

Units covered in year 12:

- **Unit 1: Body systems and the effects of physical activity**
- **Unit 2: Sports coaching and activity leadership**
- Unit 3: Sports organisation and development
- Unit 5: Performance analysis in sport and exercise
- **Unit 17: Sports injuries and rehabilitation**

Key Stage 5 (12/13)

Course title: Level 3 Sport Technical Extended certificate

Exam board: OCR

Specification code: 05827

Justification of sequential planning:

Within the Extended Certificate (equivalent to 1 A Level) the students must cover 5 units over the two-year course. Units 1 and 2 are mandatory units and these are completed in the first year of the course.

- Students will begin the course planning a sports activity session, this will then allow them to be able to plan a deliver 6 sessions throughout the course or be prepared to when beginning unit 2 in May.
- Unit 1: Body systems and the effect of physical activity is the first full unit to be taught on the course, this is because they will sit the exam in January of year 12 which allows for a re-sit opportunity in the June series.
- Unit 2: Sports coaching and activity leadership will be completed from January through to May, this allows preparation for the leadership of sports or physical activities and allows the opportunity for the leadership of these to be completed at a time when numerous facilities or available on the school site.

Once these two units are taught, if students do not continue their studies in year 13, they will be able to achieve a ½ A Level in the form of the OCR Level 3 in Sport – Certificate.

- Part of Unit 17: sports Injuries and rehabilitation will then be taught; this is due to the synoptic links that it has with Unit 1 and Unit 2 that have previously been covered. Between May and July, it will be expected that Learning outcome 1-3 will be delivered to the students.

**Autumn 1
(September –
October)**

5th September –
19th September

Unit 2: Sports coaching and activity leadership

4. Be able to plan sports and activity sessions

P7: Plan effective sports/activity sessions which are appropriate to participants' needs and include SMART goals.

	Students will begin by preparing a single lesson plan in preparation of leading activities later in the year. This is related to LO4 in Unit 2. Once this is complete, they can gain their coaching hours throughout the year.	
<p>Autumn 1 (September – October)</p> <p>26th September - 17th October</p>	<p>Unit 1: Body systems and the effects of physical activity</p> <p>LO1. Understand the skeletal system in relation to exercise and physical activity</p> <p>1.1 The axial and appendicular skeletons 1.2 The functions of the skeleton and the link to types of bone 1.3 Classifications of joints 1.4 The types of synovial joint 1.5 Structures and functions of synovial joints 1.6 Joint movements 1.7 Structure and function of the vertebral column 1.8 The impact of physical activity, training, and lifestyle on the skeletal system</p>	Unit 1 body systems is taught by 2 teachers working simultaneously to cover the content. Learning outcome 1 and 2 are taught side by side as it allows students to discuss the muscles used and link this to the types of movement that the muscles create as part of the skeletal system.
	<p>LO2. Understand the muscular system in relation to exercise and physical activity</p> <p>2.1 Main muscles acting at synovial joints 2.1 Main muscles acting at synovial joints 2.2 Types of muscle function 2.3 Types of muscle contraction 2.4 Structure and function of muscle fibre types 2.5 Link between mix of fibre types and performance 2.6 The impact of physical activity, training and lifestyle on the muscular system</p>	
<p>Autumn 2 (October – December)</p> <p>31st October - 28th November</p>	<p>Unit 1: Body systems and the effects of physical activity</p> <p>LO3. Understand the cardiovascular system in relation to exercise and physical activity</p> <p>3.1 The structures of the heart and their roles 3.2 Stroke volume, heart rate and cardiac output 3.3 Structure of blood vessels 3.4 Components and functions of blood 3.5 Vascular shunt mechanism and the role of arterioles and pre-capillary sphincters 3.6 The impact of physical activity, training, and lifestyle on the cardiovascular system</p>	Learning outcome 3 and 4 are taught together as they both allow for the connection to be made between how the blood is pumped around the body (cardiovascular system) and how oxygen is provided to the working muscles (respiratory system). These continuous links between the cardiovascular and respiratory system means that it is essential that they are taught together.
	<p>LO4. Understand the respiratory system in relation to exercise and physical activity</p> <p>4.1 The structures of the lungs and their roles</p>	

	<p>4.2 Respiratory muscles used during exercise</p> <p>4.3 The mechanics of breathing</p> <p>4.4 Gaseous exchange at the alveoli</p> <p>4.5 Tidal volume, breathing frequency and minute ventilation</p> <p>4.6 The impact of physical activity, training, and lifestyle on the respiratory system</p>	
<p>Autumn 2 (October – December)</p> <p>5th December - 12th December</p>	<p>Unit 1: Body systems and the effects of physical activity</p> <p>LO5. Understand the different energy systems in relation to exercise and physical activity</p> <p>5.1 The three energy systems</p> <p>5.2 The energy continuum and how intensity and duration of exercise determines which energy system is predominant</p> <p>5.3 The recovery process for each energy system</p>	<p>Learning outcome 5 is taught at the end of the unit, as it is exceptional students have been taught the previous body systems and links can be made to discuss which energy system would control the body systems.</p>
Christmas holidays		
<p>Unit 1: Body systems and the effects of physical activity</p> <p>Autumn 2 (October – December)</p> <p>19th December - 9th January</p>	<p>Exam preparation</p>	<p>Exam – 10.01.23</p>
<p>Spring 1 (January – February)</p> <p>16th January - 30th January</p>	<p>Unit 2: Sports coaching and activity leadership</p> <p>LO1. Know the roles and responsibilities of sports coaches and activity leaders</p> <p>P1: Describe the roles and responsibilities of sports coaches and activity leaders</p> <p>P2: Describe how sports coaches and activity leaders support a healthy active lifestyle</p> <p>P3: Compare the different roles and responsibilities of those involved in teaching and delivering sport</p>	<p>Students are introduced to the roles and responsibilities of a sports coach as they will begin to apply this into their coach later in the unit.</p>
<p>Spring 1 (January – February)</p> <p>6th February - 13th February</p>	<p>Unit 2: Sports coaching and activity leadership</p> <p>LO2. Understand principles which underpin coaching and leading</p> <p>P4: Explain how different leadership styles and personalities can support different stages of group development</p>	<p>As part of learning outcome 2 students will learn the psychological approach to sports coaching, again they will use this to apply into their leadership.</p>

