



# YEAR 11 Autumn 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.</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>	To be able to: <b>Performance Evaluation</b>
<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>Apply practice methods to support improvement in a sporting activity</li> <li>Identify Key components for assessing strengths and weaknesses in an activity including:</li> <li>Skills and techniques</li> <li>Tactics and strategies</li> <li>Compositional ideas</li> </ul> <p><b>Contemporary issues in Sport</b></p> <ul style="list-style-type: none"> <li><b>Identify Issues which affect participation in sport for different user groups including:</b></li> <li><i>Gender, People from different ethnic groups, Retired people/people over 60, Families with children</i></li> </ul>



- Families with children, Carers, People with family commitments, Young children, Teenagers, People with disabilities, Parents (singles or couples), People who work and Unemployed/economically disadvantaged people
- **Identify Possible barriers which affect participation in sport including:**
- 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 and The lack of equal coverage in media in terms of gender and ethnicity by the media.
- Explain Possible solutions to the barriers which affect participation in sport
- **Provision of:**
- Appropriate programmes, Sessions, Activities and Times for the different user groups
- **Promotion strategies:**
- The use of targeted promotion, Initiatives, Increased and appropriate transport availability, Availability of appropriate user group facilities and equipment, Improved access to facilities for all user groups and Appropriate pricing for all user groups
- **Understand Positive and negative impacts on the popularity of sport in the UK including:**
- The number of people participating, The provision of facilities, Environment/climate activity influences, Live spectator opportunities, The amount and range of media coverage, The high-level success of both individuals and teams, The number and range of positive role models available in a sport and Social acceptability
- **Explain The growth of emerging/new sports in the UK** including knowledge of current emerging sports and the development opportunities for these sports.
- **Identify Values which can be promoted through sport including:**
- Team Spirit, Fair Play, Citizenship, Tolerance and respect, Inclusion, National Pride and Excellence
- **Know about The Olympic and Paralympic movement creed and symbol.**
- Know the Olympic and Paralympic values including Excellence, Friendship, Respect, determination, inspiration and equality.
- Know about Other initiatives, campaigns and events which promote sporting values at a local, regional and national levels.
- Know the reason for etiquette and sporting behaviour of performers and the appropriate behaviour of spectators.
- **Understand the use of PEDs in sport and the reasons why sports performers use them.**
- Explain why sports performers should not use PEDs
- Know the role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs: including WADA's Whereabouts Rule and WADA's testing methods

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.