

What do we do?

The Cambridge National (CNAT) in Sport Studies will encourage students to understand and apply the fundamental principles and concepts of Sport Studies through the development of learning and practical skills that can be applied to real-life contexts and work situations.

How does SPORT STUDIES equip students with powerful knowledge?

It is our belief that within Sport, Health and Nutrition (SHN) there is something for everyone. The diverse nature of sport and physical activity and the varied methods of participation provides a participation gateway for all regardless of their skill, ability and interests. This is supported through the CNAT in Sport Studies, which not only explores participation as a performer but also looks at wider roles including sports leadership.

What skills and cultural capital do students gain in SUBJECT?

This Cambridge Nationals qualification develops core subject knowledge related to Sport Studies. Students will experience the opportunity to develop their skills and performance in practical sports, including sport-specific skills and key components of fitness. Students will also develop the ability to be reflective by evaluating their own performance by identifying key strengths and areas of development; furthermore, justifying why these skills, tactics, strategies and compositional ideas have been identified as either a strength or area of development. Through their completion of coursework and exam questions, students will develop their ability to be analytical, critical thinkers, effective planners, problem solvers and researchers. Students will also develop key life skills of planning, organising, adaptability and communication through the planning and delivery of a sports activity session.

How do we support literacy in SPORT STUDIES?

Our Sport Studies curriculum will expose students to key tier 3 terminology which is specific to Sport Studies. Our use of knowledge organisers and lesson resources will provide and outline key terminology related to the course. Where appropriate, teacher modelling and scaffolding will support students to develop their understanding and structure their work. Class discussions will provide students with the opportunity to develop their oracy and ability to articulate key terminology before presenting this in a written format.

How is the SPORT STUDIES curriculum designed?

Students follow a carefully sequenced curriculum consistently taught across the Faculty. Quality first teaching ensures that students are delivered high quality lessons following our planned sequence of units and topic areas to support students in writing their assignments and meeting external submission deadlines.

How do you use spaced practice / retrieval practice?

Retrieval practice forms a component of our course delivery. For the exam unit, students will routinely undertake retrieval practice in different forms including, but not limited to, exam questions and recall tasks. The students use of knowledge organisers to write Cornell Notes allows students to review content and strengthen their understanding. Assessments which follow our cycle assessment window, provides an opportunity for students to showcase their knowledge and understanding. The data and information provided from all forms of formative and summative assessment is used by teachers to inform subsequent teaching and retrieval. Within the non-exam component of the course, students will be undertake opportunities within class to review relevant theory which can then be applied to their assignments.

What content do you cover and how is this delivered over time?

The content we are required to teach in outlined in the course specification. For non-exam assessments, students are expected to apply the relevant knowledge in order to meet the requirements outlined within the assignment brief. For the exam unit, students are taught all content outlined within the specification.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Our units are taught within assessment windows to support the submission of live assignment briefs. The delivery of our units is planned to support students so that synoptic content can support students in developing their knowledge and understanding.

CYCLE 2

- R185: Review of coursework.
- R184: TA2 – The role of sport in promoting values.
- R184: TA3 – The implications of hosting a major sporting event.
- R184: TA4 – The role of national governing bodies.
- R184: TA5: The use of technology in sport.

CYCLE 3

- R185: Review of coursework.
- R184: Revision and exam.

CYCLE 1

- R185: Review of coursework.
- R184: TA1 – Issues which affect participation in sport.
- R184: TA2 – The role of sport in promoting values.

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CYCLE 3

- R185: TA1 – Practical performance in two sports.
- R185: TA5 – Evaluation of delivery of a sports activity session.

CYCLE 2

- R185: TA1 – Practical performance in two sports.
- R185: TA4 – Delivery of a planned sports activity session.
- R185: TA5 – Evaluation of delivery of a sports activity session.

CYCLE 2

- R185: TA1 – Practical performance in two sports.
- R185: TA3 – Planning and risk assessing a sports activity session.

CYCLE 3

- R187: TA3 – Plan and participate in an outdoor activity.
- R187: TA 4 – Evaluate participation in an outdoor activity.

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CYCLE 1

- R187: TA1 – The provision of outdoor activities.
- R187: TA2 – Clothing, equipment, technology & terrain needed for outdoor activities.

CYCLE 1

- R185: TA1 – Practical performance in two sports.
- R185: TA2 – Evaluation and improvement in performance.

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Potential Future Careers in SPORT STUDIES

- PE teacher.
- Sport scientist.
- Physiotherapist.
- Sports coach.
- Personal trainer.
- Sports nutritionist.
- Sports massage.
- Sport development.
- S&C coach.
- Sports performer.
- Sport advertising.
- Sport marketing.

Enrichment Opportunities in SPORT STUDIES

- Representing the school sports teams
- Sports leadership opportunities.
- Kayaking with Exmouth Watersports.
- Orienteering.

Key Concepts



Sports performance



Sports leadership



Retrieval and recall



Planning and organising



Independent research



Reflection and evaluation



Referencing