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| **Sport Science - Year 11 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **UNIT-R041** |  **OCR Cambridge Nationals** **Unit: Reducing the risk of sporting injuries**  | **Number of lessons in sequence** | **20 x 1 hour lessons** |
| **Curricular Goals** (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.  | **By the end of this unit students will:** Taking part in sport and physical activity puts the body under stress. Knowing how to reduce therisk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, therefore, vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor. By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.**Knowledge students will secure:** • Risks of participating in sport. • Injuries associated with sport.• First Aid • Warm up and Cool Down • extrinsic and intrinsic factors • Injuries which affect children • psychological factors • posture and causes of poor posture • sports injuries related to poor posture • acute and chronic injuries types, • causes and treatment of common sports injuries • how to respond to injuries and medical conditions in a sporting context • Emergency Action Plans (EAP) in a sporting context • the symptoms of common medical conditions • how to respond to these common medical conditions**Skills students will develop:** •Apply knowledge and understanding of how to reduce injury in a sporting context • apply knowledge and understanding of sporting examples • First aid response • apply knowledge and understanding in order to analyse questions related to reducing injuries in sporting context • construct well-informed and balanced arguments on matters concerned with sporting injuries in various contexts. | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | **KS4:*** Understand the contribution which physical activity and sport make to health, fitness and well-being.
* Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.
* Understand how the physiological and psychological state affects performance in physical activity and sport.

**KS3 curriculum links**:* Lead healthy, active lives.
* Warm Up and Cool Downs
* Assessing Risks
 |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** |
| Acute; Chronic; Posture; Extrinsic; Intrinsic; Symptom; Condition; Psychological; Environment; Asthma; Diabetes; Epilepsy; Fracture; Contusion; Concussion; Abrasion; Cramp[Hyperlink for Knowledge Organiser here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5CKNOWLEDGE%20ORGANISERS%5CSPORT%20SCIENCE%5CExam%5CR041%20-%20K.O..docx) | **Knowledge support** – commonly identified difficulties Support students in understanding the differences and links between acute and chronic injuries, the differences between extrinsic and intrinsic factors. **Reading support -**Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. This is good practice and should be done for all reading tasks. **support** - Writing frames for 4 mark and 8 mark questions slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence**Skill** | **Opportunities for inclusion of challenging content –** * Translated information for EAL students.

**Useful websites to stretch students**Everlearner – [www.theeverlearner.co.uk](http://www.theeverlearner.co.uk)  | **Read** – Teachers to select appropriate case studies to stretch high ability learners. **Listen -** Select appropriate video tutorials from the Everlearner for students to listen to specific topic content.**Watch** – Identify clips from YouTube linked to unit content |

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| **Reducing the risk of sporting injury Lesson**  | **Sequence of learning Lesson title, theme, big question.** |  **Key Concepts/outcomes/knowledge and skills.** **(Could also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.** **Green= self-assess/Purple=improve**  | **HWK. To be in books clearly marked** | **Furthering Cultural Capital.****&/or****Opportunities for reading** | **Recall of prior or future topics –**  | **Lesson resources including hyperlink to supporting websites & individual lessons.** **5xT+L essentials to be included in individual lessons,** |
| **Learning Outcome 1** |
| **1**  | **How do extrinsic factors reduce the risk of sporting injury?**  | **Knowledge:** Type of activity; coaching/supervision; environment; Equipment and Safety Hazards**Skill:** Apply knowledge and understanding**Key vocab** – extrinsic; environment; reduce; hazards | Retention ‘**Activate’** task Knowledge Quiz to assess learning **Demonstrate Questions – self assessed** | HW 1 - Everlearner – Extrinsic factors | Revision guide / Knowledge organiser Thursday Booster  | Extrinsic Factors Equipment and Safety Hazards | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%201%20-%20Extrinsic%20factors%20-%20type%20of%20activity%2C%20coaching%2C%20environment) |
