

	KS4 prior learning	By the end of the term, students can:	Year 12 Term 1	Year 12 Term 2	Year 12 Term 3	Year 13 Term 1	Year 13 Term 2	Year 13 Term 3
<b>What we want our students to know and remember</b>	<i>How are you supporting transition of knowledge from KS5 FE/HE?</i>	Define the key tier 3 <b>vocabulary:</b>	Unit 1- Appendicular skeleton, Axial Skeleton, Cardiovascular system, Energy systems, Muscular system, Respiratory system, Skeletal systems. Unit 2- Group dynamics, Types of practice Unit 18- Coach, Leader, Skills, tactics, techniques, knowledge, outdoor and adventurous activities, officiate, attack, defence, counter-attack, passing, shooting, dribbling, man-to-man marking, zonal marking, short serve, long serve, overhead clear, smash, net shots, drop shots, forehand, backhand.	Unit 1- Appendicular skeleton, Axial Skeleton, Cardiovascular system, Energy systems, Muscular system, Respiratory system, Skeletal systems. Unit 2- Group dynamics, Types of practice, Unit 18-Coach, Leader, Skills, tactics, techniques, knowledge, outdoor and adventurous activities, officiate, attack, defence, counter-attack, passing, shooting, dribbling, man-to-man marking, zonal marking, short serve, long serve, overhead clear, smash, net shots, drop shots, forehand, backhand.	Unit 1- Appendicular skeleton, Axial Skeleton, Cardiovascular system, Energy systems, Muscular system, Respiratory system, Skeletal systems. Unit 2- Group dynamics, Types of practice, Unit 18-Coach, Leader, Skills, tactics, techniques, knowledge, outdoor and adventurous activities, officiate, attack, defence, counter-attack, passing, shooting, dribbling, man-to-man marking, zonal marking, short serve, long serve, overhead clear, smash, net shots, drop shots, forehand, backhand.	Unit 3- Active People Survey, British Olympic Association (BOA), Club mark, County sports partnerships, Department for Culture, Media & Sport (DCMS), Department for Education (DfE), English Institute of Sport (EIS), International Olympic Committee (IOC), International Sports Federations (IFs), National governing bodies of sport, National Lottery funding, Sainsbury's School Games, Sport England, Sports development, Sports development continuum, Sports development roles, Target groups, UK Sport, Whole sport plans, World Anti-Doping Agency (WADA), World Class Programme, Youth Sport Trust. Unit 17- Acute, Emergency action plan, Extrinsic, Intrinsic, Physiological, Psychological, Rehabilitation, Unit 18-Coach, Leader, Skills, tactics, techniques, knowledge, outdoor and adventurous activities, officiate, attack, defence, counter-attack, passing, shooting, dribbling, man-to-man marking, zonal marking, short serve, long serve, overhead clear, smash, net shots, drop shots, forehand, backhand.	Unit 3- Active People Survey, British Olympic Association (BOA), Club mark, County sports partnerships, Department for Culture, Media & Sport (DCMS), Department for Education (DfE), English Institute of Sport (EIS), International Olympic Committee (IOC), International Sports Federations (IFs), National governing bodies of sport, National Lottery funding, Sainsbury's School Games, Sport England, Sports development, Sports development continuum, Sports development roles, Target groups, UK Sport, Whole sport plans, World Anti-Doping Agency (WADA), World Class Programme, Youth Sport Trust. Unit 17- Acute, Emergency action plan, Extrinsic, Intrinsic, Physiological, Psychological, Rehabilitation. Unit 18- Coach, Leader, Skills, tactics, techniques, knowledge, outdoor and adventurous activities, officiate, attack, defence, counter-attack, passing, shooting, dribbling, man-to-man marking, zonal marking, short serve, long serve, overhead clear, smash, net shots, drop shots, forehand, backhand.	Unit 3- Active People Survey, British Olympic Association (BOA), Club mark, County sports partnerships, Department for Culture, Media & Sport (DCMS), Department for Education (DfE), English Institute of Sport (EIS), International Olympic Committee (IOC), International Sports Federations (IFs), National governing bodies of sport, National Lottery funding, Sainsbury's School Games, Sport England, Sports development, Sports development continuum, Sports development roles, Target groups, UK Sport, Whole sport plans, World Anti-Doping Agency (WADA), World Class Programme, Youth Sport Trust. Unit 17- Acute, Emergency action plan, Extrinsic, Intrinsic, Physiological, Psychological, Rehabilitation. Unit 18- Coach, Leader, Skills, tactics, techniques, knowledge, outdoor and adventurous activities, officiate, attack, defence, counter-attack, passing, shooting, dribbling, man-to-man marking, zonal marking, short serve, long serve, overhead clear, smash, net shots, drop shots, forehand, backhand.

