



YEAR 10 Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Health and Musculo-skeletal system and Movement Analysis

Curriculum Intent	Pupils will be introduced to the GCSE Course including the key elements of Theoretical principles which they will not have done before in A PE setting.	
Skills/National Curriculum Links	<p>Theory Lessons:</p> <p>Pupils will be introduced to the key theoretical concepts from the Health and Musculo-skeletal units. They will be working on AO1 and AO 2 concepts linked to the topic areas.</p> <p>They will be working on:</p> <ul style="list-style-type: none"> Identifying and describing the key concepts within the Health and Musculo-skeletal Unit. Learning level 3 terminology linked to the units Writing using this terminology in short answered questions Contributing to group work and class discussions Marking other students work using set criteria Applying theoretical concepts to sporting examples Develop autonomy with homework and group tasks 	<p>Practical Lessons:</p> <p>Pupils will developing physical, social and mental attributes, from sporting activities on the GCSE syllabus. The activities will be both team and individual sports.</p> <p>They will be working on:</p> <ul style="list-style-type: none"> Developing Basic and advanced skills from each of the sports covered Understand the key technical elements of the core skills of each sport Apply the skills effectively in a competitive environment Develop tactical/strategical/compositional knowledge of each sport Effectively work in small groups and make sound contributions to tasks Problem solve in both an individual and team environment Understanding of the major fitness components of each sport/position Develop knowledge of the basic/advanced rules of competition of each sport.
Cross Curricular Links	<p>SMSC: Learning how to effectively work in a team, taking on board other peoples suggestions to problem solve. Developing key organizational skills both individually and in teams. Demonstrating leadership qualities to get the best out of others. Develop the importance of empathy in a group.</p> <p>PSHE/British Values: Being able to express opinions in the correct way, everyone has a role to play. Effective use of key terminology</p> <p>Literacy: understanding of keywords, effective communication, extended writing on key pieces of work</p> <p>Numeracy: constructing graphs, knowledge of data types, analysing data in a graph/table.</p> <p>Skills Builder: Problem solving, Team work, leadership, autonomy,</p>	
Becoming future ready	<p>Personal Skills: Knowledge of how the body works can be an extremely important quality in a large range of careers. Also being an effective team player is vitally important in all aspects of life and careers. Being able to apply the principles that underpin fitness and sport also provides a higher skill set rather than just understanding.</p> <p>Careers/Employability:</p>	
Adaptation	Throughout this topic, quality first teaching will provide differentiation:	
	<p>By product: Learners are asked to produce work on a variety of different levels throughout this block of work. Some will be written, some will be group presentation, some will be group and peer assessed work, practical demonstrations, Q&A, Observations and feedback.</p> <p>By resource: By differentiated tasks in their booklets, Progressing level of questioning starting at low order, practical activities in the classroom, equipment in a practical setting</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p>	

	<p>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>
<p>Implementation Curriculum Delivery</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • Understanding the impact of exercise on health and fitness • Be able to explain the impact of obesity on health and sports performance • Understand the components and functions of nutrients in a balanced diet • Understand the key characteristics of body shapes and how they can impact sports performance • Understand the importance of a water balance and the impact on an individual and their performance • Be able to describe the key concepts and functions of the muscular and skeletal systems • Be able to analyse Movements at 2 classes of joints • Identify antagonistic pairs at key joints • Understand the different types of muscle contractions • Understand the role of the muscular system on sporting actions • Understand the role of levers • Evaluate the mechanical advantage of each Lever system • Understand planes and Axes of movements • Understand types of data and plotting graphs <ul style="list-style-type: none"> • Develop demonstrate skills in physical activity and sport, applying appropriate technique(s) <ul style="list-style-type: none"> • • demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses <ul style="list-style-type: none"> • • demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport <ul style="list-style-type: none"> • • use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport <ul style="list-style-type: none"> • • demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport <ul style="list-style-type: none"> • • adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport <ul style="list-style-type: none"> • • analyse and evaluate performance to bring about personal improvement in physical activity and sport <ul style="list-style-type: none"> • • demonstrate their ability in team sports and activities by: • applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate • showing awareness of, and responding to, the actions of other player(s)/performer(s) <ul style="list-style-type: none"> • • communicating effectively with other player(s)/performer(s) • demonstrating their individual role in achieving the collective outcome. Although students will not be assessed on each of these skills individually, they are all inherent
<p>Current learning to be developed in the future within:</p>	<p>Pupils will have a chance to hone the skills and knowledge when they revisit in year 11 when applying to exam technique.</p>
<p>Assessment</p>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<p>Impact</p>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>



