



YEAR 11 2023-2024 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning Topic: Contemporary issues in sport

Curriculum Intent	
Skills/National Curriculum Links	<p>In addition to working further on objectives from Year 10/11, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> • Understand and apply the fundamental principles and concepts of Sport Studies. • Develop learning and practical skills that can be applied to real-life contexts and work situations. • Think creatively, innovatively, analytically, logically, and critically • Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely • 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.
Cross Curricular Links	<p>SMSC: Learning how to express yourself and respect others views/ culture, consider how you can participate in the local community through paid and voluntary work. PSHE/British Values: Use of sporting heroes, National games and international events. Literacy: 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. Numeracy: Numbers, dates, times, amounts and tables and data. Skills Builder: Listening, presenting, leadership, problem solving, creativity, teamwork, planning a lesson, performing a skill.</p>
Becoming future ready	<p>Personal Skills: 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. Careers/Employability: You will be in a strong position to attain a job in the sports industry.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: 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. By resource: Internet, Textbooks, resources from courses, differentiation of resources. Preferred By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: 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. By Offering Optional Activities: In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to: Contemporary issues in sport The role of technology in sport</p>
Learning Outcomes (Knowledge)	<p>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>Positive and negative effects of the use of technology in sport. Suitability of technology. Named examples linked to sporting activities, with their positive and negative effects.</p>

Red denotes interleaving; aspects of knowledge covered previously.



Current learning to be developed in the future within:

Assessment

Refer to assessment maps for formative and summative assessment opportunities.

Impact

Attainment and Progress – Refer to assessment results / data review documentation.