<p><b>KS4 Core PE:</b>  <i>Pupils should be taught to:</i>  <i>§ use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</i>  <i>§ develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]</i>  <i>§ take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on</i></p>	<p>Recall the <b>knowledge:</b></p>	<p><i>How does the knowledge build in complexity over time?</i>  <i>Unit 1-</i>  <i>1. Understand the skeletal system in relation to exercise and physical activity.</i>  <i>2. Understand the muscular system in relation to exercise and physical activity.</i>  <i>3. Understand the cardiovascular system in relation to exercise and physical activity.</i>  <i>4. Understand the respiratory system in relation to exercise and physical activity.</i>  <i>5. Understand the different energy systems in relation to exercise and physical activity.</i>  <i>Unit 2-</i>  <i>LO1 Know the roles and responsibilities of sports coaches and activity leaders</i>  <i>LO2 Understand principles which underpin coaching and leading</i>  <i>LO3 Be able to use methods to improve skills, techniques and tactics in sport</i>  <i>LO4 Be able to plan sports and activity sessions</i>  <i>LO5 Be able to prepare sports and activity environments</i>  <i>LO6 Be able to deliver sports and activity sessions</i>  <i>LO7 Be able to review sports and activity sessions</i>  <i>Unit 18-</i>  <i>1.Be able to apply skills, techniques and tactics and in an individual sport.</i>  <i>2.Be able to apply skills, techniques and tactics in a team sport.</i>  <i>3.Be able to apply skills and knowledge in outdoor and adventurous activities.</i>  <i>4.Be able to officiate in sport and physical activity.</i></p>	<p>Unit 1-  1. 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Unit 2-  LO1 Know the roles and responsibilities of sports coaches and activity leaders  LO2 Understand principles which underpin coaching and leading  LO3 Be able to use methods to improve skills, techniques and tactics in sport  LO4 Be able to plan sports and activity sessions  LO5 Be able to prepare sports and activity environments  LO6 Be able to deliver sports and activity sessions  LO7 Be able to review sports and activity sessions  Unit 18-  1.Be able to apply skills, techniques and tactics and in an individual sport.  2.Be able to apply skills, techniques and tactics in a team sport.  3.Be able to apply skills and knowledge in outdoor and adventurous activities.  4.Be able to officiate in sport and physical activity.</p>	<p>Unit 1-  1. Understand the skeletal system in relation to exercise and physical activity.  2. Understand the muscular system in relation to exercise and physical activity.  3. 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LO2- Be able to minimise the risk of sports injuries.  Unit 18-  1.Be able to apply skills, techniques and tactics and in an individual sport.  2.Be able to apply skills, techniques and tactics in a team sport.  3.Be able to apply skills and knowledge in outdoor and adventurous activities.  4.Be able to officiate in sport and physical activity.</p>	<p>Unit 3-  1- Learning Outcome 1 (LO1) Understand how sport in the UK is organised.  2- Learning Outcome 2 (LO2) Understand sports development  3- Learning Outcome 3 (LO3) Understand how the impact of sports development can be measured.  4- Learning Outcome 4 (LO4) Understand sports development in practice.  Unit 17-  LO3- Be able to respond to acute sports injuries when they occur.  LO4- Know the role of different agencies in the treatment and rehabilitation of the sports injuries  LO5- Be able to plan a rehabilitation programme for a specific sports injury.  Unit 18-  1.Be able to apply skills, techniques and tactics and in an individual sport.  2.Be able to apply skills, techniques and tactics in a team sport.  3.Be able to apply skills and knowledge in outdoor and adventurous activities.  4.Be able to officiate in sport and physical activity.</p>	<p>Unit 3-  1- Learning Outcome 1 (LO1) Understand how sport in the UK is organised.  2- Learning Outcome 2 (LO2) Understand sports development  4- Learning Outcome 4 (LO4) Understand sports development in practice.  Unit 17-  LO5- Be able to plan a rehabilitation programme for a specific sports injury  Unit 18-  1.Be able to apply skills, techniques and tactics and in an individual sport.  2.Be able to apply skills, techniques and tactics in a team sport.  3.Be able to apply skills and knowledge in outdoor and adventurous activities.  4.Be able to officiate in sport and physical activity.</p>
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*trust and developing skills to solve problems, either individually or as a group  
§ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best  
§ continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.*