YEAR 10 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Cardio-respiratory Unit and Introduction to Sport Psychology

Curriculum Intent	Pupils will be introduced to the cardio-vascular system and the functional aspects of it as well the the respiratory system. They will see how they work together to enable sports performance. In the Sport Psychology unit students will initially be introduced to concepts and application of key themes.	
Skills/National Curriculum Links	<p>Theory Lessons:</p> <p>Pupils will develop knowledge and will be able to apply and evaluate arguments linked to the cardio-respiratory system.</p> <ol style="list-style-type: none"> 1. Identify what the respiratory system consists of (3) 2. Identify what the respiratory system does (3/4/5) 3. Explain the gaseous pathway (6) 4. Explain what haemoglobin does and how it carries oxygen around the body (7) <ol style="list-style-type: none"> 1. Identify what is involved in breathing (3) 2. Identify what muscles are involved in breathing (3/4/5) 3. Explain the process of breathing in/out (6) 4. Explain the lung volumes associated with breathing (7) 5. Interpret spirometry trace and be able to analyse <p>Recognise the key terms associated with blood vessels (3/4/5)</p> <ol style="list-style-type: none"> 2. Identify and describe the differences between the blood vessels (3/4/5) 3. Analyse the importance of the blood vessels and how the structure relates to the function (6/7) <ol style="list-style-type: none"> 1. To understand the structure of the heart and be able to name the 4 chambers (3/4) 2. To be able to describe the cardiac cycle using simplistic diagrams (4/5) 3. Explain the pathway of blood including the use of veins, arteries and capillaries <ol style="list-style-type: none"> 1. Introduce aerobic and Anaerobic exercise 2. To be able to give examples of each 3. To be able to justify why a sport maybe either <p>(5-6) Define what skill and ability is</p> <p>(6-7) Explain in your own words what skill and ability</p> <p>(8-9) Evaluate how a skill continua is used to classify a sport.</p>	<p>Practical Lessons:</p> <p>Pupils will developing physical, social and mental attributes, from sporting activities on the GCSE syllabus. The activities will be both team and individual sports.</p> <p>They will be working on:</p> <ul style="list-style-type: none"> • Developing Basic and advanced skills from each of the sports covered • Understand the key technical elements of the core skills of each sport • Apply the skills effectively in a competitive environment • Develop tactical/strategical/compositional knowledge of each sport • Effectively work in small groups and make sound contributions to tasks • Problem solve in both an individual and team environment • Understanding of the major fitness components of each sport/position • Develop knowledge of the basic/advanced rules of competition of each sport.

