

**Units covered:**

- 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 (13)****Course title: Level 3 Sport Technical Extended Certificate****Exam board: OCR****Specification code: 05827****Justification of sequential planning:**

During key stage 5 (year 13), students will complete the Extended Certificate (equivalent to 1 A Level). This will be done through the completion of 3 units (above).

- When students return to year 13, they will begin learning the content for Unit 3: Sports organisations and development. This unit is covered at this point as students will sit the exam in the January series. Therefore, if students don't get a mark that may reflect their knowledge and understanding they will have an opportunity to re-sit in May of year 13.
- Once students have sat the Unit 3 exam, they will complete Unit 17: Sports injuries and rehabilitation. Students have already completed part of this unit in year 12.
- Finally, students will complete a 60 guided learning hour unit, this will be Unit 5: Performance analysis in sport. This is completed at this point as it is practically based, and students will have use of several indoor and outdoor facilities to complete specific parts of this unit. Student engagement and achievement in this unit has historically been very positive and it continues to provide students with a broad sporting knowledge base, should they wish to continue their studies in this field beyond QEHS.

**Unit 3: Sports organisation and development**

**Autumn 1  
(September –  
October)**

5<sup>th</sup> September –  
17<sup>th</sup> October

**LO1: Understand how sport in the UK is organised**

- 1.1 Organisations involved in sport in the UK
- 1.2 Roles and responsibilities of sports organisations in the UK
- 1.3 International organisations which impact UK sport
- 1.4 How the different organisations interact

**LO2: Understand sports development**

- 2.1 What sports development is
- 2.2 The purpose of sports development
- 2.3 The sports development continuum levels
- 2.4 Target groups

In LO1 and LO2 students will learn about sports organisations and sports development. These will be taught by 2 separate teachers so as not to confuse students. However, the content is linked as in LO1 students will learn about different organisations, and in LO2 students will learn about the impact of these organisations and the roles within these organisations.

<p><b>Autumn 2 (October – December)</b></p> <p>31<sup>st</sup> October – 28<sup>th</sup> November</p>	<p style="text-align: center;"><b>Unit 3: Sports organisation and development</b></p> <p><b>LO3. Understand how the impact of sports development can be measured</b> 3.1 Possible measures 3.2 Methods 3.3 Purpose of measurement</p> <p><b>LO4. Understand sports development in practice</b> 4.1 Methods of delivering sports development 4.2 Characteristics of sports development initiatives and events 4.3 Advantages and disadvantages of sports development initiatives and events 4.4 Benefits of sports development</p> <p>LO3 and LO4 both build on the knowledge related to sporting organisations and then discuss different types of initiatives and events, this is what has been previously learnt in LO1/2. Students will then go on to discuss the ways in which the impact of events and initiatives are measured and then discuss methods of delivering sports events.</p>
<p><b>Autumn 2 (October – December)</b></p> <p>5th December – 9<sup>th</sup> January)</p>	<p style="text-align: center;"><b>Unit 3: Sports organisation and development</b> <b>Unit 3: Sports organisation and development – Assessment</b></p> <p>This period of time will be spent allowing students to effectively prepare for the exam with the development of exam technique and students will also complete numerous mick exams.</p>
<p><b>Spring 1 (January – February)</b></p> <p>16<sup>th</sup> January - 23<sup>rd</sup> January</p>	<p style="text-align: center;"><b>Unit 17: Sports injuries and rehabilitation</b></p> <p><b>LO3. Be able to respond to acute sports injuries when they occur</b> P5: Respond appropriately to acute sports injuries P6: Create an Emergency Action Plan for a specified organisation Learning Outcome 3 follows on from our prior teaching of the different types of injuries that may occur and ways to minimise risk. Students will progress to learn about how to respond to those accurate injuries that may occur in sport, now that they know how to determine the type of injury.</p>
<p><b>Spring 1 (January – February)</b></p> <p>23<sup>rd</sup> January - 6th February</p>	<p style="text-align: center;"><b>Unit 17: Sports injuries and rehabilitation</b></p> <p><b>LO4. Know the role of different agencies in the treatment and rehabilitation of sports injuries</b> P7: Describe the roles of different agencies and professionals involved in the rehabilitation of a sports injury M3: Explain how different agencies and professionals may be involved in the rehabilitation of different types of short, medium and long-term sports injuries Student focus in Learning Outcome 4 moves from responding to injury to the types of agencies and professionals who may be involved in the treatment and rehabilitation programme, understanding the next steps following injuries in sport</p>
<p><b>Spring 2 (February – March)</b></p> <p>13<sup>th</sup> February - 6th March</p>	<p style="text-align: center;"><b>Unit 17: Sports injuries and rehabilitation</b></p> <p><b>LO5. Be able to plan a rehabilitation programme for a specific sports injury</b> P8: Describe the different types of treatment that can be used to support the rehabilitation of sports injuries P9: Describe the different phases of treatment of common sports injuries</p>