	M1: Evaluate the importance of different attributes in supporting the principles of leadership and group dynamics	
Spring 2 (February – March) 27 th February	Unit 2: Sports coaching and activity leadership LO3. Be able to use methods to improve skills, techniques, and tactics in sport P5: Demonstrate methods used to improve skills, techniques and tactics in sport M2: Evaluate the effectiveness of different methods of measuring improvement in skills, techniques, and tactics	The students will complete learning outcome 3 prior to their coaching as it will allow them to experiment with different methods used to improve skills, techniques, and tactics in sport.
Spring 2 (February – March) 6 th March -27 th March	Unit 2: Sports coaching and activity leadership LO4. Be able to plan sports and activity sessions P6: Establish participants’ needs for sports or activity sessions P7: Plan effective sports/activity sessions which are appropriate to participants’ needs and include SMART goals M3: Plan a series of progressive, inclusive sports/activity sessions based on participants’ needs D1: Explain how a plan for a series of sports/activity sessions might need to be adapted based on participants’ rate of improvement over time	From the knowledge students have attained from LO1-LO3, they will begin to plan their sessions that they will teach as part of LO6 and evaluate in LO7.
Summer 1 (April – June) 3 rd April	Unit 2: Sports coaching and activity leadership LO5. Be able to prepare sports and activity environments P8: Prepare a safe sports/activity environment appropriate to the participants involved	In LO5 students will prepare a safe working area for their delivery in LO6.
Summer 1 (April – June) 17 th April - 22 nd May	Unit 2: Sports coaching and activity leadership LO6. Be able to deliver sports and activity sessions P9: Deliver warm-ups appropriate to the activities taking place in sports/activity sessions P10: Deliver sports/activity sessions using effective communication and motivation techniques P11: Bring sports/activity sessions to an appropriate, planned conclusion offering and obtaining feedback to/from the participants involved M4: Explain how participants’ safety was maintained throughout sports/activity sessions. D2: Deliver a series of sports/activity sessions where the participants progression and needs are continuously evaluated and sessions P10: Deliver sports/activity sessions are adapted accordingly	In LO6 students will deliver the session(s) they have planned in LO5 and utilize the knowledge they have built upon in LO1-LO4.
Summer 1 (April – June) 5 th June	Unit 2: Sports coaching and activity leadership LO7. Be able to review sports and activity sessions	Students will review and the evaluate the session(S) that have been taught in LO6. This can only be done once

	<p>P12: Evaluate the delivery of a sports/activity session compared to the plan and using the feedback obtained from participants</p> <p>M5: Suggest changes to future sports/activity sessions with justifications</p> <p>D2: Deliver a series of sports/activity sessions where the participants progression and needs are continuously evaluated, and sessions are adapted accordingly</p>	<p>the session have been delivered.</p>
<p>Summer 2 (June – July)</p> <p>12th June - 19th June</p>	<p>Unit 17: Sports injuries and rehabilitation</p> <p>LO 1. Know common sports injuries and their effects</p> <p>P1: Describe the signs and symptoms of common chronic and acute sports injuries</p> <p>P2: Describe possible psychological effects of suffering a sports injury</p> <p>M1: Analyse the link between the way in which a sports injury occurs and the physiological and psychological affect it may have on the sports person</p>	<p>Students will begin this unit by identifying a range of injuries and their signs and symptoms, they will also discuss the psychological impact of these injuries. This is taught first as students will need to constantly refer to a range of different injuries in this unit.</p>
<p>Summer 2 (June – July)</p> <p>26th June - 10th July</p>	<p>Unit 17: Sports injuries and rehabilitation</p> <p>LO2. Be able to minimise the risk of sports injuries</p> <p>P3: Explain intrinsic and extrinsic factors which influence the risk of sports injuries</p> <p>P4: Take steps to minimise the risk of sports injuries occurring during a sports activity</p> <p>M2: Explain how appropriate warmups and cool-downs can reduce the risk of sports injuries</p> <p>D1: Analyse how measures to optimise player safety are recognised and legislated for in a specific sport</p>	<p>Following on from LO1, they will then discuss the ways in which injuries can be minimised. This again links to the overall rehabilitation plan at the end of the unit and provides knowledge needed to complete this plan.</p>