

## Cambridge National in Sport Science

## Years 9, 10 & 11

## Scheme of Learning – from September 2022

## Subject Leader: Mr. J. Nuttall

Topics by term			Unit Ove	Unit Overview					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
	R180: Reducing the	R180: Reducing the	R182: The body's	R182: The body's	R181: Applying the	R181: Applying the			
Year 9	risk of sports injuries	risk of sports injuries	response to physical	response to physical	principles of training:	principles of training:			
	and dealing with	and dealing with	activity and how	activity and how	fitness and how it	fitness and how it			
	common medical	common medical	technology informs	technology informs	affects skill	affects skill			
	conditions	conditions	this	this	performance	performance			
	R181: Applying the	R181: Applying the	R181: Applying the	R181: Applying the	R182: The body's	R182: The body's			
Year 10	principles of training:	principles of training:	principles of training:	principles of training:	response to physical	response to physical			
	fitness and how it	activity and how	activity and how						
	affects skill	affects skill	affects skill	affects skill	technology informs	technology informs			
	performance	performance	performance	performance	this	this			
	R180: Reducing the								
Year 11	risk of sports injuries	n/a							
	and dealing with								
	common medical								
	conditions	conditions	conditions	conditions	conditions				

			OCR Cambridge Natio	nal in Sport Science (J82	8)		
Specification	Big Questions	Topic Area: Main Items and Optional Learning Objectives	Outcomes	Key Terms/ Concepts Literacy Numeracy	Assessment and Homework Tasks	Resources	Personal Development Curriculum Links (SMSC, British Values, PSHE)
R180	): Reducing the risk of s	sports injuries and dealing	with common medical co	nditions			
Тор	ic Area 1 – Different fa	ctors which influence the	risk and severity of injury				
	<ul> <li><u>Big Question 1:</u></li> <li>How do different extrinsic factors influence the risk and severity of injury?</li> <li><u>Big Question 2:</u></li> <li>How do different intrinsic factors influence the risk and severity of injury?</li> </ul>	<ul> <li>1.1.1 Types of sports activity</li> <li>1.1.2 Coaching / instructing / leading</li> <li>1.1.3 Environment</li> <li>1.1.4 Equipment</li> <li>1.2.1 Individual variables</li> <li>1.2.2 Psychological factors</li> <li>1.2.3 Reasons for aggression</li> <li>1.2.4 Mental strategies</li> </ul>	By completing this unit students will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. <u>Topics include:</u>	<ul> <li>Extrinsic factors</li> <li>Intrinsic factors</li> <li>Contact sports</li> <li>Non-contact sports</li> <li>Spotters</li> <li>Hypothermia</li> <li>Dehydration</li> <li>Heat exhaustion</li> <li>Veterans</li> <li>Fitness</li> <li>Training</li> <li>Flexibility</li> <li>Ability</li> <li>Technique</li> <li>Nutrition</li> <li>Hydration</li> <li>Psychological factors</li> <li>Motivation</li> <li>Arousal</li> </ul>	This unit is externally assessed. It is synoptic and must be completed at the end of the course. There is a terminal assessment rule in place. The exam is out of 70 marks and students are allowed 1h15m. Section A has 25 marks and is multiple choice or short response questions. Section B has 45 marks and is medium- long response questions. It is worth 40% of the overall grade.	<ul> <li>ICT Classroom</li> <li>PowerPoint</li> <li>Knowledge Organiser</li> <li>EverLearner platform</li> <li>Student textbooks</li> <li>Access to Sports Hall</li> </ul>	Students develop a sense of enjoyment and fascination in learning about themselves, others and the sporting world around them. Students are encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others

<ul> <li>Different factors which influence the risk and severity of injury</li> <li>Warm up and cool down routines</li> <li>Different types and causes of sports injuries</li> <li>Reducing risk, treatment and rehabilitation of sports injuries and medical conditions.</li> <li>Causes, symptoms and treatment of medical conditions.</li> <li>Causes, symptoms</li> <li>Anabolic steroids</li> <li>Mental rehearsal</li> <li>Imagery</li> <li>Selective attention</li> <li>Selective attention</li> <li>Frection and treatment of medical conditions.</li> <li>In Year 9 and Year 11, students will</li> <li>In Year 9 and Year 11, students will</li> <li>Confidence</li> <li>Complete Week 3</li> <li>Homework is set on TheEverLearner</li> <li>Imagery</li> <li>Selective attention</li> <li>Frectore attention</li> <li>Frectore attention</li> <li>In Year 9 and Year 11, students will</li> <li>In Year 9 and Year 11, students will</li> <li>In Year 9 and Year 11,</li> <li>Students will</li> <li>Aggression</li> <li>Channelled aggression</li> <li>Retaliation</li> <li>Anabolic steroids</li> <li>Mental rehearsal</li> <li>Imagery</li> <li>Selective attention</li> <li>Selective attention</li> <li>Selective attention</li> </ul>	sporting experiences. This course encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

