

Subject overview: KS5 Sport & Physical Activity

Subject Rationale (Intent)

Why teach Level 3 Sport & Physical Activity?

At KS5 the department offers the OCR Cambridge Technical (Extended certificate) in Sport & Physical Activity, which is equivalent to one A Level. This course prepares students for further study at university and allows students to develop the skills for this. It also develops practical skills, problem solving, research and analytical skills for the workplace after sixth form too.

The course provides a wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on the body systems and the long and short term impacts of sport and physical activity; how sport is organised and the purpose of sports development; health and safety requirements in sport and physical activity and sports injuries and rehabilitation. It covers a range of units to make the course as exciting, relevant and challenging, allowing progression onto university courses such as sports science, physiotherapy, Sports coaching or teaching, sports journalism, sports administration and governance, biomechanics, sports nutritionist, sports therapists, sports media, sports analysts and strength & conditioning coach.

KS5 Sport & Physical Activity

Students have 6 periods of their Sport & Physical activity subject per week. They are taught by subject specialists who are passionate about their subject and aim to inspire students' interest in their different units. All students have a course textbook which they are encouraged to use to read around the subject and make further notes to supplement their learning in lessons. Students are guided towards the use of exam board website and other good websites for independent study and revision. A variety of teaching and learning approaches are used in lessons including students presenting their own research, students making bottles of blood and play dough joints to demonstrate their understanding of a topic and the production of revision/research posters. At the start of each course students are introduced to the skills they will be required to develop via introductory lessons.

Practical work is also part of the course and is delivered in order for students to excel in a range of sports and officiating. This time will be spent developing students' individual practical skills and encouraging students to self evaluate and assess in order to make improvements to their skills and techniques. Students will also draw on tactics and strategies in order to outwit their opposition in a competitive sporting context. They will also work to improve their officiating skills in one chosen sport. Students are regularly assessed with a test at the end of each topic/section. Mark schemes are shared to allow students to see where they have gone wrong and what else they should have included in their answers. Practical performances will be videoed in their two chosen sports and this, together with teacher witness statements will make up their assessments of this unit.

Outside the classroom A level students are encouraged to become involved in the life of the PE Faculty. Students support in KS3 lessons as part of core PE programme and sometimes help within city wide leadership events. Students will also be participating in the extra curricular sports teams and clubs as well as their own clubs outside the academy.

Exam Specification

The department teaches the OCR Level 3 Technical in Sport & Physical Activity specification.

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Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main method of assessment
Term 1:1	<p>Unit 2: Sports Coaching and Leadership</p> <p>LO1. Know the roles and responsibilities of sports coaches and activity leaders</p> <p>LO2 Understand principles which underpin coaching and leadership</p>	<p>Unit 2 is taught for all lessons at the beginning of the L3 Sport & Physical Activity course in order to fulfil the 90 guided learning hours and the delivery of the leading/coaching section. Students have to deliver a series of sports/activity sessions where participants' progression needs to be continually evaluated so all the prior work needs to be completed before this can happen. Unit 1 will be started in Term 1:2 as this is enough time to be ready for the external exam in May.</p> <p>The LO1 topic serves as an introduction to the Unit as it allows the students to explore the roles and responsibilities of coaches and leaders and how these differ from each other. They study a number of deliverers of sports coaching and leadership and learn how their roles and responsibilities differ. Students learn how individuals in these roles support a healthy active lifestyle.</p> <p>Having been introduced to the variety of roles involved in sports coaching and activity leadership, in LO2 the students now learn about the key principles and attributes which underpins their work and makes it effective. This provides further consolidation of what good sports coaching and activity leadership looks like.</p>	<p>For P1 learners will need to consider a range of different roles and responsibilities involved in coaching and activity leadership. For P2, learners need to describe how sports coaches and activity leaders support a healthy and active lifestyle, for example promotion of a healthy balanced diet, avoiding excessive alcohol use and developing positive social relationships. For P3 learners must know how people involved in teaching and delivering sport, including coaches, coaching assistants, leaders and teachers, differ in their roles and responsibilities.</p> <p>For P4 learners must demonstrate knowledge and understanding of the different stages of group development and be able to explain how different personalities and leadership styles can support the group at each of these stages. For M1, learners must show an understanding of how important the coach or leader's style and attributes are to the success of team development and the dynamics of a group.</p> <p>Assignment 1 set, completed and marked to assess LO1 and LO2.</p>

