

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics Studied for OCR Cambridge National Sports Studies	<p>Unit R185 Performance and leadership in sport activities</p> <p>Learners will develop their knowledge of the key components of a superior performance</p> <p>They will develop their understanding of how to apply practice methods to support improvement in a sporting activity</p> <p>Learners will develop their practical performance in an individual and team activity.</p>	<p>Unit R185 Performance and leadership in sport activities</p> <p>Learners will continue to develop their knowledge of the key components of a superior performance</p> <p>They will develop their understanding of how to apply practice methods to support improvement in a sporting activity. They will select two specific skills to improve their performance in.</p> <p>Learners will be assessed in their practical performance in an individual and team activity.</p>	<p>Unit R185 Performance and leadership in sport activities</p> <p>Learners will develop their ability to organise and plan a sports activity session</p> <ul style="list-style-type: none"> o Lead a sports activity session o Review their own performance in planning and leading a sports activity session. 	<p>Unit R185 Performance and leadership in sport activities</p> <p>Learners will develop their ability to organise and plan a sports activity session</p> <ul style="list-style-type: none"> o Lead a sports activity session o Review their own performance in planning and leading a sports activity session <p>Learners will be the given the opportunity to amend and make Improvements on their assignments before their work is finally submitted.</p>	<p>Unit R185 Performance and leadership in sport activities</p> <p>Learners will be the given the opportunity to amend and make Improvements on their assignments before their work is finally submitted.</p> <p>Unit R187: Increasing awareness of Outdoor and Adventurous Activities</p> <p>Learners will develop their understanding of the provision for OAA and the NGB for OAA.</p>	<p>Unit R187 Increasing awareness of Outdoor and Adventurous Activities</p> <p>Provision for different types of outdoor and adventurous activities in the UK</p> <ul style="list-style-type: none"> o Equipment, clothing and safety aspects of participating in outdoor and adventurous activities o Plan for and be able to participate in an outdoor and adventurous activity o Evaluate participation in an outdoor and adventurous activity

<p>Skills and Key Knowledge Taught</p>	<p>Learners will develop a knowledge and understanding of the components of the Key components of a good performance. They will develop their knowledge and understanding of skills and techniques, Tactics and strategies and compositional ideas.</p> <p>Learners will develop their performance of skills and techniques. Appropriate use of tactics, strategies, compositional ideas and use of creativity in performance. Learners will develop their own</p>	<p>Learners will develop their knowledge and understanding of</p> <ul style="list-style-type: none"> -Different types of practices and progressive drills -Altering the context of performance <p>Measuring improvement in performance</p> <p>To include aspects such as:</p> <ul style="list-style-type: none"> • Progressive practices/drills - that show a clear increase in difficulty, dependent on the ability of the performer. This could be starting at a basic level, such as a static passing drill between two players in netball, followed by passing on the move and then introducing a defender • Different types of practice - depending on the level of the performer or the chosen activity, which could be fixed, variable, whole or part practice 	<p>Learners will develop their knowledge of and ability to Organise and plan a sports activity session</p> <p>Learner will develop their understanding of:</p> <ol style="list-style-type: none"> 1: Appropriate venue: Location, Size and Weather 2: Equipment: Type Amount required 3: Timing: Appropriate Allowing for progression 4: Supervision: Number of participants Size of groups Contingency plan Safety considerations when planning a sports activity session <p>Risk assessment and corrective action:</p> <ul style="list-style-type: none"> <input type="checkbox"/>Activity-specific risks 	<p>Learners will develop their ability to lead a sports activity session considering Safe practice, Timing, Adaptability and Reliability</p> <p>Learners will lead a sports activity session that demonstrates-specific details such as Leadership style, Adaptability, Communication, Positioning, Enthusiasm for the activity and motivation of the group, Confidence and Creativity</p> <p>Learners will Review their leadership of a sports activity session by reviewing the positives and negatives of plans Learners will be given the Opportunities to develop leadership skills for the future</p>	<p>Redraft and final submission of work for R185</p> <p>Learners will Increase their awareness of Outdoor and Adventurous