Тор	ic Area 2 – Warm up an	nd c	ool down routines					
Тор	<ul> <li>Big Question 3:         <ul> <li>What are the key components of a warm up?</li> </ul> </li> <li>Big Question 4:         <ul> <li>What are the physiological and psychological benefits of a warm up?</li> </ul> </li> <li>Big Question 5:         <ul> <li>What are the key components and physiological benefits of a cool down?</li> </ul> </li> </ul>		2.1 Key components of a warm up 2.2.1 Physiological benefits of a warm up 2.2.2 Psychological benefits of a warm up 2.3 Key components of a cool down 2.4 Physiological benefits of a cool down	By completing this unit students will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. <u>Topics include:</u> Different factors which influence the	Warm up Dynamic stretches Adrenaline Lactic Acid Anaerobic Cool down Maintenance stretches Static stretches Proprioceptive neuromuscular facilitation (PNF) Delayed onset muscle soreness	This unit is externally assessed. It is synoptic and must be completed at the end of the course. There is a terminal assessment rule in place. The exam is out of 70 marks and students are allowed 1h15m. Section A has 25 marks and is multiple choice or short response questions. Section B has 45 marks and is medium- long response questions. It is worth 40% of the overall grade.	ICT Classroom PowerPoint Knowledge Organiser EverLearner platform Student textbooks Access to Sports Hall	Students develop a sense of enjoyment and fascination in learning about themselves, others and the sporting world around them. Students are encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others
				<ul> <li>risk and severity of injury</li> <li>Warm up and cool down routines</li> <li>Different types and causes of sports injuries</li> <li>Reducing risk, treatment and</li> </ul>		In Year 9 and Year 11, students will complete Week 3 termly assessments and end of topic tests (EOTTs). Homework is set on TheEverLearner		sporting experiences. This course encourages a willingness to participate in sporting opportunities that will help

sports injuries and	teachers can monitor positive
medical conditions	student knowledge attitudes
<ul> <li>Causes, symptoms</li> </ul>	and progress. It is towards
and treatment of	recommended that different
medical conditions.	students do 30 religious,
	minutes of homework
	for every hour they
	spend in class.
	groups in the
	and global
	communities.
	Students are
	taught that
	the only way
	you can
	achieve in
	sport to a high
	standard is if
	you work hard
	discipline
	vourself to
	train and
	apply yourself.
Topic Area 3 – Different types and causes of sports injuries	
Big Question 6:         • 3.1.1 Overview of         By completing this unit         • A	cute injuries This unit is externally   ICT Classroom Students
What are the acute injuries students will prepare as S	udden trauma assessed. It is synoptic  PowerPoint develop a
types and causes • 3.1.2 Soft tissue and a participant to take • S	oft tissue injuries and must be • Knowledge sense of
of acute injuries? hard tissue injuries part in physical activity • F	lard tissue completed at the end Organiser <sup>enjoyment</sup>
<ul> <li>3.1.3 Strains in a way which ir</li> </ul>	and land
	njuries of the course. There is $  \bullet $ EverLearner $ $
■ 3.1.4 Sprains   minimises the risk of   ■ S	njuries of the course. There is EverLearner fascination in trains a terminal assessment platform