| **2** | **How do intrinsic factors reduce the risk of sporting injury?** | **Knowledge:** Physical Preparation**Skill:** Apply knowledge and understanding**Key vocab:** Intrinsic; physical; preparation | Retention ‘**Activate’** task Knowledge Quiz to assess learning from lesson 1 **Demonstrate Questions - – self assessed** | HW 2 – Everlearner – Safety Hazards video tutorial and questions | <https://asaxoninjuries.wordpress.com/intrinsic-risk-factors/>  | Intrinsic Factors – Individual variables | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%202%20-%20Intrinsic%20Factors%20-%20Physical%20preparation) |
| **3** | **How do intrinsic factors reduce the risk of sporting injury?** | **Knowledge:** Individual variables**Skill:** Apply knowledge and understanding**Key vocab:** Intrinsic; individual; variable | Retention ‘**Activate’** task Knowledge Quiz to assess learning from lesson 1-2**Demonstrate Questions - – self assessed** | HW 3 – Everlearner – Intrinsic factor video tutorial and questions | <https://asaxoninjuries.wordpress.com/intrinsic-risk-factors/>  | Intrinsic Factors – psychological factors | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%203%20-%20Individual%20variables) |
| **4** | **How do intrinsic factors reduce the risk of sporting injury?** | **Knowledge:** Psychological factors**Skill:** Apply knowledge and understanding**Key vocab:** Intrinsic; psychological | Retention ‘**Activate’** task Knowledge Quiz to assess learning from lesson 1-3**Demonstrate Questions – self assessed** | HW 4 – Everlearner – Posture video tutorial and questions | <https://www.sportsmed.org/AOSSMIMIS/members/downloads/education/ConsensusStatements/PsychologicalIssues.pdf>  | Causes and Injuries of posture | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%204%20-%20Psychological%20factors) |
| **5** | **How poor posture contributes to sporting injury** | **Knowledge:** Sporting injuries related to poor posture**;** Causes of poor posture**Skill:** Apply knowledge and understanding**Key vocab:** posture; gait; stance; defects; lordosis; kyphosis; pelvic tilt; scoliosis. | Retention ‘**Activate’** task Knowledge Quiz to assess learning from lesson 1-4**Demonstrate Questions – self assessed** | HW 5 – Everlearner – Checkpoint 1 test  | <https://www.verywellhealth.com/posture-fixes-what-are-you-up-against-297037>  | LO1 Retrieval and 8-mark assessment | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%205%20-%20Posture%20-%20causes%20and%20sports%20injuries%20related%20to%20posture) |
| **6** | **LO1 Retrieval and 8mark Extended Question ASSESSMENT** | **Knowledge:** Type of activity; coaching/supervision; environment; Equipment and Safety Hazards**Skill:** Analyse and evaluate. Writing an essay structure**Key vocab:** Identify; Describe; Explain | Retention ‘**Activate’** task - Knowledge Quiz to assess learning from LO1**Demonstrate Question ­-** 8-mark teacher-assessed | HW 6 – Everlearner – Physical Benefits of a warm up video tutorial and questions | Revision guide / Knowledge organiser Thursday Booster | 8-mark Improvement | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%206%20-%20LO1%20Retrieval%20%26%208%20Mark%20question) |
| **7** | **LO1 Retrieval and 8mark Extended Question IMPROVEMENT** | **Knowledge:** Type of activity; coaching/supervision; environment; Equipment and Safety Hazards**Skill:** Analyse and evaluate. Writing an essay structure**Key vocab:** Identify; Describe; Explain | Retention ‘**Activate’** task - Knowledge Quiz to assess learning from LO1**Demonstrate Question ­-** 8-mark teacher-assessed | HW 7 – Everlearner – Psychological benefits warm up video tutorial and questions | Revision guide / Knowledge organiser Thursday Booster | Warming Up | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%206%20-%20LO1%20Retrieval%20%26%208%20Mark%20question) |
| **Learning Outcome 2** |
| **8** | **Why a warm up can reduce the risk of injury** | **Knowledge:** components; physical benefits; psychological benefits.**Skill** – Apply knowledge and understanding**Key vocab –** component; physical | Retention ‘**Activate’** task Knowledge Quiz to assess learning from LO1**Demonstrate Questions – self assessed** | HW 8 – Everlearner – Physical benefits of a cool down video tutorial and questions | <https://www.scienceforsport.com/warm-ups/>  | Cooling Down | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%208%20-%20Components%20and%20benefits%20of%20a%20warm%20up) |
| **9** | **Why a cool down can reduce the risk of injury** | **Knowledge:** component; physical and psychological benefits.**Skill** – Apply knowledge and understanding**Key vocab –** component; physical; psychological | Retention ‘**Activate’** task Knowledge Quiz to assess learning from lesson 1 - 8**Demonstrate Questions – self assessed** | HW 9 – Everlearner – components of a cool down video tutorial and questions | <https://www.taralaferrara.com/journal-blog/heres-why-you-need-to-cool-down-after-your-workout>  | LO1/LO2 Retrieval 8mark extended question | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%209%20-%20Cool%20down) |
| **10** | **LO1/LO2 Retrieval and 8mark Extended Question ASSESSMENT** | **Skill**: Analyse and evaluate. Writing an essay structure | Retention ‘**Activate’** task - Knowledge Quiz to assess learning from LO1/LO2**Demonstrate Question ­-** 8-mark teacher-assessed | HW 10 – Factors affecting warm up and cool down | Revision guide / Knowledge organiser Thursday Booster | LO1/LO2 Retrieval 8mark extended question IMPROVEMENT | All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%2010-11%20%20LO1-LO2%20Retrieval%20%26%208mark%20question) |