**OCR Level 2  
Cambridge  
National  
Sport  
Science:**

*Understand and apply the fundamental principles and concepts of Sport Science*

- Develop learning and practical skills that can be applied to real-life contexts and work situations*
- Think creatively, innovatively,*

*analytically,  
logically  
and critically*

- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely*
- Prepare participants for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions*
- Learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these as well as how to design, implement and evaluate fitness training programmes*
- Develop knowledge of either how the body responds to exercise and understand*

	<p><i>how technology helps inform us of these changes, or a delve into the world of sports nutrition to understand how what we eat can impact our performance in sport</i></p> <ul style="list-style-type: none"> <li>• <i>Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical movements of the human body.</i></li> </ul>							
<p><b>What we want our students to do</b></p>	<p><i>How are you supporting transition of skills from KS4 to KS5?</i></p>	<p>Demonstrate excellence in these <b>skills</b>:</p>	<p><i>How do the skills build in complexity over time?</i>  <i>Unit 1-</i>  <i>1.1 The axial and appendicular skeletons.</i>  <i>1.2 The functions of the skeleton and the link to types of bone.</i>  <i>1.3 Classifications of joints.</i>  <i>1.4 The types of synovial joint.</i>  <i>1.5 Structures and functions of synovial joints.</i>  <i>1.6 Joint movements.</i>  <i>1.7 Structure and function of the vertebral column.</i>  <i>1.8 The impact of physical activity, training and lifestyle on the skeletal system.</i>  <i>2.1 Main muscles acting at synovial joints.</i>  <i>2.2 Types of muscle function.</i>  <i>2.3 Types of muscle contraction.</i>  <i>2.4 Structure and function of muscle fibre types.</i></p>	<p>Unit 1-  3.1 The structures of the heart and their roles.  3.2 Stroke volume, heart rate and cardiac output.  3.3 Structure of blood vessels.  3.4 Components and functions of blood.  3.5 Vascular shunt mechanism and the role of arterioles and pre-capillary sphincters.  3.6 The impact of physical activity, training and lifestyle on the cardiovascular system.  4.1 The structures of the lungs and their roles.  4.2 Respiratory muscles used during exercise.  4.3 The mechanics of breathing.  4.4 Gaseous exchange at the alveoli.  4.5 Tidal volume, breathing frequency and minute Ventilation.  4.6 The impact of physical activity, training and lifestyle</p>	<p>Unit 1-  5.1 The three energy systems  5.2 The energy continuum and how intensity and duration of exercise determines which energy system is predominant.</p> <p>Unit 2-  7.1 Reviewing sport/activity sessions</p> <p>Unit 18-  LO2- Be able to apply skills, techniques and tactics in a team sport.  2.1 Team sports  2.2 Appropriate selection of skills and techniques  2.3 Creativity and flair  2.4 Use of tactics and strategies  2.5 Decision making  2.6 Awareness of own role within and contribution to the team</p>	<p>Unit 3-  1- Learning Outcome 1 (LO1) Understand how sport in the UK is organised.  .  1.1 Organisations involved in sport in the UK.  1.2 Roles and responsibilities of sports organisations in the UK.  1.3 International organisations which impact UK sport.  1.4 How the different organisations interact.</p> <p>2- Learning Outcome 2 (LO2) Understand sports development  2.1 What sports development is.  2.2 The purpose of sports development,  2.3 The sports development continuum levels.  2.4 Target groups.</p> <p>Unit 17-  LO1-  1.1 The definitions of chronic</p>	<p>Unit 3-  3- Learning Outcome 3 (LO3) Understand how the impact of sports development can be measured.  3.1 Possible measures.  3.2 Methods.  3.3 Purpose of measurement.  .  Unit 17-  LO3-  3.1 Appropriate courses of action immediately following an acute sports injury.  3.2 Emergency Action Plan (EAP).  LO4-  4.1 The different agencies and professionals that could be involved in the treatment of sports injuries (e.g. doctor, physiotherapist, sports therapist, alternative therapist).  4.2 The way in which each of</p>	<p>Unit 3-  4- Learning Outcome 4 (LO4) Understand sports development in practice.  4.1 Methods of delivering sports development.  4.2 Characteristics of sports development initiatives and events.  4.3 Advantages and disadvantages of sports development initiatives and events.  4.4 Benefits of sports development</p> <p>Unit 17-  LO5-  5.1 The different types of treatment that can be used to support rehabilitation from sports injury.  5.2 The physiological response to each of the rehabilitation techniques identified.  5.3 The indications for and against each identified</p>