Big Question 7: • What are the types and causes of chronic injuries?	<ul> <li>3.1.7 Dislocations</li> <li>3.1.8 Head injuries</li> <li>3.2.1 Overview of chronic injuries</li> <li>3.2.2 Tendonitis</li> <li>3.2.3 Epicondylitis</li> <li>3.2.4 Shin splints</li> <li>3.2.5 Stress fractures</li> </ul>	It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. <u>Topics include:</u> Different factors which influence the risk and severity of injury Warm up and cool down routines Different types and causes of sports injuries Reducing risk, treatment and rehabilitation of sports injuries and medical conditions Causes, symptoms and treatment of medical conditions.	<ul> <li>Anterior cruciate ligament</li> <li>Abrasion</li> <li>Cut</li> <li>Laceration</li> <li>Contusion</li> <li>Blister</li> <li>Fracture</li> <li>Open fracture</li> <li>Closed fracture</li> <li>Dislocation</li> <li>Concussion</li> <li>Dementia</li> <li>Alzheimer's disease</li> <li>Chronic injuries</li> <li>Overuse injuries</li> <li>Tendonitis</li> <li>Epicondylitis</li> <li>Shin splints</li> <li>Stress fracture</li> </ul>	The exam is out of 70 marks and students are allowed 1h15m. Section A has 25 marks and is multiple choice or short response questions. Section B has 45 marks and is medium- long response questions. It is worth 40% of the overall grade. In Year 9 and Year 11, students will complete Week 3 termly assessments and end of topic tests (EOTTs). Homework is set on TheEverLearner platform where teachers can monitor student knowledge and progress. It is recommended that students do 30 minutes of homework for every hour they spend in class.	textbooks • Access to Sports Hall	sporting world around them. Students are encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others sporting experiences. This course encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the local, national
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										and global communities. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
Торі	c Area 4 – Reducing ris	k, t	reatment and rehabilit	ation of sports injuries an	d m	nedical conditions				
	<ul> <li>Big Question 8:</li> <li>How can you reduce the risk and severity of an injury or medical condition?</li> <li>Big Question 9:</li> </ul>		<ul> <li>4.1.1 Safety checks</li> <li>4.1.2 Strategies to help reduce the risk of sports injuries and medical conditions</li> <li>4.1.3 Emergency Action Plans (EAP)</li> <li>4.2.1 SALTAPS</li> </ul>	By completing this unit students will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common	• • • •	Hazard Risk Risk assessment Medical Screening Electrocardiogram (ECG) Emergency action plan (EAP) SALTAPS Acronym	This unit is externally assessed. It is synoptic and must be completed at the end of the course. There is a terminal assessment rule in place. The exam is out of 70 marks and students are allowed 1h15m.	•	ICT Classroom PowerPoint Knowledge Organiser EverLearner platform Student textbooks Access to Sports Hall	Students develop a sense of enjoyment and fascination in learning about themselves, others and the sporting world around them.
	<ul> <li>What are common responses and treatments to medical conditions?</li> </ul>	•	<ul><li>4.2.2 DRABC</li><li>4.2.3 Recovery</li><li>position</li><li>4.2.4 PRICE</li><li>4.2.5 Use of</li></ul>	injuries that can occur during sport and physical activity, and how to recognise the symptoms of some		DRABC Recovery position PRICE Massage Ultrasound Electrotherapy	Section A has 25 marks and is multiple choice or short response questions. Section B has 45 marks and is medium-			Students are encouraged to use their imagination and creativity in their

Tor	ic Area 5 – Causes, sym	intoms and treatment of i	medical conditions				and if you can discipline yourself to train and apply yourself.
	<ul> <li>Big Question 10:</li> <li>What are the common causes, symptoms and treatments of medical conditions?</li> </ul>	<ul> <li>5.1 Asthma</li> <li>5.2 Diabetes</li> <li>5.3 Epilepsy</li> <li>5.4 Sudden Cardiac Arrest (SCA)</li> <li>5.5 Other medical conditions</li> <li>5.5.1 Overview of hypothermia</li> <li>5.5.5 Overview of heat exhaustion</li> <li>5.5.9 Overview of dehydration</li> </ul>	By completing this unit students will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. <u>Topics include:</u> • Different factors which influence the risk and severity of injury • Warm up and cool down routines	<ul> <li>Asthma</li> <li>Inhaler</li> <li>Nebuliser</li> <li>Glucose</li> <li>Insulin</li> <li>Diabetes</li> <li>Ketones</li> <li>Diabetic ketoacidosis (DKA)</li> <li>Insulin-dependent</li> <li>Insulin-resistant</li> <li>Hypoglycaemia</li> <li>Hyperglycaemia</li> <li>Epilepsy</li> <li>Seizures</li> <li>Triggers</li> <li>Fatigue</li> <li>Anti-epileptic drugs (AEDs)</li> <li>Ketogenic diet</li> <li>Sudden cardiac arrest (SCA)</li> <li>Commotio cordis</li> <li>Electrolytes</li> </ul>	<ul> <li>This unit is externally assessed. It is synoptic and must be completed at the end of the course. There is a terminal assessment rule in place.</li> <li>The exam is out of 70 marks and students are allowed 1h15m. Section A has 25 marks and is multiple choice or short response questions. Section B has 45 marks and is mediumlong response questions. It is worth 40% of the overall grade.</li> <li>In Year 9 and Year 11, students will complete Week 3 termly assessments</li> </ul>	<ul> <li>ICT Classroom</li> <li>PowerPoint</li> <li>Knowledge Organiser</li> <li>EverLearner platform</li> <li>Student textbooks</li> <li>Access to Sports Hall</li> </ul>	Students develop a sense of enjoyment and fascination in learning about themselves, others and the sporting world around them. Students are encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others sporting experiences. This course encourages a

<ul> <li>Different types and causes of sports injuries</li> <li>Reducing risk, treatment and treatment and treatment and treatment of medical conditions</li> <li>Causes, symptoms and treatment of medical conditions.</li> </ul>	<ul> <li>Willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities.</li> <li>Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and</li> </ul>
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**R181: Applying the principles of training: fitness and how it affects skill performance Topic Area 1 – Components of fitness applied in sport** 

