

#### Our whole School curriculum intent believes:

At Ercall Wood Academy our students will experience a highly personalised, modern curriculum, rich in variety and diversity, yet underpinned by traditional values. The structure of our curriculum design is presented within two different documents. Firstly, our curriculum map, which outlines subjects studied at Key Stage 3 and Key Stage 4. Secondly, our five year curriculum overviews which specify the intent, implementation and impact of each individual subject.

Our curriculum is challenging and designed to help to address social injustice by providing our students with the essential core knowledge and skills that are commonly possessed by successful citizens which will enable them to positively contribute to their community. No child will be disadvantaged by our curriculum. At both KS3 and KS4 our curriculum is underpinned by our whole school values:

- **Believe**      - **Achieve**      - **Succeed**

We **believe** in our students and through our challenging yet broad curriculum we will engender **self-belief** in our students. Through inspirational and innovative teaching of our curriculum, we will instil a drive in them to **achieve** and become the very best that they can be, preparing them for **success** in life. Our curriculum aims to develop the whole person and the talents of the individual and to allow all students to become active and economically self-sufficient citizens.

The key priorities within our challenging and broad curriculum are:

- To provide an ambitious curriculum for all students which contains the necessary range of knowledge, skills and experience that prospective employers demand from their candidates.
- To deliver high quality cross curricular project-based learning to further develop students 21<sup>st</sup> century employment skills such as critical thinking, problem solving, communication, collaboration and innovation.
- To create an inclusive environment based on the core principles of equality and respect.
- To explore and clarify student beliefs and values and help them to learn to think and speak for themselves.
- To ensure that our curriculum develops skills for learning, life and work by making learning relevant and helping students apply lessons to their life beyond the classroom.
- To ensure that our curriculum incorporates regular retrieval practice to strengthen memory and maximise cognitive development.

- To inspire our students to succeed through the challenge and enjoyment of learning and to respect themselves, their community and the environment in which they are an integral part.

### **Enrichment Opportunities**

We believe that opportunities to bring the curriculum to life should be integral. We passionately believe that our students should sample a wealth of exciting new experiences to broaden their horizons, open doors of opportunity, hope and aspiration for all, regardless of their circumstances. Our enrichment activities aim to further equip students with the knowledge and cultural capital they need to succeed in life.

### **Our intention for our curriculum is:**

At Ercall Wood Academy, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide access to all students to high quality PE and sporting opportunities. It is our intent for every student to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our students through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our students to appreciate the benefits of a healthy and physically active lifestyle. Through the PE department at Ercall Wood Academy we have a multitude of experienced staff who have expertise in a range of sports. Through our teaching of PE, we will provide opportunities for our students to develop sporting values and transferrable life skills such as etiquette, fairness and resilience as well as providing them with opportunities to take part in competitive sport.

Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which students are proud of the community in which they belong. For this reason, a great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition as well as directly trying to support the local clubs within the Telford & Wrekin area and our feeder schools. We believe this encourages our students to be active participants within their community, instil fundamental values and equip students to be life ready.

Students will experience a broad and balanced PE curriculum, which teaches our students the tactics and strategies needed to overcome opponents in direct competition through team and individual games and develop their technique and improve their performance in other competitive sports. They will take part in outdoor and adventurous activities which present intellectual and physical challenges and they will be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. They will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

At the end of KS3, students will acquire and develop skills and learn how to select and apply these skills, including basic tactics into game situations. In addition, students are encouraged to develop more consistent and intelligent skill performances and positive attitudes to participation in physical activity.

At the end of KS4, every student will cover 3 core sports throughout the year and in addition will be given a choice option of covering additional sports in line with their own interests.

In OCR Sports Studies, students will further develop their knowledge of sport by exploring 4 units. The units include an examination in Contemporary issues in sport, they will develop sports skills as a performer and official. They will also have the opportunity to deliver a sports session as part of sports leadership and they will take part in an outdoor activity as part of the Outdoor Activities unit.

**Linking our curriculum intention to our local community and real-life links to content:**

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area.