2.5 Link between mix of fibre types and performance.  
 2.6 The impact of physical activity, training and lifestyle on the muscular system.

Unit 2-

1.1 Roles of sports coaches and activity leaders (e.g. role model, motivator).  
 1.2 Responsibilities of sports coaches and activity leaders.  
 1.3 How the roles and responsibilities involved in teaching and delivering sport differ.

2.1 Principles of leadership (e.g. styles (e.g. autocratic, democratic, laissez-faire)  
 2.2 Group dynamics (e.g. stages of group development, cohesion (e.g. group cohesion, size, social loafing, stability)  
 2.3 Attributes of coaches and leaders.

3.1 Methods for identifying strengths and weaknesses in skills, techniques and deployment of tactics.  
 3.2 Classification of skills and its links to types of practice.  
 3.3 Methods for measuring improvement in skills, techniques and deployment of tactics.

Unit 18-

LO1- Be able to apply skills, techniques and tactics in a team sport.

1.1 Individual sports  
 1.2 Appropriate selection and execution of skills and techniques  
 1.3 Creativity and flair  
 1.4 Use of tactics and strategies  
 1.5 Decision-making  
 1.6 Ability to manage/maintain own performance  
 1.7 Adaptability during performance

on the respiratory system.

Unit 2-

4.1 Review participants' needs considering which could influence coaching sessions.  
 4.2 Key considerations when planning sports/activity sessions.  
 4.3 SMART goal setting.

5.1 Preparing equipment for sports/activity sessions.  
 5.2 Preparing the environment for sports/activity sessions.  
 5.3 Assessing and minimising risks before sports/activity sessions.  
 5.4 Appropriate safeguarding policies and procedures.

6.1 Preparing participants for sport/activity sessions.  
 6.2 Delivering warm-up activities which are appropriate for the participants and session.  
 6.3 Delivering sport/activity sessions.  
 6.4 Concluding coaching sessions.

Unit 18-

LO1- Be able to apply skills, techniques and tactics in a team sport.

1.1 Individual sports  
 1.2 Appropriate selection and execution of skills and techniques  
 1.3 Creativity and flair  
 1.4 Use of tactics and strategies  
 1.5 Decision-making  
 1.6 Ability to manage/maintain own performance  
 1.7 Adaptability during performance

2.7 Adaptability during performance

and acute sports injury.

1.2 Common causes of chronic sports injuries.  
 1.3 Common causes of acute sports injuries  
 1.4 The signs and symptoms of common chronic sports injuries.  
 1.5 The signs and symptoms of common acute sports injuries.  
 1.6 Possible psychological effects of suffering a sports injury.

LO2-

2.1 Extrinsic factors which can influence the risk of injury.  
 2.2 Intrinsic factors which can influence the risk of injury.  
 2.3 Steps that can be taken to minimise the risk of sports injuries.  
 2.4 Safety measures which are intrinsic to sports.

