| Subject | Y11 Core Knowledge – Autumn/Spring/Summer term | How to support students' learning |
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| **Pe – Sports Science** | **Autumn Term**<br>**R183 -**<br>1. Explain how a diet may need to be different to meet the nutritional requirements of an individual.<br>2. Explain the importance of each nutrient for sport and physical activity and give a range of food examples for each nutrient from the different food groups.<br>3. Include activities that focus on endurance (long distance running or rowing) to explain the dietary requirements.<br>4. Include activities that focus on anaerobic activities (100m sprint, HIIT training) to explain the dietary requirements.<br>5. Include activities that focus on strength-based activities (for example weightlifting or rugby) to explain the dietary requirements.<br>6. Gather details about a current nutrition plan and any issues that might impact the design of future nutrition plans.<br>7. Adapt the nutrition plan to suit a chosen sporting activity.<br>8. Identify the nutritional changes that can be made.<br>9. Discuss suitability and organisation of a nutritional plan.<br>10. Review the potential success/impact of a nutrition plan.<br>11. Explain the effects of overeating on sports performance.<br>12. Explain the effects of undereating on sports performance.<br>13. Explain the effects of dehydration on sports performance.<br><br>**Spring and Summer Term**<br>**R180 -**<br>14. Compare and contrast how different extrinsic factors can influence the risk and severity of injury.<br>15. Explain how some extrinsic factors can influence other extrinsic factors e.g. the effects that playing surfaces can have on appropriate footwear.<br>16. Compare and contrast how different intrinsic factors can influence the risk and severity of injury. | • OCR Sport Science https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/<br>• 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.<br>• Students will be provided with student checklists for each of the coursework units.<br>• Students will be provided with exam unit booklets, a revision guide and exam questions.<br>• Students are encouraged to attend catch-up sessions in I5 (Thursdays and Fridays after school) if they need extra support or have fallen behind. Occasionally students will be required to attend these sessions if their teacher identifies the need. Please ensure students attend when necessary or required.<br>• Contact the student's class teacher, Mr Hockridge or Mrs White with any queries. |

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| | 17. Explain how some individual variables can influence other individual variables e.g. weight of a participant can influence their fitness levels.<br>18. Understand the use of suitable components and examples, in the design of warmup routines and exercises/stretches that target different muscles/joints in the body.<br>19. Compare and contrast the warmup components and the benefits on the cardio-respiratory and musculoskeletal systems.<br>20. State the possible negative effects if no warmup is performed.<br>21. Include the use of suitable components and examples, in the design of cool down routines.<br>22. Compare and contrast the cool down components and the benefits on the cardio-respiratory and musculoskeletal systems.<br>23. State possible negative effects if no cool down is performed<br>24. Compare and contrast causes, symptoms and treatments of each acute injury.<br>25. Describe ways of reducing risk of acute injuries.<br>26. Describe examples of different body parts (bones/muscles/joints/tissue) that are susceptible to acute injuries.<br>27. Describe examples of measures and responses for different injuries and medical conditions.<br>28. Describe advantages of using different types of responses and treatment for different injuries/medical conditions and the different times when treatment can be used.<br>29. Compare and contrast causes, common symptoms (as listed in the relevant NHS guidance) and treatments of different medical conditions.<br>30. Explain how to manage asthma when participating in sport/exercise.<br>31. Explain how to manage diabetes when participating in sport/ exercise.<br>32. Explain how to manage epilepsy when participating in sport/ exercise.<br>33. Know the difference between cardiac arrest and a heart attack.<br>34. Explain how to manage dehydration when participating in sport/exercise.<br>35. Know how hypothermia should not be treated. | |