



Curriculum Map for CNAT Sport Year 10

YEAR 10	Autumn 1	Autumn 2
Topics	<p>RO41 - Reducing The Risk of Sports Injuries</p> <p>Learning Outcome 1: Understand different factors which influence the risk of injury.</p> <p>Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury.</p>	<p>RO41 - Reducing The Risk of Sports Injuries</p> <p>Learning Outcome 3: Know how to respond to injuries within a sporting context.</p> <p>Learning Outcome 4: Know how to respond to common medical conditions.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students will learn about the Extrinsic Risk Factors which can affect the risk of injury. • Students will learn about the Intrinsic Risk Factors which can affect the risk of injury. • Students will learn about the physical and psychological benefits and key components of warming up. • Students will learn about the physical benefits of a cool down. 	<ul style="list-style-type: none"> • Students will learn about acute and chronic injuries; types, causes and treatments of common sports injuries. • Students will learn how to respond to injuries and medical conditions in a sporting context. • Student will learn about emergency action plans. • Students will learn about the symptoms of common medical and how to respond to them.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> • Students will identify different Extrinsic Risk Factors that could increase the risk of injury to sports performers. • Students will identify different Intrinsic Risk Factors that could increase the risk of injury to sports performers. • Students will research across a variety of sports and apply their knowledge to discuss and give examples of how to reduce injuries. • Students will research what should be included in warm-ups and cool downs. • Students will develop knowledge of the physical benefits of a warm-up and cool down and the effects this has on sports performances. • Students will develop knowledge of the psychological benefits of a warm-up and cool down and how this effects sports performances. 	<ul style="list-style-type: none"> • Students will be able to identify different types of Acute and Chronic Injuries including giving examples of how these types of injuries can be caused. • Students will be able to identify types and causes of common sports injuries giving examples of sports that they are commonly associated with. • Students will develop knowledge and understanding of how to treat common sports injuries. Students will also link this to how the injury could have occurred, and how to prevent this in the future. • Students will discuss and develop knowledge on how to create Emergency Action Plans (EAP) and how important these are in a sporting context. • Students will identify common medical conditions that can affect participation in sport.

		<ul style="list-style-type: none"> • Students will develop knowledge and understanding in how to respond to common medical conditions.
Skills	<ul style="list-style-type: none"> • Language Skills • Interpersonal Skills • ICT Skills • Exam Technique Skills • Writing Glossaries 	<ul style="list-style-type: none"> • Language Skills • Interpersonal Skills • ICT Skills • Exam Technique Skills • Writing Glossaries
Links To Prior Learning	<ul style="list-style-type: none"> • Core PE lessons in Years 7 to 9. • Students will build on knowledge introduced about how to safely lead warm-ups across a variety of different sports in Years 7 to 9. • Students will link knowledge of the importance of introducing, in Years 7 to 9, how to safely lead a cool down to help reduced the risk of injury. • Students link understanding of when the coaches are teaching and ensuring students are developing correct skills and techniques and how this will lower risk of injury. 	<ul style="list-style-type: none"> • Core PE lessons in Years 7 to 9. • Students will build on prior knowledge of safety when performing in sport from Years 7 to 9 PE.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Key words, paragraph structure and sentence starters are displayed on the board to support students when writing coursework. • Students may analyse data collected from tests taken when researching different effects of the physical benefits and effects of a warm-up or cool down on the body. 	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Key words, paragraph structure and sentence starters are displayed on the board to support students when writing coursework. • Students may use data in the form of percentages when researching and setting the risk levels when creating an Emergency Action Plan.
Cross Curricular	<ul style="list-style-type: none"> • Anatomy and Physiology. • The value of sport to individuals – source of pride. • School values promoted through sport. • Working in groups. • Students will carry out research case studies of famous sports people who have experienced different types of injuries and how this has affected their participation in sport. 	<ul style="list-style-type: none"> • Anatomy and Physiology. • The value of sport to individuals – source of pride. • School values promoted through sport. • Working in groups. • Students will carry out research case studies of famous sports people who have experienced different types of injuries or who have different medical conditions and how this has affected their participant in sport. • First Aid Awareness.
Assessment	<ul style="list-style-type: none"> • Learning checks through starter activities. • Formative end of Learning Objective tests. • Summative assessment – external unit exam in January. 	<ul style="list-style-type: none"> • Learning checks through starter activities. • Formative end of Learning Objective tests. • Summative assessment – external unit exam in January.