We will link our curriculum to the following:

- Local Sports Clubs and Initiatives – Chance 2 Shine
- County Sport representatives – Football / Handball / Rugby
- Local Schools / Feeder Schools
- Local Outreach Centres – Arthog supports the R056 Outdoor Activities Unit

## Year 7 Curriculum implementation

### BUILDING

Students will participate in activities that link the specific sport being studied and apply previous KS2 knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warm ups. Students will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team.

Within each sporting area students will link their learning to the OCR Sports Studies qualification having a theme for each year group. Year 7 will concentrate on understanding the rules and scoring systems within a range of sports and with support they will have opportunities to lead small groups in warm ups, activities and cool downs; this directly links to the R052 Developing Sports Skills unit and R053 Sports Leadership unit.

Students will access a range of sports that are adaptable to the needs of the individual learner, creating more of a bespoke pathway for the students at Ercall Wood. For example if we have a group of students studying the invasion section of the curriculum, the teacher and class can determine which sports are encountered to best develop the needs of the learner.

Students will develop understanding and knowledge across all sporting areas in Year 7, they will BUILD on the foundations of skills throughout their time at Ercall Wood. Students will participate in at least 6 sports throughout the year from a range of topics as shown below:

**Invasion** – Football, Rugby, Netball, Dodgeball, Handball and Basketball.

**Fitness** – Health Related Exercise – Fitness testing, Cardiovascular work, Muscular endurance activities.

**OAA** - Outdoor adventure activities – Team building activities, Orienteering, Problem solving.

**Net/Wall** – Badminton, Volleyball, Tennis and Table Tennis.

**Athletics** – Track – 100m, 200m, 300m, 800m, 1500m – Field – Javelin, Discus, Shotput, Long Jump

**Striking/Fielding** – Rounders, Cricket and Softball

	INVASION	FITNESS	OAA	NET/WALL	ATHLETICS	STRIKING/FIELDING
<b>YEAR 7 KNOWLEDGE</b>	Students are taught the foundations of the activities within this area.	Students will <b>understand</b> the basic components of physical fitness that contribute to successful performance. Students	Students will <b>understand</b> new skills and techniques as they move from familiar activities and environments into	Students will <b>understand</b> the basic rules within table tennis, volleyball, and badminton. Students	Students will have a good <b>knowledge</b> of all activities categorised as athletics. They will perform a range of throws, jumps and	Students will have a good <b>understanding</b> of rounders, softball, and cricket. They will know a range of throwing and

	<p>Students will <b>understand</b> the rules and regulations within each activity. Students will be able to <b>apply</b> skills to conditioned scenarios within game-based situations. Students will demonstrate the core value of <b>Respect</b> in each activity.</p>	<p>will <b>understand</b> the different types of equipment and the health and safety expectations within the fitness environment. Students will <b>remember</b> the benefits of exercise and will also remember the short-term effects of exercise.</p>	<p>less familiar ones. In outdoor and adventurous activities, pupils <b>develop</b> their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. Students will carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.</p>	<p>will understand how to serve and have two or more shots that they can use during a rally. Students will develop leadership skills through officiating and <b>apply</b> the rules within the role of an official. Students will <b>understand</b> the components of fitness required to develop a successful performer in the net and wall activities.</p>	<p>running events, with a basic knowledge of technique. Students will manage themselves and others within all athletics activities, they will keep times, and <b>apply</b> the rules to varying events. Students will demonstrate the core value of <b>discipline</b>; several activities can be dangerous to all and require students to remain disciplined. Students will be able to <b>identify</b> which events require specific components of fitness.</p>	<p>catching techniques and know the rules for each sport. Students will be able to lead a warmup to their peers, <b>applying knowledge</b> from previous blocks and using a range of communication strategies. Students will develop a number of <b>decision making</b> skills, where to field the ball most effectively and where to strike the ball when batting, students will develop the core value of <b>enjoyment</b> within this activity area by drawing of previously learnt skills and <b>applying</b> them to a competitive yet enjoyable activity area.</p>
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## Year 8 Curriculum implementation

### DEVELOPING

Students will participate in activities that link to the specific sport being studied and apply previous year's knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warm ups. Students will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team.

