

Long-term planning
Sports Studies – Year 10

Year 10 Themes	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<p>Students will explore a range of topical and contemporary issues in sport. Students will develop their skills, techniques and use of tactics/strategies /compositional ideas in both individual and team sports. Students to develop some of the knowledge, understanding and practical skills required to be an effective sport leader.</p>	Students will know that					
	<p>R185 Sports Leadership & Performance</p> <p>TA1 There are key Components of performance.</p> <p>TA2 They apply practice methods to support improvement in a sporting activity.</p> <p>Badminton – is played to a set of rules and requires hand-eye co-ordination to be successful.</p>	<p>R185 Sports Leadership & Performance</p> <p>TA3 They will Organise and plan a sports activity session. They will learn the main parts of a session.</p> <p>TA4 They will be leading a sports activity session</p> <p>Badminton – is played to a set of rules and requires hand-eye co-ordination to be successful.</p>	<p>R185 Sports Leadership & Performance</p> <p>TA5 Will have to review their own performance in planning and leading a sports activity session.</p> <p>Football – is played to a set of rules and requires foot/hand-eye co-ordination to be successful.</p>	<p>R187: Increasing awareness of outdoor and adventurous activities.</p> <p>TA1 Provision for different types of outdoor and adventurous activities in the UK varies from place to place.</p> <p>Football – is played to a set of rules and requires foot/hand-eye co-ordination to be successful.</p>	<p>R187: Increasing awareness of outdoor and adventurous activities.</p> <p>TA2 Equipment, clothing and safety aspects of participating in outdoor and adventurous activities is essential.</p> <p>Athletics has many disciplines that involve running, throwing and jumping.</p>	<p>R187: Increasing awareness of outdoor and adventurous activities.</p> <p>TA3 Will have to plan for and be able to participate in an outdoor and adventurous activity</p> <p>Athletics has many disciplines that involve running, throwing and jumping.</p>
	Students will know how					
To develop your skills both as a performer and leader in two different sporting activities.	To develop your skills both as a performer and leader in two different sporting activities.	To develop your skills both as a performer and leader in two different sporting activities.	To find out information about what opportunities there are in your local area as well as nationally in the UK for all different types	To find out information about what opportunities there are in your local area as well as nationally in the UK for all different	To find out information about what opportunities there are in your local area as well as nationally in the UK for all different	To find out information about what opportunities there are in your local area as well as nationally in the UK for all different