Unit 18-

LO3-Be able to apply skills and knowledge in outdoor and adventurous activities  
 3.1 Outdoor and adventurous activities (e.g. orienteering, potholing, canoeing, snowboarding, rock-climbing, parkour)  
 3.2 Skills and knowledge required for participation.

the identified agencies or professionals could support rehabilitation from sports injury.  
 4.3 Under what circumstances an injured person might seek out external help (e.g. injury is very painful, is not healing as hoped, is restricting lifestyle, is affecting the sports person psychologically)

LO5-

5.1 The different types of treatment that can be used to support rehabilitation from sports injury.  
 5.2 The physiological response to each of the rehabilitation techniques identified.  
 5.3 The indications for and against each identified treatment for a range of common sports injuries.  
 5.4 Different grades of muscle injury.  
 5.5 Different phases of treatment.  
 5.6 Exercises that can be used as part of a rehabilitation programme.  
 5.7 'Client-based' factors when planning a sports injury rehabilitation Programme.  
 5.8 Assessing the needs of a client.  
 5.9 Plan a client's rehabilitation programme.  
 5.10 Consideration of possible adaptations to programme if it does not work as planned.

Unit 18-

LO4-Be able to officiate in sport and physical activity.

4.1 Roles of officials.  
 4.2 Responsibilities of officials'  
 4.3 Apply rules and regulations relevant to the sport or physical activity and the role.  
 4.4 Communicate effectively.  
 4.5 Maintain good positioning

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 5.4 Different grades of muscle injury.  
 5.5 Different phases of treatment.  
 5.6 Exercises that can be used as part of a rehabilitation programme.  
 5.7 'Client-based' factors when planning a sports injury rehabilitation Programme.  
 5.8 Assessing the needs of a client.  
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Unit 18-

LO4-Be able to officiate in sport and physical activity

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 4.2 Responsibilities of officials'  
 4.3 Apply rules and regulations relevant to the sport or physical activity and the role.  
 4.4 Communicate effectively.  
 4.5 Maintain good positioning

