



Curriculum Intent

Subject: Sport Science

Year 10

	What?	Why?	Planned Recap and recall
Term 1-1	<p>R041: Reducing the risk of sporting injuries</p> <p>LO2: Understand how appropriate warm up and cool down routines can help prevent injury</p>	<ul style="list-style-type: none"> • Key components of a warm-up: pulse raiser/mobility/dynamic movement/stretching/skill rehearsal • Physical benefits of a warm up: increased body temp/heart rate/flexibility of joints and muscles, ligaments and tendons/blood flow and oxygen to muscle/speed of muscle contraction. • Psychological benefits of warm up: heighten and control arousal/improve concentration, focus/increase motivation/mental rehearsal • Key components of a cool down: pulse lowering/stretching • Physical benefits of a cool down: transition to resting state/lowers heart rate/temperature/circulates blood and oxygen/reduces breathing rate/removal of lactic acid/reduces risk of DOMS • Specific needs a warm up and cool down must consider: characteristics of group/suitability for activity/environmental factors <p>End of unit test</p>	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> • Understanding how injuries can be minimised through structured warm-ups and cool-downs. • Recall 5 components of a warm up • Link psychological benefits of a warm up to each of the components • Recall components of a cool down • Recall the benefits of a cool down <p>Interweaving Knowledge that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> • Recap flexibility definition • Recall injury types
Term 1-2	<p>R041: Reducing the risk of sporting injuries</p> <p>LO3 : Know how to respond to</p>	<ul style="list-style-type: none"> • Acute and chronic injuries: Acute caused by sudden trauma, immobility, pain/Chronic, known as overuse injuries developing over time. • Types, causes and treatments of common sports injuries: sprains/strains/tendonitis/tennis elbow/golfers elbow/shin splints/open-closed fractures/concussion/abrasions/contusions/blisters/cramp 	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> • Recall of definitions of acute and chronic injuries • Recall of the principles of training in managing chronic injuries



	<p>injuries within a sporting context</p>	<ul style="list-style-type: none"> • Injuries related to children: Osgood Schlatter's/Severs disease • Responding to common medical conditions in a sporting context and sports injuries: SALTAPS on-field assessment/RICE/stretching and massage/taping/bandaging/splints/slings/hot and cold treatments • Emergency Actions Plans (EAP) in a sporting context: Emergency personnel/emergency communication/emergency equipment 	<ul style="list-style-type: none"> • Recall of the role of nutrients in reducing the risk of injuries • Recall of the classification of injury under the terms acute and chronic. • Recall of the terms related to injuries in children, Osgood Schlatter's, Severs disease • Recall of injury responses, SALTAPS, RICE, stretching, massage, taping, bandaging, splints, slings, hot & cold treatments – relating to types of injury.
Term 2-1	<p>R041: Reducing the risk of sporting injuries LO4: Know how to respond to common medical conditions</p>	<ul style="list-style-type: none"> • Symptoms of common medical conditions: Asthma/Diabetes (Type1 &2)/Epilepsy. • Responding to common medical conditions • Awareness of medical conditions prior to physical activity. • Response to: Asthma/Diabetes/Epilepsy 	<ul style="list-style-type: none"> • Recall of EAP in context of dealing with asthma, epilepsy, diabetes. <p style="text-align: center;">SIT GCSE EXAM</p>
Term 2-2	<p>R042: Applying principles of training LO1 - Know the principles of training in a sporting context</p>	<ul style="list-style-type: none"> • Define Principles of training and overload (SPoRT and FITTA). • Applying the principles of training to sporting contexts. <p>Complete coursework for R042 - task 1</p>	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> • ReCall SPoRT and FITTA principles • Definition of each of the principles <p>Application to different sporting examples</p>
Term 3-1	<p>R042: Applying principles of training LO2: Know how training methods target different</p>	<ul style="list-style-type: none"> • Difference between aerobic and anaerobic exercise. • Different methods of training aerobically and anaerobically. • Define the components of fitness. • Application of the components of fitness to sporting contexts. • Training methods 	<p>The following key knowledge will be recapped throughout the unit:</p> <ul style="list-style-type: none"> • Recall principles of training • Recall components of fitness • Define each component of fitness • Apply components of fitness to sporting examples



	<p>fitness components</p>	<ul style="list-style-type: none"> Apply specific training methods for each fitness component <p>Complete coursework for R042 - task 2</p>	<ul style="list-style-type: none"> Definition for aerobic and anaerobic exercise Identify aerobic and anaerobic sporting examples Describe/explain the different methods of training Link methods of training to specific components of fitness <p>Interweaving Knowledge that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> Use of principles of training in training methods <p>Links to sporting contexts</p>
<p>Term 3-2</p>	<p>R042: Applying principles of training LO3: Be able to conduct fitness tests</p>	<ul style="list-style-type: none"> Explain tests for each component of fitness Conduct the test for each component of fitness and record results State whether tests are maximal or sub-maximal Interpreting results of fitness testing Evaluating test results <p>Complete coursework for R042 - task 3</p>	<ul style="list-style-type: none"> State reasons for fitness testing and explain reasons for limitations Link test to component of fitness Give protocol for testing including instructions of how to carry out the test, equipment needed and how to record/measure results. Analyse results against normative data and explain what this is. Explain the difference between maximal and sub maximal tests. State which tests are maximal/submaximal Explain sequencing Discuss validity and reliability of testing. <p>Interweaving Knowledge that can be specifically applied from previous/other units:</p> <ul style="list-style-type: none"> Understanding of components of fitness <p>Links to sporting contexts</p>