 Big Question 1:
 • 1.1.1 The definition of, and suitable
 By completing this unit, students will conduct a
 • Cardiovascular endurance
 This is a mandatory, non-examined
 • ICT Classroom

<ul> <li>How are</li> </ul>	of, and suitable	students will conduct a	endurance	non-examined	PowerPoint	develop a
components of	fitness tests used,	range of fitness tests,	<ul> <li>Stamina</li> </ul>	assessed (NEA) unit.	<ul> <li>Knowledge</li> </ul>	sense of
fitness relevant	to measure each	understand what they	<ul> <li>Muscular</li> </ul>	Students will be	Organiser	enjoyment
to different	component of	test and their	endurance	entered for assessed	<ul> <li>EverLearner</li> </ul>	fascination in
sports?	fitness	advantages and	<ul> <li>Aerobic</li> </ul>	in June of Year 10.	platform	learning about
	<ul> <li>1.1.2 Fitness</li> </ul>	disadvantages.	<ul> <li>Speed</li> </ul>		<ul> <li>Student</li> </ul>	themselves
	component		<ul> <li>Strength</li> </ul>	Assessment is via an	- Student	others and the
	requirements of	Students will also learn	Power	OCR-set assignment,		sporting world
	sports	how to design, plan and	<ul> <li>Agility</li> </ul>	which is marked by	<ul> <li>Access to</li> </ul>	around them.
		evaluate a fitness	<ul> <li>Balance</li> </ul>	teachers and	Sports Hall	
		training programme.	<ul> <li>Flexibility</li> </ul>	moderated by OCR	(for	Students are
<b>Big Question 2:</b>	<ul> <li>1.1.3 Justification of</li> </ul>		<ul> <li>Co-ordination</li> </ul>	examiners.	multistage	encouraged to
<ul> <li>Can you justify</li> </ul>	most important	They will then interpret	<ul> <li>Reaction time</li> </ul>		fitness test	use their
why different	components of	the data collected from	<ul> <li>Maximum oxygen</li> </ul>	The unit is assessed	and training	imagination
components of	fitness	these fitness tests and	uptake (VO2 Max)	through five practical	methods)	and creativity
fitness are		learn how best to feed	<ul> <li>Protocol</li> </ul>	tasks, each of which	Access to free	In their
relevant for		this back.	<ul> <li>Validity</li> </ul>	needs to be	weights.	showcase a
different sports?			<ul> <li>Reliability</li> </ul>	evidenced. It is out of	Fitness testing	willingness to
		Topics include:	<ul> <li>Maximal tests</li> </ul>	80 marks in total and	equipment:	reflect on their
		<ul> <li>Components of</li> </ul>	<ul> <li>Sub-maximal tests</li> </ul>	is worth 40% of the	sit and reach	own and
<b>Big Question 3:</b>	<ul> <li>1.2.1 Fitness tests</li> </ul>	fitness applied in	<ul> <li>Questionnaire</li> </ul>	overall grade.	box, grip	others
<ul> <li>What fitness</li> </ul>	for components of	sport	PAR-Q		dynamometer	sporting
tests are used	fitness	<ul> <li>Principles of</li> </ul>		In Year 9, students	, benches for	experiences.
for each	1.2.2 Collect and	training in sport		will complete Week 3	step test, stop	
component of	interpret the results	<ul> <li>Organising and</li> </ul>		termly assessments	watches,	This course
fitness?	of fitness tests	planning a fitness		and end of topic tests	metronome,	encourages a
	1.2.3 Strengths and	training programme		(EOTTs).	vertical jump	willingness to
	areas of	<ul> <li>Evaluate own</li> </ul>			board,	sporting
	improvement of	performance in			skinfold	onnortunities
					callipers.	opportunities

Students

	Big Question 4: • Can you apply the components of fitness to a skilled performance?	•	each fitness component 1.3.1 Devising skill based fitness tests 1.3.2 Conduct the tests devised 1.3.3 How to record results of skill based fitness tests 1.3 Application of components of fitness to skill performance	planning and delivery of a fitness training programme.			Homework is set on TheEverLearner platform where teachers can monitor student knowledge and progress. It is recommended that students do 30 minutes of homework for every hour they spend in class.	•	Bioelectrical Impedance Analysis machine, heart rate monitor Rating of Perceived Exertion Scale Published normative data tables for interpretation of fitness test results. Resources for reviewing performance, such as recording equipment.	that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
Торі	c Area 2 – Principles of	trai	ining in sport							
	<ul> <li>Big Question 5:</li> <li>What are the principles of training?</li> </ul>	•	2.1.1 The definition and application of each principle of training and goal setting	By completing this unit, students will conduct a range of fitness tests, understand what they test and their	•	SPOR Specificity Progression Overload Reversibility FITT	This is a mandatory, non-examined assessed (NEA) unit. Students will be entered for assessed in June of Year 10.	•	ICT Classroom PowerPoint Knowledge Organiser	Students develop a sense of enjoyment and fascination in

