

# Ian Ramsey CE Academy: OCR SPORT STUDIES Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.					How we teach the curriculum	What we expect from the curriculum			
	<p>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</p> <p>This is a vocationally related qualification that takes an engaging, practical, and inspiring approach to learning and assessment. The Cambridge Nationals in Sport Studies provides pupils with a broad knowledge and understanding of different aspects of sports studies, from looking at contemporary issues in sport and the relationship between sport and the media to developing the practical skills essential for progression into the sports industry.</p>					How we teach the curriculum	What we expect from the curriculum			
Setting		Designing		Planning		Delivering				
OCR Sports Studies Level 2	<b>What: Developing Sports skills</b> <b>What:</b> <ul style="list-style-type: none"> <li>Use skills, techniques, and tactics/strategies/compositional ideas as an individual performer in a sporting activity.</li> <li>Use skills, techniques, and tactics/strategies/compositional ideas as a team performer in a sporting activity.</li> </ul>	<b>What: Officiating in a sporting activity</b> <b>What:</b> <ul style="list-style-type: none"> <li>Understand how to apply rules and regulations relevant to the activity</li> <li>Understand the need for consistency and accuracy</li> <li>Understand the use of signals.</li> <li>Understand how to communicate decisions</li> <li>Know the importance of positioning.</li> </ul>	<b>What: Applying practice methods to support improvement</b> <b>What:</b> <ul style="list-style-type: none"> <li>Understand how to identify areas of improvement in their own performance in a sporting activity.</li> <li>Understand types of skills.</li> <li>Understand methods to improve their own performance.</li> <li>Understand how to measure improvements in skills, techniques and strategies developed.</li> </ul>	<b>What: Know how sport is covered in the media</b> <b>What:</b> <ul style="list-style-type: none"> <li>This requires learners to look at a range of different media and how they differ in their sports coverage.</li> <li>Learners will know how sport is covered by television, written press, radio, and the internet.</li> </ul>	<b>What: Effects that the media can have on sport</b> <b>What:</b> <ul style="list-style-type: none"> <li>Increased exposure of minority sports and increased income which benefits sport.</li> <li>Know how media coverage inspires people to participate.</li> <li>Know about the decline of live spectatorship and loss of traditional values.</li> <li>Know how media covers inappropriate behaviour of athletes.</li> <li>Know newspapers are led by a few sports.</li> </ul>	<b>What: Relationship between sport and the media</b> <b>What:</b> <ul style="list-style-type: none"> <li>Know how media uses sport to promote itself</li> <li>Know how media uses sport to promote itself.</li> <li>Know about sport as a commodity.</li> <li>Know about adoption and rejection of sporting heroes by the media.</li> <li>Know how scrutiny and criticism through the media has increased.</li> <li>Know about the impact of pay-per-view.</li> </ul>	<p>The OCR sports studies course is a vocational sports course allowing pupils to experience different aspects of sport and physical activity, some in a more practical setting that the more traditional GCSE PE course. However, several the units have cross curricular links with other subjects, such as science. Our KS3 programme does however equip pupils well for the practical element of the course which is worth up to 50% They cover a great breadth of practical activities which enables most pupils to have several different assessment options. Pupils are assessed in 2 activities as a performer, one individual and one team sport. In addition, pupils are assessed in their ability to lead sport sessions, displaying appropriate leadership skills. As much as possible the teaching is delivered in a practical environment. The units that require a theoretical approach tend to be made up of a series of teacher led sessions covering key concepts and ideas then allowing pupils to work independently to produce appropriate coursework</p>			
	<b>Why now:</b> Pupils learn to work, independently and as part of a team, communicate through performance.	<b>Why now:</b> Builds on from the previous units, pupils to demonstrate officiating skills in the sport selected. It also links directly to future study.	<b>Why now:</b> Building from the performance units, this allows pupils to review their performances in detail.	<b>Why now:</b> This unit introduces the relationship between sport and media. It looks specifically at how different media cover sport.	<b>Why now:</b> Following on from how media covers sport, pupils investigate how the media has both positively and negatively influenced sport.			<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p><b>Formative Assessment</b> This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> <li>Questioning</li> <li>Effective teacher feedback (written and verbal)</li> <li>Peer feedback</li> <li>Pupil self-assessment</li> </ul> <p>The course is assessed through a one hour written examination paper, which equates to 25% of the course. The other 75% is assessed through assignments and coursework tasks which pupils will have to complete both in and outside of lesson time.</p> <p><b>Summative Assessment</b> This is also used at key points each year to evaluate achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning</p>		
	<b>What: Evaluation of media coverage of sport</b> <b>Why:</b> <ul style="list-style-type: none"> <li>Know types and brands of media outlets in competition.</li> <li>Know about the popularity and the notoriety of those involved in coverage</li> <li>Know and understand method of reporting</li> </ul>	<b>What: Sports Leadership</b> <b>Why:</b> <ul style="list-style-type: none"> <li>Know about the different leadership roles and responsibilities in sport</li> <li>Know about personal qualities that relate to leadership roles</li> <li>Know about different leadership styles</li> </ul>	<b>What: Contemporary issues in sport</b> <b>Why:</b> <ul style="list-style-type: none"> <li>In depth understanding of issues affecting sport participation.</li> <li>Understand the role of sport in promoting values.</li> <li>Understand the value of hosting major sporting events.</li> <li>Understand the role of national governing bodies.</li> </ul>	<b>What: Plan and deliver sports sessions</b> <b>Why:</b> <ul style="list-style-type: none"> <li>Gain knowledge of key considerations when planning sports and the safety considerations.</li> <li>Knowledge of safe practice, and delivery style, as well as communication skills.</li> </ul>	<b>What: Evaluation of performance in sports</b> <b>Why:</b> <ul style="list-style-type: none"> <li>Gain knowledge and understanding of aspects to consider in evaluating planning and delivery of a sports activity session, including what went well and what could be improved for the future.</li> </ul>					
	<b>Why now:</b> Pupils will build on their prior learning from previous unit to evaluate and interpret their understanding of different ways in which sports events may be represented by different media outlets.	<b>Why now:</b> This unit allows pupils the opportunity to experience the knowledge, understanding and practical skills required to be an effective leader in sport.	<b>Why now:</b> This unit is the externally assessed part of the course. Pupils study this unit for an entire term leading into January exam.	<b>Why now:</b> Pupils use knowledge of performance and leadership skills to plan and deliver a sport session.	<b>Why now:</b> Following the delivery of a sport session in the previous unit, pupils are encouraged to consider and evaluate delivery of their session.					