	<p>(4-5) Identify the difference between performance and outcome goals</p> <p>(6-7) Explain each principle of the SMART targets</p> <p>(8-9) Analyse the terms performance and outcome goals and describe using sporting examples</p>	
Cross Curricular Links	<p>SMSC: Learning how to effectively work in a team, taking on board other peoples suggestions to problem solve. Developing key organizational skills both individually and in teams. Demonstrating leadership qualities to get the best out of others. Develop the importance of empathy in a group.</p> <p>PSHE/British Values: Being able to express opinions in the correct way, everyone has a role to play. Effective use of key terminology</p> <p>Literacy: understanding of keywords, effective communication, extended writing on key pieces of work</p> <p>Numeracy: constructing graphs, knowledge of data types, analysing data in a graph/table.</p> <p>Skills Builder: Problem solving, Team work, leadership, autonomy,</p>	
Becoming future ready	<p>Personal Skills: Knowledge of how the body works can be an extremely important quality in a large range of careers. Also being an effective team player is vitally important in all aspects of life and careers. Being able to apply the principles that underpin fitness and sport also provides a higher skill set rather than just understanding.</p> <p>Careers/Employability:</p>	
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: Learners are asked to produce work on a variety of different levels throughout this block of work. Some will be written, some will be group presentation, some will be group and peer assessed work, practical demonstrations, Q&A, Observations and feedback.</p> <p>By resource: By differentiated tasks in their booklets, Progressing level of questioning starting at low order, practical activities in the classroom, equipment in a practical setting</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Be able to identify the key components of respiratory system and gaseous exchange • Be able to analyse structural elements helping to promote Gaseous Exchange 	

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Understand how the mechanics of breathing help in the process of inspiration and expiration • Understand how the mechanics of breathing adapts during exercise • Be able to identify lung volumes on spirometry trace • Analyse how key lung volumes may change during exercise • Understand the structure of the 3 blood vessels and the functions of each • Be able to explain how blood redistribution takes place at rest and during exercise • Explore the structure of the heart and the concept of the cardiac cycle • Define the key terms associated with the CV System • Analyse the impact of exercise on the key terms • Be able to identify and describe the two types of exercise • Be able to justify type of respiration for a variety of sporting activities <ul style="list-style-type: none"> • Develop demonstrate skills in physical activity and sport, applying appropriate technique(s) <ul style="list-style-type: none"> • • demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses <ul style="list-style-type: none"> • • demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport <ul style="list-style-type: none"> • • use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport <ul style="list-style-type: none"> • • demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport <ul style="list-style-type: none"> • • adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport <ul style="list-style-type: none"> • • analyse and evaluate performance to bring about personal improvement in physical activity and sport <ul style="list-style-type: none"> • • demonstrate their ability in team sports and activities by: • applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate • showing awareness of, and responding to, the actions of other player(s)/performer(s) <ul style="list-style-type: none"> • • communicating effectively with other player(s)/performer(s) • demonstrating their individual role in achieving the collective outcome. Although students will not be assessed on each of these skills individually, they are all inherent
Current learning to be developed in the future within:	Pupils will have a chance to hone the skills and knowledge when they revisit in year 11 when applying to exam technique.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.



YEAR 10 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Sport Psychology, coursework and Fitness and training unit

Curriculum Intent	Pupils will be introduced to key Sport Psychological principles and theories that explain how they apply to sport. Students will also investigate fitness and how they can test and improve the components.	
Skills/National Curriculum Links	<p>Theory Lessons:</p> <p>(4-5): Identify the components of the basic information processing model (6-7): Describe the stages of a basic information processing model (8-9): Analyse the components of the basic information processing model and apply to skills from sporting examples</p> <p>(5-6): Define the types of guidance (6-7): Explain the effect of these types of guidance. (8-9) Evaluate who these types of guidance help to succeed.</p> <p>(5-6): Define the types of feedback. (6-7): Explain the effect of these types of feedback. (8-9): Evaluate the types of feedback and what the advantages and disadvantages are.</p> <p>4/5: To be able to identify two types of aggression</p> <p>6/7: To be able to describe the two types of aggression</p> <p>8/9: To be able to apply the two types of aggression to sporting examples</p> <p>4/5 To be able to identify the different types of personalities</p> <p>6/7 To be able to describe the different types of personalities</p> <p>8/9 To be able to apply different personality types to sporting example</p> <p>4/5 To be able to identify the two types of motivation</p> <p>6/7 To be able to describe the two types of motivation</p> <p>8/9 To be able to apply motivation to sporting example</p>	<p>Practical Lessons:</p> <p>Pupils will developing physical, social and mental attributes, from sporting activities on the GCSE syllabus. The activities will be both team and individual sports.</p> <p>They will be working on:</p> <ul style="list-style-type: none"> • Developing Basic and advanced skills from each of the sports covered • Understand the key technical elements of the core skills of each sport • Apply the skills effectively in a competitive environment • Develop tactical/strategical/compositional knowledge of each sport • Effectively work in small groups and make sound contributions to tasks • Problem solve in both an individual and team environment • Understanding of the major fitness components of each sport/position • Develop knowledge of the basic/advanced rules of competition of each sport.

