



# YEAR 11 2022-2023 Spring TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning Topic: Contemporary issues in sport/ Performance Evaluation

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 10/11, 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>• Analyse their own performance to help improve themselves and their skills in 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></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>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• Identify Methods to improve performance</li><li>• Identify Different types of practices and progressive drills</li><li>• Measure improvement in performance</li><li>• Use of tools to aid evaluation</li></ul>
<b>Learning Outcomes (Knowledge)</b>	<p>Contemporary issues in sport</p> <p><b>Positive and negative pre-event aspects of hosting a major sporting event.</b></p> <p>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</p>

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/teams; 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's infrastructure/facilities. Immediate and longer term post-event: Positive aspects/benefits include: 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.



#### **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 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.

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

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.

Red denotes interleaving; aspects of knowledge covered previously.

<b>Current learning to be developed in the future within:</b>	
<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.