Activities</p> <p>Learners will develop their knowledge and understanding of</p> <p>The provision available for outdoor and adventurous activities both locally and nationally</p> <p>They will reference the National Governing Body (NGB) for additional information on the approved activity areas, as listed on the approved activities list and below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Water sports <input type="checkbox"/>Trekking <input type="checkbox"/>Camping <input type="checkbox"/>Climbing <input type="checkbox"/> Caving 	<p>Learners will continue to develop their knowledge of a National Governing Body (NGB) for additional information on the approved activity areas, as listed on the approved activities list and below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Water sports <input type="checkbox"/>Trekking <input type="checkbox"/>Camping <input type="checkbox"/>Climbing <input type="checkbox"/> Caving <input type="checkbox"/>Cycling <input type="checkbox"/> Snow sports <input type="checkbox"/>Gliding <input type="checkbox"/>Other land-based activities <p>They will research Outdoor activity organisations (including NGBs)</p> <ul style="list-style-type: none"> <input type="checkbox"/>National Sports Centres <input type="checkbox"/> Voluntary Organisations <input type="checkbox"/>Local Providers <p>Learners will go on a residential trip and acquire knowledge on the following:</p>
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	<p>decision making during performance. Learners will develop their ability to manage and maintain their performance in individual and team activities</p> <p>Learners will develop their understanding of how to complete an audit of their current strengths and weaknesses in their performance of an individual activity/ game activity or one of each.</p> <p>They will understand the key components for assessing strengths and weaknesses in an activity: <input type="checkbox"/> Skills and techniques, Tactics and strategies and Compositional ideas</p>	<p>•Altering the context – could be by playing with more or against better players</p> <p>They will develop their ability and knowledge of how to use 3 methods of measuring improvement in performance They will include aspects such as: Video analysis - to identify weaknesses and how performance can be improved</p> <ul style="list-style-type: none"> • Other assistive technology - to improve performance, such as quantitative activity trackers •Monitoring competition results - over a period • Tools selected will be dependent on the chosen activity and the ability level of the performer <p>Home learning: 2: The role of sport promoting values</p>	<p>Checking of equipment</p> <p>Basic first aid and child protection</p> <p>Emergency procedures Learners will know what to do in the event of an accident or other emergency, summoning qualified help</p> <p>Learners will develop their ability to write objectives to meet the needs of the group</p> <p>Learners will know how to write Introduction and conclusion. Lead basic warmups and cool downs and be able to teach Skills and technique development.</p> <p>Home Learning: 2.4.2 The importance of sporting behaviour and etiquette</p>	<p>Home learning</p> <p>Topic Area 3 3.1 The features of hosting a major sporting event for a city or country</p> <p>3: The features of a major sporting event 3.2 Positive effects and negative pre-event aspects of hosting a major sporting event 3.3 Potential positive and negative aspects of hosting a major sporting event 3.3.2 Immediate and longer-term post event</p>	<p><input type="checkbox"/>Cycling <input type="checkbox"/> Snow sports <input type="checkbox"/>Gliding <input type="checkbox"/>Other land-based activities</p> <p>They will research Outdoor activity organisations (including NGBs) <input type="checkbox"/>National Sports Centres <input type="checkbox"/> Voluntary Organisations <input type="checkbox"/>Local Providers</p> <p>Home learning: Topic Area 4 The role of National Governing Bodies Promotion Development Organise competitions and tournaments Rules Safety Support and technical advice Policies and initiatives Lobby for funding Advice on funding</p>	<p>Types of equipment to be used for participation The categories of equipment should include: <input type="checkbox"/>Safety equipment <input type="checkbox"/>Specialist equipment Types of clothing to be used for participation The categories of clothing types: <input type="checkbox"/> Safety clothing <input type="checkbox"/> Specialist clothing General items of clothing These categories of clothing include: <input type="checkbox"/>Wetsuit/dry suit <input type="checkbox"/> Footwear <input type="checkbox"/> Gloves <input type="checkbox"/> Hat <input type="checkbox"/> Windproof jacket <input type="checkbox"/> Jacket – waterproof, windproof <input type="checkbox"/> Trousers – waterproof, windproof <input type="checkbox"/> Wicking top <input type="checkbox"/> Fleece <input type="checkbox"/> Thermal clothing</p> <p>Learners will demonstrate the</p>