	<p>(5-6): Identify data collection methods (6-7): Analyse different forms of data (8-9): Evaluate and reorganise data collected</p>	
	<ul style="list-style-type: none"> Understand the various fitness components/skills that could be a strength/weakness for coursework Understand how to set out the analysis section of coursework Apply fitness/skills to their own performance 	
Cross Curricular Links	<p>SMSC: Learning how to effectively work in a team, taking on board other peoples suggestions to problem solve. Developing key organizational skills both individually and in teams. Demonstrating leadership qualities to get the best out of others. Develop the importance of empathy in a group.</p> <p>PSHE/British Values: Being able to express opinions in the correct way, everyone has a role to play. Effective use of key terminology</p> <p>Literacy: understanding of keywords, effective communication, extended writing on key pieces of work</p> <p>Numeracy: constructing graphs, knowledge of data types, analysing data in a graph/table.</p> <p>Skills Builder: Problem solving, Team work, leadership, autonomy, I.T</p>	
Becoming future ready	<p>Personal Skills: Knowledge of how the mind and body work together can be an extremely important quality in a large range of careers. Also being an effective team player is vitally important in all aspects of life and careers. Being able to apply the principles that underpin fitness and sport also provides a higher skill set rather than just understanding.</p> <p>Careers/Employability:</p>	
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: Learners are asked to produce work on a variety of different levels throughout this block of work. Some will be written, some will be group presentation, some will be group and peer assessed work, practical demonstrations, Q&A, Observations and feedback.</p> <p>By resource: By differentiated tasks in their booklets, Progressing level of questioning starting at low order, practical activities in the classroom, equipment in a practical setting</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> To KNOW what is meant by the terms Skill and Ability. To be able to EXPLAIN and UNDERSTAND how the continua line works. 	

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • To be able to APPLY and JUSTIFY sporting examples on a continua line. • To be able to IDENTIFY the components of the basic information processing model • To be able to DESCRIBE the stages of the basic information processing model • To be able to ANALYSE the components of the basic information processing model and apply to skills from sporting examples • To KNOW various types of guidance • To be able to DESCRIBE various types of guidance • To be able to EVALUATE the various types of guidance • To KNOW what the types of feedback are. • To be able to IDENTIFY the types of feedback. • To be able to APPLY and JUSTIFY sporting examples on a continua line. • To EVALUATE which feedback would be suitable for beginners to elite performers. • Understand the difference between direct and indirect aggression in sport • Understand the types of personalities who play sport – introvert, extrovert and be able to apply them to sporting examples • To know how Intrinsic and extrinsic motivation apply to sporting examples • Evaluate why Intrinsic is better than extrinsic motivation
Current learning to be developed in the future within:	<p>Pupils will have a chance to hone the skills and knowledge when they revisit in year 11 when applying to exam technique.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>



YEAR 10 Summer TERM continued

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Sport Psychology, Fitness and training and Introduction to Coursework

