


<p>Year: 9 Subject: Cambridge National in Sport Studies</p>	<p>Curriculum Intent: Students will develop a firm understanding of the foundation topics in the Cambridge National in Sport Studies. Many of these topics will re-appear and be built upon in Year 10 & 11. Therefore, Year 9 will be about partially filling our student’s silos and ensuring that core foundation knowledge is explicitly taught, understood and consistently revisited. Students will develop their understanding through many real-world sporting examples to allow them to build application skills and provide examples as an illustration. There will be a progression in skills as the content allows with students given the opportunity to engage in the more challenging extended writing questions as the content delivery and sequence allows.</p>						
	<p style="text-align: center;">Term 1 <i>R184</i></p> <p><i>Topic Area 1 – Issues which affect participation in sport</i></p> <p style="text-align: center;"><i>Topic Area 2 – The role of sport in promoting values</i></p> <p style="text-align: center;"><i>R185</i></p> <p><i>Topic Area 1 – Key components of performance</i></p> <p><i>Topic Area 4 – Leading a sports activity session</i></p>		<p style="text-align: center;">Term 2 <i>R184</i></p> <p><i>Topic Area 4 – The role National Governing Bodies (NGB’s) play in the development of their sport</i></p> <p><i>Topic Area 3 – The implication of hosting a major sporting event for a city or country</i></p> <p style="text-align: center;"><i>R185</i></p> <p style="text-align: center;"><i>Topic Area 1 – Key components of performance</i></p> <p><i>Topic Area 4 – Leading a sports activity session</i></p>		<p style="text-align: center;">Term 3 <i>R184</i></p> <p><i>Topic Area 5 – The use of technology in sport</i></p> <p style="text-align: center;"><i>R185</i></p> <p style="text-align: center;"><i>Topic Area 1 – Key components of performance</i></p> <p style="text-align: center;"><i>Topic Area 3 -</i></p> <p><i>Topic Area 4 – Leading a sports activity session</i></p>		
<p>Topic Titles (in order of delivery)</p>	<p>R184</p> <p>1.1 – User groups</p> <p>1.2 – Possible barriers</p> <p>1.3 – Possible barrier solutions</p> <p>1.4 – Factors which can positively and negatively impact upon the popularity of sport in the UK</p> <p>1.5 – Emerging/new sports in the UK</p>	<p>R184</p> <p>2.1 – Sport values</p> <p>2.2 – The Olympic and Paralympic movement</p> <p>2.3 – Sporting values initiative and campaigns</p> <p>2.4 – The importance of etiquette AND sporting behaviour</p> <p>2.5 – The use of Performance Enhancing Drugs (PEDs) in sport</p>	<p>R184</p> <p>4.1 – National Governing Bodies (NGBs)</p>	<p>R184</p> <p>3.1 – The features of a major sporting event</p> <p>3.2 – Positive and negative pre-event aspects of hosting a major sporting event</p> <p>3.3 – Potential positive and negative aspects of hosting a major sporting event</p>	<p>R184</p> <p>5.1 – The role of technology in sport</p> <p>5.2 – Positive and negative effects of the use of technology in sport</p>	<p>R185</p> <p>3.1 – Organisation of a sports activity session</p> <p>3.2 – Safety considerations when planning a sports activity session</p> <p>3.3 – Objectives to meet the needs of the group</p>	

