



# YEAR 11 2023-2024 Autumn 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>	<p>In addition to working further on objectives from Year 10, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <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><li>• Analyse their own performance to help improve themselves and their skills in sport.</li></ul>
<b>Skills/National Curriculum Links</b>	
<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>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <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>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p><b>Performance and leadership in sports activities</b></p> <p><b>Organising and planning a sports activity session</b></p> <ul style="list-style-type: none"><li>• Organise and plan a sports activity session. Appropriate venue – considering the working space required. Timing – suitable for the age and ability of the group. Supervision – will depend on age and activity chosen.</li></ul> <p><b>Consider the safety considerations when planning a sports activity</b></p>
<b>Learning Outcomes (Knowledge)</b>	



- Risk assessment and corrective action – facilities, equipment, clothing. Emergency procedures – what to do in the event of an accident or other emergency, summoning qualified help.

### **Understand and create the objectives to meet the needs of the group.**

- Introduction and conclusion – should briefly introduce the leader and the aims of the session, check for any injuries, then briefly conclude the session with a summary. Basic warm up and cool down – should be relevant to the activity and the participants. Skills and technique development – consider how to structure the activities so that they progress, plan for any participants struggling with the activity or finding it too easy

## **Contemporary issues in sport**

### **Issues which affect participation in sport**

- Identify the user groups. Gender - sometimes different genders have different needs, goals and requirements for sport. Carers - adults or children, caring for relatives, elderly, parents or siblings. Young children - from birth to the end of primary school. Teenagers - compulsory secondary school age. Disabled people - an awareness of a range of disabilities should be included, not just physical disabilities or wheelchair users

### **Possible barriers**

- Have an appreciation that not everyone in society has an unlimited choice of when and where they might participate in physical activity and sport. Employment and unemployment. Family commitments, Lack of disposable income, Lack of transport, Lack of positive sporting role models, Lack of positive family role models or family support, Lack of appropriate activity provision, Lack of awareness of appropriate activity provision, The lack of equal coverage in media in terms of gender and ethnicity by the media.

### **Possible barrier solutions**

- Promotion strategies - range of promotional activities, for example advertisements, initiatives, and incentives, such as taster sessions. Transport availability - use examples to show how having transport available affects participation for different user groups. Access to facilities and equipment - for specific facility/equipment needs, such as hoists for less able swimming pool users, hearing loops for deaf users or braille signage for partially sighted users. Appropriate pricing - concessions, taster sessions, free or reduced-price equipment.

### **Factors which can positively and negatively impact upon the popularity of sport in the UK.**

- Number of people participating - importance of being able to cite specific examples, with statistics and trends of popular and less popular sports. Provision of facilities - in relation to locality or types of sports activities available for both watching and participating in sporting activities. Environmental or climatic conditions - Reference could be made to activities requiring specific environmental conditions, for example skiing requiring, cold, snowy, mountainous terrain or sailing requiring access to coastal areas or large bodies of water. Range of media coverage for example, live, catch up sport views, how coverage changes for different sports. High level sporting success and role models - appropriate sporting examples of performers whose success has increased the popularity for their sport. Social acceptability of a sport – illustrations of sports where cruelty or violence is in evidence might be used to support this idea.

### **Emerging/new sports in the UK.**

- Examples of current emerging sports. The development and opportunities to participate in emerging sports.

Red denotes interleaving; aspects of knowledge covered previously.

<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.