

Curriculum Assessment Map: Year 10 CNAT SPORT STUDIES

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	UNIT R185 Performance and Leadership in sport	UNIT R185 Performance and Leadership in sport	UNIT R185 Performance and Leadership in sport	UNIT R186 Sport and the media	UNIT R186 Sport and the media	UNIT R186 Sport and the media
Key Learning & Skills	Identifying key components of performance and the impact they have in different sports. Applying practice methods to support improvement in a sporting activity.	Organising and planning a sports activity session. Leading a sports activity session.	Reviewing your own performance in planning and leading a sports activity session.	Students will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants.	Students will evaluate and interpret the different ways in which sport is represented by the media and the positive effects it has.	Students will evaluate and interpret the different ways in which sport is represented by the media and the negative effects it has.
End points	<ul style="list-style-type: none"> Identify strengths and weaknesses of sports performance in chosen sports, including skills and techniques, tactics and strategies. Know how to measure an athlete's performance. To be able to design a training session for others. 	<ul style="list-style-type: none"> Effectively plan a training session for small group. To be able to lead confidently and effectively. Understand the safety considerations and risk assessment process before leading a training session. Understand the purpose and stages of a warm up and cool down. 	<ul style="list-style-type: none"> To be able to review leadership and make suggestions for improvement. 	<ul style="list-style-type: none"> Distinguish between different media sources and how they cover sport Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want. Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast 	<ul style="list-style-type: none"> How the media can have a positive effect on the participant and the sport. How the media can help promote sport to increase awareness and improve participation levels. Inspiring others to participate by creating role models. How the media can share positive messages and raise the profile of sports, break down barriers, promote the 	<ul style="list-style-type: none"> Be able to explain a range of negative effects of the media on sport in relation to spectators and live sport. Understands ethical appropriateness of sponsors. Negative impacts of the media on sports and sports performers.



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				and other media sources.	health and fitness industry <ul style="list-style-type: none"> Sports initiatives that seek to increase 	
Informal (formative) Assessment	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries
Formal (summative) Assessment	Logbook/presentation including photographic evidence completing and improving skills in two sports	Production of session plans and risk assessment. Evidence of leading a session through teacher observations and photographs.	Produce a written report	Produce a written report	Produce a written report	Produce a written report

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Year 11 CNAT SPORT STUDIES

	Autumn Term One	Autumn Term Two	Spring Term One	Spring Term Two	Summer Term One	Summer Term Two
Topic	UNIT R184 Contemporary Issues in sport: areas which affect participation in sport.	UNIT R184 Contemporary Issues in sport: The role of sport in promoting values.	UNIT R184 Contemporary Issues in sport: The implications of hosting major sporting events.	UNIT R184 Contemporary Issues in sport: The role of NGB's play in the development of their sport.	UNIT R184 Contemporary Issues in sport: The use of technology in sport.	
Key Learning & Skills	Understand the different groups of people participating in sport. Identify possible barriers which affect participation in Sport. Understand how the barriers can affect participation	Develop an understanding of the values that can be promoted within sport.	The types and scheduling of major sporting events: Regular, 'One-Off', and recurring. Positive and negative pre-event aspects of hosting a major sporting event.	Understanding what NGB's do for their sport with relation to participating, rules, funding, coaching, officiating and tournaments	Understanding the role of technology in sport; To enhance performance. To increase the safety of participants. To increase fair play and increase the accuracy of officiating. To enhance spectatorship. Understand the positive and negative affects of technology in sport.	
End points	<ul style="list-style-type: none"> Know the user groups categories Gender, carers, elderly, parents or siblings. Young children - from birth to the end of primary school. People with disabilities. Barriers to participation such as transport, family commitments and disposable income. 	<ul style="list-style-type: none"> Be able to explain how sport promotes team spirit, fair play, tolerance and respect. Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams. Understand how sport can generate a greater 	<ul style="list-style-type: none"> The importance of the different types of event. Comparing and contrasting between them and the different types of sporting activities they include. Understanding the positive and negative aspects of bidding for a major sporting event. Understanding how money is used for bidding 	<ul style="list-style-type: none"> Be able to give examples of NGB's. Give specific examples how NGB's help to develop participation in their sport. Students should be able to identify and illustrate coaching and officiating qualifications that are available. Give examples of current tournaments/competitions organised by NGBs Develop an awareness of how an NGB develops its policies and initiatives and generates its funding. 	<ul style="list-style-type: none"> Be able to give examples of a range of methods, equipment and clothing to enhance performance in named sporting activities Give examples of technology that enhances the safety of participants for named sporting activities and increases fair play and accuracy. 	



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	<ul style="list-style-type: none"> Understand possible solutions to the barriers to participation. 	<ul style="list-style-type: none"> understanding of other cultures. National pride - support for your national team/ squad in a sport creates national pride by uniting the whole population in their support of for the team/sport 	<ul style="list-style-type: none"> for an event, instead of being spent on perceived greater social needs and the impacts. 		<ul style="list-style-type: none"> Be able to identify the advantages and disadvantages of the use of technology in sport. 	
Informal (formative) Assessment	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	<ul style="list-style-type: none"> Do Now tasks Teacher questioning Class discussions GRIT tasks Quizzes Mini Plenaries and Plenaries 	
Formal (summative) Assessment	End of topic test	End of topic test	End of topic test	End of topic test	Written exam	

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