Curriculum Intent	Theory Lessons:		Practical Lessons:
Skills/National Curriculum Links	<p>(4/5) Identify the 10 components of fitness</p> <p>(6) Define the 10 components linked to sporting performance</p> <p>(7/8) Evaluate the level of importance of each component for a selection of sports</p> <p>(5) Identify the various fitness tests</p> <p>(6) Describe the protocol of each test</p> <p>(7) Explain the reasons why we fitness test</p> <p>(8) Evaluate the strengths and weaknesses of fitness testing</p> <p>(4/5) Identify the principles of training</p> <p>(6). Describe how to use these principles to improve fitness in a training programme</p> <p>(7). Explain the components of the FITT principle and how it overlaps with other principles of training</p> <p>(4/5) Identify: the 7 methods of training</p> <p>(6) Explain: how each method can be performed to develop components of fitness (6)</p> <p>(7/8) Evaluate: The advantages and disadvantages of each method</p> <p>(4/5) Define the SAFER principles</p> <p>(6) Understand how to reduce the chance of injury when training</p> <p>(7/8) Evaluate the effectiveness of Altitude training</p> <p>(4-5) Identify the 3 stages of a training season.</p> <p>(6-7) Understand the 3 stages of a training seasons.</p> <p>Introduction to the coursework.</p> <p>Analysis: Understand how to structure both fitness strength and Skill strength</p>		<p>Pupils will developing physical, social and mental attributes, from sporting activities on the GCSE syllabus. The activities will be both team and individual sports.</p> <p>They will be working on:</p> <ul style="list-style-type: none"> • Developing Basic and advanced skills from each of the sports covered • Understand the key technical elements of the core skills of each sport • Apply the skills effectively in a competitive environment • Develop tactical/strategical/compositional knowledge of each sport • Effectively work in small groups and make sound contributions to tasks • Problem solve in both an individual and team environment • Understanding of the major fitness components of each sport/position • Develop knowledge of the basic/advanced rules of competition of each sport.

	<p>Understand the importance of justifying your points</p> <p>Understand how to structure both fitness weakness and Skill weakness</p> <p>Understand the key technique points that make your skill element a weakness.</p> <p>Evaluation: Understand the structure of the evaluation section of coursework</p> <p>To know a suitable training method for Fitness weakness</p> <p>Explain impact on performance</p> <p>Understand an appropriate theory component that links to skill weakness</p> <p>Explain how it impacts performance</p>	
Cross Curricular Links	<p>SMSC: Learning how to effectively work in a team, taking on board other peoples suggestions to problem solve. Developing key organizational skills both individually and in teams. Demonstrating leadership qualities to get the best out of others. Develop the importance of empathy in a group.</p> <p>PSHE/British Values: Being able to express opinions in the correct way, everyone has a role to play. Effective use of key terminology</p> <p>Literacy: understanding of keywords, effective communication, extended writing on key pieces of work</p> <p>Numeracy: constructing graphs, knowledge of data types, analysing data in a graph/table.</p> <p>Skills Builder: Problem solving, Team work, leadership, autonomy,</p>	
Becoming future ready	<p>Personal Skills: Knowledge of how the body works can be an extremely important quality in a large range of careers. Also being an effective team player is vitally important in all aspects of life and careers. Being able to apply the principles that underpin fitness and sport also provides a higher skill set rather than just understanding.</p> <p>Careers/Employability:</p>	
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: Learners are asked to produce work on a variety of different levels throughout this block of work. Some will be written, some will be group presentation, some will be group and peer assessed work, practical demonstrations, Q&A, Observations and feedback.</p> <p>By resource: By differentiated tasks in their booklets, Progressing level of questioning starting at low order, practical activities in the classroom, equipment in a practical setting</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> Investigate the basic Information processing model and application to sport 	

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Understand the various types of feedback and guidance and how they can be used to enhance sporting performance • Understanding the key concepts of aggression and Arousal and how it links to performance • Investigate what the theories say in relation to personality, motivation and Sports performance • <i>Investigate the 10 components of fitness</i> • Evaluate importance of the 10 components of fitness to sports • Investigate Fitness Testing. • Evaluate use of fitness testing for different sports • Investigate the principles of training and apply to a training programme • Investigate various methods of training • Evaluate Methods of training in relation to different activities To understand and how to use the SAFER principle in terms with Altitude Training. • To be able to identify the three training seasons and what they consist of. • • Analyse both strengths and weaknesses of main sport • Understand how to structure the coursework
Current learning to be developed in the future within:	Pupils will have a chance to hone the skills and knowledge when applying to AO2 and AO3 exam technique.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.