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	<p>Learners will complete a review of their strengths and weaknesses in key components for the sport, considering:</p> <ul style="list-style-type: none"> o Current level of ability o Why these have been identified as strengths or weaknesses o When are these important in a chosen sporting activity o How this will have an impact during training or performance <p>Tactics, strategies, and compositional ideas to be used where applicable, depending on the chosen activity</p> <p>Link in Technology in sport module here Specification</p>	<p>2.2.1 Olympic values 2.2.1 Paralympic values 2.3 sporting values and initiatives 2.4 importance of sporting behaviour Office form</p>	<p>2.5. The use of performance enhancing drugs 2.5.2 The reasons why performers should not take PEDS 2.5.3 The role of WADA-Anti doping agency 2.5.4 WADA'S whereabouts rule and testing 2.5.5 Education strategies to prevent the use of PEDS 2.5.6 Impact of the use of PEDS on the sport</p>			<p>appropriate skills in outdoor activities</p> <p>Learners during this module will practise putting up tents, orienteering and rock climbing. They will then go on a residential trip and put these skills into practice.</p> <p>Home learning:</p> <p>Technology in sport The role of technology in sport Analysis, rehabilitation, recovery, accessibility 5.1.2 To increase the safety of participants</p>
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	Home Learning: 1.1 Different user groups in sport 1.2 Possible barriers 1.3 Solutions to participation in sport Sport England and campaigns research 1.4 Factors that affect the popularity of sport 1.5 Emerging sports Office form on LO1					
Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Use of Teams that will contain revision videos</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: blogs and online articles/further reading on topics and studies outlined</p> <p>Teacher discussions following assessments and/or reports</p> <p>Participation in enrichment activities alongside coaching opportunities within KS3 PE and after school fixtures</p> <p>Participation in extra-curricular teams within school and outside of school</p> <p>Encourage the participation in enrichment and revision workshops</p> <p>Specification link</p> <p>Encourage learners to complete home learning tasks.</p>					

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics Studied for OCR Cambridge National Sports Studies	Unit R187: Increasing awareness of Outdoor and Adventurous Activities	Unit R187: Increasing awareness of Outdoor and Adventurous Activities	Unit R184: Contemporary issues in sport -Issues which affect participation in sport -The role of sport in promoting values	Unit R184: Contemporary issues in sport -The implications of hosting a major sporting event for a city or country -The role National Governing Bodies (NGBs) play in the development of their sport -The use of technology in sport.	Unit R184: Contemporary issues in sport Revision and assessment of: -Issues which affect participation in sport o The role of sport in promoting values - The implications of hosting a major sporting event for a city or country -The role National Governing Bodies (NGBs) play in the development of their sport -The use of technology in sport.	Learners will sit their exam in contemporary issues. All coursework will be submitted.
Skills and Key Knowledge Taught	Learners will develop their understanding of : Types of technology that can enhance participation or safety Different categories of technology include:	Learners will develop their understanding of: Topic Area 4: Evaluate participation in an outdoor and adventurous activity 4.1.1 How to evaluate the completed activity in terms of:	Learners will develop their understanding of: 1.5.1 The growth of emerging/new sports in the UK: <input type="checkbox"/> Examples of current emerging sports <input type="checkbox"/> The development and opportunities	Learners will develop their understanding of: 2.5.1 The reasons why sports performers use PEDs 2.5.2 The reasons why performers should not use PEDs 2.5.3 The role of WADA (World Anti-Doping Agency) in	Learners will develop their understanding of: Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport 4.1.1 What NGBs do for their sport: <input type="checkbox"/> Promote participation	Revision of all topic areas based on bespoke needs. Learners will revise the topics from the Unit R184 and then sit their exam

