## 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
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.

	Unit 3: Sports organisation and development
	LO3. Understand how the impact of sports development can be measured
	3.1 Possible measures
	3.2 Methods
	3.3 Purpose of measurement
Autumn 2	
(October –	LO4. Understand sports development in practice
December)	4.1 Methods of delivering sports development
	4.2 Characteristics of sports development initiatives and events
31 <sup>st</sup> October –	4.3 Advantages and disadvantages of sports development initiatives and events
28 <sup>th</sup> November	4.4 Benefits of sports development
	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.
Autumn 2	Unit 3: Sports organisation and development
(October –	Unit 3: Sports organisation and development – Assessment
December)	
	This period of time will be spent allowing students to effectively prepare for the exam
5th December –	with the development of exam technique and students will also complete numerous
9 <sup>th</sup> January)	mick exams.
	Unit 17: Sports injuries and rehabilitation
Spring 1	102. Be able to men and to contra ments in invitation there there are me
(January –	LO3. Be able to respond to acute sports injuries when they occur
February)	P5: Respond appropriately to acute sports injuries
	P6: Create an Emergency Action Plan for a specified organisation
16 <sup>th</sup> January -	Learning Outcome 3 follows on from our prior teaching of the different types of
23 <sup>rd</sup> January	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.
	Unit 17: Sports injuries and rehabilitation
	LO4. Know the role of different agencies in the treatment and rehabilitation of
Spring 1	LO4. Know the role of different agencies in the treatment and rehabilitation of sports injuries
(January –	
	<b>sports injuries</b> P7: Describe the roles of different agencies and professionals involved in the
(January – February)	<b>sports injuries</b> P7: Describe the roles of different agencies and professionals involved in the rehabilitation of a sports injury
<b>(January –</b> <b>February)</b> 23 <sup>rd</sup> January -	<ul> <li>sports injuries</li> <li>P7: Describe the roles of different agencies and professionals involved in the rehabilitation of a sports injury</li> <li>M3: Explain how different agencies and professionals may be involved in the</li> </ul>
(January – February)	<ul> <li>sports injuries</li> <li>P7: Describe the roles of different agencies and professionals involved in the rehabilitation of a sports injury</li> <li>M3: Explain how different agencies and professionals may be involved in the rehabilitation of different types of short, medium and long-term sports injuries</li> </ul>
<b>(January –</b> <b>February)</b> 23 <sup>rd</sup> January -	<ul> <li>sports injuries</li> <li>P7: Describe the roles of different agencies and professionals involved in the rehabilitation of a sports injury</li> <li>M3: Explain how different agencies and professionals may be involved in the</li> </ul>
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<b>(January – February)</b> 23 <sup>rd</sup> January - 6th February	<ul> <li>sports injuries</li> <li>P7: Describe the roles of different agencies and professionals involved in the rehabilitation of a sports injury</li> <li>M3: Explain how different agencies and professionals may be involved in the rehabilitation of different types of short, medium and long-term sports injuries</li> <li>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</li> </ul>
(January – February) 23 <sup>rd</sup> January - 6th February Spring 2	<ul> <li>sports injuries</li> <li>P7: Describe the roles of different agencies and professionals involved in the rehabilitation of a sports injury</li> <li>M3: Explain how different agencies and professionals may be involved in the rehabilitation of different types of short, medium and long-term sports injuries</li> <li>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</li> </ul>
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(January – February) 23 <sup>rd</sup> January - 6th February Spring 2 (February –	<ul> <li>sports injuries</li> <li>P7: Describe the roles of different agencies and professionals involved in the rehabilitation of a sports injury</li> <li>M3: Explain how different agencies and professionals may be involved in the rehabilitation of different types of short, medium and long-term sports injuries</li> <li>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</li> <li>LO5. Be able to plan a rehabilitation programme for a specific sports injury</li> </ul>