		<p>LO3 which examines the variety of methods that sports coaches and leaders can use to improve skills, techniques and tactics which is key to their work. Methods for identifying strengths and weaknesses, classifying the skills, types of teaching and practice that can be used and methods for measuring improvement are all taught in preparation for the students planning and delivering their own sessions later in the Unit.</p>	<p>varied practice for an open skill, a whole practice for a high organisation skill. This is aimed at learners gaining an understanding of the types of activities they might use when they plan their sessions. For M2, Learners need to evaluate a range of methods that could be used to improve skills, techniques and tactics. It is likely that learners will evaluate the methods that they demonstrated for P5 but others may be used if appropriate. Learners should consider the strengths and weaknesses of each method, in relation to performers.</p> <p>Assignment 2 set, completed and marked to assess LO3.</p>
<p>Term 2:1</p>	<p>Unit 1:</p> <p>Finish LO1. Understand the skeletal system in relation to exercise and physical activity and start LO2 Understand the muscular system in relation to exercise and physical activity.</p> <p>LO3 Understand the cardiovascular system in relation to exercise and physical activity</p>	<p>Unit 1:</p> <p>The last section for LO1 is the impact physical activity, training and lifestyle has on the skeletal system and this is taught last as students need prior knowledge and understanding of the skeleton and its functions. Students investigate the short term and long term effects of exercise on the skeletal system (both positive and negative) and find out how a warm up and cool down helps.</p> <p>The next topic is introduced -LO2, the muscular system - and students again learn the muscles in a practical way in order to retain the information. Once students know the location of the muscles they can then apply this, together with the bones and joints, to the movement analysis of sporting actions. The types of muscular contractions can now be added to the movement analysis together with the muscle fibre types.</p> <p>The next topic taught is the cardiovascular system. The structure of the heart is covered first as students need to know the journey of blood through the heart and the valves it passes through. This is taught from a birds eye view using red and blue</p>	<p>End of Unit assessment covering the skeletal system and the muscular system, including a 10 mark question.</p>

	<p>Unit 2:</p> <p>LO4 Be able to plan sports and activity sessions.</p>	<p>items/equipment from the sports hall store room (bibs etc). Students should have prior knowledge of this from GCSE Science. Once they understand the directional flow of blood through the heart and the role of each of the structures, then they can apply cardiac output, stroke volume and heart rate to sporting activities and see how these change in trained and untrained athletes.</p> <p>The structure of blood vessels is taught next and the components of blood. This again is taught practically by making a bottle of blood and discussing the components and their functions. The short-term effects includes during and immediately after exercise and physical activity are taught next, once knowledge has been gained on the whole system. Learners should consider both positive and negative impacts. Next, the long term benefits are discussed, both positive and negative too, together with the benefits of a warm up and cool down on the CV system.</p> <p>Unit 2:</p> <p>Having learned the roles and responsibilities of sports coaches and activity leaders, the key principles which underpin their work and methods used to improve skills and tactics, LO4 focuses on the students planning 6 comprehensive leadership sessions using much of the information from LO1, 2 and 3. They must cover the participants needs which could influence the sessions, include a number of key considerations which serve to improve participants performance and all sessions need to include a SMART goal for all individuals.</p>	<p>Learners must plan a minimum of six sports or activity sessions which last a minimum of 30 minutes for a group of participants (i.e. at least two). These can be 'one-off' sessions in different sports or activities and do not need to demonstrate progression. Depending on the participants involved they can either be coached sports sessions or led activity sessions; this should be determined by the work done in P6 and P7. For M3, the learner's plans will need to demonstrate progression either in the skills or techniques for a specific sport (e.g. passing and shooting in football), or in participants' physical development (e.g. progressing from catching a ball while standing still to catching one while running; a participants hand eye coordination through developing catching skills</p>
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			<p>across a number of different sports, i.e. netball, basketball and cricket). For D1, learners must consider how participants' skills, physicality, etc. might develop over time and consider how their plans might need to be adapted to ensure that sessions remain appropriate and challenging for the participants.</p> <p>Assignment 3 set and started to assess LO4.</p>
Term 2:2	<p>Unit 1:</p> <p>LO4 Understand the respiratory system in relation to exercise and physical activity</p> <p>LO5 Understand the different energy systems in relation to exercise and physical activity</p>	<p>Unit 1:</p> <p>The next topic is the respiratory system where the structures and their roles are taught. Again, some prior knowledge is gained from GCSE Science and then developed further when teaching the mechanisms of breathing both at rest and during exercise. Students can then apply this to gas exchange at the alveoli and lung volumes. The final part of this topic is looking at the impact of physical activity, training and lifestyle on the respiratory system, i.e. short-term effects, long-term effects, and the effects of warm ups and cool downs.</p> <p>The final topic is the energy systems as students can link them to what has been covered so far, for example, muscle fibre types and gas exchange. Each energy system is taught in turn and then applied to lots of sporting examples. Group work and learning through discussion is best when developing the energy systems and when teaching the energy continuum. Students can then apply to how intensity and duration of exercise determines which energy system is predominant and link back to muscle fibre types.</p> <p>The last area to be taught is the recovery process as this can now be linked to each energy system. The recovery process involves the processes involved, the timescales for full recovery, using practical examples to aid retention.</p>	<p>3.1 Learners will need to understand the directional flow of blood through the heart and the role of each of the structures in this.</p> <p>End of Unit assessment with a range of A01, A02 and A03 exam questions.</p>