YEAR 11 Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Coursework completion(Evaluation) and Socio-cultural unit

Curriculum Intent	Pupils gain knowledge about the impact on sport of key socio cultural elements. Students will also build on knowledge gained in year 10 and be able to apply and evaluate the concepts. Students will embed key exam technique elements for the theory exam.	
Skills/National Curriculum Links	<p>Theory Lessons:</p> <p>To finalise the coursework ready for moderation</p> <p>To understand the engagement patterns of different social groups</p> <p>(5)To understand the factors affecting participation</p> <p>(5/6) – Identify a range of barriers</p> <p>(7/8) Analyse how these barriers will affect participation</p> <p>(4) – pupils will understand the definition of commercialisation</p> <p>(5/6) - identify and describe the different types of sponsorship and media</p> <p>(7/8) – be able to analyse the relationship between sport, sponsorship and the media</p> <p>(4) - Identify the areas that sponsorship & media affect</p> <p>(5/6) - Examples of sponsorship and media</p> <p>(7/8): Evaluate the effects of sponsorship, media on performers, official, spectator, sport and sponsor</p> <p>(4) - Identify the examples of technology</p> <p>(6) – Apply the technological examples to sporting examples</p> <p>(7/8): Evaluate the effects of technology on performers, official, spectator, sport and sponsor</p> <p>(5) identify and apply the key terms surrounding sportsmanship/gamesmanship</p> <p>(5/6) identify the classes of performance Enhancing drugs</p>	<p>Practical Lessons:</p> <p>Pupils will developing physical, social and mental attributes, from sporting activities on the GCSE syllabus. The activities will be both team and individual sports.</p> <p>They will be working on:</p> <ul style="list-style-type: none"> • Developing Basic and advanced skills from each of the sports covered • Understand the key technical elements of the core skills of each sport • Apply the skills effectively in a competitive environment • Develop tactical/strategical/compositional knowledge of each sport • Effectively work in small groups and make sound contributions to tasks • Problem solve in both an individual and team environment • Understanding of the major fitness components of each sport/position • Develop knowledge of the basic/advanced rules of competition of each sport.

	<p>(7) describe the impact on performance of the classes of performance enhancing drugs</p> <p>(8) Evaluate the impact of the classes of performance enhancing drugs</p> <p>(4/5) understand what hooliganism is</p> <p>(6) Investigate the causes of hooliganism</p> <p>(8) Evaluate the impact of strategies to combat hooliganism</p>	
Cross Curricular Links	<p>SMSC: Learning how to effectively work in a team, taking on board other peoples suggestions to problem solve. Developing key organizational skills both individually and in teams. Demonstrating leadership qualities to get the best out of others. Develop the importance of empathy in a group.</p> <p>PSHE/British Values: Being able to express opinions in the correct way, everyone has a role to play. Effective use of key terminology</p> <p>Literacy: understanding of keywords, effective communication, extended writing on key pieces of work</p> <p>Numeracy: constructing graphs, knowledge of data types, analysing data in a graph/table.</p> <p>Skills Builder: Problem solving, Team work, leadership, autonomy,</p>	
Becoming future ready	<p>Personal Skills: Knowledge of how sport and society interact to provide opportunities for participation. Also being an effective team player is vitally important in all aspects of life and careers. Being able to apply the principles that underpin fitness and sport also provides a higher skill set rather than just understanding.</p> <p>Careers/Employability:</p>	
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: Learners are asked to produce work on a variety of different levels throughout this block of work. Some will be written, some will be group presentation, some will be group and peer assessed work, practical demonstrations, Q&A, Observations and feedback.</p> <p>By resource: By differentiated tasks in their booklets, Progressing level of questioning starting at low order, practical activities in the classroom, equipment in a practical setting</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • . • 	