Spring 2 (February March)Interfall able to accept a summer to form a sumplement of the sum and the analysis in sport and exerciseSpring 2 (February March)1.01 Understand performance profiling P1: Explain the performance profiling process and its purpose of performance profiling exercise for a selected sport P2: Evaluate the different methods of recording performance profiling process may be adapted in the sum at the performance profiling exercise for a selected sport P2: Evaluate the different methods of recording performance profiling process may be adapted in the performance profiling exercise for a selected sport P2: Evaluate the different methods of recording performance. Students must understand performance profiling exercise for a selected sport 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 exercise for a selected sport P4*: Undertake a performance profiling exercise for a selected sport P4*: Undertake a performance profiling results in a suitable format M2: Suther take a performance profiling results in a suitable format M2: Justify the rating of a participant's level and the method of recording performance profiling results27 <sup>m</sup> March - 3 <sup>rd</sup> (April - 1/m)Unit 5: Performance profiling results in a suitable format march in a selected sport and record this using the methods tage the incipies and opportunities for review As the teaching in Learning Outcome 1 allowed students to learn about the principles and methods of performance profiling the performance in relation to a variety of given sports and istuations justifying choices M3: Compare and contrast methods of analysing performance in relation to a variety of given sports and situations		
D2: Anticipate and explain possible adaptations that may be required to the planned rehabilitation programme if progress is not as expected 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 outcomes of the unit.Spring 2 (february - 20 <sup>th</sup> March)LO1 Understand performance profiling process and its purpose P1: Explain the performance profiling process and its purpose P2: Evaluate the different methods of recording performance profiling process mace 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.Spring 2 (February - March)Unit 5: Performance profiling exercise for a selected sport P4*: Undertake a personal performance profiling P3: Undertake a personal performance profiling exercise for a selected sport P4*: Undertake a personal performance profiling exercise for a selected sport P4*: Undertake a personal performance profiling exercise for a selected sport P4*: Undertake a personal performance profiling exercise for a selected sport P4*: Undertake a personal performance profiling exercise for a selected sport and the substitution for nerview A profiling resultsSpring 2 (february - March)D1: Create an action plan for improvement of weaker areas, including SMART targets and opportunities for review AprilSpring 2 (february - March)D1: Create an action plan for improvement of weaker areas, including SMART targets and opportunities for review AprilSummer 1 (April -		M4: Justify the types and phases of treatment and related exercises within the
Spring 2 (February – March)       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.         Spring 2 (February – March)       L01. Understand performance profiling P1: Explain the performance profiling process and its purpose P2: Evaluate the different methods of recording performance profiling process may be adapted 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.         VIII 5: Performance analysis in sport and exercise       L02. Be able to carry out performance profiling exercise for a selected sport P4*: Undertake a performance profiling exercise for a selected sport P4*: Undertake a performance profiling exercise for a selected sport P4*: Undertake a performance profiling exercise for a selected sport P4*: Undertake a performance profiling exercise for a solution for more profiling results         27 <sup>th</sup> March – 3 <sup>th</sup> April       D1: Create an action plan for improvement of weaker areas, including SMART targets and opportunities for review A sthe teaching in Learning Outcome 1 allowed students to learn about the principles and methods of performance profiling exercise.         30 Untcome 1. Students can also demonstrate their synoptic understanding from Unit 2 to apply SMART targets following their profiling exercise.         31 The April – Junel 17th April – Junel (April – June)       Unit 5: Performance analysing perfo		rehabilitation programme planned with clear reference to SMART principles
Spring 2       In the final learning outcome of the unit, students can apply their knowledge from Learning Outcomes 1-4 to look at specific reatments 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.         Spring 2       Unit 5: Performance analysis in sport and exercise         13 <sup>th</sup> March - 20 <sup>th</sup> March)       P1: Explain the performance profiling process and its purpose         20 <sup>th</sup> March)       P2: Evaluate the different methods of recording performance profiling results         M1: Explain reasons why and how the performance profiling performance. Students mowledge of performance profiling as a tool to analyse sport ing performance. Students must we move through the unit.         U0 <sup>th</sup> March)       Unit 5: Performance profiling exercise for a selected sport         P4: Undertake a performance profiling exercise for a selected sport       P4: Undertake a performance profiling exercise for a selected sport         P4: Undertake a performance profiling results in a suitable format       M2: Justify the rating of a participant's level and the method of recording performance profiling results         27 <sup>th</sup> March - 3 <sup>th</sup> P3: Record performance profiling, they are now able to undertake performance profiling results in a suitable format         27 <sup>th</sup> March - 3 <sup>th</sup> P5: Record performance profiling, they are now able to undertake performance profiling results in a suitable format         27 <sup>th</sup> March - 3 <sup>th</sup> P5: Ferformance analysis in sport and exercise         U1		D2: Anticipate and explain possible adaptations that may be required to the planned
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P7: Select and use feedback method(s) for the identified situations	(	
		P7: Select and use feedback method(s) for the identified situations

L <sup>st</sup> May – 15 <sup>th</sup>	M4: Justify choice of methods for analysing performance and feedback for the
May	identified situations
	D2: Analyse whether other methods may have been more suitable for the identified
	situations on reflection, based on outcomes
	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.