		<p>prepare all participants for activity, deliver appropriate warm-ups for the individuals, Include key elements in their delivery and bring the sessions to a suitable conclusion.</p> <p>A programme is designed for the students to deliver their 6 sessions with a KS3 PE group either side of half-term.</p>	<p>sessions which last a minimum of 30 minutes to a group of participants (i.e. at least two). These can either be 'one-off' sessions in different sports or activities and do not need to demonstrate progression to meet criteria P9, P10 and P11 and M4, but will need to be progressive sessions to achieve D2 (with the progression evidenced as appropriate). Depending on the participants involved they can either be coached sports sessions or led activity sessions. For P9 learners must ensure that the warm ups are appropriate to the sports or activity session they are delivering and for P10 communication and motivation techniques they apply are appropriate to the participants, the sport or activity and the environment in which the session is taking place. Learners must then ensure in P11 the sessions are brought to timely conclusions, include an appropriate cool down and offer the opportunity to both give and receive feedback. For M4 the learners must explain how they ensured the safety of themselves and the participants throughout each session. For D2 (LO6 and LO7), learners must constantly evaluate the success of sessions, both during and after, and adapt the session as it happens or update plans for future sessions to better meet the participants' changing needs.</p>
<p>Term 3:2</p>	<p>Unit 17: Sports injuries and rehabilitation</p>	<p>Unit 17: Sports injuries and rehabilitation</p> <p>This unit teaches the students how to recognise and treat common sports injuries both immediately and through long-term rehabilitation programmes. The unit also focuses on the possible</p>	<p>This unit is assessed through the completion of five LO's, this is a combination of written assignments,</p>

