



# YEAR 11 2022-2023 Spring TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Contemporary issues in sport interleaved with Performance and leadership in sports 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 skills as a performer in two different sporting activities and learn how to lead sporting activity sessions.</li> <li>Create a plan, write, and evaluate an activity session, to further develop leadership skills</li> </ul> <p>Analyse their own performance to help improve themselves and their skills in sport.</p>
<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>	<p>To be able to:</p> <p><b>Performance and leadership in sports activities</b></p> <p><b>Lead a sports activity session</b></p>
<b>Learning Outcomes (Knowledge)</b>	<p>Safe practice – organising the group and the activities appropriately depending on the space, number of participants and equipment being used. Timing – being punctual and prepared for the session, considering the length of activities.</p> <p>Adaptability – making changes to the session if people find it too easy or too hard.</p> <p>Reliability – turning up when you say you will and running to time.</p> <p>Activity-specific details – showing the skills, techniques and tactics appropriate to the needs of the participants. Leadership style – democratic, autocratic, laissez-faire. Delivery</p>



style – proactive, reactive, demonstrations from the leader or involving participants from the group, explanation of activities. Communication – verbal, non-verbal, using appropriate language and technical terms depending on the group. Positioning – considering where they are stood in relation to the group when giving demonstrations and explanations. Creativity – design of activities related to the group, how they demonstrate and explain.

### **Reflect and review your leadership of a sports activity**

Planning: Suitability of activities for the group. Taking into account the different abilities. Making the order of the activities effective. Equipment volume is appropriate to the number of participants in the group. Leading: Appropriate amount of time spent on each activity. Keeping all participants motivated. Using the working space effectively. Adapting the session as needed when things were not going to plan. Appropriate positioning for effective communication to the group. Improvements that could be made: Adaptations to activities to take into account different abilities. Planning for the next session. Opportunities to develop leadership skills: Coaching/leadership courses. Helping with an extra-curricular club.

## **Contemporary issues in sport**

### **The role of sport in promoting values**

Awareness of how the values can be seen in sport. Examples of each value in a sporting context.

### **The Olympic and Paralympic movement**

The Creed. The Symbol. The Olympic and Paralympic values: The Olympic values of Excellence, Friendship and Respect the Paralympic values of Courage, Determination, Inspiration and Equality.

### **Sporting values initiative and campaigns**

An awareness and examples of current initiatives, campaigns and events which are likely to promote the sporting values.

### **The importance of etiquette AND sporting behaviour.**

To include applied examples from sport, which consider the reasons for: Observing etiquette and sporting behaviour - refers to factors such as fairness, the safety of fellow participants or the reinforcement of positive sporting values Factors such as an awareness of when there is a requirement to be quiet/silent, the appropriateness of comments. Sportsmanship - playing within the letter and the spirit of sport should be reinforced when participating; rather than the use of gamesmanship, where performers bend the rules. Spectators - have a responsibility to each other and the players to view the action in a manner that does not jeopardise fellow spectators or players.

### **The use of Performance Enhancing Drugs (PEDs) in sport.**

Applied examples of the detrimental effects of using PEDs. Sanctions such as bans, and fines, are applied in a range of lengths and costs to deter the use of PEDs. Educational strategies to discourage the use of PEDs, usually campaigns are led by role models, peers and family.

### **The implications of hosting a major sporting event for a city or country.**

The importance of the different types of event. Applied examples of these. Comparing and contrasting between them and the different types of sporting activities they include For example: Regular events - the UEFA Champions' League Final, held in a different city each year but could return after a few years. 'One-Off' events - the Olympic/Paralympic

	<p>games, held in a host city once in a generation. Regular and recurring events - such as a Formula One Event or Wimbledon are held each year at the same venue/city. Nature of participants and spectators - the event is usually international: involving participants and spectators from two or more countries.</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.