YEAR 10	Spring 1	Spring 2
Topics	<p align="center">RO42 - Applying Principles of Training</p> <p align="center">Learning Objective 1: Know the principles of training in a sporting context.</p>	<p align="center">RO42 - Applying Principles of Training</p> <p align="center">Learning Objective 2: Know how training methods target different fitness components.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students will learn and develop knowledge in each of the different principles of training and how they apply in in a sporting context. • Students will also be researching how these different principles of training are uses within a variety of different sports to help improve sporting performances. 	<ul style="list-style-type: none"> • Students will learn what aerobic and anaerobic exercise is along with the different training methods, giving specific sporting examples. • Students will learn about the different components of fitness giving an example of how this component of fitness can be used in a sporting context. • Students will learn about specific training methods that can be used to help to train and improve the various components of fitness giving a range of different sporting examples to support their answers. • Students will learn about and apply knowledge and understanding of how training methods target different fitness components in combination.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> • Students will be able to identify the principles of training and be able to give a range of different examples of these principles being used with a sporting context. • Students will be able to link examples to how these principles will be used to help a performer to improve their sporting performer in a range of different sports. • Kaleidoscope questions: – <ul style="list-style-type: none"> - How often should we train? - Should children be able to train in the gym? - Which training methods suit certain sports? 	<ul style="list-style-type: none"> • Students will be able to identify aerobic and anaerobic exercise giving specific sporting examples of this. • Students will be able to identify aerobic and anaerobic training methods giving examples of sports that use these types of training methods and why. • Students will be able to explain the different components of fitness, giving sporting examples of sports that would require the component of fitness. • Students will be able to demonstrate practically or explain the range of different training methods that can be used by athletes to improve their performances and link this with the component of fitness it aims to improve. Students will be able to give a range of specific sporting examples. • Students will be able to explain that athletes can combine two or more methods of training together when training for a certain sport or area of

		<p>fitness to help them improve their performance.</p> <ul style="list-style-type: none"> • Kaleidoscope questions – <ul style="list-style-type: none"> - How often should we train? - Should children be able to train in the gym? - Which training methods suit certain sports?
Skills	<ul style="list-style-type: none"> • Effective Assignment Writing Skills • Language Skills • Interpersonal Skills • ICT Skills • Practical Skills – taking part in different training methods and understand what types help improve fitness • Participation in Audience Assessment of Presentations • Working in Groups 	<ul style="list-style-type: none"> • Effective Assignment Writing Skills • Language Skills • Interpersonal Skills • ICT Skills • Practical Skills – taking part in different training methods and understand what types help improve fitness • Presenting Skills • Participation in Audience Assessment of Presentations • Working in Groups
Links To Prior Learning	<ul style="list-style-type: none"> • Health related fitness developed in Years 7, 8 and 9. • Years 7 to 9 Curriculum introduced key fitness terminology within booklets in Year 7, 8 and 9. • Safety when working in the Fitness Gym introduced in KS3. 	<ul style="list-style-type: none"> • Health related fitness developed in Years 7, 8 and 9. • Years 7 to 9 Curriculum introduced key fitness terminology within booklets in Year 7, 8 and 9. • Safety when working in the Fitness Gym introduced in Years 7 to 9.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Key words, paragraph structure and sentence starters are displayed on the board to support students when writing coursework. • Interpreting fitness testing data. 	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Key words, paragraph structure and sentence starters are displayed on the board to support students when writing coursework. • Interpreting fitness testing data.
Cross Curricular	<ul style="list-style-type: none"> • Anatomy and Physiology • The Value of Sport to Individuals – Source of Pride • School Values Promoted Through Sport 	<ul style="list-style-type: none"> • Anatomy and Physiology • The Value of Sport to Individuals – Source of Pride • School Values Promoted Through Sport
Assessment	<ul style="list-style-type: none"> • Formative learning checks through starter activities. • Summative Assessment – End of Learning Objective Assignment assessed by the teacher. • Peer and Self-Assessment in class. • Moderated assessments by exam board in January of Year 11. 	<ul style="list-style-type: none"> • Formative learning checks through starter activities. • Summative Assessment – End of Learning Objective Assignment assessed by the teacher. • Peer and Self-Assessment in class. • Moderated assessments by exam board in January of Year 11.