	<p>M4: Justify the types and phases of treatment and related exercises within the rehabilitation programme planned with clear reference to SMART principles</p> <p>D2: Anticipate and explain possible adaptations that may be required to the planned rehabilitation programme if progress is not as expected</p> <p>In the final learning outcome of the unit, students can apply their knowledge from Learning Outcomes 1-4 to look at specific treatments for a specific sport injury and can also apply synoptic learning from Unit 2 related to SMART goal setting principles. This consolidates and applies all learning across the unit.</p>
<p><b>Spring 2 (February – March)</b></p> <p>13<sup>th</sup> March – 20<sup>th</sup> March</p>	<p style="text-align: center;"><b>Unit 5: Performance analysis in sport and exercise</b></p> <p><b>LO1. Understand performance profiling</b></p> <p>P1: Explain the performance profiling process and its purpose</p> <p>P2: Evaluate the different methods of recording performance profiling results</p> <p>M1: Explain reasons why and how the performance profiling process may be adapted</p> <p>The teaching in Learning Outcome 1 allows students to build a foundation knowledge of performance profiling as a tool to analyse sporting performance. Students must understand the concepts surrounding performance profiling before carrying it out as we move through the unit.</p>
<p><b>Spring 2 (February – March)</b></p> <p>27<sup>th</sup> March – 3<sup>rd</sup> April</p>	<p style="text-align: center;"><b>Unit 5: Performance analysis in sport and exercise</b></p> <p><b>LO2. Be able to carry out performance profiling</b></p> <p>P3: Undertake a personal performance profiling exercise for a selected sport</p> <p>P4*: Undertake a performance profiling exercise for another participant in a selected sport</p> <p>P5: Record performance profiling results in a suitable format</p> <p>M2: Justify the rating of a participant’s level and the method of recording performance profiling results</p> <p>D1: Create an action plan for improvement of weaker areas, including SMART targets and opportunities for review</p> <p>As the teaching in Learning Outcome 1 allowed students to learn about the principles and methods of performance profiling, they are now able to undertake performance profiling in a selected sport and record this using the methods taught in Learning Outcome 1. Students can also demonstrate their synoptic understanding from Unit 2 to apply SMART targets following their profiling exercise.</p>
<p><b>Summer 1 (April – June)</b></p> <p>17<sup>th</sup> April – 24<sup>th</sup> April</p>	<p style="text-align: center;"><b>Unit 5: Performance analysis in sport and exercise</b></p> <p><b>LO3. Be able to analyse performance</b></p> <p>P6: Select and use method(s) of analysing performance for a variety of given sports and situations</p> <p>M3: Compare and contrast methods of analysing performance in relation to a variety of given sports and situations justifying choices</p> <p>The students move their learning forward and build upon prior unit learning by studying, selecting and using methods of analysing performance, showing their knowledge of the requirements and profiling used in different sports. To demonstrate their understanding further students are challenged to compare and contract methods of analysing performance.</p>
<p><b>Summer 1 (April – June)</b></p>	<p style="text-align: center;"><b>Unit 5: Performance analysis in sport and exercise</b></p> <p><b>LO4. Be able to give feedback on sports performance</b></p> <p>P7: Select and use feedback method(s) for the identified situations</p>

<p>1<sup>st</sup> May – 15<sup>th</sup> May</p>	<p>M4: Justify choice of methods for analysing performance and feedback for the identified situations</p> <p>D2: Analyse whether other methods may have been more suitable for the identified situations on reflection, based on outcomes</p> <p>In the final learning outcome of the unit, students are now challenged to provide feedback, justify their choice of methods and analyse the suitability of this for the given situations. This brings about an application of the learning that has taken place across Unit 5.</p>
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