

Subject	Year 10 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
<b>PE – Sports Science</b>	<b>Autumn Term</b> <b>PE Sports Science Cambridge National –</b> <ol style="list-style-type: none"> <li>1. Describe fitness tests with clear reference to the protocols.</li> <li>2. Analyse the data from each fitness test.</li> <li>3. Include a range of skills linked to components of fitness, with clear and relevant examples.</li> <li>4. Include a range of well-developed skills relevant to the components of fitness.</li> <li>5. Describe skills tests with clear and relevant examples of how they also measure an appropriate component of fitness.</li> <li>6. Analyse the strengths and weaknesses of the data from each test and what it means to personal fitness.</li> <li>7. Justify SPOR FITT principles described with clear and relevant examples given for each aspect of their selected sporting activity.</li> <li>8. Justify SMART goals described with clear and relevant examples given for each aspect of a selected sporting activity.</li> <li>9. Describe a range of advantages and disadvantages for the structure of different training methods (continuous/fartlek/interval/circuit /plyometrics/weight/HIIT) and justify the selection of the most suitable methods for a sporting activity.</li> <li>10. Analyse selected training methods, including a clear comparison of aerobic and anaerobic exercise.</li> <li>11. Produce an appropriate and detailed plan which considers most of the requirements for an effective and safe fitness training programme (facilities/equipment/aims/fitness/injuries/organisation/environment/skills to be improved).</li> </ol>	<ul style="list-style-type: none"> <li>• OCR Sport Science <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/">https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/</a></li> <li>• Teachers' slides are always available and signposted in lessons. They are in the 'Pupil Shared Area' drive for pupils to refer to after a lesson has been taught.</li> <li>• Students will be provided with student checklists for each of the coursework units.</li> <li>• Students will be provided with exam unit booklets and exam questions.</li> <li>• Contact the student's class teacher, Mr Hockridge or Mrs White with any queries.</li> </ul>

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|  | <ol style="list-style-type: none"><li>12. Apply a range of SPOR FITT principles to the training programme to improve success.</li><li>13. Plan a training programme that includes a suitable warm-up and cool-down; main activities, including duration of plan and sessions; equipment and facilities; coaching points; adaptations for each session.</li><li>14. Monitor progress with pre-term and mid-term tests to adapt/improve the programme.</li><li>15. Record results using post programme tests for skill and fitness.</li><li>16. Recognise achievement in meeting SMART goals and results improvements.</li><li>17. Describe most areas that went well and did not go well in the planned fitness training programme. Consider: goals set; training methods used; fitness component links to skills test.</li><li>18. Describe areas that needed to be adapted in the planned fitness training programme.</li><li>19. Show analysis when altering the plan with justified suggestions.</li><li>20. Analyse the effectiveness of the fitness training programme, making reference to the goals and objectives, explain the reasons for success and failure.</li><li>21. Illustrate how the success of the programme could be improved if repeated.</li></ol> |  |
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