



## Sports Leaders Year 10 and 11 Curriculum Map

### Aims and Rationale:

To develop confident, healthy leaders through sport and physical activity.

Students will be able to:

- Learn and demonstrate important life skills such as effective communication, organisation, team work, and problem solving.
- Develop their self-confidence, self-belief and self-management
- Experience opportunities to lead basic physical activities to younger people, their peers, and within the community.
- Achieve the Level 1 Sports Leaders Award in Year 10 and the Level 2 award in Year 11.
- Take these skills into Level 3 Sports Leaders if they chose it in sixth form, and their further education, future careers and workplaces.

<b>Prior Learning:</b>	The development of physical skills and fitness, as well as tactical, choreographic and evaluation skills through a range of physical activities/sports in KS3 The understanding of rules and tactics of these activities. Some leadership opportunities – team captain, lead warm up, umpire, etc.
<b>Skills: What will students be able to do</b>	Leadership, organisation, communication, team work, problem solving, self-confidence, assertiveness, and evaluative skills Time keeping, scoring, umpiring
<b>Other: Literacy/ Numeracy/ Ethos</b>	Key terms of skills and rules in a range of activities Keep score, complete tournament grids, track time, distance and/or repetitions in competitions/activities Sportsmanship – including respect, maintaining effort, fairness/upholding the rules of the game, giving and receiving positive and constructive feedback
<b>Assessment</b>	Assessed written tasks in their booklets (Learner Evidence Records) and completing their five hours of sports leadership volunteering in Year 11 (3 hours before Christmas and other 2 before Feb half term)
<b>Additional support</b>	Students are invited to take part in all of our extra-curricular programme



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content: What will students know</b>	<ul style="list-style-type: none"> <li>Introduction to skills and behaviours:               <ul style="list-style-type: none"> <li>Team work</li> <li>Communication</li> <li>Self-belief</li> <li>Self-management</li> <li>Problem solving</li> </ul> </li> <li>What makes a good leader</li> <li>Plan and deliver a warm up activity</li> </ul>	<ul style="list-style-type: none"> <li>Roles and responsibilities of different leaders (coach, official)</li> <li>How to officiate and implement and uphold rules</li> <li>Skill breakdown, progressive practices and conditioned games</li> <li>Plan and deliver a full session – teaching a skill, with a progressive practice and conditioned game</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to alternative activities:               <ul style="list-style-type: none"> <li>Playground games</li> <li>Traditional sports day</li> <li>Team building</li> <li>Parachute games</li> </ul> </li> <li>Plan and deliver a session from the options above</li> </ul>	<ul style="list-style-type: none"> <li>Start Level 2:               <ul style="list-style-type: none"> <li>Experience and evaluate different types of competition structure</li> </ul> </li> <li>Plan and organise a competition</li> <li>Explore rules and officiating focusing of tennis and rounders</li> <li>Plan the House League competition</li> </ul>	<ul style="list-style-type: none"> <li>Attend a Primary Festival to complete one hour of compulsory leadership</li> <li>Run a House League competition</li> <li>Evaluate the competition and their leadership skills</li> <li>Practical sport activities</li> </ul>	<ul style="list-style-type: none"> <li>Practical sport activities continued</li> </ul>
Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content: What will students know</b>	<ul style="list-style-type: none"> <li>Explore why skills, behaviours &amp; teamwork are relevant in different environments and lead to success in employment</li> <li>Recap how to teach and breakdown skills effectively. Use of key teaching points, demonstration and verbal guidance, positive and constructive feedback</li> <li>In pairs plan and deliver a 25 min session to the whole class - teach a skill from a specific sport, one practice and</li> </ul>	<ul style="list-style-type: none"> <li>Explore team work, communication (verbal, non-verbal, use of whistle), organisation, behaviour management and motivation strategies such as praise, rewards, consequences and competition.</li> <li>Research and presentation task: about the roles and responsibilities associated of different types of leader (referee/umpire, mentor/buddy, ambassador or safety officer) and what skills and behaviours that person needs to use to</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of the importance of the planning cycle, using progressions and adaptations for more and less able students</li> <li>Safety hazards and risk assessment and how they would deal with different safety issues.</li> <li>Basic safe guarding info to prepare for going into School.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about other types of activities to lead -parachute games, disability sports, sports day and fundamentals.</li> <li>School sessions x3 carried out</li> <li>Evaluations and all other paperwork/Learner Evidence File's completed</li> </ul>	<ul style="list-style-type: none"> <li>Public exams</li> </ul>	



	<p>a progression of this practice and a game.</p> <ul style="list-style-type: none"><li>• Evaluate their leadership skills and produce and action plan to progress it</li></ul>	<p>carry out their role effectively</p> <ul style="list-style-type: none"><li>• Plan for School visits x 3. Skill development - series of sessions. How to use evaluation forms etc.</li></ul>			
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