	<p>Unit 2:</p> <p>LO7 Be able to review sports and activity sessions</p>	<p>these measures are.</p> <p>Unit 2:</p> <p>Following the leadership, student's must review their delivery. They evaluate their sessions using feedback from participants and their own perceptions and also suggest changes to future sessions with justifications.</p> <p>Time is allowed in lessons during this half-term for the completion of Assignment 4 with staff support available.</p>	<p>For P12 learners must consider feedback received following sports or activity sessions to evaluate whether they were successful and met the goals and targets set out in the initial plans. For M5, learners should consider what they would do differently in future sessions to improve the quality of the sessions.</p> <p>Assignment 4 completed and marked to assess LO5, 6 and 7.</p>
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Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
<p>Term 1:1</p>	<p>Unit 17: Sports injuries and rehabilitation</p> <p>LO3 - Be able to respond to acute sports injuries when they occur</p> <p>LO4 - Know the role of different agencies in the treatment and rehabilitation of sports injuries</p>	<p>Unit 17: Sports injuries and rehabilitation</p> <p>LO3 must be completed after LO1 as the students need a knowledge of the signs and symptoms of acute injuries prior to completing the role play (P5 - respond appropriately to acute sports injuries), which is outlined in the teaching content for LO1. students must accurately treat two acute injuries, going through the stages of assessment and then complete a written account of what they have done, photo evidence is required. The second task is P6: Create an Emergency Action Plan for a specified organisation, this is done with reference to the academy. Within LO4, students will firstly describe at least three agencies that are involved in the treatment of sports injuries (p7). This must be done prior to the completion of M3 as students need a knowledge of what agencies are involved on a short, medium and long term basis. For M3, students explain the involvement of</p>	<p>Students will be assessed in LO3 through the completion of tasks p5 and p6. In p5, students complete a role play for two of the acute injuries and then complete a write up, this is supported by a witness statement from the member of staff observing. In p6, students are assessed through producing an EAP. Students will be assessed in LO4 through the completion of written tasks P7 and M3.</p>

	<p>LO5: Be able to plan a rehabilitation programme for a specific sports injury</p> <p>Unit 3: Sports Organisation and Development</p> <p>LO1 understand how sport in the UK is organised</p>	<p>these agencies in the rehabilitation process for one short term, one medium term and one long term injury.</p> <p>Prior to completing a rehabilitation plan, students must be able to describe the different types of treatment that can be used to support the rehabilitation of sports injuries (p8) and describe the different phases of common sports injuries (p9).</p> <p>Unit 3 is taught for two of the three lessons at the beginning of the second year of the L3 Sport & Physical Activity course in order to fulfil the 60 guided learning hours and to allow enough time for students to sit the January Exam. Results of this paper will dictate whether students resit in June.</p> <p>The organisation of sport in the UK can be quite complex with multiple agencies and organisations, both inside of and outside of the UK, working together at different levels on different agendas. One of the key areas which most, if not all, of the organisations involved in sport in the UK are concerned with is sports development and the increase of participation in sport and physical activity, both to improve the health of the nation but also to aid the development of elite athletes who can compete and achieve on an international level. In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.</p> <p>Unit 3:</p> <p>This Unit is taught first as it provides a framework of information that can be built upon in later Units. Students must learn key background information about a variety of sports organisations involved in sport in the UK. The key element is the roles and responsibilities of these organisations. They also learn about a number of international organisations which impact upon UK</p>	<p>P8 and p9 are assessed through the completion of written tasks.</p> <p>End of Unit assessment with a range of A01, A02 and A03 exam questions.</p> <p>1.2 Learners must understand the roles and responsibilities of organisations</p> <p>1.4 Learners must show an appreciation of the nature of</p>
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	<p>LO2 - Understand sports development</p>	<p>sport and about how these organisations interact both positively and negatively.</p> <p>This LO focuses on students understanding what sports development is and the purpose of it, the different stages of the sports continuum and the different reasons for participation and non-participation for the different groups identified in the specification. Through his LO, students will start to develop their responses to an extended question. This LO is weighted as 25-35%, this is reflected in the number of lessons that is spent on this LO, compared to LO3.</p>	<p>interactions between different sports organisations, both in the UK and overseas. They will understand that although UK organisations will have some autonomy with regard to roles and responsibilities, often international organisations provide a framework within which they need to work.</p> <p>End of LO1 progress check based on topic areas covered so far with a range of A01, A02 and A03 exam questions.</p> <p>End of unit progress check, including an extended question.</p>
<p>Term 1:2</p>	<p>Unit 17: Sports injuries and rehabilitation</p> <p>LO5: Be able to plan a rehabilitation programme for a specific sports injury</p> <p>Unit 3:</p>	<p>Unit 17: Sports injuries and rehabilitation</p> <p>Students have all the knowledge necessary from the completion of previous LO's to plan a rehabilitation programme for a specific sports injury (P10). As well as this, students will benefit from drawing on learning from mandatory Unit 1, Body systems and the effects of physical activity – LO1 Understand the skeletal system in relation to exercise and physical activity and LO2 Understand the muscular system in relation to exercise and physical activity. Students will be able to justify the types and phases of treatment and related exercises within the rehabilitation programme, with reference to SMART principles (M4) and explain possible adaptations that may be needed (D2)</p> <p>Unit 3:</p>	<p>P10, M4 and D2 are assessed through the completion of written tasks.</p>