| **11** | **LO1/LO2 Retrieval and 8mark Extended Question IMPROVEMENT** | **Skill**: Analyse and evaluate. Writing an essay structure | Retention ‘**Activate’** task - Knowledge Quiz to assess learning from LO1/LO2**Demonstrate Question ­-** 8-mark teacher-assessed | HW 11 – Checkpoint 2 | Revision guide / Knowledge organiser Thursday Booster | Acute and Chronic Injuries | All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%2010-11%20%20LO1-LO2%20Retrieval%20%26%208mark%20question) |
| **Learning Outcome 3** |
| **12** | **Sporting Injuries which occur as a result of performance** | **Knowledge:** acute and chronic injuries**Skill** – Apply knowledge and understanding**Key vocab –** acute; chronic | Retention ‘**Activate’** task Knowledge Quiz to assess learning from lesson 1 - 11**Demonstrate Questions – self assessed** | HW 12 – Everlearner – acute and chronic injuries video tutorial and questions | <https://www.therapeuticassociates.com/health-wellness/injury-prevention/acute-vs-chronic-injuries/>  | Responding to injuries | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%2012%20-%20Acute%20%26%20Chronic%20injuries) |
| **13** | **How we respond to injuries in a sporting context** | **Knowledge:** First aid; SALTAPS**Skill** – Apply knowledge and understanding**Key vocab –** SALTAPS | Retention ‘**Activate’** task Knowledge Quiz to assess learning from lesson 1 - 12**Demonstrate Questions – self assessed** | HW 13 –Everlearner – causes and treatments video tutorial and questions | <https://www.healthline.com/health/sports-injuries>  | Injuries related to children | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%2013%20-%20Responding%20to%20acute%20injuries) |
| **14** | **Injuries which occur to children as a result of performance** | **Knowledge:** Children injuries**Skill** – Apply knowledge and understanding**Key vocab –** Osgood Schlatter’s; severs disease; Perthes disease | Retention ‘**Activate’** task Knowledge Quiz to assess learning from lesson 1 - 13**Demonstrate Questions – self assessed** | HW 14 –Everlearner – children injuries video tutorial and questions  | [**https://academic.oup.com/bmb/article/86/1/33/378284**](https://academic.oup.com/bmb/article/86/1/33/378284) | Retrieval and 8mark extended questions | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%2014%20-%20Injuries%20related%20to%20children) |
| **15** | **LO1/LO2/LO3 Retrieval and 8mark Extended Question ASSESSMENT** | **Skill**: Analyse and evaluate. Writing an essay structure | Retention ‘**Activate’** task - Knowledge Quiz to assess learning from LO1/LO2/LO3**Demonstrate Question ­-** 8-mark teacher-assessed | HW 15 –Everlearner – Responding to injuries |  | Retrieval and 8mark extended improvement | All PPTs and resources for individual lessons here |
| **16** | **LO1/LO2/LO3 Retrieval and 8mark Extended Question IMPROVEMENT** | **Skill**: Analyse and evaluate. Writing an essay structure | Retention ‘**Activate’** task - Knowledge Quiz to assess learning from LO1/LO2/LO3**Demonstrate Question ­-** 8-mark teacher-assessed | HW 16 – Everlearner – Emergency Action Plans  |  | Medical Conditions | All PPTs and resources for individual lessons here |
| **Learning Outcome 4** |
| **18** | **How do we respond to medical conditions?** | **Knowledge:** Asthma; **Skill** – Apply knowledge and understanding**Key vocab –** asthma; condition | Retention ‘**Activate’** task - SALTAPSKnowledge Quiz to assess learning from lesson 1 - 16**Demonstrate Questions** | HW 17 –Everlearner – asthma video tutorial and questions | [**https://www.medicalnewstoday.com/articles/323523**](https://www.medicalnewstoday.com/articles/323523) | Diabetes | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%2017%20-%20Asthma) |
| **19** | **How do we respond to medical conditions?** | **Knowledge:** Diabetes; Epilepsy;**Skill** – Apply knowledge and understanding**Key vocab –** diabetes; condition; epilepsy; | Retention ‘**Activate’** task Knowledge Quiz to assess learning from lesson 1 - 17**Demonstrate Questions** | HW 18 –Everlearner – diabetes and epilepsy video tutorial and questions | [**https://www.epilepsy.com/connect/forums/living-epilepsy-adults/epilepsy-and-diabetes-%E2%80%93-confusion-or-common-%E2%80%9Ccure%E2%80%9D**](https://www.epilepsy.com/connect/forums/living-epilepsy-adults/epilepsy-and-diabetes-%E2%80%93-confusion-or-common-%E2%80%9Ccure%E2%80%9D) | Epilepsy | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T%3A%5CP.E%5CCURRICULUM%20PLANNING%5COPTION%20LESSONS%5COption%20Lessons%5CR041%20Sport%20Science%20Exam%5CLesson%2018-%20Diabetes%20and%20Epilepsy) |
| **20** | **LO1/LO2/LO3/LO4 Retrieval and Walk through Mock Paper** | **Skill**: Analyse and evaluate. Writing an essay structure | Retention ‘**Activate’** task - Knowledge Quiz to assess learning from LO1/LO2/LO3/LO4**Demonstrate Question ­–** Walk through Mock | HW 19 – Flashcard creation |  |  |  |