving them the knowledge of this beforehand is logical. Once they have completed their activity and the reflection to accompany this, students move away from this unit and return towards the end of Y10. They move onto planning their own sports activity session which is an aspect students enjoy doing as it is a practically driven unit. They deliver this to students within KS3 as part of their assessment. We then continue with the practical unit by analysing strengths and weaknesses in a chosen sport. Again, this is something that students enjoy as the piece of work is focussed on their own

performance. towards the end of Y10, we re-visit the outdoor adventurous activity unit once the new assessment brief has been released by the exam board, which shows the 2 additional activities students must research. By this time, their previous work has been marked so they have a good understanding of what they should be working towards. This was also advised by the exam board in an online training session attended by staff.

Implementation

In Key Stage 4 the Sport Studies curriculum is implemented as follows:

Year 10

There is a lot of independent practice and research within Y10 when completing their NEA. They are required to complete research to find the answers to the task outlined in the assessment brief. Staff can offer some support within lessons however this is restricted by the exam board. Staff can model how to research, which points students in the right direction to find the answers they need to complete the coursework but then must refer students to the assessment brief. There is also some practical assessment involved whereby students go to Irchester Country Park, to demonstrate key skills within an outdoor adventurous activity, as well delivering a sports coaching lesson to students within KS3. Students use research skills to learn about a sport of their choice to produce a coaching plan. Following this students reflect on the delivery of their coaching session and analyse strengths and areas for development. Towards the end of the year, students take part in further practical tasks and then analyse their strengths and weaknesses in a particular sport. This must then be written as a report with staff being able to offer minimal input.

Year 11

The beginning of Y11 allows for students to complete their strengths and weaknesses coursework from the R185 unit. Once that has been completed, students then turn their attention to the final unit which is the exam. Students learn about the 5 teaching areas of the exam throughout the year with plenty of opportunity for revision and exam question practice. Key words and HOOKS are embedded within teaching to support students when they come to practice questions or complete mock exams throughout the year. After each teaching area has been delivered, students will have a revision lesson, followed by a mock exam, followed by a reflective lesson to understand strengths and areas that require further attention for revision. Towards the exam in May, lesson time is spent going over difficult areas of the exam and getting plenty of revision completed so that student feel as prepared as possible.

Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.