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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 10 Cambridge National |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | | **Summer Term 1** | | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **RO51 Contemporary Issues in Sport** | | | **RO54 Media and Sport** | | | | |
| **Key Knowledge & Concepts** | | LO1-Different user groups, possible barriers, solutions to the barriers, impact on the popularity of sports, current trends of different sports, growth of new/emerging sports  LO2-values which can be promoted through sport, Olympic and Paralympic movement, other initiatives that promote values, importance of etiquette, use of performance enhancing drugs  LO3- features of major events, drawbacks and benefits of hosting a major sporting event, links between benefits and drawbacks and legacy  LO4-National Governing Bodies in sport  [Cambridge National Specification](https://www.ocr.org.uk/Images/82412-specification.pdf) | | | LO1- How sport is covered,  LO2- Positive effects that the media have on sport, increased promotion, increased exposure, education, increased income, inspiring people to participate, competitions between clubs  LO3- Negative effects that media have on sport, decline in live sport, media coverage, increased pressure on official, saturation  LO4- relationship between sport and the media, sport as a commodity, sponsorship and advertising, adoption and rejection of sporting heroes, impact of pay-per-view  LO5-aspects which may influence the coverage of a story, features of the story that may vary from one media outlet to another | | | | |
| **Clarity around Sequencing** | **Main links across the curriculum** | | PHSE, Science and English  Religion- Ethnic Backgrounds/Minorities | | | PHSE, Science, Media studies and English | | | | |
| **Cross – curricular / Authentic Links** | |  | | |  | |  | |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | OCR Revision Guide  Shared Powerpoints | OCR Revision Guide  Shared Powerpoints | OCR Revision Guide  Shared Powerpoints | Shared Powerpoints | | Shared Powerpoints | | Shared Powerpoints |
| **Ext. Writing** | 1-3-mark questioning, OCR Revision Guide  [OCR Past Papers](https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/assessment/) | | 6-8-mark questioning, OCR Revision Guide  [OCR Past Papers](https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/assessment/) | LO1 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | LO2 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | LO3 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | LO4 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | LO5 Analytic response submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) |
|  |  | | | Scrapbook of newspaper/magazine/web articles, electronic files (written/audio/filmed footage), webpages or links, written summaries of television coverage  Written report, presentation, essay; | | | | |
| **Key**  **Vocabulary** | Knowledge Organiser, Subject specific vocabulary OCR PE Revision Guide, VLE | | | Knowledge Organiser, Subject specific vocabulary OCR PE Revision Guide, VLE | | | | |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Low stakes test- reinforce key learning from last lesson and future topic | | | Low stakes test- reinforce key learning from last lesson and future topic | | | | |
| **On going** | Questioning and Answering-sharing knowledge and understanding. Peer and self-assessment | | | Student/ staff interaction Peer and Self-Assessment | | | | |
| **End** | Pupil Learning Checklists  Exam Based Practice Questions | | | Staff/ Pupil Learning Checklists  Application to coursework criteria | | | | |
| **Assessment** | **Summative**  **Assessment** | | End of unit test, OCR exam practice questions from exam Builder  OCR exam January Series | | | PowerPoint based presentation for OCR Submission | | | | |
| **Possible misconceptions** | | Switch over between the SPORT and Olympic Values as some are similar but some are different | | | Positive and Negative effects of media in sport can sometimes become mixed up, dependant on the perception of the student. | | | | |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | User Groups within the community and what barriers within Life can affect participation in Social activities.  National Governing Bodies and how they support and grow different sports | | | How the media can influence various areas of the community of sport, participation and funding. | | | | |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 11 Cambridge National |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | | **Autumn Term 2** | | **Spring Term 1** | | **Spring Term 2** | | **Summer Term 1** | | | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **RO52 Developing Sports Skills** | | | | | | **RO53 Leadership** | | | | | |
| **Key Knowledge & Concepts** | | [Cambridge National Specification](https://www.ocr.org.uk/Images/82412-specification.pdf)  *Learning Outcome 1* - Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity  *Learning Outcome 2* - Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity  *Learning Outcome 3* - Be able to officiate in a sporting activity  *Learning Outcome 4* - Be able to apply practice methods to support improvement in a sporting activity | | | | | | [Cambridge National Specification](https://www.ocr.org.uk/Images/82412-specification.pdf)  *Learning Outcome 1* - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership  *Learning Outcome 2* - Be able to plan sports activity sessions  *Learning Outcome 3* - Be able to deliver sports activity session  *Learning Outcome 4* - Be able to evaluate own performance in delivering a sports activity session | | | | | |
| **Clarity around Sequencing** | **Main links across the curriculum** | | PHSE, Science and English | | | | | | PHSE, Science, Media studies and English | | | | | |
| **Cross – curricular / Authentic Links** | |  | |  | |  | |  | |  |  | |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Shared PowerPoints | | Shared PowerPoints | | Shared PowerPoints | | Shared PowerPoints | | Shared PowerPoints | Shared PowerPoints | | Shared PowerPoints |
| **Ext. Writing** | LO1 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | LO2 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | | LO3 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | | LO4 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | LO1 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | LO2 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | LO3 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | | LO4 Mark Sheet Submission  [Assessment Criteria grid](https://www.ocr.org.uk/Images/82412-specification.pdf) | |
|  | Log book, record of participation, filmed evidence, awards/ certificates, witness statements, Training programme/action plan, peer or coach feedback/observation, pre- and post- practice testing and results | | | | | | A session plan for a sports activity, risk assessment record/ checklist, details of emergency procedures  Witness statements, filmed evidence, feedback forms from participants | | | | | |
| **Key**  **Vocabulary** | Knowledge Organiser, Subject specific vocabulary, VLE, Class PowerPoints | | | | | | Knowledge Organiser, Subject specific vocabulary, VLE, Class PowerPoints | | | | | |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Prior Knowledge questions and mini tests | | | | | | Prior Knowledge questions and mini tests | | | | | |
| **On going** | Links to prior knowledge, Questioning, Self and Peer Assessment | | | | | | Student/ staff interaction Peer and Self-Assessment  Link to prior knowledge | | | | | |
| **End** | Pupil Learning Checklists  Completion of Coursework based assessment | | | | | | Staff/ Pupil Learning Checklists | | | | | |
| **Assessment** | **Summative**  **Assessment** | | Visual Teacher Observation from Practical Ability  Player Profile | | | | | | Submission of Written Lesson Plans/Risk Assessments/ Personal Leadership Qualities  Visual Teacher Observation from Delivery of Session | | | | | |
| **Possible misconceptions** | | The difference between the rules of different sports can sometimes be crossed over or misconstrued | | | | | | Personality types and types of leadership | | | | | |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | |  | | | | | |  | | | | | |