

Year 9 Sports studies Curriculum Overview: 2024-25 Lesson ration 2:2

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading and Literacy	Strategy
<p align="center">Autumn 1 8 weeks Approx. 8 lessons</p>	<p align="center">Contemporary Issues</p>	<p align="center">2 Assessed tasks per topic area</p>	<p align="center">1 HL Task per fortnight</p>	<p>Student booklet</p> <p>HL Tasks in booklet</p> <p>Assessment tasks in booklet</p> <p>PPTs</p> <p>Video links</p> <p>Fitness testing booklet</p>	<p>Engagement</p> <ul style="list-style-type: none"> Students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through the following content. Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability. <p>Commercialisation</p> <ul style="list-style-type: none"> The relationship between commercialisation, the media and physical activity and sport. <p>The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator</p> <p>Ethical & socio-cultural issues</p> <ul style="list-style-type: none"> The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of deviance at elite level. To demonstrated knowledge and understanding of Socio-cultural Influences 	<p>Subject Specific Words: Gamesmanship, Deviance, Sportsmanship, Performance Enhancing drugs, commercialisation, sponsorship, socio-economic,</p> <p>Academic Vocabulary: Identify, Describe, Evaluate, Plan, Discuss, Develop, Justify, Function, classification, type, select, label</p>	<p>Across all topic areas</p> <ul style="list-style-type: none"> Video evidence Diagrams Power points Revision guides <p>Demonstrations</p> <ul style="list-style-type: none"> Practical lessons Active theory Self and peer demonstrations Video evidence <p>Verbal</p> <ul style="list-style-type: none"> Teacher explanations Peer/buddy teaching Scaffolding with keywords Prompts Revise in 5
<p align="center">Autumn 2 7 Weeks Approx. 7 Lessons</p>	<p align="center">Body Systems</p>	<p align="center">2 Assessed tasks per topic area</p>	<p align="center">1 HL Task per fortnight</p>	<p>Student booklet</p> <p>HL Tasks in booklet</p> <p>Assessment tasks in booklet</p> <p>PPTs</p>	<p>Skeletal, muscular, cardiovascular and respiratory systems.</p> <ul style="list-style-type: none"> Develop knowledge and understanding of the structure and functions of the cardio-respiratory system. Know the structure of the heart. Develop knowledge and understanding of the route blood takes through the heart. Know the different blood vessels in our body and their role during physical activity. Develop knowledge and understanding of the structure and functions of the musculo-skeletal system. Develop knowledge and understanding of fast and slow twitch muscle fibres. 	<p>Subject Specific Words: Biceps, Triceps, Hamstrings, Quadriceps, Gastrocnemius, Antagonistic Pairs, Cranium, Humerus, Femur, Tibia, Fibula, Metatarsals, Tarsals, Metacarpals,</p>	<p>Across all topic areas</p> <p>Extended questioning</p> <ul style="list-style-type: none"> Home learning FAR End of unit tests Assessed tasks Scenario questions

				<p>Video links</p> <p>Fitness testing booklet</p>	<ul style="list-style-type: none"> • Develop knowledge and understanding of different muscle types. • Develop knowledge and understanding of the possible movements at a joint. • Develop knowledge and understanding of the classifications of joints. 	<p>Carpals, Phalanges, Lungs, Aorta, Veins, Capillaries, Arteries, Chambers, Breathing, Hypertrophy, Blood Pressure, Heart Rate, Breathing Rate, Stroke Volume, Pulse Raiser, cardiac output.</p>	<p>Detailed explanations</p> <ul style="list-style-type: none"> • Group tasks • Teacher questioning • Home learning • PEP coursework • FAR tasks • End of unit tests • Assessed tasks • Revision booklets • Live modelling • Practical theory lessons • Group presentation • PEP coursework <p>Self/peer assessment</p> <ul style="list-style-type: none"> • Group tasks • Verbal questioning
<p>Spring 1 6 Weeks 3 Lesson</p>	<p>Nutrition</p>	<p>2 Assessed tasks per topic area</p>	<p>1 HL Task per fortnight</p>	<p>Student booklet</p> <p>HL Tasks in booklet</p> <p>Assessment tasks in booklet</p> <p>PPTs</p> <p>Video links</p> <p>Fitness testing booklet</p>	<p>Energy use diet, nutrition & hydration</p> <ul style="list-style-type: none"> • The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport • The role and importance of macronutrients (carbohydrates, proteins, and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes • The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports • The factors affecting optimum weight: sex, height, bone structure and muscle girth • The variation in optimum weight according to roles in specific physical activities and sports • The correct energy balance to maintain a healthy weight • Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport 	<p>Subject Specific Words: Carbohydrate, Protein, Fats, Overweight, Overfat, Obese, Diet, Hydration, Water, Macronutrients, micronutrients, optimal weight,</p>	<p>Self/peer assessment</p> <ul style="list-style-type: none"> • Group tasks • Verbal questioning
<p>Spring 2 7 Weeks Approx. 7 lessons</p>	<p>Health fitness & Well-being</p>				<p>The relationship between health and fitness,</p> <ul style="list-style-type: none"> • Definitions of fitness, health, exercise and performance. • Components of fitness and the relative importance of these components in physical activity and sport. • How fitness is improved • Planning training using the principles of training: Principles, FITT, overtraining, reversibility, 	<p>Subject Specific Words: Agility, Balance, Co-ordination, Power, Reaction Time,</p>	

					<ul style="list-style-type: none"> • Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness) • The use of different training methods for specific components of fitness, physical activity and sport: continuous, Fartlek, circuit, interval, plyometric, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). • Develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. • Demonstrate an understanding of how data is collected in fitness, physical and sport. • Analyse and evaluate statistical data from their own results and interpret against normative data in physical activity and sport. 	Speed, Flexibility, Cardiovascular Endurance, Muscular Endurance, Fartlek, Continuous, Interval, Circuit, Frequency, Intensity, Time, Type	
Summer 1 4 Weeks Approx. 4 Lessons	Personal Exercise programme	Assess completed project.	1 HL task 1 Extended HL Task per project.	<p><u>Student booklet</u> Student fitness test booklet</p> <p>Assessment tasks on project.</p> <p>PPTs</p> <p>Video links</p> <p>Fitness testing booklet.</p>	<ul style="list-style-type: none"> • Understand the protocol for the different fitness tests • Apply the rules, protocol and equipment for each fitness test • Be able to lead others through different tests • Measure accurately each test. 	<p>Subject Specific Words:</p> <p>Agility, Balance, Co-ordination, Power, Reaction Time, Speed, Flexibility, Cardiovascular Endurance, Muscular Endurance, Fartlek, Continuous, Interval, Circuit, Frequency, Intensity, Time, Type, goal setting, SMART,</p>	
Summer 2 7 Weeks	Sports Profile	Assess completed project.	1 HL Task 1 Extended HL Task	<p>Student booklet</p> <p>HL Tasks in booklet</p>	<ul style="list-style-type: none"> • Understand what NGBs are and who they are. • Investigate rules and regulations of your chosen sport. • Explain and apply rules of the chosen sport. 	<p>Subject specific words:</p> <p>Elite performers, grassroots, sports media, governing</p>	

7 Lessons			per project.	HL Tasks on Assessment tasks on project. PPTs Video links Fitness profile.	<ul style="list-style-type: none"> • Understand what is meant by a major event and explain the importance of major events for different sports/performers and spectators. • Develop knowledge of technology in sport and it's uses. 	bodies, sponsorship, technology, rules and regulations, major events	
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