Big Question 6: ■ What are SMART goals?	<ul> <li>2.1.1 The definition and application of each principle of training and goal setting</li> </ul>	advantages and disadvantages. Students will also learn how to design, plan and evaluate a fitness training programme.	<ul> <li>SMART</li> <li>Continuous training</li> <li>Aerobic training zone</li> <li>Fartlek training</li> <li>Interval training</li> <li>Work-to-rest ratio</li> </ul>	Assessment is via an OCR-set assignment, which is marked by teachers and moderated by OCR examiners.	<ul> <li>EverLearner platform</li> <li>Student textbooks</li> <li>Access to Sports Hall (for multistage</li> </ul>	learning about themselves, others and the sporting world around them. Students are encouraged to use their
<ul> <li>Big Question 7:</li> <li>What are methods of training and their advantages/disa dvantages?</li> </ul>	<ul> <li>2.2.1 Advantages and disadvantages of the structure of each training method</li> <li>2.2.2 Aerobic exercise</li> <li>2.2.3 Anaerobic exercise</li> </ul>	<ul> <li>They will then interpret the data collected from these fitness tests and learn how best to feed this back.</li> <li><u>Topics include:</u> <ul> <li>Components of fitness applied in sport</li> <li>Principles of training in sport</li> </ul> </li> <li>Organising and planning a fitness training programme</li> <li>Evaluate own performance in planning and delivery of a fitness training programme.</li> </ul>	<ul> <li>Circuit training</li> <li>Plyometric training</li> <li>Eccentric contraction</li> <li>Concentric contraction</li> <li>Resistance training</li> <li>Repetition</li> <li>Hypertrophy</li> <li>High-intensity interval training (HIIT)</li> </ul>	The unit is assessed through five practical tasks, each of which needs to be evidenced. It is out of 80 marks in total and is worth 40% of the overall grade. In Year 9, students will complete Week 3 termly assessments and end of topic tests (EOTTs). Homework is set on TheEverLearner platform where teachers can monitor student knowledge and progress. It is recommended that students do 30 minutes of homework for every hour they spend in class.	<ul> <li>fitness test and training methods)</li> <li>Access to free weights.</li> <li>Fitness testing equipment: sit and reach box, grip dynamometer , benches for step test, stop watches, metronome, vertical jump board, skinfold callipers.</li> <li>Bioelectrical Impedance Analysis machine, heart rate monitor</li> <li>Rating of Perceived Exertion Scale</li> </ul>	imagination and creativity in their learning, and showcase a willingness to reflect on their own and others sporting experiences. This course encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the

							•	Published normative data tables for interpretation of fitness test results. Resources for reviewing performance, such as recording equipment.	local, national and global communities. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
Торі	c Area 3 – Organising a	nd	planning a fitness train	ing programme					
	<ul> <li><u>Big Question 8:</u></li> <li>What factors should you consider when designing a fitness training programme?</li> <li><u>Big Question 9:</u></li> <li>How do you apply the principles of training to a fitness training programme?</li> </ul>		<ul><li>3.1.1</li><li>Considerations to inform planning</li><li>3.1.2 Applying principles of training</li></ul>	By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. Students will also learn how to design, plan and evaluate a fitness training programme. They will then interpret the data collected from these fitness tests and	One rep max Adaptability Objective measures	This is a mandatory, non-examined assessed (NEA) unit. Students will be entered for assessed in June of Year 10. Assessment is via an OCR-set assignment, which is marked by teachers and moderated by OCR examiners. The unit is assessed through five practical	•	ICT Classroom PowerPoint Knowledge Organiser EverLearner platform Student textbooks Access to Sports Hall (for multistage fitness test and training methods)	Students develop a sense of enjoyment and fascination in learning about themselves, others and the sporting world around them. Students are encouraged to use their imagination and creativity