	<p>GPS and signalling devices Light weight equipment and clothing Waterproof technology</p> <p>The role of technology in terms of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access and transportation <input type="checkbox"/> Comfort <input type="checkbox"/> Safety <input type="checkbox"/> Communication <input type="checkbox"/> Information <p>Types of terrain and environment The different types of terrain/man-made environments include: Lakes, Rivers, Sea, Canals, Forests, Moorlands, Mountainous area, National Parks, Quarries, Craggs, Trails – walking, cycling, orienteering, Snowdomes, Dry ski slopes, High ropes courses, Gorges</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What aspects went well <input type="checkbox"/> What aspects could be improved <p>4.2 Evaluate the value of participating in outdoor activities</p> <p>Mental benefits Physical benefits Social benefits</p> <p><u>Submit both pieces of coursework in the January submission</u></p> <p>Learners will begin to prepare for their exam in Sport studies: <u>Unit R184:</u> Contemporary issues in sport 1.1.1 Different user groups who participate in sport: <input type="checkbox"/> Gender <input type="checkbox"/> People from different ethnic groups</p>	<p>to participate in emerging sports</p> <p>2.1.1 Values which can be promoted through sport:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal <input type="checkbox"/> Fair play - where performers adhere to the rules and do not cheat whilst performing <input type="checkbox"/> Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams <input type="checkbox"/> Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures 	<p>eradicating the use of PEDs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> WADA's Whereabouts Rule <input type="checkbox"/> WADA testing methods <p>2.5.4 Sanctions to prevent the use of PEDs 2.5.5 Educational strategies to prevent the use of PEDs</p> <p>2.5.6 Impact of the use of PEDs on the sport</p> <p>Topic Area 3: The implications of hosting a major sporting event for a city or country</p> <p>3.1.1 The types and scheduling of major sporting events: <input type="checkbox"/> Regular <input type="checkbox"/> One-Off' <input type="checkbox"/> Regular and recurring</p>	<p>Develop the sport's coaching and officiating infrastructure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organise tournaments and competitions <input type="checkbox"/> Amend the existing rules and apply disciplinary procedures for rule breaking <input type="checkbox"/> Ensure safety within their sport <input type="checkbox"/> Provide support, insurance and technical guidance to members <input type="checkbox"/> Develop policies and initiatives <p>Lobby for funding</p> <p>Topic Area 5: The use of technology in sport</p> <p>5.1.1 To enhance performance 5.1.2 To increase the safety of participants 5.1.3 To increase fair play and increase the accuracy of officiating 5.1.4 To enhance spectatorship</p>	
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	<p>Learners will be able to plan for and be able to participate in an outdoor and adventurous activity</p> <p>Learners will consider Health and Safety Personnel, Licensing, Supplies, Location, Timing of activity, Shelter, Contingency plan</p> <p>3.2 Outdoor activity risk assessment 3.3.1 Emergency procedure plan to include: First aid and Rescue</p> <p>Home learning LO1 and LO2 Past papers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Retired people/people over 60 <input type="checkbox"/> Families with children <input type="checkbox"/> Carers <input type="checkbox"/> People with family commitments <input type="checkbox"/> Young children <input type="checkbox"/> Teenagers <input type="checkbox"/> People with disabilities <input type="checkbox"/> Parents (singles or couples) <input type="checkbox"/> People who work <input type="checkbox"/> Unemployed/economically disadvantaged people <p>2.1 Possible barriers which affect participation in sport: Employment and unemployment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family commitments <input type="checkbox"/> Lack of disposable income <input type="checkbox"/> Lack of transport <input type="checkbox"/> Lack of positive sporting role model <input type="checkbox"/> Lack of positive family role models or family support <input type="checkbox"/> Lack of appropriate activity provision 	<p>Inclusion - refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport</p> <ul style="list-style-type: none"> <input type="checkbox"/> National pride - support for your national team/squad in a sport creates national pride by uniting the whole population in their support of the team/sport <input type="checkbox"/> Excellence - can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort <p>2.2.1 Olympic and Paralympic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Creed <input type="checkbox"/> The Symbol <p>The Olympic and Paralympic values:</p>	<p>3.1.2 The nature of the participants and spectators</p> <p>3.2.1 Positive and negative pre-event aspects of hosting a major sporting event:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bidding for the event <input type="checkbox"/> Infrastructure and transport systems development <input type="checkbox"/> Financial/commercial investment/support <input type="checkbox"/> The potential for increased employment <input type="checkbox"/> Local/national objections to the bidding process <p>3.3.1 During the event:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive aspects/benefits include: <ul style="list-style-type: none"> <input