

Plan of Learning for the Year (R182 – The Body's Response To PA (Physical Activity) (R180 – Reducing the risk of sports injuries

Half Term 1 <ul style="list-style-type: none"> R182: Task 3 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities Half Term 2 <ul style="list-style-type: none"> R182: Task 3 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities R180: Topic Area 1: Different factors which influence the risk and severity of injury Half Term 3 <ul style="list-style-type: none"> R180: Topic Area 2: Warm up and cool down routines R180: Topic Area 3: Different types and causes of sports injuries 	Half Term 4 <ul style="list-style-type: none"> R180: Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions R180: Topic Area 5: Causes, symptoms and treatment of medical conditions Half Term 5 <ul style="list-style-type: none"> R180 Topic areas 1-5. R180: Examination Half Term 6
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Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> On-going formative assessment by teachers during lessons. Self and peer assessment in relations to MB (Mark Bands). One-to-one discussions between staff and students. Written set tasks within lessons and as part of homework/IL (Independent Learning). Practical lessons to promote understanding and retrieval of subject specific content. 	<ul style="list-style-type: none"> Club links enabling students to experience practical learning and consolidation of subject specific content. Provide suitable sporting documentaries for students to watch and interact with as part of homework/IL. Engage with online quizzes to stimulate learning on specific content (sports injuries). 	<ul style="list-style-type: none"> Independent, paired and group work throughout lessons. Create a sense of belonging, worth and contribution to a team. Broaden the horizons and increase the aspirations of students. Learn about iconic sporting figures in relation to units covered. Provide clear educational pathways for students to move onto in the sporting world.

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> Best methods for training and how to improve fitness. Types and causes of injuries. Ways in which injuries can/should be treated. Common medical conditions. 	<ul style="list-style-type: none"> Sequencing of learning (units) allows students to access and re-access content delivered. Units across the three-year course overlap in areas allowing students to access content/knowledge previously learnt and make suitable links to future content. 	<ul style="list-style-type: none"> Continual reference to success criteria across all three MB (Mark Bands). Unified approach to assessment and feedback. Students understand where feedback is, how it is presented, and next steps in improving work.

	<ul style="list-style-type: none">• SSV (Subject Specific Vocabulary) underpins each unit which flow between one another.	<ul style="list-style-type: none">• Differentiated student resources including, templates, scaffolded tasks/worksheets, resource booklets, online/interactive web pages.
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