



## Curriculum Overview: Sport Studies

Exam Board: OCR

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7						
8						
9						
10	<p><b>Practical Sports Performance</b></p> <ul style="list-style-type: none"> <li>TA 1 : Performance in Two Selected Activities</li> <li>TA 2 : Applying Practice Methods to Support Improvement in a Sporting Activity (&amp; Netball)</li> </ul>	<p><b>Practical Sports Performance</b></p> <ul style="list-style-type: none"> <li>TA 1 : Performance in Two Selected Activities</li> <li>TA 3 : Organising and Planning a Sports Activity Session</li> </ul>	<p><b>Leading a sports Activity Session</b></p> <ul style="list-style-type: none"> <li>TA 3 &amp; 4 : Organising and Planning a Sports Activity Session &amp; Leading a Sports Activity Session</li> </ul>	<p><b>Review and Evaluation of sports activity session</b></p> <ul style="list-style-type: none"> <li>TA 5 : Reviewing Your Own Performance in Planning and Leading a Sports Activity Session</li> </ul>	<p><b>Coursework Catch up / Amendments &amp; Practical Performance</b></p> <ul style="list-style-type: none"> <li>Opportunity to amend coursework based on individual checklists and self evaluation using the spec.</li> <li>Practical Performances</li> </ul>	<p><b>Sport and the Media</b></p> <ul style="list-style-type: none"> <li>TA1 - I Distinguish between different media sources and how they cover sport</li> </ul>
11	<p><b>Sport in the Media</b></p> <ul style="list-style-type: none"> <li>TA2 - The positive relationship between the media and sport</li> <li>Impact on players well being</li> <li>Impact on the sport</li> <li>Impact on the spectators</li> <li>Examples of chosen sport top be examined and use to justify ideas</li> </ul>	<p><b>Sport in the Media</b></p> <ul style="list-style-type: none"> <li>TA2 - The Negative relationship between the media and sport</li> <li>Impact on players well being</li> <li>Impact on the sport</li> <li>Impact on the spectators</li> <li>Examples of chosen sport top be examined and use to justify ideas</li> </ul>	<p><b>Contemporary issues in sport (EXAM)</b></p> <ul style="list-style-type: none"> <li>TA1 : Issues Which Affect Participation in Sport</li> <li>TA 2 : The Role of Sport in Promoting Values</li> <li>TA 3 : The Implications of Hosting a Major Sporting Event for a City or Country</li> </ul>	<p><b>Contemporary Issues in sport (EXAM)</b></p> <ul style="list-style-type: none"> <li>TA 4 National Governing Bodies</li> <li>TA 5 Technology in Sport</li> <li>Reteach dependant on personalised checklists</li> <li>Final touches and rework of Sport Media Coursework if required</li> </ul>	<p><b>Exam Prep &amp; Exam</b></p> <ul style="list-style-type: none"> <li>Final exam revision</li> <li>Final touches and rework of Sport Media Coursework if required</li> </ul>	<p>-</p> <ul style="list-style-type: none"> <li>NA</li> </ul>

## Curriculum Intent

- PE is a vital part of school life and ultimately children's future overall well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills through building on prior knowledge, learning new skills or being introduced to new sports, clubs, teams and organisations through our extra-curricular and our school club links programmes.
- In offering two different KS4 pathways (BTEC Sport and Dance) regarding examination qualifications we intend to give ALL learners the opportunity to seek out an understanding of the theoretical and practical aspects of PE, Sport and Dance. Thus, allowing for further learning as post 16 learner and a potential career path into physical activity and sport, as well as enhancing the knowledge and understanding that physical activity and health play a major part in a successful and happy adult life. The vocational aspects of the examination courses really suit the learners that attend our school in terms of interest, abilities and the inclusiveness of the courses, as they really are courses for all.
- PE, Sport and dance is taught through gaining a knowledge of the skills required to participate in numerous different activities through learning skills such as; locomotion, flight, passing, receiving, shooting, dribbling, throwing, team work, tactical awareness and the ability to outwit opponents during game scenarios. The knowledge of whole to complete these skills are taught and learnt through a model of demonstrate, attempt in isolation and attempt in a competitive scenario to develop decision making. The aim here is to allow our learners to become experts in understanding what a skill should look like and be able to verbally direct a peer through the movement patterns of a perfect model, lastly to be able to replicate the perfect model for skills in a controlled environment.
- It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults. Physical activity and sport play a huge role in this, so the opportunity to gain an understanding of both, will enhance the chances of lifelong learning and participation as an adult. We at Beacon Hill provide ourselves on being able to teach well detailed and informative lessons both on physical activity and healthy and active lifestyle choices through both practical and theoretical lessons. All learners will be equipped with knowledge and technical language using effective subject specific vocabulary, that they can access in their home environment with the use of minimal equipment, this allowing everyone to be able to access the curriculum irrespective of the demographics.
- Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-form and inter-school competition and festivals. This alongside directly trying to support the local clubs within the Sedgley and Dudley area.
- We believe this links directly with some of our school's 5 Core Values of LEADING TOGETHER, DREAMING BIG and LEARNING THAT INSPIRES. This is another way in which we can positively engage with our local community and be active citizens within it by RESPECTING EACH OTHER AND OUR WORLD. There is a real community feel between the school and the values that our expansive PE curriculum offers. The learners are excellent ambassadors for the department when representing themselves in inter school competitions and when in the public domain, they really do RESPECT EACH OTHER AND OUR WORLD.

## Curriculum Implementation

- With our committed and specialist teaching staff, the learners will receive high quality PE lessons which are mapped out in broad and balanced blocks of curriculum time from well written and reviewed schemes of work.
- The fully qualified and PE trained specialist staff will deliver the lessons and they will be timetabled based on the specialisms of said staff. For example, teachers will be leading lessons and sporting activities based on their knowledge and understanding of each activity, such an example would that Dance activities are delivered by a Dance qualified teacher and Rugby lessons by a teacher who is qualified Rugby coach. All teachers will actively assess learners on a lesson by lesson basis to impact on subsequent planning and make learning individualised for each specific learner
- Each year group will receive a minimum of 1 hours of PE in KS4 and 2 hours of PE in KS3 each week with additional sporting clubs run after school on most evenings.
- All lessons begin with a recall and retrieval 'Do Now Activity' that is responsive to prior learning and may double up as warm up activity for practical lessons.
- Lessons and blocks of work are sequenced through each half term to build up in difficulty and stretch all learners appropriately. The level of challenge is also spiralled up between year groups again to stretch and challenge appropriately
- Learners will have the opportunities to participate in a wealth of competitions through inter-form competitions within the school, inter-school competition within the local and national competitions through the school sports partnership in Dudley and the black country school games programme.
- In terms of academic examination option pathways, the learners in KS4 who opt to take CNAT sport and BTEC Dance as an option for academic study will have 3 hours of BTEC sport lessons per week. They will be expected to complete a range of activities and tasks such as exam preparation and content learning (healthy and active lifestyles), practical activities for assessment, and writing assignments based on leadership, personal training and practical application of sport.
- A further option at KS4 is BTEC Sports performing arts with a Dance aspect. Again the learners will be subjected to 3 hours of Dance a week with a great balance between practical dance lessons and the theoretical content behind assignment writing.
- Both the academic KS4 options are very user friendly for the learners that we have at Beacon Hill and allow a smooth passage into further education within the local areas FE colleges and 6<sup>th</sup> form centres.