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Big Question 10: ■ How do you plan	3.2.1 Elements of training programmes	learn how best to feed this back. <u>Topics include:</u>	tasks, each of which needs to be evidenced. It is out of 80 marks in total and	•	Access to free weights. Fitness testing equipment:	in their learning, and showcase a willingness to
a fitness training programme?	<ul> <li>3.2.2 How to monitor progress and adapt a programme</li> <li>3.3 Recording results from fitness training programmo</li> </ul>	<ul> <li>Components of fitness applied in sport</li> <li>Principles of training in sport</li> <li>Organising and planning a fitness training programme</li> </ul>	is worth 40% of the overall grade. In Year 9, students will complete Week 3 termly assessments and end of topic tests		sit and reach box, grip dynamometer , benches for step test, stop watches, metronome, vortical jump	reflect on their own and others sporting experiences. This course encourages a willingness to
<ul> <li>Big Question 11:</li> <li>How do you record your results from a fitness training programme?</li> </ul>	programme 3.3.1 Post programme tests 3.3.2 Achievement recognised	<ul> <li>training programme</li> <li>Evaluate own performance in planning and delivery of a fitness training programme.</li> </ul>	(EOTTs). Homework is set on TheEverLearner platform where teachers can monitor student knowledge and progress. It is recommended that students do 30 minutes of homework for every hour they spend in class.	•	vertical jump board, skinfold callipers. Bioelectrical Impedance Analysis machine, heart rate monitor Rating of Perceived Exertion Scale Published normative data tables for interpretation	willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities.
				•	of fitness test results. Resources for reviewing performance, such as	taught that the only way you can achieve in sport to a high standard is if

								recording equipment.	you work hard and if you can discipline yourself to train and apply yourself.
Торі	ic Area 4 – Evaluate ow	n p	performance in plannin	g and delivery of a fitness	training programme				
	Big Question 12: • What are the strengths and areas for improvement for your fitness training programme?		4.1 Effectiveness of a fitness training programme	By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. Students will also learn how to design, plan and evaluate a fitness training programme. They will then interpret the data collected from these fitness tests and learn how best to feed this back. <u>Topics include:</u> Components of fitness applied in sport Principles of training in sport		This is a mandatory, non-examined assessed (NEA) unit. Students will be entered for assessed in June of Year 10. Assessment is via an OCR-set assignment, which is marked by teachers and moderated by OCR examiners. The unit is assessed through five practical tasks, each of which needs to be evidenced. It is out of 80 marks in total and is worth 40% of the overall grade. In Year 9, students will complete Week 3 termly assessments	•	ICT Classroom PowerPoint Knowledge Organiser EverLearner platform Student textbooks Access to Sports Hall (for multistage fitness test and training methods) Access to free weights. Fitness testing equipment: sit and reach box, grip dynamometer , benches for step test, stop watches,	Students develop a sense of enjoyment and fascination in learning about themselves, others and the sporting world around them. Students are encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others sporting experiences.

	<ul> <li>Organising and planning a fitness training programme</li> <li>Evaluate own performance in planning and delivery of a fitness training programme.</li> </ul>	and end of topic tests (EOTTs). Homework is set on TheEverLearner platform where teachers can monitor student knowledge and progress. It is recommended that students do 30 minutes of homework for every hour they spend in class.	<ul> <li>metronome, vertical jump board, skinfold callipers.</li> <li>Bioelectrical Impedance Analysis machine, heart rate monitor</li> <li>Rating of Perceived Exertion Scale</li> <li>Published normative data tables for interpretation of fitness test results.</li> <li>Resources for reviewing performance, such as recording equipment.</li> </ul>	This course encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
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R182	R182: The body's response to physical activity and how technology informs this										
Торіс	c Area 1 – The cardio-r	esp	iratory system and ho	w the use of technology su	upp	orts different types o	of sports and their intens	itie	5		
	<ul> <li>Big Question 1:</li> <li>What is the function and role of the cardio-respiratory system?</li> </ul>	•	<ul> <li>1.1 Components, function and role of cardio-respiratory system during exercise</li> <li>1.1.1 Components</li> <li>1.1.2 Function and role</li> </ul>	By completing this unit, students will gain understanding of how both the cardio- respiratory and musculo-skeletal systems provide you with the energy and movements needed to keep you exercising		Chambers Atria Ventricles Valves Deoxygenated Oxygenated Arteries Capillaries Alveoli Carbon dioxide	This is an optional, non-examined assessed (NEA) unit. Students will be entered for assessed in January of Year 11. Assessment is via an OCR-set assignment, which is marked by	•	ICT Classroom PowerPoint Knowledge Organiser EverLearner platform Student textbooks Access to	Students develop a sense of enjoyment and fascination in learning about themselves, others and the sporting world around them	
	<ul> <li>Big Question 2:</li> <li>How is technology used to inform us about the cardio- respiratory system?</li> </ul>	-	1.2.1 Technology that can inform how the cardio- respiratory system is responding whilst performing in sport during warm up and performance 1.2.2 Information that technology can give sports performers on their long-term participation in physical activity 1.2.3 The benefits and drawbacks of sports technology to the sports performer	<ul> <li>and in turn how</li> <li>exercise helps develop</li> <li>both systems.</li> <li>Students will also learn</li> <li>about relevant</li> <li>technology and how</li> <li>this assists us in</li> <li>measuring changes in</li> <li>these systems.</li> <li>Topics include:</li> <li>The cardio-         <ul> <li>respiratory system</li> <li>and how the use of</li> <li>technology</li> <li>supports different</li> <li>types of sports and</li> <li>their intensities</li> </ul> </li> </ul>		Veins Trachea Lungs Bronchi Bronchioles Diaphragm Heart rate Radial pulse Carotid pulse Vasoconstriction Vasodilation Vascular shunt mechanism Cardiac output Stroke volume Systolic blood pressure Diastolic blood pressure Inhalation	teachers and moderated by OCR examiners. The unit is assessed through three practical tasks, each of which needs to be evidenced. It is out of 40 marks in total and is worth 20% of the overall grade. In Year 9, students will complete Week 3 termly assessments and end of topic tests (EOTTs).		Sports Hall	around them. Students are encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others sporting experiences. This course encourages a willingness to participate in sporting opportunities	