Within each sporting area students will link their learning to the OCR Sports Studies qualification having a theme for each year group. Year 8 will understand the meaning of sporting etiquette and demonstrate this in different sports. They will understand the terms of sportsmanship and gamesmanship and reflect on how it is used in sport. This directly links to the examination unit in Contemporary Issues in Sport.

Students will access a range of sports that are adaptable to the needs of the individual learner, creating more of a bespoke pathway for the students at Ercall Wood. For example if we have a group of students studying the invasion section of the curriculum, the teacher and class can determine which sports are encountered to best develop the needs of the learner.

Students will develop understanding and knowledge across all sporting areas in Year 8, they will DEVELOP on the foundations of skills throughout their time at Ercall Wood. Students will participate in at least 6 sports throughout the year from a range of topics as shown below:

**Invasion** – Football, Rugby, Netball, Dodgeball, Handball and Basketball.

**Fitness** – Health Related Exercise – Fitness testing, Cardiovascular work, Muscular endurance activities.

**OAA** - Outdoor adventure activities – Team building activities, Orienteering, Problem solving.

**Net/Wall** – Badminton, Volleyball, Tennis and Table Tennis.

**Athletics** – Track – 100m, 200m, 300m, 800m, 1500m – Field – Javelin, Discus, Shotput, Long Jump

**Striking/Fielding** – Rounders, Cricket and Softball

	INVASION	FITNESS	OAA	NET/WALL	ATHLETICS	STRIKING/FIELDING
<b>YEAR 8</b> <b>DEVELOPING</b>	Students are taught the application of skills in competitive	Students will <b>apply</b> the basic components of physical fitness that	Students will <b>apply</b> new skills and techniques as they move from familiar activities and	Students will <b>apply</b> the rules within table tennis, volleyball, and badminton. Students will understand how to serve	Students will have the ability to <b>demonstrate</b> all activities categorised as athletics. They will perform a range of throws, jumps	Students will have an ability to <b>differentiate</b> tactics within rounder's, softball, and cricket, making decisions of who to position in key areas of the field.

	<p>situations within this area. Students will <b>apply</b> the rules and regulations within each activity. Students will be able to <b>analyse</b> skills used reviewing scenarios within game-based situations. Students will demonstrate the core value of <b>discipline</b> in each activity.</p>	<p>contribute to successful performance. Students will be able to <b>apply</b> the different types of equipment and the health and safety expectations within the fitness environment. Students will <b>remember</b> the benefits of exercise and will also remember the short-term effects of exercise.</p>	<p>environments into less familiar ones. In outdoor and adventurous activities, pupils <b>develop</b> their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. Students will <b>analyse</b>, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves.</p>	<p>and have a range of shots that they can use during a rally. Students will develop leadership skills through officiating and <b>apply</b> the rules within the role of an official. They will reflect on their application of the rules and be able to reflect on the impact they had within a game identifying areas they could have improved. Students will <b>apply</b> the components of fitness to demonstrate a deep knowledge of attributes required to make an exceptional performer within net and wall activities.</p>	<p>and running events, with a sound application of technique. Students will manage themselves and others within all athletics activities, they will keep times, and <b>apply</b> the rules to varying events. Students will give feedback to peers aiding progression. Students will demonstrate the core value of <b>discipline</b>, when students face adversity for example 1500m race, students will demonstrate enough discipline and resilience to persevere and continue to apply the tactics from the beginning of the race. Students will be able to <b>distinguish</b> which events require specific components of fitness and be able to explain why they are needed.</p>	<p>They will perform competently a range of throwing and catching techniques and know and apply the rules for each sport. Students will be able to lead an isolated practice to their peers, <b>applying knowledge</b> from previous blocks and using a range of communication strategies. They will also <b>reflect</b> on their delivery methods and make recommendations for future sessions. Students will develop <b>application</b> of skills, they will have to learn what shots to play and what tactics to apply and when it is most appropriate to do so, students will develop the core value of <b>enjoyment</b> within this activity area by drawing of previously learnt skills and <b>applying</b> them to a competitive yet enjoyable activity area.</p>
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## Year 9 Curriculum implementation

### EMBEDDING

Students will participate in activities that link to the specific sport being studied and apply previous year's knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warm ups. Students will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team.

