KS4 Examination PE Curriculum Map

Y10/11 Curriculum Intent OCR SPORTS SCIENCE LEVEL 2

To create a Physical Education curriculum that:

- Instils a passion for participation in PE and representing the school in extra-curricular sport (Community).
- Drives students to perform skills to the best of their ability, to strive for physical and/or academic excellence showing resilience and determination and to be a good role model (Aspiration).
 - Emphasises the importance of etiquette and sportsmanship (Respect).
 - Encourages students to be the best versions of themselves, persist in the face of failure, show commitment and dedication to overcoming problems (Endeavour).
 - Ensures everyone positively contributes to enable all to work in a positive and safe environment and strive for excellence (Safety).

Year 10 OCR Sport Science Level 2	Applying principles of training What are the principles of training? How do different training methods target different fitness components?	How do we conduct fitness tests and use them to develop a fitness training programme?	How do we carry out and design our own fitness training programme?	How do we track, monitor an evaluate a training programmes effectiveness?	Technology in Sport How technology is used in sport? What are the positive and negative effects of sports technology	How do we evaluate the impact of technology in sport?
Year 11 OCR Sport Science Level 2	Effects of Exercise on Body Systems What are the key components of the musculo-skeletal and cardio-respiratory systems? What are their functions and roles?	What is the importance of the musculo-skeletal and cardio-respiratory systems?	What are the short and long term effects of physical activity on the musculo-skeletal and cardio- respiratory systems?	Sport Injuries What are the different factors which influence the risk of injury? What are acute and chronic injuries?	How do we respond to injuries & medical conditions in sport? What are the symptoms of common medical conditions?	Preparation for Sport Injures exam.