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	<p>You will also have an opportunity to develop developing a range of transferable skills as a leader.</p> <p>You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.</p> <p>You will finally deal with rapidly changing conditions and situations.</p> <p>Badminton – to hold a racket, use various shots to hit/return</p>	<p>You will also have an opportunity to develop developing a range of transferable skills as a leader.</p> <p>You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.</p> <p>You will finally deal with rapidly changing conditions and situations.</p>	<p>You will also have an opportunity to develop developing a range of transferable skills as a leader.</p> <p>You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.</p> <p>You will finally deal with rapidly changing conditions and situations.</p> <p>Football – The learner is assessed performing the acquired and</p>	<p>of outdoor adventurous activities.</p> <p>To enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.</p> <p>Topics include:</p> <p>Provision for different types of outdoor and adventurous activities in the UK</p> <p>Football – The learner is assessed performing the acquired and developed skills of association football – Ball control, passing, shooting, dribbling, heading and tackling. Candidates must be assessed within a full competitive situation.</p>	<p>types of outdoor adventurous activities.</p> <p>To enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.</p> <p>Topics include:</p> <p>Equipment, clothing and safety aspects of participating in outdoor and adventurous activities</p> <p>Athletics – perform and recall teaching points in high jump, shot putt, triple jump, discus, javelin, long jump, sprinting,</p>	<p>types of outdoor adventurous activities.</p> <p>To enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.</p> <p>Topics include:</p> <p>Plan for and be able to participate in an outdoor and adventurous activity. Evaluate participation in an outdoor and adventurous activity.</p> <p>Athletics – perform and recall teaching points in high jump,</p>
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	the shuttle play a game of badminton.	Badminton – to hold a racket, use various shots to hit/return the shuttle play a game of badminton.	developed skills of association football – Ball control, passing, shooting, dribbling, heading and tackling. Candidates must be assessed within a full competitive situation.		middle distance running and relay changeovers.	shot putt, triple jump, discus, javelin, long jump, sprinting, middle distance running and relay changeovers.
Vocabulary and the concepts they link to						
	Badminton - Drop shot, Smash, Net lift, Net return, Forehand drive, Backhand drive, Serving, Overhead Clear, Service line, Tramlines, Attacking, Defensive, Grip, Stance, Court.	Badminton - Drop shot, Smash, Net lift, Net return, Forehand drive, Backhand drive, Serving, Overhead Clear, Service line, Tramlines, Attacking, Defensive, Grip, Stance, Court.	Football - Ball control using: Using both feet, Passing, lofted, along the ground, Throw ins, Shooting, Dribbling, Close control, Heading, Tackling, Block, Jockeying, Marking.	Football - Ball control using: Using both feet, Passing, lofted, along the ground, Throw ins, Shooting, Dribbling, Close control, Heading, Tackling, Block, Jockeying, Marking.	Athletics - distance, pacing, hurdles, run up, landing, take off, coordination, balance, agility, technique, approach, jumping for distance, physical conditioning, running for speed, push throw, pull throw, sling throw.	Athletics - distance, pacing, hurdles, run up, landing, take off, coordination, balance, agility, technique, approach, jumping for distance, physical conditioning, running for speed, push throw, pull throw, sling throw.
Assessment						
	Theory – re-call questions at the start of lessons, coursework and end of unit topic tests.	Theory – re-call questions at the start of lessons, coursework and end of unit topic tests.	Theory – re-call questions at the start of lessons, coursework and end of unit topic tests.	Theory – re-call questions at the start of lessons, coursework and end of unit topic tests.	Theory – re-call questions at the start of lessons, coursework and end of unit topic tests.	Theory – re-call questions at the start of lessons, coursework and end of unit topic tests.

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	<p>Badminton - ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of :- quality of skill, range of skills, physical attributes and decision making.</p>	<p>end of unit topic tests.</p> <p>Badminton - ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of :- quality of skill, range of skills, physical attributes and decision making.</p>	<p>Football - ongoing throughout the unit. Skills in isolation and matches/competition. Practical marks are based on the four strands of :- quality of skill, range of skills, physical attributes and decision making.</p>	<p>Football - ongoing throughout the unit. Skills in isolation and matches/competition. Practical marks are based on the four strands of :- quality of skill, range of skills, physical attributes and decision making.</p>	<p>end of unit topic tests.</p> <p>Athletics – ongoing throughout the unit. They will be measured or timed in each of the events covered and assessed on the technique for each one. Practical marks are based on the four strands of :- quality of skill, range of skills, physical attributes and decision making.</p>	<p>Athletics – ongoing throughout the unit. They will be measured or timed in each of the events covered and assessed on the technique for each one. Practical marks are based on the four strands of :- quality of skill, range of skills, physical attributes and decision making.</p>	
	Diversity & development of cultural capital						
	<p>Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.</p>	<p>Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.</p>	<p>Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.</p>	<p>Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.</p>	<p>Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.</p>	<p>Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.</p>	<p>Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.</p>
	Cross-curricular opportunities and enrichment						
	<p>Badminton club after school with</p>	<p>Badminton club after school with</p>	<p>Football club after school with</p>	<p>Football club after school with</p>	<p>Athletics club after school, inter-</p>	<p>Athletics club after school, inter-school</p>	

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	opportunities to perform in inter-school fixtures, and local and regional competitions.	opportunities to perform in inter-school fixtures, and local and regional competitions.	opportunities to perform in inter-school fixtures, and local and regional competitions.	opportunities to perform in inter-school fixtures, and local and regional competitions.	school fixtures and entry into local and National cup competitions.	fixtures and entry into local and National cup competitions.
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