	<p>LO3 - Understand how the impact of sports development can be measured</p> <p>LO4 understand sports development in practice</p>	<p>LO3 is taught alongside their other lesson that focuses on LO4. This is due to the fact that students need to relate the content in 3.1, 3.2 and 3.3 to content covered in LOs 1, 2 and 4, understanding that a wide range of factors will affect how, why and the extent to which the impact of particular sports development activity is measured.</p> <p>LO4 is taught last as it uses a variety of examples to examine the two key methods of delivering sports development. Initiatives and events are studied in terms of their characteristics and advantages and disadvantages. Finally, a range of benefits of sports development are taught.</p> <p>Any time left after teaching the Unit 3 syllabus is dedicated to revision for the January Exam.</p>	<p>End of LO test, covering 3.1, 3.2 and 3.3.</p> <p>4.3 Levels of accountability - learners should recognise that some organisations may not be held accountable by anyone for the success of a sports development initiative/event.</p> <p>4.4 Learners should consider the benefits for the groups identified in relation to content taught in LO2 and LO3.</p> <p>End of LO4 progress check based on topic areas covered so far with a range of A01, A02 and A03 exam questions.</p>
<p>Term 2:1</p>	<p>Unit 3: External Exam</p> <p>Unit 18: Practical skills in sport and physical activities</p> <p>L03 Be able to apply skills and knowledge in outdoor and adventurous activities.</p> <p>Moderation 1 to be arranged</p> <p>LO1 Be able to apply skills, techniques and tactics in an individual sport</p>	<p>Unit 3 exam in January.</p> <p>Unit 18</p> <p>Students will demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity. This is taught first because it will be an organised trip to either Baggeridge Country Park to complete the high ropes course, or mountain biking within the school grounds and surrounding area. It is a fun way to start Unit 18 and all students are physically active. They will take photos of the outdoor adventurous activity and produce an assignment on the skills they demonstrated and their knowledge of safety.</p> <p>This will then be followed with LO1, where students need to apply skills, techniques and tactics in an individual sport. They demonstrate the execution of skills, techniques and strategies during their performance over several weeks and in a final formal</p>	<p>LO3 will be practically assessed through photo evidence of students safely taking part in the outdoor adventurous activity. These will then be used to produce a written assignment.</p> <p>LO1 will be assessed practically and the video evidence will be used to write their witness statements.</p>

		assessment in a game or competitive situation. Students will be required to provide video evidence of them performing in their individual activity throughout and for the duration of the game/competition. Performances containing creativity and flair will be encouraged in order to gain a distinction grade.	
Term 2:2	Unit 18: LO2 Be able to apply skills, techniques and tactics in a team sport	Unit 18: Continued time on the individual performances, trying to improve techniques and performance. Next, because they now know the procedure, students move onto LO2, where students need to apply skills, techniques and tactics in a team sport. They demonstrate the execution of skills, techniques and strategies during a performance and in a competitive situation. Students will be required to provide video evidence of them performing in their team activity, like they did with their individual one. Performances containing creativity and flair will be encouraged in order to gain a distinction grade.	LO2 will be assessed practically and the video evidence will be used to write their witness statements.
Term 3:1	Unit 18: LO4 Be able to officiate in sport and physical activity	Unit 18: The final topic area in unit 18 is the officiating where students will officiate in sport and physical activity. They will describe the roles and responsibilities of all the officials in their sport and officiate a competitive game or performance situation effectively, applying the rules and regulations accurately. Students will need to officiate with confidence and justify the decisions they make after the match. Again, Students will be required to provide video evidence of them doing this part of the course.	LO4will be assessed practically and the video evidence will be used to write their witness statements.
Term 3:2	Unit 18: Moderation 2 - May/June 2024	Unit 18: Complete any other video evidence and the written justification before the submission of the unit to the external moderator. Unit 3: Revision sessions for any students resitting the Exam	

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