Within each sporting area students will link their learning to the OCR Sports Studies qualification having a theme for each year group. Year 9 will develop skill analysis and evaluative their skills to support their learning. They will embed their skills from discrete situations to serial and will further develop leadership skills across all sporting areas. These themes directly link to the R052 Developing Sports Skills unit and R053 Sports Leadership unit.

Students will access a range of sports that are adaptable to the needs of the individual learner, creating more of a bespoke pathway for the students at Ercall Wood. For example if we have a group of students studying the invasion section of the curriculum, the teacher and class can determine which sports are encountered to best develop the needs of the learner.

Students will develop understanding and knowledge across all sporting areas in Year 9, they will EMBED on the foundations of skills throughout their time at Ercall Wood. Students will participate in at least 6 sports throughout the year from a range of topics as shown below:

**Invasion** – Football, Rugby, Netball, Dodgeball, Handball and Basketball.

**Fitness** – Health Related Exercise – Fitness testing, Cardiovascular work, Muscular endurance activities.

**Trampolining** – Novice and Elite skills learnt.

**Net/Wall** – Badminton, Volleyball, Tennis and Table Tennis.

**Athletics** – Track – 100m, 200m, 300m, 800m, 1500m – Field – Javelin, Discus, Shotput, Long Jump

**Striking/Fielding** – Rounders, Cricket and Softball

TERM	INVASION	FITNESS	TRAMPOLINING	NET/WALL	ATHLETICS	STRIKING/FIELDING
<b>YEAR 9</b> <b>EMBEDDING</b>	Students are taught the application and the ability to evaluate the	Students will <b>analyse</b> the basic components	Students will understand landings-seat, front and back. Understand twisting into and out of landings-focusing on	Students will <b>evaluate</b> peer's performance in table tennis, badminton, and	Students will have the ability to apply learnt skills to increase their performance across a	Students will have an ability to <b>analyse</b> the effectiveness of tactics applied within rounders', softball, and

	<p>effectiveness of skills in competitive situations within this area. Students will <b>analyse</b> the rules and regulations and review the appropriateness of their own decision within each activity. Students will be able to <b>evaluate</b> skills used reviewing scenarios within game-based situations discussing the impact the skills used have had on the outcomes within the games. Students will demonstrate the core value of <b>teamwork</b> in each activity. When reviewing performance students will need to work together in order to aid development.</p>	<p>of physical fitness that contribute to successful performance. They will also improve their own components of fitness. Students will <b>create</b> a training plan to develop others performance based on a sport of their choice. Students will <b>apply the</b> benefits of exercise to actively performing within their own training design and will also remember the short-term</p>	<p>responding with body and mind to the demands of trampolining. Improve Body-flexibility, muscular endurance. Improve mind-confidence, persistence. Understand complex twisting-roller, turntable, cradle. Develop physical strength, stamina and flexibility to cope with the demands of trampolining. Increase confidence, persistence to cope with demands of trampolining. Develop coaching/leadership role. Combination moves-seat drop to front drop, front drop to seat drop, front drop to back drop. Complex twisting-roller, turntable, cradle. Perform a 10 bounce routine with some control, fluency and body tension. Be able to <b>analyse</b> 10 bounce routines/complex</p>	<p>volleyball, they will feedback to improve performance and then students will act upon feedback. Students will be able to perform a serve, a rally, defensive shots and attacking shots, all to a competent level and make a positive contribution to a competitive game. Students will officiate a competitive game <b>applying</b> rules and regulations, they will also lead a skill-based development session where they will direct students identifying areas to improve upon. Students will <b>evaluate</b> the performer's performance. Students will be able to demonstrate the core value of <b>discipline</b> within this section as they will be</p>	<p>range of athletics activities. They will perform a range of throws, jumps and running events, with an excellent <b>application</b> of technique. Students will manage themselves and others within all athletics activities, they will keep times. Students will lead sessions to develop techniques in isolated practices focusing on areas in need of improvement. Student will demonstrate the core value of <b>discipline</b>, when students face adversity for example 1500m race, students will demonstrate enough discipline and resilience to persevere and continue to apply the tactics from the beginning of the race. Students will be able to <b>analyse</b> the physical benefits of each athletics discipline and will be able to compare individual's attributes and recommend</p>	<p>cricket, making alternations of who to place in key areas of the field. They will perform a range of throwing and catching techniques and know and apply the rules for each sport and have the ability to officiate a game with confidence and control. Students will be able to lead a conditioned practice to their peers, <b>analysing</b> the impact players have on the team's performance, they will be able to use a range of communication strategies which impact a game positively. They will also <b>reflect</b> on their delivery methods and make recommendations for future sessions. Students will have a consistent approach to the <b>application</b> of skills, they can select what shots to play and what tactics to apply and when it is most appropriate to do so, students will develop the core value of <b>enjoyment</b> within this activity area by drawing on</p>
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		effects of exercise.	twisting identifying strengths and weaknesses-use of video camera. Use of ipads-make decisions about what to do to improve their performance and the performance of others, set targets to monitor improvement. <b>Analyse</b> own and peers performance.	focusing heavily on leadership and officiating.	an activity that may suit the performer.	previously learnt skills and <b>evaluating</b> them to impact performance to a competitive yet enjoyable activity area. Students will explain what components of fitness suit specific positions within each sport.
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## Year 10 Curriculum implementation