type="checkbox"/> Improved social infrastructure <input type="checkbox"/> Improved national morale/social cohesion <input type="checkbox"/> Increase in national status 	<p>5.2.1 Positive:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhanced performance Lower risk of injury Quicker recovery from injury More accurate decisions Technical analysis <p>5.2.2 Negative:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unequal access to the same quality of technology <input type="checkbox"/> Increased cost of technological advances Availability and affordability of technology Potential reduction in the flow of the game through introduction of officiating technology Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules <p>5.2.3 Positive and negative effects of technology on the spectator experience</p>	
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		<ul style="list-style-type: none"> □Lack of awareness of appropriate activity provision □ The lack of equal coverage in media in terms of gender and ethnicity by the media <p>1.3.1 Possible solutions to the barriers which affect participation in sport:</p> <ul style="list-style-type: none"> □Provision of: □ Appropriate programmes □ Sessions □ Activities □ Times for the different user groups □Promotion strategies: □The use of targeted promotion □ Role models □ Initiatives □ Increased and appropriate transport availability □Availability of appropriate user group facilities and equipment □Improved access to facilities for all user groups 	<ul style="list-style-type: none"> □ The Olympic values of Excellence, Friendship and Respect □ The Paralympic values of Courage, Determination, Inspiration and Equality <p>2.4.1 The importance of etiquette AND sporting behaviour of performers:</p> <ul style="list-style-type: none"> □The reasons for observing etiquette and sporting behaviour □Sportsmanship □ Examples from sport <p>2.4.2 The importance of etiquette AND sporting behaviour of spectators:</p> <ul style="list-style-type: none"> □ Appropriate behaviour when spectating □ Safety <p>Home learning Full past papers</p>	<ul style="list-style-type: none"> □ Greater national interest in sport □ Increased media coverage of the sport(s) □ A and indirect tourism □ An increase in short-term employment during the event □Negative aspects/drawbacks include: □ An increase in transport, litter and noise □ The potential for an increase in terrorism and crime □ Poor performance by home nation/team and the impact on national pride/morale □ Perceived relegation/lack of investment in regional areas not involved in the national event □ Negative media coverage of perceived deficiencies in the organisation or infrastructure/faciliti 	<p>Home learning: Bespoke past papers and targeted revision</p>	
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		<p>□ Appropriate pricing for all user groups</p> <p>4.1 Positive and negative impacts on the popularity of sport in the UK includes:</p> <ul style="list-style-type: none"> □ The number of people participating and the provision of facilities □ Environment/climate activity influences □ Live spectator opportunities □ The amount and range of media coverage □ The high-level success of both individuals and teams □ The number and range of positive role models available in a sport □ Social acceptability <p>Home Learning LO3 and LO4 past papers</p>		<p>es 3.3.2 Immediate and longer-term post-event:</p> <ul style="list-style-type: none"> □ Positive aspects/benefits include: <ul style="list-style-type: none"> □ A legacy of improved/new sporting facilities □ An increase in the sports' participation □ An increase in the profile of sports involved □ A legacy of improved transport and social infrastructure □ Raising of the city/nation's international profile/status □ An increase in future financial investment □ Negative aspects/drawbacks include: <ul style="list-style-type: none"> □ The event might have costed more to host than the revenue generated □ Sports facilities unused after the event □ A loss in national reputation/status if the event was badly 		
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				organised, the host nation's participants performed badly, or scandals emerged Home learning: Bespoke past papers and targeted revision		
Links for Support/ Help at Home	Use of student resources located within WHS SharePoint for students Learner revision videos will be set on teams Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy Wider reading: blogs and online articles/further reading on topics and studies outlined Teacher discussions following assessments and/or reports Participation in enrichment activities alongside coaching opportunities within KS3 PE and after school fixtures Participation in extra-curricular teams within school and outside of school Encourage the participation in enrichment and revision workshops					

2022-2023

