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| Sport Studies | **Curriculum Team Vision** |
| At OMA we believe education is for everyone, that all students irrespective of their backgrounds, will be exceptional pupils, so they are equipped with the necessary knowledge, skills, qualifications, and mind-set to contribute positively to society.  Everything we do in the vocational faculty is aimed at providing an ambitious and challenging curriculum which inspires, motivates, and exploits the limitless potential of all our students. This will be achieved by us ‘*being inspired by the past - creating excellence in the present- by embracing the future’.*  Our long-term aim is to produce thinking, adaptable adults capable of taking his / her place in a changing technological society. We strive to create distinctive and dynamic partnerships between students and the world or work, forging active relationship with industry-based external training providers and employers.  The vocational curriculum seeks to promote an educational culture which is scientific, technological, creative, healthy, and entrepreneurial within the framework of the school and national curriculum. In addition, our faculty aims to provide the excellent practical technological, scientific, and holistic communication skills needed by our manufacturing and service industries within the UK and global markets. Thus, ensuring that our students will be well-educated and skilled, ready, and able to progress into employment, further training, or higher education according to their individual aptitudes and ambitions.  The faculty will be truly cross-curricular and will use aspects of many subjects to aid the students when developing innovative ideas and solving problems individually or as a team. The only boundary to making an impact in the future is our ‘*imagination*’ and our ability to ‘*engineer’* the solutions that could affect peoples’ lives. Students arrive and leave our faculty with a sense of wonder in learning…. that they will carry with them for a lifetime.  **Pupils should be taught to:**  The aims we have for students are:  To develop a love for sport through engaging activities, success and competitive sport in lesson and extracurricular activities  Give students the knowledge to be able to lead a healthy active lifestyle and understand the benefit of doing so.  To develop, a wide range of transferrable skills so they can take part in a variety of different sports and physical activities  Develop confidence in sport and the interest to get involved in exercise in sport out of school as well as in school and in later life.  Finding fun through a rich and varied sports and physical activities program.  Be able to understand factors that impact performance in sport  Have the confidence and skills to be able to coach a session  Understand key systems in the body    **KS4 Sport:**  Unit 1-  Structure and functions of body systems  Short term adaptations on the body of exercise  Long term adaptations on the body of exercise  Methods of training  Importance of target setting  Components of health and fitness  Unit 2-  Understand physical, technical and physiological factors that impact performance in sport  Understand fitness testing and the importance of it.  Analysis of performance data  Strategies for improvement in sport  Unit 3-  Coaching skills  Responsibilities of a coach  Planning a coaching session  Meeting the needs of all participants | |
| **Careers in sport:**  Professional sport, physio, nutritionist, sport coach, rehabilitation, data analysist, sports journalist, performance analysis, scout, talent program, PE teacher | |

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| Subject: Sport Studies: | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | Unit 2-  Physiological factors affecting performance in sport  • Lifestyle – diet and nutrition, hydration, preparation and recovery, sleep patterns, alcohol, smoking, illegal drug taking, age, health and fitness  • Body composition - body types, body weight, body fat and muscle  • Components of health and fitness – cardio-vascular endurance, muscular endurance, flexibility, muscular strength and agility, balance, co-ordination, reaction time, power and speed.  Psychological factors affecting performance in sport  • Motivation – definition and types (intrinsic and extrinsic)  • Anxiety – the causes and symptoms of:  • Somatic anxiety (physical effects) – e.g. increased heart rate, increased breathing rate, sweating, nausea and butterflies in the stomach  • Cognitive anxiety (mental effects) – e.g. difficulty concentrating, increased number of negative thoughts and increased feelings of worry.  Technical factors affecting performance in sport Learners should know and understand the following technical factors and how they impact on performance:  • Technique – including definition and benefits of improving technique for sports performers (improved outcomes, more consistent, efficient and effective actions, more options available during performance and a reduced risk of injury)  • Strategies/game plans – including definition and factors that affect decisions regarding strategies/game plans (strengths and weaknesses of sports performer or team and opponents, player selection, external factors such as the weather or condition/type of playing surface, importance of result)  • Tactics – individual and team - including definition, examples of tactics that can be used to facilitate a strategy/game. | Nutritionist  Physio  Sport coach  PE Teacher | This link would take you to the KO on our website.  [Unit 2](https://ormistonacademiestrust-my.sharepoint.com/:f:/r/personal/dickinsond_omacademy_co_uk/Documents/Daniel/WJEC%20Sport/KO/Unit%202?csf=1&web=1&e=KxGAFi) |
| Half term 2 | **Analysis of performance data**:  • qualitative and quantitative data  • subjectivity and objectivity (strengths and weaknesses)  • normative range tables  • reliability and validity  • video analysis  • notational analysis.  **Strategies for improvement of sporting performance**  • training programme – selection of appropriate training methods (interval and continuous) and use of training zones (aerobic and anaerobic)  • nutrition plan – including specific or special diets (carbohydrate loading or high protein)  • recovery methods – cool down, ice baths, massage  • imagery/mental rehearsal  • self-talk  • goal setting – SMART short-term targets and long-term goals  • feedback – intrinsic and extrinsic, knowledge of performance (KP) and knowledge of results (KR)  • coaching – types of guidance (visual, verbal, mechanical and manual), types of practice (whole, part, fixed and variable) | Nutritionist  Physio  Sport coach  PE Teacher | This link would take you to the KO on our website.  [Unit 2](https://ormistonacademiestrust-my.sharepoint.com/:f:/r/personal/dickinsond_omacademy_co_uk/Documents/Daniel/WJEC%20Sport/KO/Unit%202?csf=1&web=1&e=KxGAFi) |