### APPLYING

Students will participate in activities that link to the specific sport being studied and apply previous year's knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead group activities and warm ups. Students will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team.

Within each sporting area students will link their learning to the OCR Sports Studies qualification having a theme for each year group. The theme for Year 10 is to understand the roles of an official and demonstrate effective umpiring and refereeing. Students will apply the skills of umpiring and refereeing to their peers in a range of sporting areas over the year. These themes directly link to the R052 Developing Sports Skills.

Students will develop creative skills; they will APPLY skills from serial to applying them into competitive situations and will further develop leadership skills across all activity areas in Year 10. Students will participate in at least 6 sports throughout the year from a range of topics as shown below:

**Invasion** – Football, Rugby, Netball, Dodgeball, Handball and Basketball.

**Fitness** – Health Related Exercise – Fitness testing, Cardiovascular work, Muscular endurance activities.

**Trampolining** – Novice and Elite skills learnt.

**Net/Wall** – Badminton, Volleyball, Tennis and Table Tennis.

**Athletics** – Track – 100m, 200m, 300m, 800m, 1500m – Field – Javelin, Discus, Shotput, Long Jump

**Striking/Fielding** – Rounders, Cricket and Softball

TERM	INVASION	FITNESS	TRAMPOLINING	NET/WALL	ATHLETICS	STRIKING/FIELDING
<b>YEAR 10</b> <b>APPLYING</b>	Students are taught how to respond to self and peer evaluation and create new ideas and methods of training to develop in competitive situations within	Students will <b>evaluate</b> the basic components of physical fitness that contribute to successful performance. They will	Students will <b>apply</b> and demonstrate landings-seat, front and back. Demonstrate twisting into and out of landings-focusing on responding with body and mind to the demands of trampolining. Improve Body-flexibility, muscular endurance. Improve	Students will <b>create new skills sessions to improve</b> peer's performance in table tennis, badminton, and volleyball, they will evaluate the skills being developed to improve performance and then students will act upon feedback. Students will be	Students will have the ability to apply learnt skills to increase their performance across a range of athletics activities. They will perform a range of throws,	Students will have an ability to <b>create</b> new tactics and <b>discuss</b> the effectiveness of tactics applied within rounders', softball, and cricket, they will be able to perform serial skills autonomously and will impact a game