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics Studied for OCR Cambridge National Sports Studies	<u>Old specification</u> R056: Developing Knowledge and skills in outdoor activities Understand the value of	R056 LO3 Be able to plan an outdoor activity Learners will be given the opportunity to improve their assignment before it is submitted.	Learners will be the opportunity to resubmit R052: Developing sport skills.	Improvements Learners will be given the opportunity to re-sit their contemporary issues exam. Assessment Revision Class teacher to tailor	Improvements Learners will be given the opportunity to re-sit their contemporary issues exam. Assessment Revision Class teacher to tailor	End point

	<p>participating in outdoor activities</p> <p>R056 LO3 Be able to plan an outdoor activity</p>			to suit the needs of the class	to suit the needs of the class	
<p>Skills and Key Knowledge Taught</p>	<p>R056: Developing. Knowledge and skills in outdoor activities</p> <p>LO1 Developing. Knowledge and skills in outdoor activities the definition of an outdoor activity - examples of outdoor activities - provision of outdoor activities in the UK</p> <p>R056 LO2 Understand the value of participating in outdoor activities such as the - general benefits of participating in outdoor activities - how participating in outdoor activities can help skills development</p>	<p>R056 LO3-Learners will be able to plan an outdoor activity - key considerations to make when planning an outdoor activity - hazards to be aware of when planning outdoor activities</p> <p>Chance to make improvements</p> <p><u>Final submission of R056</u></p> <p>Home Learning Will be linked to researching OAA</p>	<p>Learners will be the given the opportunity to improve R052 developing skills</p> <p>LO4: Apply practice methods to support improvement in a sporting activity.</p> <p>How to identify areas of improvement in their own performance in a sporting activity, what are the key skills in the activity? Which key skills are strengths? Which key skills are weaknesses?</p> <p>Types of skills, i.e. simple skill complex skill, open skill and closed skill</p>	<p>Learners will be given their current grade and then work on improving their coursework to try and improve their grade.</p> <p>Learners that are resitting their exam will prepare for it. The exam by revising the following topics</p> <p>R051: Contemporary issues LO1-Understand the issues which affect participation in sport LO2-Know about the role of sport in promoting values LO3-Understand the importance of hosting major sporting events LO4-Know about the role of national</p>	<p>Learners will be given their current grade and then work on improving their coursework to try and improve their grade.</p> <p>Learners that are resitting their exam will prepare for it. The exam by revising the following topics</p> <p>R051: Contemporary issues LO1-Understand the issues which affect participation in sport LO2-Know about the role of sport in promoting values LO3-Understand the importance of hosting major sporting events LO4-Know about the role of national governing bodies in sport</p>	

	<p>R056 LO4 Be able to demonstrate knowledge and skills during outdoor activities</p> <ul style="list-style-type: none"> - care and use of equipment - safe practice - communication skills - decision-making skills - team-working skills - problem-solving skills <p>R056 LO3 Be able to plan an outdoor activity</p> <ul style="list-style-type: none"> - key considerations to make when planning an outdoor activity - hazards to be aware of when planning outdoor activities <p>Home Learning</p>		<ul style="list-style-type: none"> • types of practice- whole, part, distributed and variable practices <p>Identify three areas of weaknesses and design a training programme that includes progressive drills. Monitor and evaluate their performance and then identify how they would improve their performance.</p> <p>Home Learning</p> <p>Flipped learning tasks will be set on</p> <p>LO1-Understand the issues which affect participation in sport</p> <p>LO2-Know about the role of sport in promoting values</p> <p>LO3-Understand the importance of hosting major sporting events</p> <p>LO4-Know about the role of national governing bodies in sport</p>	<p>governing bodies in sport</p> <p>Home Learning</p> <p>Bespoke and targeted revision tasks will be set on areas of weakness.</p>	<p>Learners will re-sit their exam</p>	
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	Will be linked to researching OAA.					
Links for Support/ Help at Home	<p>Use of student resources located within WHS SharePoint for students</p> <p>Use of teams to access revision of key content</p> <p>Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy</p> <p>Wider reading: blogs and online articles/further reading on topics and studies outlined</p> <p>Teacher discussions following assessments and/or reports</p> <p>Participation in enrichment activities alongside coaching opportunities within KS3 PE and after school fixtures</p> <p>Participation in extra-curricular teams within school and outside of school</p> <p>Encourage the participation in enrichment and revision workshops</p>					