

Scheme of Work 2020 - 2021
Subject: Level 2 National Cambridge Certificate

Year Group: 10

Specification: National Cambridge Certificate - Sport

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1&2	Introduction to the unit and understanding the key terms used in assignment briefs	<ul style="list-style-type: none"> - Will know the amount of tasks they will need to complete in the unit - Will gain an understanding of what is meant by the marking brackets - Understand how many marks they will need to get in this unit to get their target grades - Understand the command words that are used in the assignment briefs 	<ul style="list-style-type: none"> - Give a copy of the URS sheets to them and see if they can highlight or recognise where the key words are - What does MB mean? - What are each of the tasks and what will they need to do in each of them - How many marks do they think they need to get to get there target grade if split equally over the four units - To fill in match the key word to their definition so they know what they will need to do - Plenary: they will think of something that means a lot to them, and will need to answer questions based on what they have chosen. They will then pass the piece of information to someone else in the class and see if they can guess what is being wrote about. 		Unit Record Sheet: https://www.ocr.org.uk/Images/68614-unit-r053-unit-recording-sheet-interactive-urs152i-.pdf	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
3&4	LO1	<ul style="list-style-type: none"> - To know the different leadership roles and 	<ul style="list-style-type: none"> - Starter: See how many different leadership roles they can name from the pictures put up on the board and can you give me another example of 	Questions: <ul style="list-style-type: none"> - What is a leader? 	Worksheets to be filled in	C1, C3, C5, SO7, SP1, SP2,

		<p>opportunities in sport</p> <ul style="list-style-type: none"> - To be able to give a wide variety of examples of these that could be used in their work 	<p>these roles. Challenge: see if these can be from different sports.</p> <ul style="list-style-type: none"> - Go through presentation of the different leadership roles and examples of each of these <ul style="list-style-type: none"> - Captains - Managers - Teachers - Coaches - Expedition Leaders - Role Models - Task: Differentiated for those with different target grades to either; <ul style="list-style-type: none"> - MB1: the different sports leadership roles - MB2: describe a range of them - MB3: describe a wide range with sporting examples - Plenary: Last one standing - Going with one of the leadership roles, they need to make a list of all of the ones they know or can remember. We will go round one by one for them to name one off the list, if someone else has it, they cross it off. if they don't they keep it. Last person standing or the person with the most left at the end wins. 	<ul style="list-style-type: none"> - Can you describe a leadership role? - Can you give me an example of a leader in sports and what their role is? 		SP3, SP9, SP10
5&6	LO1	<ul style="list-style-type: none"> - To know the role-related responsibilities of a sports leader - To give examples of how these are used 	<ul style="list-style-type: none"> - Starter question of what responsibilities do different roles have within sport? Challenge: think about a specific role. - Go through presentation on the different role-related responsibilities: <ul style="list-style-type: none"> - knowledge of activity - enthusiasm of activity - knowledge of safety - knowledge of child protection issues - knowledge of basic first aid 			C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - Mini task throughout asking them to think about what leader may have to use this more and why? Or give examples of when these may be needed Or role play examples of this - Practical - give situations of these within practical setting and see if they can spot what they are or what may have been missing from our roles as sports leaders - Plenary - describe one role-related responsibility with an example to show your understanding of the role. 			
7&8	LO1	<ul style="list-style-type: none"> - to know the personal qualities that relate to leadership roles - To give examples of where these can be shown 	<ul style="list-style-type: none"> - Put a list of anagrams on the board and see how many of these can be rearranged to spell out the different personal qualities that relate to the leadership roles. Challenge: Can you link these to any leadership roles on how they could use them. - Task - reveal all of the answers for the anagrams used in the starter and see how many each person can define. Challenge: How is this used by different leaders and how does it help? Easier: Find the definitions in a dictionary and think of examples. - Go through presentation on what each one of them are: <ul style="list-style-type: none"> - Reliability - Punctuality - Confidence - Communication - Creativity - Charisma - Fairness - Knowledge - Resilience 			C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - In groups, give examples of different leaders to each of them and see if they can tell me how well they can meet each of the personal qualities mentioned. After 5 minutes they will swap around to the next one to see if they can add anything else onto the other groups. - Plenary: Have to define a personal quality on the way out of the classroom 			
9&10	LO1	<ul style="list-style-type: none"> - To know the different leadership styles - Examples of leaders using these different leadership styles 	<ul style="list-style-type: none"> - Three different pictures of leaders on the board. can you name the leader, what leadership characteristics that they have, Are they good or bad, can you name the leadership style - Show them a video on the different leadership styles from leaders in sport at the moment with one question they will need to think about throughout it, what are the advantages and disadvantages of these - Go through the presentation and see if they are able to link a leadership role to the advantages and disadvantages table they have filled in. - Go through the advantages and disadvantages they have filled and see if they match the ones in the specification. - Show video of Coach Carter on the different leadership styles - Plenary: put pictures of leaders up from the start and see if they can label the correct leadership style to them and why these are them. Does it work? 		<p>Video link: https://www.youtube.com/watch?v=v7-AvfAsiok</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