	<p>this area. Students will <b>create</b> new ways to apply rules and review their previous performances to ensure the game flows more freely. Students will be able to <b>create</b> new drills/ ways to develop their skills identified as in need of improvement. Students will demonstrate the core value of <b>Sportsmanship</b> in each activity. When competing and attempting to improve students will understanding the importance of displays a high level etiquette.</p>	<p>implement these into their training sessions and choose the most appropriate exercise for each. Students will <b>evaluate</b> their training plan to develop their own performance based on a sport of their choice. students will <b>evaluate</b> how they have benefited their own fitness levels through a range of exercises and will now recommend ways to develop their own performance</p>	<p>mind-confidence, persistence. Demonstrate complex twisting-roller, turntable, cradle. Develop physical strength, stamina and flexibility to cope with the demands of trampolining. Increase confidence, persistence to cope with demands of trampolining. Develop coaching/leadership role. Combination moves-seat drop to front drop, front drop to seat drop, front drop to back drop. Complex twisting-roller, turntable, cradle. Perform a 10 bounce routine with good control, fluency and body tension. Be able to <b>analyse</b> 10 bounce routines/complex twisting identifying strengths and weaknesses-use of video camera. Use of ipads-make decisions about what to do to improve their performance and the performance of others, set targets to monitor improvement. <b>Analyse</b> own and peers performance.</p>	<p>able to perform a serve, a rally, defensive shots and attacking shots, all to a high level which can outwit an opponent in a competitive game. Students will officiate a competitive game. They will consistently allow the game to flow demonstrating a broad knowledge of rules but also have the ability to <b>evaluate</b> the situation and quickly process rules and regulations to make an informed and accurate decision, they will also lead a skill and tactical based development session where they will direct students identifying areas to improve upon. Students will <b>evaluate</b> the performer's performance. Students will be able to demonstrate the core value of <b>discipline</b> within this section as they will be focusing heavily on leadership and officiating.</p>	<p>jumps and running events, with an excellent <b>application</b> of technique. Students will have the ability to self-develop, through video and peer analysis, they will then perform a skills audit to recommend areas to improve upon. Students will lead session to younger students and <b>apply</b> knowledge they have learnt in turn they will develop a range of leadership attributes. Student will demonstrate the core value of <b>discipline, teamwork and respect</b>.</p>	<p>positively. Students will be able to lead a competitive practice to their peers, <b>evaluating</b> the impact players have on the team's performance, they will be able to use a range of attributes to impact a game's outcome focusing on strategy. Students will have a range of skills developed and the approach to the <b>application</b> of skills is becoming autonomous, students will develop the core value of <b>enjoyment</b> within this activity area by drawing on previously learnt skills and <b>creating</b> new plays to impact performance to a competitive yet enjoyable activity area. Students will evaluate what components of fitness suit specific positions within each sport.</p>
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Year 10 and 11 OCR Sports Studies Curriculum implementation						
TERM	1	2	3	4	5	6
Year 10	<b>RO53 – SPORTS LEADERSHIP</b>  Whether voluntary or professional, the role of the sport leader is imperative in any sport; adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. By completing this unit, learners will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver, and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and, by doing so, develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading. The Leadership Unit is worth 60 marks.  Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership. (9 marks – written task)  Learning Outcome 2: Be able to plan sports activity sessions. (18 marks – 10 for lesson plan and 8 for risk assessment – both written tasks)		<b>RO51 – CONTEMPORARY ISSUES IN SPORT (EXAM UNIT – SIT EXAM MAY YEAR 10)</b>  It is often said that sport is a reflection of society and, as such, many of the broad issues which affect society are also prevalent in sport. For the same reasons, sport can also be a force for good at local, national and international levels, because of its ability to bring people together. By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment. Students will study the exam unit from January until May and sit their exam in the May of Year 10. The exam is out of 60 marks and students can re-sit the exam in Year 11 (January). The duration of the written exam is 1 hour. Students will cover the following 4 learning outcomes through theory lessons:  Learning Outcome 1: Understand the issues which affect participation in sport.		<b>RO56 – OUTDOOR ADVENTURES</b>  Outdoor activities are group or individual activities that take place in a natural, outdoor environment. These activities usually involve meticulous planning and preparation and enable participants to develop skills that are useful and transferable in everyday life. For this reason, organisations increasingly use outdoor and adventurous activities as the basis for team away-days and team building exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group. By completing this unit, learners will know about the range of outdoor activities that are available in the UK and be able to identify organisations that provide access to these activities. They will also be able to appreciate the reasons why people become involved in these activities and the risks they face when participating. Learners will consider how to plan an outdoor activity and be able to participate in one. They will gain an understanding of health and safety and risk assessments in outdoor scenarios, of detailed planning for a group activity with multiple variables, and they will develop their communication, decision making and leadership skills in challenging scenarios and environments.	

