



# YEAR 11 2022-2023 Summer TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Contemporary issues in sport interleaved with increasing awareness of outdoor and adventurous activities

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 10, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/National Curriculum Links</b>	<ul style="list-style-type: none"> <li>Understand and apply the fundamental principles and concepts of Sport Studies.</li> <li>Develop learning and practical skills that can be applied to real-life contexts and work situations.</li> <li>Think creatively, innovatively, analytically, logically, and critically</li> <li>Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely</li> <li>Understand topical and contemporary issues in sport, including why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high-profile events have in sport, as well as how technology is used within sport.</li> <li>Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical activity of sport</li> <li>Take part in outdoor and adventurous activities in natural settings, learning how to do this safely as well as understanding the benefits that these activities offer to people.</li> </ul>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> Learning how to express yourself and respect others views/ culture, consider how you can participate in the local community through paid and voluntary work.</p> <p><b>PSHE/British Values:</b> Use of sporting heroes, National games and international events.</p> <p><b>Literacy:</b> Use of subject specific tier 3 terminology and also resources to help guide students to the correct content and sentence structure that needs to be added into their coursework.</p> <p><b>Numeracy:</b> Numbers, dates, times, amounts and tables and data.</p> <p><b>Skills Builder:</b> Listening, presenting, leadership, problem solving, creativity, teamwork, planning a lesson, performing a skill.</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> Developing leadership skill during the leadership module will help students lead a session. These skills can be transferred to other aspect of life. Teamwork would allow a student to work in a team effectively in a number of situations.</p> <p><b>Careers/Employability:</b> You will be in a strong position to attain a job in the sports industry.</p>
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> Different learners are asked to present outcomes in different ways such as pieces of writing, PowerPoints, presentations, leading sessions that they have planned to a group of students.</p> <p><b>By resource:</b> Internet, Textbooks, resources from courses, differentiation of resources. Preferred</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	To be able to:
<b>Learning Outcomes (Knowledge)</b>	<p><b>Provision for different types of outdoor and adventurous activities in the UK.</b></p> <p><b>The provision available for outdoor and adventurous activities both locally and nationally.</b></p> <p>NGB - each outdoor approved activity area will have an NGB with a website, and these should be used as points of reference. In some cases individual activities, within a category area may have their own NGB. National Sports Centres - examples include Holme Pierrepont, Tollymore, and Plas y Brenin. Voluntary Organisations - for example</p>



Scouts, Guides, Cadet and Duke of Edinburgh. Local providers - includes local and commercial sports centre providers, such as (e.g. Go Ape).

### **Types of equipment to be used for participation**

Examples of categories as illustrated below, may include: Safety equipment – lifejacket buoyancy aid for kayaking, helmet and harness for rock climbing. Specialist equipment – canoe and paddle for canoeing or a compass for orienteering.

### **Types of clothing to be used for participation**

Safety clothing – specialist footwear (such as walking boots and rock shoes), as required for the activity to meet safety requirements. Specialist clothing – examples of the use of specialist clothing could include: o Water sports – appropriate use of wetsuits o Snow sports – appropriate use of snowshoes or skis, helmet. General clothing – that the participant could provide themselves such as wellington boots for use when gorge walking, sports clothing for assault course participation or trainers for certain water sports, as well clothing such as windproof/ waterproof jackets.

### **Types of technology that can enhance participation or safety**

GPS and signaling devices – electronic maps, personal beacons, emergency position radio beacons. Transport – snow mobiles, over land vehicles. Waterproof technology – communication devices, casing for technology; watch or Activity Tracker. Different types of technology and their safety purpose for participants, examples may include. Comfort - reduced weight of equipment and properties of clothing which minimises the risks of exhaustion. Safety - to include information on how technology can keep participants safe, this can include rescue scenarios and contacting emergency services. Communication – signaling devices. Information – weather reports, location information and maps.

### **Types of terrain and environment**

Why the activities need specific types of terrain for participation. This should include: Research on the different types of terrain each outdoor activity area needs. This can include both natural and man-made environments. Consideration of any particular terrain needs for each activity group. Any specific climate requirements.

### **Contemporary issues in sport**

#### **Positive and negative pre-event aspects of hosting a major sporting event.**

During the event: Positive aspects/benefits include: Improved social infrastructure Improved national morale/social cohesion. Increase in national status. Greater national interest in sport. Increased media coverage of the sport(s). A potential increase in direct and indirect tourism. An increase in short-term employment during the event. Negative aspects/drawbacks include: An increase in transport, litter and noise The potential for an increase in terrorism and crime. Poor performance by home nation/team and the impact on national pride/morale. Perceived relegation/lack of investment in regional areas not involved in the national event. Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities. Immediate and longer term post-event: Positive aspects/benefits include: A legacy of improved/new sporting facilities. An increase in the sports' participation. An increase in the profile of sports involved. A legacy of improved transport and social infrastructure. Raising of the city/nation's international profile/status. An increase in future financial investment. Negative aspects/drawbacks include: The event might have costed more to host than the revenue generated. Sports facilities unused after the event. A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged.

### **National Governing Bodies (NGBs)**

	<p>To include functions of the roles of any named NGB with sporting examples relating to:  Participation - could be promoted through schemes, media coverage and equal opportunities. Students should be able to give named and current examples of such measures. Coaching and officiating - Students should be able to identify and illustrate coaching and officiating qualifications that are available and the levels structure that they operate within. Tournaments/competitions - examples of current tournaments/competitions organised by NGBs. Rules and disciplinary procedures - an awareness of recent/current rule changes and an awareness of disciplinary measures implemented by the NGB for rule infringement. Policies and Funding - an awareness of how an NGB develops its policies and initiatives and generates its funding.</p> <p><b>The role of technology in sport</b>  Enhanced performance - an awareness of and be able to give examples of a range of methods, equipment and clothing to enhance performance in named sporting activities. Increased safety - technology that enhances the safety of participants for named sporting activities. Increased fair play/accuracy - technology such as video refereeing can support officials in making decisions and enhance fair play. Students should be able to give examples for named sporting activities. Enhanced spectatorship - use of screens in stadia in order to allow spectators to view appeals made by players.</p> <p><b>Positive and negative effects of the use of technology in sport.</b>  Suitability of technology. Named examples linked to sporting activities, with their positive and negative effects.</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	Students will build upon these skills as they move through each term.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.