YEAR 10	Summer 1	Summer 2
Topics	<p align="center">RO42 - Applying Principles of Training</p> <p align="center">Learning Objective 3: Be able to conduct fitness tests.</p>	<p align="center">RO42 - Applying Principles of Training</p> <p align="center">Learning Objective 4: Be able to develop fitness training programmes.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students will learn to independently conduct a variety of fitness tests. • Students will learn how to set up and safely conduct the fitness test and record the results. • Students will learn to link fitness tests to the components of fitness that they are aiming to test. They will learn how to explain the test’s validity and reliability. • Students will learn to accurately measure and record results of the different fitness tests independently or with tutor support and evaluate the results. • Students will learn how to interpret results and to compare against normative data and drawing conclusions about the participants fitness, giving recommendations of how they can improve based on prior knowledge. 	<ul style="list-style-type: none"> • Students will learn how to design a fitness training programme. • Students will learn how to conduct sessions from their training programme with a peer successfully and safely. • Students will learn how to evaluate the fitness training programme giving recommendations of what could be improved both to the peers’ fitness and changes to the training programme.
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> • Students will be able to explain how to conduct safely a range of different fitness tests. They will also be able to practically demonstrate them safely setting up these different fitness tests. • Students will be able to identify fitness tests, including explaining the difference between maximal and submaximal tests and giving examples of these tests. • Students will be able to identify the different tests for each component of fitness. They will also be able to practically demonstrate conducting these tests on their peers, independently or with some tutor support. • Students will be able to accurately record and measure the results of the fitness tests and analyse the results against national normative data. 	<ul style="list-style-type: none"> • Students will be able to gather information for their peer to help them to plan a successful fitness training programme to help their peer improve their fitness. • Students will be able to explain how they have set up the programme and how they have met the aims of the peer and what they want to achieve by completing the programme. • Students will be able to set realistic goals for the peer to achieve to help them to improve an area of their fitness during the fitness programme. • Students will be able to plan a series of fitness training sessions for a peer to help them to improve an area of their fitness. • Students will be able to reassess/ retest their peers’ fitness by conducting fitness tests practically

	<ul style="list-style-type: none"> • Students will be able to explain what the results of the fitness tests show and explain how the participant can improve the result in future. • Students will be able to explain how each of the fitness tests they conduct are reliable, valid and why they have conducted the test in the sequence they have. • Kaleidoscope questions: – <ul style="list-style-type: none"> - How often should we train? - Should children be able to train in the gym? - Which training methods suit certain sports? 	<p>with their peer safely and recording the results.</p> <ul style="list-style-type: none"> • Students will be able to assess the results of the fitness tests against national normative data and previous test scores and make conclusions/ recommendations based on the findings. • Students will be able to evaluate the overall effectiveness of the programme from both a coaches' perspective and a peer/participant perspective, giving recommendations for improvement of both fitness and programme adjustments. • Kaleidoscope questions: – <ul style="list-style-type: none"> - How often should we train? - Should children be able to train in the gym? - Which training methods suit certain sports?
Skills	<ul style="list-style-type: none"> • Language Skills • Interpersonal Skills • ICT Skills • Presenting Skills • Effective Assignment Writing Skills • Learn How to Plan and Instruct a Fitness Training Programme • Working in Groups 	<ul style="list-style-type: none"> • Language Skills • Interpersonal Skills • ICT Skills • Presenting Skills • Effective Assignment Writing Skills • Learn How to Plan and Instruct a Fitness Training Programme • Working in Groups
Links To Prior Learning	<ul style="list-style-type: none"> • Health related fitness developed in Years 7, 8 and 9. • Years 7 to 9 curriculum introduced key fitness terminology within booklets in Year 7, 8 and 9. • Safety when working in the Fitness Gym introduced in Years 7 to 9. 	<ul style="list-style-type: none"> • Health related fitness developed in Years 7, 8 and 9. • Years 7 to 9 curriculum introduced key fitness terminology within booklets in Year 7, 8 and 9. • Safety when working in the Fitness Gym introduced in Years 7 to 9.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Key words, paragraph structure and sentence starters are displayed on the board to support students when writing coursework. • Measured and recorded success in performed national fitness tests. • Students will compare results from previous fitness test of peers and record the results. • Students will use equipment such as stopwatches and measuring tapes to time/measure and results of fitness tests. 	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Key words, paragraph structure and sentence starters are displayed on the board to support students when writing coursework. • Measured and recorded success in performed national normative fitness tests. • Students will analyse and compare results from previous fitness tests and record the results making comparisons. • Students will need to calculate average scores when completing fitness tests after three attempts.

	<ul style="list-style-type: none"> • Students will need to calculate average scores when completing fitness tests after three attempts. 	
Cross Curricular	<ul style="list-style-type: none"> • Anatomy and Physiology • The Value of Sport to Individuals – Source of Pride • School Values Promoted Through Sport 	<ul style="list-style-type: none"> • Anatomy and Physiology • The Value of Sport to Individuals – Source of Pride • School Values Promoted Through Sport
Assessment	<ul style="list-style-type: none"> • Formative learning checks through starter activities. • Summative Assessment – End of Learning Objective Assignment assessed by the teacher. • Peer and Self-Assessment in class. • Moderated assessments by exam board in January Window of Year 11. 	<ul style="list-style-type: none"> • Formative learning checks through starter activities. • Summative Assessment – End of Learning Objective Assignment assessed by the teacher. • Peer and Self-Assessment in class • Moderated assessments by exam board in January Window of Year 11. • Final R042 coursework completed.