



Subject: Physical Education

Year: 10 – Sport Studies

10 (numbers indicate Topic Area within the unit in accordance with OCR specification)	Unit 1 – R185 – Performance and Leadership in Sports Activities	Unit 2 – R185 – Performance and Leadership in Sports Activities	Unit 3 – R185 – Performance and Leadership in Sports Activities	Unit 4 – R185 – Performance and Leadership in Sports Activities	Unit 5 – R185 – Performance and Leadership in Sports Activities	Unit 6 – R185 – Performance and Leadership in Sports Activities
Aim of Unit	Practical – Pupils are assessed in two selected sporting activities (1.1). Pupils develop use of tactics, strategies and compositional ideas and use creativity in performance (1.2).	Practical – Pupils are assessed in two selected sporting activities (1.1). Pupils develop use of tactics, strategies and compositional ideas and use	Practical – Pupils are assessed in two selected sporting activities (1.1). Pupils develop use of tactics, strategies and compositional ideas and use	Practical – Pupils are assessed in two selected sporting activities (1.1). Pupils develop use of tactics, strategies and compositional ideas and use	Practical – Pupils are assessed in two selected sporting activities (1.1). Pupils develop use of tactics, strategies and compositional ideas and use	Practical – Pupils are assessed in two selected sporting activities (1.1). Pupils develop use of tactics, strategies and compositional

	<p>Pupils develop capacity to make decisions (1.3). Pupils develop awareness as to their role and contribution to team activities (1.5).</p>	<p>creativity in performance (1.2). Pupils develop capacity to make decisions (1.3). Pupils manage and maintain performance in individual sporting activities (1.4). Pupils develop awareness as to their role and contribution to team activities (1.5).</p> <p>Theory – Organisation of a sports activity session (3.1). Safety considerations when planning a sports activity session (3.2). Objectives to meet the needs of the group (3.3).</p>	<p>creativity in performance (1.2). Pupils develop capacity to make decisions (1.3). Pupils manage and maintain performance in individual sporting activities (1.4). Pupils develop awareness as to their role and contribution to team activities (1.5).</p> <p>Theory – Organisation of a sports activity session (3.1). Safety considerations when planning a sports activity session (3.2). Objectives to meet the needs of the group (3.3).</p>	<p>creativity in performance (1.2). Pupils develop capacity to make decisions (1.3). Pupils manage and maintain performance in individual sporting activities (1.4). Pupils develop awareness as to their role and contribution to team activities (1.5).</p> <p>Theory – Leading a sports activity session (4.1/4.2).</p>	<p>creativity in performance (1.2). Pupils develop capacity to make decisions (1.3). Pupils manage and maintain performance in individual sporting activities (1.4). Pupils develop awareness as to their role and contribution to team activities (1.5).</p> <p>Theory – Leading a sports activity session (4.1/4.2).</p>	<p>ideas and use creativity in performance (1.2). Pupils develop capacity to make decisions (1.3). Pupils manage and maintain performance in individual sporting activities (1.4). Pupils develop awareness as to their role and contribution to team activities (1.5).</p> <p>Theory – Review your leadership of a sports activity session (5).</p>
Composite Knowledge	Football – performing skills such as ball-control,	Basketball – learning the lay-up in three phases,	Badminton – pupils must learn how to effectively play	Pupils follow their scripted lesson plan to deliver their	Cricket – bowling – pupils learn this skill in	Athletics – throwing events –

