

Curriculum Overview 2025-26 Sport Studies

Curriculum overview for Year 10 Cambridge National

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	R185 – Performance and Leadership in sports activities (TA1) Prior Learning: Basic rules and regulations of at least two different sports (ideally one individual and one team sport). Technical skills in both sports, including fundamental techniques (e.g. passing, shooting, serving). Understanding of tactics and strategies, including positioning, decision-making, and game-play awareness.	R185 – Performance and Leadership in sports activities (TA2) Prior Learning: Difference between open and closed skills, and basic vs advanced skills. The importance of repetition, feedback, and progression in skill development. Familiarity with different practice types, such as: -Drills (e.g. passing drills, shooting drills) -Conditioned games -Whole vs part practice	R185 – Performance and Leadership in sports activities (TA3) Prior Learning: Understanding the key roles of a sports leader Knowledge of how to ensure the safety of participants, equipment, and the environment during a session. Understanding of how to structure a sports session.	R185 – Performance and Leadership in sports activities (TA4) Prior Learning: Awareness of what it means to be an effective leader, including motivation, communication, organisation, and managing group dynamics. Skills in providing constructive feedback and encouragement during the session. Ability to manage time effectively, ensuring the session runs smoothly.	R185 – Performance and Leadership in sports activities (TA5) Prior Learning: Knowing how to receive and use feedback from others. Basic reflective skills to identify strengths and areas for improvement.	R186 – Sport and the Media (TA1) Prior Learning: Familiarity with various types of media. Awareness of how sport is shown or talked about in the media. Ability to identify, research, and describe examples of media coverage.

		-Fixed, variable, and massed/distributed practice Understanding the purpose of goal setting in sport (e.g. SMART targets). Experience in evaluating own performance and identifying strengths and areas for improvement.				
	Key Knowledge: T1 – Key components of performance – Individual and team. T2 – Apply practice methods to support improvement in a sporting activity.	Key Knowledge: T1 – Key components of performance – Individual and team. T2 – Apply practice methods to support improvement in a sporting activity.	Key Knowledge: T3 – Organising and planning a sports activity session.	Key Knowledge: T3 - Organising and planning a sports activity session. T4 – Leading a sports activity session.	Key Knowledge: T5-Reviewing your own performance in planning and leading a sports activity session.	Key Knowledge: T1 – Media and Coverage of Sport. Investigation of how a sports club can use media for their events.



	Skills: -Evaluating -Planning -Teamwork -Leadership -Communication Future links: -Elite sports performance -Sports coaching -Sports management -Leadership	Skills: -Evaluating -Planning -Teamwork -Leadership -Communication Future links: -Elite sports performance -Sports coaching -Sports management -Leadership	Skills: -Evaluating -Planning -Teamwork -Leadership -Communication Future links: -Elite sports performance -Sports coaching -Sports management -Leadership	Skills: -Evaluating -Planning -Teamwork -Leadership -Communication Future links: -Elite sports performance -Sports coaching -Sports management -Leadership	Skills: -Evaluating -Planning -Teamwork -Leadership -Communication Future links: -Elite sports performance -Sports coaching -Sports management -Leadership	Skills: -Independent research -Report writing -Creative thinking Future links: -Effects of media on sport -Development of technology for spectators
Assessment	Students will be assessed regularly throughout the unit against the learning aims. Internal and external moderation A2L	Students will be assessed regularly throughout the unit against the learning aims. Internal and external moderation A2L	Students will be assessed regularly throughout the unit against the learning aims. Internal and external moderation A2L	Students will be assessed regularly throughout the unit against the learning aims. Internal and external moderation A2L		
SMSC	Willingness to reflect on their experiences A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	A use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds Use of imagination and creativity in their learning			Willingness to reflect on their experiences	

Curriculum overview for Year 11 Cambridge National

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	R186 – Sport and the Media (TA1) Prior Learning: Familiarity with various types of media. Awareness of how sport is shown or talked about in the media. Ability to identify, research, and describe examples of media coverage	R186 – Sport and the Media (TA2) UnitR184 – Contemporary issues in sport (TA1) Prior Learning: Students must already understand the different types of media (from TA1) Awareness of how media influences sport Knowledge of real sporting events or issues that have been shaped by media Diverse user groups in sport Understanding factors that hinder participation	R186 – Sport and the Media (TA3) UnitR184 – Contemporary issues in sport (TA2 and TA3) Prior Learning: Students must already understand the different types of media (from TA1) Awareness of how media influences sport Knowledge of real sporting events or issues that have been shaped by media Basic understanding of what values are Understanding of common challenges or	UnitR184 – Contemporary issues in sport (TA4 and TA5) Prior Learning: Basic idea that NGBs are organisations responsible for overseeing specific sports Understanding why sport development matters Basic understanding of sports performance Basic concept of technology as tools or devices	UnitR184 – Contemporary issues in sport (Revision)	

		Recognizing elements that affect a sport's appeal	negative behaviours in sport Examples of major events Understanding how large events can affect local communities			
	Key Knowledge: T1 – Media and Coverage of Sport.	Key Knowledge: T2 - Positive effects of the media T1 - Understand issues which affect participation.	Key Knowledge: T3 - Negative effects of the media T2 - Sporting Values T3 - The implication of hosting a major sporting event in a country or city.	Key Knowledge: T4 - The role NGBS play in the development of their sport. T5 - The role of technology in sport.	Key Knowledge: Full content from contemporary issues in sport	
	Skills: -Independent research -Report writing -Creative thinking	Skills: -Independent research -Report writing -Creative thinking -Exam techniques -Recall / revision	Skills: -Independent research -Report writing -Creative thinking -Exam techniques -Recall / revision	Skills: -Exam techniques -Recall / revision	Skills: -Exam techniques -Recall / revision	
	Future links: -Effects of media on sport	Future links: -Effects of media on sport	Future links: -Effects of media on sport	Future links: -The impact of technology on sport		



	-Development of technology for spectators	-Development of technology for spectators -Different groups who take part in sports -Barriers and solutions to taking part in sport	-Development of technology for spectators -Values that are promoted through sports -Hosting sports events -NGBs			
Assessment	Students will be assessed regularly throughout the unit against the learning aims above. Internal and external moderation A2L		Students will be assessed regularly throughout the unit against the learning aims above. Internal and external moderation A2L		Exam	
SMSC	An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities) Knowledge of, and respect for, different people's faiths, feelings and values		An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England An acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.			