<p><b>Key assessment questions:</b></p>		<p>Unit 1- 1- Learners should know that ligaments link bones together whilst tendons link muscles to bones. 2- It may also be useful for learners to be familiar with the basic equation: <math>\text{cardiac output} = \text{stroke volume} \times \text{heart rate}</math>. 3- Give learners a list of bones that they have to place correctly. Or learners could be told which bones make up the axial and appendicular skeletons to further aid their placement. 4- Names of different types of bones (long, short, flat, irregular and sesamoid). Learners could then be asked to state the functions of the skeleton (shape, support, protection, movement, blood cell production and mineral storage) 5- Working in small groups, learners could be given various research tasks regarding joints. Working individually or in pairs (depending on the size of the task) learners could be asked to find out about the classifications of joints, the types, structure and functions of synovial joints, joint movement potential etc. Learners could bring their information back to the rest of their small group. 6- The tutor could read out various 'facts' regarding the skeletal system and its response to physical activity. Some of these facts will relate to long-term effects, some to short-term effects, some will be relevant for both the long and short term and some will be made up! Lists of 'facts' can be found in the Lesson Element (see Activity 3). Learners have to write the fact under what they consider to be the correct heading – long, short,</p>	<p>Unit 1- 1-Once learners have a correctly labelled diagram they can be asked to write down each structure that air will pass through/into in the correct order (nasal cavity, epiglottis, pharynx, larynx, trachea, bronchi, bronchioles, alveoli) 2-By looking at the diagram, can learners suggest what each identified muscle does during inspiration and expiration? 3- what happened to their breathing rate during exercise, why the changes occurred, what was happening physiologically to make those changes happen and so on. 4-What were the short-term effects of exercise on the learners/volunteers? The comparison between the learners' results and those of the volunteers? Why differences were/might be seen? What this tells us about the longer-term effects of exercise on the respiratory system? Unit 2- 1- Identifying strengths and weaknesses. 2- How do I know someone's improved? 3- What makes a skill? 4- What do I need to know before I start leading? 5- What am I going to coach/lead? 6- How can I make an effective plan? 7- What are the risks? 8- What can I do about any risks? Unit 18- LO1- 1. Produce a written log for each of the practical workshops that you take part in. Within the log you should include a description of each skill performed and the techniques used within an individual sport. (P1) 2. Create a tracking document</p>	<p>Unit 1- 1- Learners could be split into three groups and each group given one of the three energy systems to investigate (ATP-PC/alactic, lactic acid and aerobic). Each group can research their allocated energy system and create a short presentation which they will feed back to the rest of the learners. 2- Learners could select or be allocated a specific sport. Learners can break their sport down into the different activities and skills which are involved. Now learners can think about the intensity and duration of each of the listed skills/activities and can begin to explore which energy system will be used under which circumstances. 3- Learners can share their continuum with the rest of the group and the tutor can facilitate discussion regarding the intensity and duration of the activity affecting its place on the continuum, and can settle any disputes between learners. 4- Learners could use these websites and others to create their own quiz questions. Learners could work in pairs to devise a set number of questions (which the tutor then screens to ensure questions are not repeated too many times) which they will then ask the rest of the group as part of a whole class quiz. Unit 2- 1- Why should I warm up? 2- How can I tell how the session went? 3- What went well? 4- Even better if? 5- Use feedback to plan the next session. Unit 18- LO2 1. Produce a log of the</p>	<p>Unit 3- LO1- Learners could be encouraged to identify some of the roles and responsibilities of each of the organisations identified. LO1- Who the organisation is An overview of what it does? Examples (at least three) of its roles and responsibilities (e.g. training of coaches, providing funding setting of rules and regulations) An example of a current sports development initiative delivered by this organisation. LO1- The interactions between different organisations involved in sport – elite level? LO1- How international organisations impact on sport in the UK? LO1- The interactions between different organisations involved in sport – grassroots level? LO1- How international organisations impact on sport in the UK? LO2- What is sports development? – establishing a definition LO2- What is the purpose of sports development – the benefits of hosting the Olympics? LO2- Different Sports development roles? LO2- Sports development continuum – the rise and rise of Tom Daley. LO2- Sports development continuum – where are you at? LO2- Target groups – the story of David Weir.  Unit 17- LO1 1-Research definitions of chronic and acute injuries. 2-Common causes of sports injuries. 3- Definitions of injuries. 4- Scenario. What is the injury?</p>	<p>Unit 3- LO3- Impact of sports development – performance levels? LO3- Impact of sports development – participation levels? LO3- Impact of sports development – impact on society? LO3- Methods for measuring the impact of sports development – Club mark initiatives? LO3- Methods for measuring the impact of sports development – participation survey to complete. Unit 17- LO3- 1- Complete an on field assessment. 2- What are the next steps in the process? 3- What is an emergency action plan and why is it important? 4- Create an emergency action plan. 5- What are the roles and responsibilities of the 7 different people involved? LO4 1- Short-term injuries – who is involved? 2- Medium-term injuries – who is involved? 3- Long-term injuries – who is involved? LO5 1- What are the appropriate treatments? 2- Research physiological impacts of treatment. 3- Identify the grades of injuries. 4- Analyse the phases of injury. 5- Identifying the type of treatment and the length of rehabilitation.  Unit 18- LO4- 1. A written description of the roles and responsibilities of the officials within the sport.</p>	<p>Unit 3- LO4- Sports development initiatives – 1 Million Kids Challenge. LO4- Sports development initiatives and events. LO4- Advantages and disadvantages of sports development – hosting a major sporting event. LO4- Benefits of sports development – the Mo Farah effect. Unit 17- LO5 1- What are the appropriate treatments? 2- Research physiological impacts of treatment. 3- Identify the grades of injuries. 4- Analyse the phases of injury. 5- Identifying the type of treatment and the length of rehabilitation. Unit 18- LO4- 1. A written description of the roles and responsibilities of the officials within the sport. (P8) 2. Photographic and written evidence confirming a demonstration by you effectively officiating a sport (P9, M3, M4) This needs to discuss: how officials communicating clearly and effectively with participants along with explaining the importance of consistency and confidence in decision making as an official.  3. A written review justifying why decisions were made and certain officiating positions selected (D3)</p>
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long and short, false.  
 Unit 2-  
 1- What's a role and what's a responsibility?  
 2-What roles do coaches and leaders have?  
 3- What responsibilities do coaches and leaders have? How do roles and responsibilities vary?  
 4- How can you lead?  
 5- The impact of groups on coaching/leading?  
 6- Does personality affect coaching/leading?  
 7- How does a good coach lead?  
 Unit 18-  
 LO1-  
 1.Produce a written log for each of the practical workshops that you take part in. Within the log you should include a description of each skill performed and the techniques used within an individual sport. (P1)  
 2.Create a tracking document to show when/ where skills and techniques are performed and how well they were executed within performance. (P1/P3)  
 3. 3.Practical demonstration of skills, techniques and tactics. Evidence will be obtained through photographic/ video analysis and teacher observations. (P1/P2/M1/D1).  
 4.Produce a written review that demonstrates the understanding of the chosen individual sport. This must include the awareness of your own performance and that of opponents through decision-making and adaptability during the session. (P3/M1/D1)