11&12	LO1	<ul style="list-style-type: none"> - Assessment preparation 	<ul style="list-style-type: none"> - worksheets will be provided for the class to work through based on what has been covered the past 4 weeks. - Pick a sports leader that they know a lot of information about and start writing some key information based on the worksheet given, remembering to go into detail about how successful the leadership style used was. 		<p>Video Link: https://www.youtube.com/watch?v=V9SHN8jZiR4</p> <p>Example of MB1 and MB3 work for them to see difference in detail needed for each</p>	
13&14	LO1	<ul style="list-style-type: none"> - Assessment 		<p>Written report on:</p> <ul style="list-style-type: none"> - different leadership roles and responsibilities - role-related responsibilities - personal qualities relating to leadership roles - different leadership styles - make links between different roles, personal qualities and leadership styles 		<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

15&16	LO2	<ul style="list-style-type: none"> - objectives for the session - Appropriate venue - Equipment needs - Supervision needs - Timing of activities - Introduction/conclusion of session 	<ul style="list-style-type: none"> - Starter: Get the class to think back to their last PE lesson or training session at a sports club and list the different things that needed to be thought about when planning for those sessions. Challenge: Think about why these are important. - Show them an example of different sessions being ran through video and ask them what they can see in each of them that they had to plan for OR give a practical lesson and get them to write down what they noticed when I was leading the session - Get the pupils to pick an activity or sport they would like to lead a session on and they can use this for the lesson with the answers - Go through presentation around the different areas including the information they need; <ul style="list-style-type: none"> - objectives for the session <ul style="list-style-type: none"> - meeting the needs of the group - appropriate venue <ul style="list-style-type: none"> - type - size - indoor/outdoor - Equipment needs <ul style="list-style-type: none"> - type - size - weight - arrangements - Supervision needs <ul style="list-style-type: none"> - additional leaders - roles - number of participants - Timing of activities related to: <ul style="list-style-type: none"> - age 		<p>Blank lesson plan structure</p> <p>Video Link: https://www.youtube.com/watch?v=AC4IeS23PcE https://www.youtube.com/watch?v=qYMW4gIFOX0</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
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			<ul style="list-style-type: none"> - experience - weather - Introduction/conclusion <ul style="list-style-type: none"> - how - when - where - At the end of each section ask them how they are going to do this with the sport and skill they have chosen to lead. 			
17&18	LO2	<ul style="list-style-type: none"> - Basic warm up/cool down - skills and technique development - Engaging - Organisation 	<ul style="list-style-type: none"> - What were the parts of the sessions that we looked at in the previous lesson? How have you included each of them in your lesson now? What else do we need to think about with the plan? What needs to happen in the main part? - Show them an example of different sessions being ran through video and ask them what they can see in each of them that they had to plan for OR give a practical lesson and get them to write down what they noticed when I was leading the session - Go through presentation around the different areas including the information they need; <ul style="list-style-type: none"> - Basic warm-up <ul style="list-style-type: none"> - Pulse Raiser - Stretches - Mobility exercises - Skill based activity - Cool down <ul style="list-style-type: none"> - Pulse reducer - Stretches - Skill and technique development <ul style="list-style-type: none"> - Appropriate for the group 		Blank lesson plan structure Lesson plan example	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - Start basic - Increase how dynamic the skill is - Progress to add more challenge - Incorporate some competition - Engaging <ul style="list-style-type: none"> - Will the participants have fun? - Will the activity hold their attention? - Will the session flow smoothly? - Organisation <ul style="list-style-type: none"> - size/make up of working groups - size of working areas - length of warm up/drills - timing to prevent boredom - allowing progression - Finish the write up for the chosen sport/skill they are wanting to lead and how they could do this. Ready for assessment writing - Plenary: Can you design a session plan which included all of the areas that have been talked about 			
19&20	LO2	Coursework	To fill in blank lesson plan with all of the correct information that is needed	Coursework completed	Marking bracket 1 example of a lesson plan Marking bracket 3 example of a lesson plan	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