<p style="text-align: center;">Key knowledge / Retrieval topics</p>	<p>R184 1.1 – Gender, People from different ethnic groups, Retired people/people over 60, Families with children, Carers, People with family commitments, Young children, Teenagers, People with disabilities, Parents (singles or couples), People who work, Unemployed/economically disadvantaged people 1.2 - Employment and unemployment, Family commitments, Lack of disposable income, Lack of transport, Lack of positive sporting role models, Lack of positive family role models or family support, Lack of appropriate activity provision, Lack of awareness of appropriate activity provision, The lack of equal coverage in media in terms of gender and ethnicity by the media 1.3 - 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</p>	<p>R184 2.1 – Team spirit, Fair play, Citizenship, Tolerance AND Respect, Inclusion, National pride, Excellence 2.2 – The Creed, The Symbol, The Olympic and Paralympic values: The Olympic values of Excellence, Friendship and Respect, The Paralympic values of Courage, Determination, Inspiration and Equality 2.3 – Local, Regional, National 2.4 – The reasons for observing etiquette and sporting behaviour, Sportsmanship, Examples from sport, Appropriate behaviour when spectating, Safety 2.5 – The reasons why sports performers use PEDs, The reasons why performers should not use</p>	<p>R184 4.1 – Promote participation, Develop the sport’s coaching and officiating infrastructure, Organise tournaments and competitions, Amend the existing rules and apply disciplinary procedures for rule breaking, Ensure safety within their sport, Provide support, insurance and technical guidance to members, Develop policies and initiatives, Lobby for funding</p>	<p>R184 3.1 – The types and scheduling of major sporting events: Regular, ‘One-Off’, Regular and recurring, The nature of the participants and spectators 3.2 – Bidding for the event, Infrastructure and transport systems development, Financial/commercial investment/support, The potential for increased employment, Local/national objections to the bidding process 3.3 – Positive aspects/benefits include: Improved social infrastructure, Improved national morale/social cohesion, Increase in national status, Greater national interest in sport, Increased media coverage of the sport(s), A potential increase in direct and indirect tourism, An increase in short-term employment during</p>	<p>R184 5.1 – To enhance performance, To increase the safety of participants, To increase fair play and increase the accuracy of officiating, To enhance spectatorship 5.2 - Positive: Enhanced performance, Lower risk of injury, Quicker recovery from injury, More accurate decisions, Technical analysis Negative: Unequal access to the same quality of technology, Increased cost of technological advances, Availability and affordability of technology, Potential reduction in the flow of the game through introduction of officiating</p>	<p>R185 3.1 - Appropriate venue: Location, Size, Weather, Equipment: Type, Amount required, Timing: Appropriate, Allowing for progression, Supervision: Number of participants, Size of groups, Contingency plan 3.2 – Risk assessment and corrective action: Activity-specific risks, Checking of equipment, Basic first aid and child protection, Emergency procedures 3.3 – Introduction and conclusion, Basic warm up and cool down, Skill and technique development</p>
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	<p>transport availability, Availability of appropriate user group facilities and equipment, Improved access to facilities for all user groups, Appropriate pricing for all user groups</p> <p>1.4 - The number of people participating, 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> <p>1.5 – Examples of current emerging sports, The development and opportunities to participate in emerging sports</p>	<p>PEDs, The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs: WADA’s Whereabouts Rule, WADA testing methods, Sanctions to prevent the use of PEDs, Educational strategies to prevent the use of PEDs, Impact of the use of PEDs on the sport</p>		<p>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/facilities</p>	<p>technology, Officials’ decisions influenced by technology, which does not always apply the best interpretation of the rules</p>	
Understanding / Sequence of delivery	Name, describe, give examples and evaluate impact	Name, describe, give examples and evaluate impact	Name, describe, give examples and evaluate impact	Name, describe, give examples and evaluate impact	Name, describe, give examples and evaluate impact	Name, describe, give examples and evaluate impact
Assessment	<p>Theory</p> <p>Section A – MCQ/SAQ</p> <p>Section B – SAQ/MAQ applied to scenario</p> <p>Section C – LAQ applied to scenario</p>	<p>Theory</p> <p>Section A – MCQ/SAQ</p> <p>Section B – SAQ/MAQ applied to scenario</p>	<p>Theory</p> <p>Section A – MCQ/SAQ</p> <p>Section B – SAQ/MAQ applied to scenario</p>	<p>Theory</p> <p>Section A – MCQ/SAQ</p> <p>Section B – SAQ/MAQ applied to scenario</p> <p>Section C – LAQ applied to scenario</p>	<p>Theory</p> <p>Section A – MCQ/SAQ</p> <p>Section B – SAQ/MAQ applied to scenario</p>	<p>Theory</p> <p>Section A – MCQ/SAQ</p> <p>Section B – SAQ/MAQ applied to scenario</p>

		Section C – LAQ applied to scenario	Section C – LAQ applied to scenario		Section C – LAQ applied to scenario	Section C – LAQ applied to scenario
	<p>Practical Performance of skills and techniques Appropriate use of: Tactics, Strategies, Compositional ideas, Use of creativity in performance, Decision making during performance</p> <p>Coaching Activity-specific details, Leadership style, Adaptability, Communication, Positioning, Enthusiasm, Confidence, Creativity</p>	<p>Practical Performance of skills and techniques Appropriate use of: Tactics, Strategies, Compositional ideas, Use of creativity in performance, Decision making during performance</p> <p>Coaching Activity-specific details, Leadership style, Adaptability, Communication, Positioning, Enthusiasm, Confidence, Creativity</p>	<p>Practical Performance of skills and techniques Appropriate use of: Tactics, Strategies, Compositional ideas, Use of creativity in performance, Decision making during performance</p> <p>Coaching Activity-specific details, Leadership style, Adaptability, Communication, Positioning, Enthusiasm, Confidence, Creativity</p>	<p>Practical Performance of skills and techniques Appropriate use of: Tactics, Strategies, Compositional ideas, Use of creativity in performance, Decision making during performance</p> <p>Coaching Activity-specific details, Leadership style, Adaptability, Communication, Positioning, Enthusiasm, Confidence, Creativity</p>	<p>Practical Performance of skills and techniques Appropriate use of: Tactics, Strategies, Compositional ideas, Use of creativity in performance, Decision making during performance</p> <p>Coaching Activity-specific details, Leadership style, Adaptability, Communication, Positioning, Enthusiasm, Confidence, Creativity</p>	<p>Practical Performance of skills and techniques Appropriate use of: Tactics, Strategies, Compositional ideas, Use of creativity in performance, Decision making during performance</p> <p>Coaching Activity-specific details, Leadership style, Adaptability, Communication, Positioning, Enthusiasm, Confidence, Creativity</p>