



Aspire Achieve Thrive

Spring Term
Term 2
Sport
Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Science	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Maths	Option B Task 2
Friday	Sparx Science	Science Task 2	English Task 2

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
Computer Science
French
Geography
History

Option B
Business Studies
Hospitality and Catering
Drama
Music
Geography
Health and Social Care
ICT
Media Studies
Music
Sport
Travel and Tourism

Option C
Art
Business Studies
Hospitality and Catering
Child Development
Computer Science
Drama
Photography
Science (Triple)
Sport

Half Term 3 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 6th January 2025	Cornell Notes on: Types and providers of sport and physical activities.	Question: Discuss three key differences between the public, private and voluntary sectors. (3)
Week 2 13th January 2025	Revision Cards on: Types of providers	Question: Kylie is 14 and has decided she wants to improve her fitness. She is deciding between joining her local gym or a local football team. Discuss the advantages of disadvantages of both options. (6)
Week 3 20th January 2025	REVISION FOR ASSESSMENT WEEK	
Week 4 27th January 2025	Cornell Notes on: Types and needs of sport and physical activity participants and the benefits of taking part in sport.	Question: Simon would like to learn to surf. Discuss the benefits of outdoor activities for Simon. (4)
Week 5 3rd February 2025	Revision Cards on: Types and needs of sport and physical activity participants and the benefits of taking part in sport.	Question: Discuss two barriers to participation. (4) Cost and access to facilities are two barriers to participation, discuss how they may be overcome. (4)
Week 6 10th February 2025	Cornell Notes on: Barriers to participation in sport and physical activity for different types of participant	Question: Taylor is a nurse. She works night shifts and is struggling to keep herself fit. Discuss one way of overcoming this time barrier. (4)

Half Term 4 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 7 24th February 2025	Cornell Notes on: Methods to address barriers to participation in sport and physical activity for different types of participants.	Question: Identify the footwear required for a football player and why this specific footwear is required. (2)
Week 8 3rd March 2025	Revision Cards on: The different types of sports clothing and equipment required for participation in sport and physical activity.	Question: Simon is a rugby player. Explain the clothing, footwear, sport-specific equipment and protective equipment he requires for this sport. (4)
Week 9 10th March 2025	Cornell Notes on: Different types of sports clothing and equipment required for participation in sport and physical activity.	Question: Discuss how video assisted decision making has benefitted football referees. (4)
Week 10 17th March 2025	Revision Cards on: Different types of sports clothing and equipment required for participation in sport and physical activity	Question: Discuss how 2 pieces of clothing have reduced injuries in a sport. (4)
Week 11 24th March 2025	Cornell Notes on: Different types of technology and their benefits to improve sport and physical activity participation and performance	Question: Discuss how performance analysis technology (GPS, action cameras, sensors) can improve sports performance. (4)
Week 12 31st March 2025	Revision Cards on: The different types of technology and their benefits to improve sport and physical activity participation and performance.	Question: Discuss how performance analysis technology (GPS, action cameras, sensors) have benefitted sports coaches. (4)

Knowledge Organiser

Year 10 Sport	
Week 1&2 - Types and providers of sport and physical activities	Week 4&5 - Types and needs of sport and physical activity participants and the benefits of taking part in sport.
<p>Provision of sport and physical activity:</p> <ul style="list-style-type: none"> ● Public sector to include local authorities and school provision ● Private sector – provided by organisations who aim to make a profit ● Voluntary sectors – activities provided by volunteers who have a common interest in the sport /activity. <p>Public sector funded facilities are paid for by national and local government out of taxes and National Lottery funding. They can be found throughout the country, e.g. the Life Centre.</p> <ul style="list-style-type: none"> ● They are available for everyone to use and are relatively cheap. ● They include sports/leisure centres, swimming pools and outdoor pitches. ● Some schools share facilities with the local authority for lessons and extra-curricular activities. <p>Private sector funded facilities are set up by private companies that try to make a profit. They are often members-only clubs. Members pay fees to join and use the facilities, e.g. Nuffield Health Gyms.</p> <ul style="list-style-type: none"> ● They are likely to be more expensive ● They include sports/fitness clubs, golf and tennis clubs ● Some schools pay to use private sports clubs for lessons and extra-curricular activities <p>The voluntary sector is by far the largest sector in terms of numbers of people involved. It provides most of the sport in this country through volunteers who enjoy sport and want to develop their club or team. Examples include local clubs that meet in the evenings or at weekends, such as football teams, swimming clubs and basketball teams.</p> <ul style="list-style-type: none"> ● Voluntary sector clubs and teams usually cover their costs by collecting subscriptions ('subs') each week or having an annual membership fee. ● They do not normally own their facilities but rent them from local councils or private organisations. 	<p>Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn teamwork skills, resilience and self confidence from competition.</p> <p>Benefits of taking part in outdoor activities – positive risk taking activities, improved self confidence and self esteem, meet new people, learn new skills, time away from life stresses and electronic devices.</p> <p>Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health.</p> <p>Types and needs of sport and physical activity participants Types of participants. Participants of different ages:</p> <ul style="list-style-type: none"> ● primary school aged children (aged 5–11 years) ● adolescents (aged 12–17 years) ● adults (aged 18–49 years) ● older adults (aged 50 years and up) <p>Benefits of physical activity:</p> <ul style="list-style-type: none"> ● Physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions. ● Social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness. ● Mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem.

