

Year: 9 Subject: Cambridge National in Sport Studies	Curriculum Intent: Students will spend Year 9 developing a firm understanding of the foundation topics in the Cambridge National in Sport Studies. During this year, students will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. They will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. 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.					
	Term 1 R184 <i>Topic Area 1 – Issues which affect participation in sport</i> R185 <i>Topic Area 1 – Key components of performance</i> <i>Topic Area 2 - Applying practice methods to support improvement in a sporting activity</i>		Term 2 R184 <i>Topic Area 2 – The role of sport in promoting values</i> R185 <i>Topic Area 1 – Key components of performance</i>		Term 3 R184 <i>Topic Area 3 – The implication of hosting a major sporting event for a city or country</i> R185 <i>Topic Area 3 - Organising and planning a sports activity session</i> <i>Topic Area 4 - Leading a sports activity session</i>	
Topic Titles (in order of delivery)	R184 1.1 – User groups 1.2 – Possible barriers 1.3 – Possible barrier solutions 1.4 – Factors which can positively and negatively impact upon the popularity of sport in the UK 1.5 – Emerging/new sports in the UK	R185 1.1 – Performance in two selected activities 1.2 – Participating in your activities 1.3 – Decision making during performance 1.4 – Managing and maintaining performance in individual activities 1.5 - Your role and contribution to team activities 2.1 – Strengths and weaknesses of sports performance	R184 2.1 – Sport values 2.2 – The Olympic and Paralympic movement 2.3 – Sporting values initiative and campaigns 2.4 – The importance of etiquette AND sporting behaviour 2.5 – The use of Performance Enhancing Drugs (PEDs) in sport	R185 1.1 – Performance in two selected activities 1.2 – Participating in your activities 1.3 – Decision making during performance 1.4 – Managing and maintaining performance in individual activities 1.5 - Your role and contribution to team activities	R184 3.1 – The features of a major sporting event 3.2 – Positive and negative pre-event aspects of hosting a major sporting event 3.3 – Potential positive and negative aspects of hosting a major sporting event	R185 3.1 – Organisation of a sports activity session 3.2 – Safety considerations when planning a sports activity session 3.3 – Objectives to meet the needs of the group 4.1 – Organisation of a sports activity session 4.2 – Leading a sports activity session

		2.2 – Methods to improve performance 2.3 – Measuring improvement in performance				
Key knowledge / Retrieval topics	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	R185 1.1 - Performance of skills and techniques 1.2 – Tactics, Strategies, Compositional ideas, Use of creativity in performance 1.3 – Appropriate and timely decisions 1.4 – Ability to manage and maintain own Performance 1.5 – Awareness of role and contribution to the Team 2.1 – Skills and techniques, Tactics and strategies, Compositional ideas 2.2 – Different types of practices and progressive Drills 2.3 – Use of tools to aid evaluation	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	R185 1.1 - Performance of skills and techniques 1.2 – Tactics, Strategies, Compositional ideas, Use of creativity in performance 1.3 – Appropriate and timely decisions 1.4 – Ability to manage and maintain own Performance 1.5 – Awareness of role and contribution to the Team	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	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

	for the different user groups, Promotion strategies: The use of targeted promotion, Role models, Initiatives, Increased and appropriate transport availability, Availability of appropriate user group facilities and equipment, Improved access to facilities for all user groups, Appropriate pricing for all user groups 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 1.5 – Examples of current emerging sports, The development and opportunities to participate in emerging sports		behaviour when spectating, Safety 2.5 – The reasons why sports performers use PEDs, The reasons why performers should not use 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		coverage of the sport(s), A potential increase in direct and indirect tourism, An increase in short-term employment during 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	4.1 – Safe practice, Timing, Adaptability, Reliability 4.2 - Activity-specific details, Leadership style, Adaptability, Communication, Positioning, Enthusiasm for the activity and motivation of the group, Confidence, Creativity
Understanding / Sequence of delivery	Name, describe, give examples and apply	Name, describe, give examples and apply	Name, describe, give examples and apply	Name, describe, give examples and apply	Name, describe, give examples and apply	Name, describe, give examples and apply
	R184	R185	R184	R185	R184	R185

Assessment	Section A – Multiple choice, short answer and medium answer questions. Section B – Short answer and medium answer questions based on scenario Section C – Extended response analysis and evaluation questions based on scenario	MB1 – Limited application of skills and tactics, limited accuracy and fluency of creativity, tactics, strategy, compositional ideas and decision making, inconsistent ability to maintain performance OR limited awareness of role MB2 – Sound application of skills and tactics, shows some accuracy and fluency of creativity, tactics, strategy, compositional ideas and decision making, ability to maintain performance with some consistency OR shows some awareness of role MB3 – Comprehensive application of skills and tactics, shows some accuracy and fluency of creativity, tactics, strategy,	Section A – Multiple choice, short answer and medium answer questions. Section B – Short answer and medium answer questions based on scenario Section C – Extended response analysis and evaluation questions based on scenario	MB1 – Limited application of skills and tactics, limited accuracy and fluency of creativity, tactics, strategy, compositional ideas and decision making, inconsistent ability to maintain performance OR limited awareness of role MB2 – Sound application of skills and tactics, shows some accuracy and fluency of creativity, tactics, strategy, compositional ideas and decision making, ability to maintain performance with some consistency OR shows some awareness of role MB3 – Comprehensive application of skills and tactics, shows some accuracy and fluency of creativity, tactics, strategy, compositional ideas and decision making in most situations, ability to maintain performance is	Section A – Multiple choice, short answer and medium answer questions. Section B – Short answer and medium answer questions based on scenario Section C – Extended response analysis and evaluation questions based on scenario	MB1 – Creates a basic plan, limited flexibility, limited range of leadership skills, dependant on assistance, communication and motivational skills are limited MB2 – Creates a sound plan, sound flexibility, range of leadership skills, follows safe practice when assisted, communication and motivational skills are adequate MB3 – Creates a comprehensive plan, confident flexibility, wide range of leadership skills, independent, communication and motivational skills are effective, clear and confident
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		compositional ideas and decision making in most situations, ability to maintain performance is consistent and confident OR shows clear and well developed awareness of role		consistent and confident OR shows clear and well developed awareness of role		