			<ul> <li>The musculo- skeletal system and how the use of technology supports different types of sports and their movements</li> <li>Short-term effects of exercise on the cardio-respiratory and musculo- skeletal systems</li> <li>Long-term effects of exercise on the cardio-respiratory and musculo- skeletal systems.</li> </ul>		Exhalation Intercostal muscles Internal respiration Diffusion Technology Wearable technology Laboratory-based technology Sphygmomanome ter Spirometry traces Spirometer Vital capacity Pulse oximeter	Homework is set on TheEverLearner platform where teachers can monitor student knowledge and progress. It is recommended that students do 30 minutes of homework for every hour they spend in class.		that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
Тор	ic Area 2 – The musculo-skel	etal system and how	the use of technology su	ippo	orts different types of	sports and their movem	ents	
	Big Question 3:2What are the components and role of the system?7	2.1 The components and ole of the musculo- keletal system in producing novement	By completing this unit, students will gain understanding of how both the cardio- respiratory and musculo-skeletal	- - - -	Ribcage Clavicle Scapula Humerus Radius Ulna	This is an optional, non-examined assessed (NEA) unit. Students will be entered for assessed in January of Year 11.	<ul> <li>ICT Classroom</li> <li>PowerPoint</li> <li>Knowledge Organiser</li> </ul>	Students develop a sense of enjoyment and fascination in

Big Question 4: • How is technology used to inform us about the musculo-skeletal system?	<ul> <li>2.1.2 The role of the components in producing the types of movement</li> <li>2.2.1 Technology that can inform how the musculo- skeletal system is responding to short- and long- term participation in physical activity</li> <li>2.2.2 The benefits and drawbacks of this technology to the sports performer</li> </ul>	systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. Students will also learn about relevant technology and how this assists us in measuring changes in these systems. <u>Topics include:</u> • The cardio- respiratory system and how the use of technology supports different types of sports and their intensities • The musculo- skeletal system and how the use of technology supports different types of sports and their intensities • The musculo- skeletal system and how the use of technology supports different types of sports and their movements • Short-term effects of exercise on the cardio-respiratory and musculo- skeletal systems	<ul> <li>Cranium</li> <li>Ribs</li> <li>Sternum</li> <li>Vertebrae</li> <li>Femur</li> <li>Tibia</li> <li>Fibula</li> <li>Patella</li> <li>Deltoids</li> <li>Trapezius</li> <li>Latissimus dorsi</li> <li>Pectorals</li> <li>Biceps</li> <li>Triceps</li> <li>Abdominals</li> <li>Gluteals</li> <li>Hamstrings</li> <li>Quadriceps</li> <li>Gastrocnemius</li> <li>Soleus</li> <li>Synovial joint</li> <li>Hinge joint</li> <li>Gliding joint</li> <li>Pivot joint</li> <li>Connective tissue</li> <li>Cartilage</li> <li>Tendons</li> <li>Flexion</li> <li>Extension</li> <li>Abduction</li> <li>Adduction</li> <li>Rotation</li> <li>Circumduction</li> <li>Electromyography (EMG)</li> </ul>	Assessment is via an OCR-set assignment, which is marked by teachers and moderated by OCR examiners. The unit is assessed through three practical tasks, each of which needs to be evidenced. It is out of 40 marks in total and is worth 20% of the overall grade. In Year 9, students will complete Week 3 termly assessments and end of topic tests (EOTTs). Homework is set on TheEverLearner platform where teachers can monitor student knowledge and progress. It is recommended that students do 30 minutes of homework for every hour they spend in class.	<ul> <li>EverLearner platform</li> <li>Student textbooks</li> <li>Access to Sports Hall</li> </ul>	learning about themselves, others and the sporting world around them. Students are encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others sporting experiences. This course encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the