21&22	LO2	Coursework	To fill in blank lesson plan with all of the correct information that is needed	Coursework completed	Marking bracket 1 example of a lesson plan Marking bracket 3 example of a lesson plan	
23&24	LO2	<ul style="list-style-type: none"> - Risk assessments (e.g. facilities, equipment/clothing checks, activity-specific risks) - Corrective action (e.g. wiping up puddles, removing litter, reporting faulty equipment) - emergency procedures (e.g. procedures in the event of an accident, procedures in the event of other emergencies, summoning qualified help, completion of relevant documents). 	<ul style="list-style-type: none"> - Starter activity to get them thinking about what they will need to do before planning and leading a session. - Have up on the board a picture with lots of different hazards on them and see how many they can identify and see how they could reduce the risk of it happening again. - Go through a powerpoint with what they are needing to do: <ul style="list-style-type: none"> - Risk Assessments <ul style="list-style-type: none"> - Facilities - Equipment/Clothing checks - Activity-specific risks - Corrective actions <ul style="list-style-type: none"> - wiping up puddles - removing litter - reporting faulty equipment - Emergency procedures <ul style="list-style-type: none"> - event of accident - procedure in the event of an emergency - summoning qualified help - completion of relevant documents - show them an example of a risk assessment and how it could be filled in from the starter activity 		Blank risk assessment Hazard picture of kitchen MB1 example of a risk assessment MB3 example of a risk assessment	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - take them to the different sporting venues and fill out one of these for each of the venues 			
25&26	LO2	Coursework	To fill in blank risk assessment for the venue they are leading their sports session in	Coursework completed		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
27&28	LO2	Coursework	To fill in blank risk assessment for the venue they are leading their sports session in	Coursework completed		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
29&30	LO3	<ul style="list-style-type: none"> - safe practice, i.e. o organisation of group/activity o safe supervision (e.g. as a leader, coach) • delivery style, i.e. o proactive/reactive o demonstration/explanation • communication skills, i.e. o verbal o non-verbal o appropriate language o technical terms • motivation techniques, i.e. o encouragement o extrinsic motivators (e.g. rewards, prizes) • activity-specific knowledge, i.e. o appreciation/unders tanding of current 	<ul style="list-style-type: none"> - Starter: What kind of things need to be thought about when leading your sessions? - Go through powerpoint based on <ul style="list-style-type: none"> - Safe practice <ul style="list-style-type: none"> - Organisation of group/activity - Safe supervision - Delivery style <ul style="list-style-type: none"> - Proactive/reactive - demonstration/explana tion - Communication skills <ul style="list-style-type: none"> - verbal - non-verbal - appropriate language - technical terms - Motivation techniques <ul style="list-style-type: none"> - encouragement - extrinsic motivators - Activity-specific knowledge - Adaptability <ul style="list-style-type: none"> - extra rest periods 			C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

