

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.

- Unit 1: Body systems and the effect of physical activity is the first full unit to be taught on the course; students 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 are available on the school site.

Upon completion of Units 1 and 2, 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 Cambridge Technical Certificate in Sport.

- From June of Year 1, Unit 17: Sports Injuries and Rehabilitation will be taught; this is due to the synoptic links that it has with Unit 1 and Unit 2. Before September, it is expected that Learning outcome 1-3 will be completed by the cohort.

	Unit 1: Body systems and the effects of physical activity LO1. Understand the skeletal system in relation to exercise and physical activity 1.1 The axial and appendicular skeletons 1.2 The functions of the skeleton and the link to	Unit 1 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
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Autumn 1 (September – October)	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	movement that the muscles create as part of the skeletal system.
	LO2. Understand the muscular system in relation to exercise and physical activity 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	
Autumn 2 (October – December)	Unit 1: Body systems and the effects of physical activity LO3. Understand the cardiovascular system in relation to exercise and physical activity 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	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.
	LO4. Understand the respiratory system in relation to exercise and physical activity 4.1 The structures of the lungs and their roles	
	4.2 Respiratory muscles used during exercise 4.3 The mechanics of breathing 4.4 Gaseous exchange at the alveoli 4.5 Tidal volume, breathing frequency and minute ventilation 4.6 The impact of physical activity, training, and lifestyle on the respiratory system	

	Unit 1: Body systems and the effects of physical activity LO5. Understand the different energy systems in relation to exercise and physical activity 5.1 The three energy systems 5.2 The energy continuum and how intensity and duration of exercise determine which energy system is predominant 5.3 The recovery process for each energy system The externally assessed exam takes place in January of Year 12.	Learning outcome 5 is taught at the end of the unit, as it is essential that students have been taught the previous body systems and links can be made to discuss which energy system would control the body systems.
Christmas holidays		
Spring 1 (January – February)	Unit 2: Sports coaching and activity leadership LO1. Know the roles and responsibilities of sports coaches and activity leaders P1: Describe the roles and responsibilities of sports coaches and activity leaders P2: Describe how sports coaches and activity leaders support a healthy active lifestyle P3: Compare the different roles and responsibilities of those involved in teaching and delivering sport	Students are introduced to the roles and responsibilities of a sports coach as they will begin to apply this to their coaching later in the unit.
Spring 1 (January – February)	Unit 2: Sports coaching and activity leadership LO2. Understand principles which underpin coaching and leading P4: Explain how different leadership styles and personalities can support different stages of group development	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.
	M1: Evaluate the importance of different attributes in supporting the principles of leadership and group dynamics	
Spring 2 (February – March)	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)	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)	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)	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)	Unit 2: Sports coaching and activity leadership LO7. Be able to review sports and activity sessions	Students will review and evaluate the session(S) that have been taught in LO6. This can only be done once
	P12: Evaluate the delivery of a sports/activity session compared to the plan and using the feedback obtained from participants M5: Suggest changes to future sports/activity sessions with justifications D2: Deliver a series of sports/activity sessions where the participants progression and needs are continuously evaluated, and sessions are adapted Accordingly.	the session has been delivered.

Summer 2 (June – July)	Unit 17: Sports injuries and rehabilitation LO 1. Know common sports injuries and their effects P1: Describe the signs and symptoms of common chronic and acute sports injuries P2: Describe possible psychological effects of suffering a sports injury 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	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.
Summer 2 (June – July)	Unit 17: Sports injuries and rehabilitation LO2. Be able to minimise the risk of sports injuries P3: Explain intrinsic and extrinsic factors which influence the risk of sports injuries P4: Take steps to minimise the risk of sports injuries occurring during a sports activity M2: Explain how appropriate warmups and cool-downs can reduce the risk of sports injuries D1: Analyse how measures to optimise player safety are recognised and legislated for in a specific sport	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.

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- **Unit 5: Performance analysis in sport and exercise**
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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.	
Autumn Term	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. LO3. Understand how the impact of sports development can be measured 3.1 Possible measures 3.2 Methods 3.3 Purpose of measurement LO4. Understand sports development in practice 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 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. The externally assessed exam takes place in January of Year 13
Spring half-term 1	Unit 17: Sports injuries and rehabilitation LO3. Be able to respond to acute sports injuries when they occur P5: Respond appropriately to acute sports injuries P6: Create an Emergency Action Plan for a specified organisation Learning Outcome 3 follows 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. LO4. Know the role of different agencies in the treatment and rehabilitation of sports injuries 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 LO5. Be able to plan a rehabilitation programme for a specific sports injury 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 M4: Justify the types and phases of treatment and related exercises within the rehabilitation programme planned with clear reference to SMART principles 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 across the unit.
Spring half-term 2	Unit 5: Performance analysis in sport and exercise LO1. Understand performance profiling P1: Explain the performance profiling process and its purpose P2: Evaluate the different methods of recording performance profiling results M1: Explain reasons why and how the 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.

LO2. Be able to carry out performance profiling

P3: Undertake a personal performance profiling exercise for a selected sport

P4*: Undertake a performance profiling exercise for another participant in a selected sport

P5: Record performance profiling results in a suitable format

M2: Justify the rating of a participant's level and the method of recording performance profiling results

D1: Create an action plan for improvement of weaker areas, including SMART targets and opportunities for review

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.

LO3. Be able to analyse performance

P6: Select and use method(s) of analysing performance for a variety of given sports and situations

M3: Compare and contrast methods of analysing performance in relation to a variety of given sports and situations justifying choices

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.

LO4. Be able to give feedback on sports performance

P7: Select and use feedback method(s) for the identified situations

M4: Justify choice of methods for analysing performance and feedback for the 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 learning that has taken place across Unit 5.

The deadline for completion of all coursework is May half-term in Year 13.