to show when/ where skills and techniques are performed and how well they were executed within performance. (P1/P3)  
 3. 3.Practical demonstration of skills, techniques and tactics. Evidence will be obtained through photographic/ video analysis and teacher observations. (P1/P2/M1/D1).  
 4.Produce a written review that demonstrates the understanding of the chosen individual sport. This must include the awareness of your own performance and that of opponents through decision-making and adaptability during the session. (P3/M1/D1)

practical workshops which highlight the effective selection and execution of skills and techniques which are performed in a team sport. (P4)  
 2. Produce an information card (s) to demonstrate effective performance and communication of tactics and strategies within your performance in a team sport. (P5)  
 3. Demonstrate the ability to fulfil own role with a team performance effectively. (P6)  
 This should be in the form of a video analysis and witness statements. (P6)  
 4. Produce a written review that demonstrates an understanding of the sport and awareness of opponents(s)/team-mates performance situations through decision making and adaptability during performance. (M2/D2) For the 'D' criteria you must be able to discuss how creativity and flair is required during performance , depending on the needs of the team.

5- Mix and match injuries and symptoms.  
 6- The World Cup scenario, how to deal with an injury?  
 LO2  
 1- Let's start thinking, factors to minimise risk of injury.  
 2- Physical preparation, how to prepare properly to minimise the risk of injury.  
 3- Individual variables that can impact on the risk of injury.  
 4- Psychological variables that can impact on the risk of injury?  
 5- How to minimise the risk of injury?  
 6- What safety measures can be put into place?  
 Unit 18-  
 LO3  
 1.Practically demonstrate the skills required to take part in an outdoor adventurous activity, displaying the awareness of health and safety considerations for the selected activity. (P7) Video evidence and witness statements must be included. (P7)  
 2.Produce an informative leaflet on the key skills required for the chosen outdoor adventurous activity. Awareness of health and safety considerations should be included. (P7)

(P8)  
 2. Photographic and written evidence confirming a demonstration by you effectively officiating a sport (P9, M3, M4)  
 This needs to discuss: how officials communicating clearly and effectively with participants along with explaining the importance of consistency and confidence in decision making as an official.  
 3. A written review justifying why decisions were made and certain officiating positions selected (D3)



<p><b>Disciplinary Rigour</b></p>	<p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS5 qualification specification?</p>	<p>Unit 1- Whether you are aiming to become a coach, nutritionist, personal trainer or leisure centre manager, knowledge of the human body, its systems and how they function will help you to ensure that your clients gain the benefits of an active, healthy lifestyle. By understanding the effects that physical activity, training and lifestyle can have on the body systems you can ensure that sports and activities are properly focused and do not risk a client's health or wellbeing and will help you to persuade others to pursue and maintain a balanced, active, healthy lifestyle. In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.</p> <p>Unit 2- Unit 18- Most people who work in sport and physical activity do so because they are passionate about their particular sport or activity, a passion that is usually borne out of participating themselves. An effective coach or leader is able to demonstrate skills accurately or offer detailed explanations of tactics and strategies because they have experienced them themselves through their own participation. 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One of the key areas which most, if not all, of the organisations involved in sport in the UK are concerned with is sports development and the increase of participation in sport and physical activity, both to improve the health of the nation but also to aid the development of elite athletes who can compete and achieve on an international level. In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured</p> <p>Unit 17- If considering a future as a sports coach or leader, a fitness instructor or a leisure recreation assistant, you will need to know the different causes, types, signs and symptoms of sports injuries. 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However, prevention is better than cure and so an understanding of risk factors and how to minimise risks will help maintain a safe environment, helping participants to stay injury free in the first place. This unit will teach you how to recognise and treat common sports injuries both immediately and through long-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance Unit 18- Most people who work in sport and physical activity do so because they are passionate about their particular sport or activity, a passion that is usually borne out of participating themselves. An effective coach or leader is able to demonstrate skills accurately or offer detailed explanations of tactics and strategies because they have experienced them themselves through their own participation. 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