	<p>Learning Outcome 3: Be able to deliver sports activity session. (18 marks – practical task)</p> <p>Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session. (15 marks – written task)</p>	<p>Learning Outcome 2: Know about the role of sport in promoting values.</p> <p>Learning Outcome 3: Understand the importance of hosting major sporting events.</p> <p>Learning Outcome 4: Know about the role of national governing bodies in sport.</p>	<p>Learning Outcome 1: Know about different types of outdoor activities and their provision. (9 marks – written task).</p> <p>Learning Outcome 2: Understand the value of participating in outdoor activities (9 marks – written task).</p> <p>Learning Outcome 3: Be able to plan an outdoor activity. (21 marks – written tasks. Part 1 is out of 12 and part 2 is out of 9 – written tasks).</p>
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## Year 10 and 11 OCR Sports Studies Curriculum implementation

TERM	1	2	3	4	5
<b>Year 11</b>	<b>RO56 – OUTDOOR ADVENTURES</b>  Students will start Year 11 off by finishing their practical assessment plans. Practical assessments will take place at the end of September and students will all do Abseiling and Rock Climbing as their outdoor sports unless students can provide video evidence in other listed sports.  Learning Outcome 4: Be able to demonstrate knowledge and skills during outdoor activities (21 marks. Part 1 is out of 12 and part 2 is out of 9 – Practical assessment)	<b>RO51 – CONTEMPORARY ISSUES IN SPORT (EXAM UNIT – SIT EXAM 2<sup>ND</sup> ATTEMPT JANUARY YEAR 11)</b>  In the Autumn term 2 students will go over the LO1-4 criteria that they covered in Year 10. This will be done through theory lessons and specific revision techniques. Students will sit mock papers, review these and see how they can improve. Staff will they covered sections that the students are struggling with in order to ensure that all areas are covered. This will be group dependant of course.  Learning Outcome 1: Understand the issues	<b>RO52 – DEVELOPING SPORTS SKILLS (JUST LO4 COURSEWORK ASSIGNMENT).</b>  While becoming an elite sports performer is a dream which not everyone is able to realise, many of those who are involved in sport and the sports and leisure industries in different roles (e.g. Physical Education teachers, sports officials, roles within national governing bodies, sports facility management) enter into these roles because they developed an interest in sport and physical activity through performing. Participation in sport and physical activity provides young people with a range of transferable skills. They can learn to work both independently and as part of a team; to communicate with team mates, or to an audience through performance; to perform under pressure; to use initiative to solve problems and make decisions considering rapidly changing conditions around them. By completing this unit, learners will develop their skills, techniques and use of tactics/strategies/ compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance. The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study. Students to be assessed on LO1, LO2 and LO3 in core PE.  Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual performer in a sporting activity. (15 marks – practical assessment)	<b>STUDENTS TO UPDATE COURSEWORK IN RO52, RO53 AND RO56.</b>	<b>FINISH MAY 15TH</b>

		<p>which affect participation in sport.</p> <p>Learning Outcome 2: Know about the role of sport in promoting values.</p> <p>Learning Outcome 3: Understand the importance of hosting major sporting events.</p> <p>Learning Outcome 4: Know about the role of national governing bodies in sport.</p>	<p>Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/ compositional ideas as a team performer in sporting activity. (15 marks – practical assessment)</p> <p>Learning Outcome 3: Be able to officiate in a sporting activity. (15 marks – practical assessment)</p> <p>Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity. (15 marks – written task)</p>			
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#### Impact of our curriculum:

To ensure that all students achieve mastery in specified skills, techniques and tactics, knowledge and understanding for students will be formatively assessed regularly at KS3 through standardised observations at the end of each half term. Students will compete across the sporting areas in which they have been studying and will be assessed against the 'I can' criteria.

The impact of the curriculum upon students becoming athletes or sports analysts who can make critical and balanced judgements can be tracked through students' participation in sports clubs, sports events/ festivals, whether they watch current sporting events, read health and sport publications that relate to issues in sport and whether students choose to do OCR Sports Studies in KS4. KS4 success is judged on every unit based on the marking policies and procedures for the controlled assessment.