<p><i>(a task that requires several building blocks or components)</i></p>	<p>dribbling, passing and shooting in isolation before applying to conditioned games and drills.</p> <p>Rugby Union – performing tackling in isolation, at different speeds to develop confidence. Use of learning aids such as tackle pads and mats. Performing a ruck phase by phase and allowing performers to practice their skills in different roles such as ball carrier, tackler, rucker, counter-rucker, scrum-half.</p> <p>Netball – shooting in isolation before introducing an opponent. Shooting from different angles and distances from within the ‘D’.</p>	<p>firstly with just the shot, then the footwork before the shot and finally the dribble-footwork-shot together.</p> <p>Learning passing in isolation before applying skills to competitive situations.</p> <p>Table tennis – learning how to form simple rallies with forehand and backhand push to keep the ball on the table and over the net, before developing power and spin to outwit opponents.</p>	<p>shots in isolation before being able to apply them in effective combinations to win points in gameplay.</p> <p>Fitness – Pupils learn the importance of having good levels of cardiovascular fitness and the positive impact this can have on them when performing in other sports.</p>	<p>sports session for 30 minutes to 12 pupils.</p>	<p>part-practice which is broken down into a high, straight bowling arm that releases the ball at the top. A run-up is then introduced when delivery technique is correct.</p> <p>Rounders – bowling in isolation and not as a batter. Learning the rules prior to applying them in gameplay situations. Learning the difference between a no-ball and a legal ball.</p> <p>Batting – using learning aids such as batting tees and tennis</p>	<p>learning how to throw shot put, javelin and discus in isolation with correct and safe arm action before introducing turns, run-ups and spins respectively.</p> <p>Jumps – pupils learn correct jumping technique in isolation before introducing run-ups.</p> <p>Pupils use scaffolds as learning aids to help them produce an effective session evaluation.</p>
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	Passing in isolation before introducing opponents and conditioned games.				rackets to aid skill acquisition.	
Component Knowledge <i>(the building blocks that together, when known, allow successful performance of a complex task)</i>	<p>Football – developing a wide range of passing and shooting and knowing when to correctly apply skills in gameplay.</p> <p>Rugby – performing different roles with in a ruck and applying skills in gameplay.</p> <p>Netball – Applying shooting techniques when under pressure, faced with a GK/GD and in gameplay situations. Improving consistency when shooting from different angles and distances. Selecting and applying the correct pass such as</p>	<p>Basketball – lay-up shots, set and jump shots. Passing – knowing when to select the correct pass when under pressure.</p> <p>Table tennis – Serving with spin and accuracy.</p> <p>Pupils use OCR templates to plan a sports session involving warm-up, drills, conditioned gameplay and cool down in a selected sport.</p>	<p>Fitness – ‘Illinois Agility Test’. Learning aids such as cones, diagrams and clear demonstration help learners to complete the test.</p> <p>Badminton – Combining overhead clear and smash shots to outwit opponents.</p> <p>Pupils use OCR templates to plan a sports session involving warm-up, drills, conditioned gameplay and cool down in a selected sport.</p>	<p>Pupils follow their scripted lesson plan to deliver their sports session for 30 minutes to 12 pupils.</p>	<p>Cricket – applying bowling and batting skills in gameplay against opponents on a 22-yard senior wicket.</p> <p>Rounders – bowling against a batter in conditioned games; bowling legally from the bowling box to the batter in the batting box. Batting – using correct rounders bat facing a rounders ball in conditioned drills and gameplay. Batting from the</p>	<p>Athletics – applying correct throwing and jumping techniques when performing in competition.</p> <p>Pupils identify strengths and weaknesses to form an effective session evaluation.</p>

	chest/bounce pass in gameplay, passing with speed and accuracy to outwit opponents.				batting box and faced with 7 outfielders.	
Rationale (why?): Links to prior & future learning	Pupils are required to be assessed in two sports in this module and will have the opportunity to develop their skills to the highest level possible before being assessed. Pupils will build on prior learning at KS3 and be encouraged to maintain their sporting participation beyond school at both competitive and social levels.	Pupils are required to be assessed in two sports in this module and will have the opportunity to develop their skills to the highest level possible before being assessed. Pupils will build on prior learning at KS3 and be encouraged to maintain their sporting participation beyond school at both competitive and social levels.	Pupils are required to be assessed in two sports in this module and will have the opportunity to develop their skills to the highest level possible before being assessed. Pupils will build on prior learning at KS3 and be encouraged to maintain their sporting participation beyond school at both competitive and social levels.	Pupils are assessed in their lesson delivery against OCR grading criteria and the class teacher is required to write a Witness Statement as supporting evidence.	Pupils are assessed in their lesson delivery against OCR grading criteria and the class teacher is required to write a Witness Statement as supporting evidence.	This is the final piece of coursework in this module. Pupils draw on experience of other subjects where they have had to produce evaluations e.g. in Science or English.
Assessment Task	Applying all learned skills from the unit in competitive gameplay situations.	Pupils will be formatively assessed on their ability to plan an effective sports session.	Pupils will be formatively assessed on their ability to plan an effective sports session.	Pupils are assessed in their lesson delivery against OCR grading criteria and the class teacher is required	Pupils are assessed in their lesson delivery against OCR grading criteria and the class	Pupils will be formatively assessed on their ability to effectively

				to write a Witness Statement as supporting evidence.	teacher is required to write a Witness Statement as supporting evidence.	evaluate their sports session.
Enrichment	All pupils have access to extra-curricular football clubs at lunch time and the school has football and rugby teams that perform in local, regional and national competitions. Pupils have the opportunity to compete in the Rossendale Schools Cross-Country running event.	All pupils have access to extra-curricular basketball and table tennis clubs and the school has basketball and table tennis teams that perform in local, regional and national competitions.	All pupils have access to extra-curricular badminton clubs and the school has badminton and cross-country teams that perform in local, regional and national competitions. Pupils who regularly attend extra-curricular clubs are invited on a rewards afternoon ice-skating before Christmas.	All pupils have access to extra-curricular sports clubs and the school has extra-curricular badminton, dodgeball, football and table tennis competitions during this unit.	All pupils have access to extra-curricular sports clubs and the school has extra-curricular cricket, orienteering, football and rounders competitions during this unit.	All pupils have access to extra-curricular sports clubs and the school has extra-curricular cricket, golf, athletics, football and rounders competitions during this unit. All Saints' also has a whole school sports day, where all pupils are encouraged to participate.