		<p>techniques and tactics which are appropriate to the requirements of the performers • adaptability, i.e. o making adjustments in an activity that isn't working o addressing issues you hadn't prepared for.</p>	<ul style="list-style-type: none"> - make task less/more challenging - what to do if the class does not understand - Task: the class is going to look through the session plans they have made for them and go through it and look at the information we have gone through to see how they are going to lead it and fit it all in. - Plenary: Show them a video or two of lessons to see if they tell me if the session was run safely or not and why. If two get them to compare them both to each other. 			
31&32	LO3	Leading Sessions	<ul style="list-style-type: none"> - Names will be picked at random on who will be running their session - The people taking part will need to make sure they are paying attention and able to write two things they thought went well with the session and why and what could have been done differently/ - Feedback at the end on how well the session was 	<p>How well they ran the session based on the information on:</p> <ul style="list-style-type: none"> - application of skills and knowledge - Safe Practice - Communication - application of subject knowledge and adaptability 	<p>Copy of witness statement on areas being looked at</p> <p>Resource cards to write feedback and do a scoring system on how they thought the session went</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
33&34	LO3	Leading Sessions	<ul style="list-style-type: none"> - Names will be picked at random on who will be running their session - The people taking part will need to make sure they are paying attention and able to write two things they thought went well with the session and why and what could have been done differently/ 	<p>How well they ran the session based on the information on:</p> <ul style="list-style-type: none"> - application of skills and knowledge - Safe Practice 	<p>Copy of witness statement on areas being looked at</p> <p>Resource cards to write feedback and do a scoring system on how</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - Feedback at the end on how well the session was 	<ul style="list-style-type: none"> - Communication - application of subject knowledge and adaptability 	they thought the session went	
35&36	LO3	Leading Sessions	<ul style="list-style-type: none"> - Names will be picked at random on who will be running their session - The people taking part will need to make sure they are paying attention and able to write two things they thought went well with the session and why and what could have been done differently/ - Feedback at the end on how well the session was 	<p>How well they ran the session based on the information on:</p> <ul style="list-style-type: none"> - application of skills and knowledge - Safe Practice - Communication - application of subject knowledge and adaptability 	<p>Copy of witness statement on areas being looked at</p> <p>Resource cards to write feedback and do a scoring system on how they thought the session went</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
37&38	LO3	Leading Sessions	<ul style="list-style-type: none"> - Names will be picked at random on who will be running their session - The people taking part will need to make sure they are paying attention and able to write two things they thought went well with the session and why and what could have been done differently/ - Feedback at the end on how well the session was 	<p>How well they ran the session based on the information on:</p> <ul style="list-style-type: none"> - application of skills and knowledge - Safe Practice - Communication - application of subject knowledge and adaptability 	<p>Copy of witness statement on areas being looked at</p> <p>Resource cards to write feedback and do a scoring system on how they thought the session went</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

39&40	LO3	Leading Sessions	<ul style="list-style-type: none"> - Names will be picked at random on who will be running their session - The people taking part will need to make sure they are paying attention and able to write two things they thought went well with the session and why and what could have been done differently/ - Feedback at the end on how well the session was 	<p>How well they ran the session based on the information on:</p> <ul style="list-style-type: none"> - application of skills and knowledge - Safe Practice - Communication - application of subject knowledge and adaptability 	<p>Copy of witness statement on areas being looked at</p> <p>Resource cards to write feedback and do a scoring system on how they thought the session went</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
41&42	LO4	<ul style="list-style-type: none"> - key aspects to consider in evaluating planning and delivery of a sports activity session 	<ul style="list-style-type: none"> - Starter: Ask the questions of what they should look for when evaluating the session they have just led? Can they think of anything that could go under any of the headings listed? Why do these fit into there? - Go through the powerpoint to think around three concepts when talking through about how they did <ul style="list-style-type: none"> - What went well, even better if and what could be improved in the future in the following areas: <ul style="list-style-type: none"> - Objective - The plan - The activities - Motivation - organisation - Communication - Equipment - Positioning - Safety 		<p>Blank Evaluation form table</p> <p>A copy of a MB1 and MB3 session evaluation</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> - Anything else worth mentioning - Give them a copy of a blank evaluation table to fill out based on the information they already have or can remember based on their session - Get them to have a look at the examples of session evaluations from the two given to them from two different marking brackets to see what they need to do to get the grades they are wanting 			
43&44	LO3	Evaluation of session	<ul style="list-style-type: none"> - To write out what has been put into the evaluation plan into a full piece of work for their written evaluation 	Complete and submit lesson evaluation		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
45&&46	LO3	Evaluation of session	<ul style="list-style-type: none"> - To write out what has been put into the evaluation plan into a full piece of work for their written evaluation 	Complete and submit lesson evaluation		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10