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • To understand the different minority groups • To understand the different factors that could affect the various social groups participation rates • Pupils are looking to understand the relationship between sport, sponsorship and the media • • Pupils will look at the positive and negative impacts of sponsorship and the media on; • Performer • • Sport • Performer • • Official • • Spectator • • Sponsor • • Pupils will look at the positive and negative impacts of technology on; • Performer • • Sport • • Performer • • Official • • Spectator • • Sponsor • Impact of Performance Enhancing drugs on the body • Understand the causes and strategies to combat hooliganism.
Current learning to be developed in the future within:	<p>Pupils will have a chance to hone the skills and knowledge when applying to AO2 and AO3 exam technique.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>



YEAR 11 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Exam preparation and revision

Curriculum Intent

Pupils will build on knowledge gained in year 10 and be able to apply and evaluate the concepts. Students will also be introduced to key exam technique elements to help them access higher marks.

Theory Lessons:

Understand key aspects of exam technique

Distinguish between AO1, AO2 and AO3 questions

Command words linked to each Assessment objective

How to effectively use *BUC* for AO2 and AO3 questions

4-5 mark exam technique for explain, analyse, discuss and justify

To be able to demonstrate *know, apply, say* *WITCH* technique for 6 and 9 mark questions

Understand how 6 and 9 mark questions differ.

Understand the *SYNOPTIC LINK* idea for 9 mark questions

Use of doddle sheets and PLC's to prioritise revision topics.

Revision of misconceptions of topics in paper 1 using analysis of PLC's.

Revision of misconceptions of topics in paper 2 using analysis of PLC's

Practical Lessons:

Pupils will develop physical, social and mental attributes, from sporting activities on the GCSE syllabus. The activities will be both team and individual sports.

They will be working on:

- Developing Basic and advanced skills from each of the sports covered
- Understand the key technical elements of the core skills of each sport
- Apply the skills effectively in a competitive environment
- Develop tactical/strategical/compositional knowledge of each sport
- Effectively work in small groups and make sound contributions to tasks
- Problem solve in both an individual and team environment
- Understanding of the major fitness components of each sport/position
- Develop knowledge of the basic/advanced rules of competition of each sport.

Skills/National Curriculum Links

Cross Curricular Links	<p>SMSC: Learning how to effectively work in a team, taking on board other peoples suggestions to problem solve. Developing key organizational skills both individually and in teams. Demonstrating leadership qualities to get the best out of others. Develop the importance of empathy in a group.</p> <p>PSHE/British Values: Being able to express opinions in the correct way, everyone has a role to play. Effective use of key terminology</p> <p>Literacy: understanding of keywords, effective communication, extended writing on key pieces of work</p> <p>Numeracy: constructing graphs, knowledge of data types, analysing data in a graph/table.</p> <p>Skills Builder: Problem solving, Team work, leadership, autonomy,</p>
Becoming future ready	<p>Personal Skills: Knowledge of how sport and society interact to provide opportunities for participation. Also being an effective team player is vitally important in all aspects of life and careers. Being able to apply the principles that underpin fitness and sport also provides a higher skill set rather than just understanding.</p> <p>Careers/Employability:</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
	<p>By product: Learners are asked to produce work on a variety of different levels throughout this block of work. Some will be written, some will be group presentation, some will be group and peer assessed work, practical demonstrations, Q&A, Observations and feedback.</p> <p>By resource: By differentiated tasks in their booklets, Progressing level of questioning starting at low order, practical activities in the classroom, equipment in a practical setting</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: 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>
Implementation Curriculum Delivery	
Learning Outcomes (Knowledge)	<p>To be able to:</p> <ul style="list-style-type: none"> • Apply BUC • Be able to apply command word knowledge to exam questions • Understand exam technique for 4/5 mark questions • Understand the technique for 6 and 9 mark questions • Investigate the synoptic link for 9 mark questions
Current learning to be developed in the future within:	Pupils will have a chance to hone the skills and knowledge when applying to AO2 and AO3 exam technique.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.