Week 6 - Barriers to participation in sport and physical activity for different types of participant	Week 7&8 - Methods to address barriers to participation in sport and physical activity for different types of participant
<p>Cost of participation:</p> <ul style="list-style-type: none"> ● clothing ● equipment ● transport <p>Access to sport or physical activity:</p> <ul style="list-style-type: none"> ● location of sport or physical activity ● limited accessible transportation ● resources ● types of sport or physical activity available <p>Time – lack of time due to other commitments:</p> <ul style="list-style-type: none"> ● family ● school ● work <p>Personal barriers:</p> <ul style="list-style-type: none"> ● body image ● lack of self-confidence ● parental or guardian influence ● limited previous participation ● low fitness levels ● extended time off from previous participation ● concerns that taking part in sport or physical activity may make existing health conditions worse <p>Cultural barriers:</p> <ul style="list-style-type: none"> ● single sex sport or physical activity sessions ● social norms of participating in unconventional clothing and availability of appropriate clothing to participate ● lack of role models from one's own cultural background 	<p>Cost:</p> <ul style="list-style-type: none"> ● discounted pricing ● hiring of equipment ● free car parking <p>Access:</p> <ul style="list-style-type: none"> ● public transport discounts ● cycle hire to access the facility ● free parking ● taster days ● staff training to support all types of participant and their needs ● increased range of provision of sports and physical activities ● ramps ● assistive technology to include pool hoist, Braille information and signage, hearing loops <p>Time:</p> <ul style="list-style-type: none"> ● creche facilities ● extended opening hours <p>Personal barriers:</p> <ul style="list-style-type: none"> ● private changing rooms ● allowing participants to wear clothing they feel most comfortable in ● use of variety of images of people with different body shapes ● parent and child activity sessions to create familial culture of sport ● campaigns to increase participation <p>Cultural barriers:</p> <ul style="list-style-type: none"> ● women only physical activity sessions staffed by females ● diversity of staff working at sport or physical activity facility ● staff training in cultural awareness.

Year 10 Sport

Week 9&10 - Different types of sports clothing and equipment required for participation in sport and physical activity

Different types of sports clothing and equipment and their uses for participation in different types of sports and physical activities.

- Clothing – sports kit, waterproof clothing, training clothing, e.g. bibs.
- Footwear – trainers, studded boots, sport specific footwear.
- Sport-specific equipment – participation equipment, e.g. balls, rackets; travel related equipment, e.g. kayak; scoring equipment, e.g. goalposts; fitness training equipment, e.g. dumbbells.
- Protection and safety equipment – mouth protection, head protection, eye protection, body protection, floatation devices; first aid equipment – ice packs, bandages, defibrillator.
- Equipment for people with disabilities or assistive technology – wheelchair, e.g. adapted wheelchair for wheelchair tennis.
- Facilities – indoor facilities, e.g. sports halls, gyms; outdoor facilities, e.g. outdoor pitches, climbing wall, artificial snow domes.
- Officiating equipment – whistle, microphone, earpiece.
- Performance analysis – smart watches, heart rate monitors, applications

Week 11&12 - Different types of technology and their benefits to improve sport and physical activity participation and performance

Different types of technology and its use in sport and physical activity to improve performance and participant experience.

- Clothing to increase performance and experience – improved thermoregulation, clothing designed to improve aerodynamics.
- Footwear – sport-specific new designs or materials; improve grip; rebound.
- Sport-specific equipment – new materials for lightness and strength to include composite materials, e.g. a tennis racquet; new design of equipment to improve performance, e.g. golf driver design.
- Protection and safety equipment – improved protection design; lighter weight; improved performance, e.g. shape of cycle helmets to improve aerodynamics
- Equipment for people with disabilities or assistive technology – prosthetics; sport-specific wheelchairs; equipment to support people with visual and hearing impairments.
- Facilities – facilities that simulate environments to replicate competition in other locations; all weather surfaces; surfaces to reduce the risk of injury.
- Officiating – computer assisted systems; video assisted decision making.
- Performance analysis – action cameras, GPS, applications, sensors on sports clothing or equipment.

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

WEEK 1: Cornell Notes (Homework task 1)

Topic: Types and providers of sport and physical activities.

Revision guide page:

Links	Notes
Questions	

Summary

WEEK 1: Exam Question (Homework task 2)

Question: Discuss three key differences between the public, private and voluntary sectors. (3)

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 4: Cornell Notes (Homework task 1)

Topic: Types and needs of sport and physical activity participants and the benefits of taking part in sport.

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Questions	

Summary

WEEK 6: Cornell Notes (Homework task 1)

Topic: Barriers to participation in sport and physical activity for different types of participant

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Questions	

Summary

WEEK 6: Exam Question (Homework task 2)

Question: Taylor is a nurse. She works night shifts and is struggling to keep herself fit. Discuss one way of overcoming this time barrier. (4)

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Topic: Methods to address barriers to participation in sport and physical activity for different types of participants.

Revision guide page:

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Questions	

Summary

WEEK 7: Exam Question (Homework task 2)

Question: Identify the footwear required for a football player and why this specific footwear is required.
(2)

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 9: Cornell Notes (Homework task 1)

Topic: Different types of sports clothing and equipment required for participation in sport and physical activity.

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WEEK 11: Cornell Notes (Homework task 1)

Topic: Different types of technology and their benefits to improve sport and physical activity participation and performance

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Summary

Week 2

Revision Card on Types of providers	Answers
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Week 5

Revision Card on Types and needs of sport and physical activity participants and the benefits of taking part in sport.	Answers
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Week 8

<p>Revision Card on The different types of sports clothing and equipment required for participation in sport and physical activity.</p>	<p>Answers</p>
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Week 10

<p>Revision Card on Different types of sports clothing and equipment required for participation in sport and physical activity</p>	<p>Answers</p>
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Week 12

Revision Card on The different types of technology and their benefits to improve sport and physical activity participation and performance.

Answers

Aspire
ACHIEVE
Thrive

Develop your character



Aspire | Achieve | Thrive