				•	Long-term effects of exercise on the cardio-respiratory and musculo- skeletal systems.						local, national and global communities. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
Тор	ic Area 3 – Short-term e	effe	ects of exercise on the o	cardi	io-respiratory and mu	scu	lo-skeletal systems				
	<ul> <li>Big Question 5:</li> <li>What are the short-term effects of exercise on the cardio-respiratory system?</li> <li>Big Question 6:</li> <li>What are the short-term effects of</li> </ul>		<ul> <li>3.1 The different short-term effects of exercise on the cardio-respiratory and musculo- skeletal systems</li> <li>3.1 The different short-term effects of exercise on the cardio-respiratory</li> </ul>	By of stur bot res mu syst wit mo kee anc exe bot	completing this unit, dents will gain derstanding of how th the cardio- piratory and sculo-skeletal tems provide you h the energy and wements needed to ep you exercising d in turn how ercise helps develop th systems.	•	Anticipatory rise ROM	This is an optional, non-examined assessed (NEA) unit. Students will be entered for assessed in January of Year 11. Assessment is via an OCR-set assignment, which is marked by teachers and moderated by OCR examiners.	•	ICT Classroom PowerPoint Knowledge Organiser EverLearner platform Student textbooks Access to Sports Hall	Students develop a sense of enjoyment and fascination in learning about themselves, others and the sporting world around them. Students are encouraged to use their imagination
	exercise on the		and musculo- skeletal systems	Stu abc	dents will also learn out relevant			The unit is assessed through three			and creativity

musculo-skeletal	technology and how	practical tasks, each	in their
system?	this assists us in	of which needs to be	learning, and
	measuring changes in	evidenced. It is out of	showcase a
	these systems.	40 marks in total and	willingness to
		is worth 20% of the	reflect on their
	Topics include:	overall grade.	own and
	The cardio-		others
	respiratory system	In Year 9, students	evneriences
	and how the use of	will complete Week 3	experiences.
	technology	termly assessments	This course
	supports different	and end of topic tests	encourages a
	types of sports and	(EOTTs).	willingness to
	their intensities		participate in
	The musculo-	Homework is set on	sporting
	skeletal system and	TheEverLearner	opportunities
	how the use of	platform where	that will help
	technology	teachers can monitor	to develop
	supports different	student knowledge	positive
	types of sports and	and progress. It is	attitudes
	their movements	recommended that	different
	<ul> <li>Short-term effects</li> </ul>	students do 30	religious
	of exercise on the	minutes of homework	ethnic and
	cardio-respiratory	for every hour they	socio-
	and musculo-	spend in class.	economic
	skeletal systems		groups in the
	<ul> <li>Long-term effects</li> </ul>		local, national
	of exercise on the		and global
	cardio-respiratory		communities.
	and musculo-		
	skeletal systems		Students are
			taught that
			achieve in
			sport to a high
			standard is if
I			

										you work hard and if you can discipline yourself to train and apply yourself.
Тор	ic Area 4 – Long-term e	ffe	cts of exercise on the c	ardio-respiratory and mus	scul	lo-skeletal systems				
	<ul> <li><u>Big Question 7:</u></li> <li>What are the long-term effects of exercise on the cardio- respiratory system?</li> <li><u>Big Question 8:</u></li> <li>What are the long-term effects of exercise on the musculo- skeletal system?</li> </ul>	•	<ul> <li>4.1 The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems</li> <li>4.1 The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems</li> </ul>	By completing this unit, students will gain understanding of how both the cardio- respiratory and musculo-skeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. Students will also learn about relevant technology and how this assists us in measuring changes in these systems. <u>Topics include:</u> The cardio- respiratory system and how the use of technology		Fast twitch fibres Slow twitch fibres Bradycardia Goniometer Lung capacity Tidal volume Bone density Capillarisation Heart disease Heart attack	This is an optional, non-examined assessed (NEA) unit. Students will be entered for assessed in January of Year 11. Assessment is via an OCR-set assignment, which is marked by teachers and moderated by OCR examiners. The unit is assessed through three practical tasks, each of which needs to be evidenced. It is out of 40 marks in total and is worth 20% of the overall grade. In Year 9, students will complete Week 3 termly assessments	•	ICT Classroom PowerPoint Knowledge Organiser EverLearner platform Student textbooks Access to Sports Hall	Students develop a sense of enjoyment and fascination in learning about themselves, others and the sporting world around them. Students are encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others sporting experiences.

		<ul> <li>supports different types of sports and their intensities</li> <li>The musculo- skeletal system and how the use of technology supports different types of sports and their movements</li> <li>Short-term effects of exercise on the cardio-respiratory and musculo- skeletal systems</li> <li>Long-term effects of exercise on the cardio-respiratory and musculo- skeletal systems.</li> </ul>		and end of topic tests (EOTTs). Homework is set on TheEverLearner platform where teachers can monitor student knowledge and progress. It is recommended that students do 30 minutes of homework for every hour they spend in class.		This course encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
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