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| **YEAR 10 Summer TERM**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Contemporary issues in sport (Until May Half Term) and Sport and the Media** | |
| **Curriculum Intent** | **In addition to working further on objectives from Year 10, pupils will be taught, following National Curriculum guidelines, the following this term:**   * 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. * Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical activity of sport * Take part in outdoor and adventurous activities in natural settings, learning how to do this safely as well as understanding the benefits that these activities offer to people. |
| **Skills/National Curriculum Links** |
| **Cross Curricular Links** | **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.** |
| **Becoming future ready** | **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. |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **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. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** | To be able to:  **Contemporary issues in sport**  **The role of sport in promoting values**  Awareness of how the values can be seen in sport. Examples of each value in a sporting context.  **The Olympic and Paralympic movement**  The Creed. The Symbol. The Olympic and Paralympic values: The Olympic values of Excellence, Friendship and Respect the Paralympic values of Courage, Determination, Inspiration and Equality.  **Sporting values initiative and campaigns**  An awareness and examples of current initiatives, campaigns and events which are likely to promote the sporting values.  **The importance of etiquette AND sporting behaviour.**  To include applied examples from sport, which consider the reasons for: Observing etiquette and sporting behaviour - refers to factors such as fairness, the safety of fellow participants or the reinforcement of positive sporting values Factors such as an awareness of when there is a requirement to be quiet/silent, the appropriateness of comments. Sportsmanship - playing within the letter and the spirit of sport should be reinforced when participating; rather than the use of gamesmanship, where performers bend the rules. Spectators - have a responsibility to each other and the players to view the action in a manner that does not jeopardise fellow spectators or players.  **The use of Performance Enhancing Drugs (PEDs) in sport.**  Applied examples of the detrimental effects of using PEDs. Sanctions such as bans, and fines, are applied in a range of lengths and costs to deter the use of PEDs. Educational strategies to discourage the use of PEDs, usually campaigns are led by role models, peers and family.  **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.  **Positive and negative pre-event aspects of hosting a major sporting event.**  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 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/team and 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 or infrastructure/facilities. Immediate and longer term post-event: Positive aspects/benefits include: A legacy 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.  **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.  **The role of technology in sport**  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.  **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.  **Media and the Sport (After May Half Term)**  Understanding the Specification & Structure  Key Learning:  Students will be introduced to the structure and assessment of the R186 unit.  They will explore how the unit is broken into three main topic areas:  The different media sources that cover sport.  The positive effects of media on sport.  The negative effects of media on sport.  Students will learn that each topic corresponds to a separate NEA task, which will contribute to their final grade.  Expanded Detail:  Students should begin to understand the importance of clear, structured written responses.  They'll be made aware of the deadlines and expectations for each task.  Teachers can introduce marking criteria (MB1–MB3) to clarify how their work will be assessed.  They will also be shown how to incorporate real-life examples from current sports media into their work to meet higher assessment bands.  **Media Types and Coverage in Sport**  Key Learning:  Identify the variety of media platforms used to cover and promote sport, including:  Digital and social media: e.g., Instagram, TikTok, Twitter/X, YouTube.  Television broadcasting: Freeview channels (BBC, ITV), satellite (Sky Sports), subscription services (DAZN, TNT Sports).  Radio coverage: National stations like BBC Radio 5 Live, and local or specialist stations such as talkSPORT.  Podcasts: Understand format and platforms (e.g., Spotify, Apple Podcasts) and explore examples like That Peter Crouch Podcast.  Print media: Traditional sources such as The Guardian Sport, FourFourTwo, match-day programmes.  Expanded Detail:  Students will be able to identify media sources by their logos and differentiate how each source formats content for its audience.  Discuss how different sports might receive varying levels of coverage depending on the platform.  Compare traditional media (TV, newspapers) with newer digital platforms, considering their target audience, reach, and influence.  **Positive Impacts of Media on Sport**  Key Learning:  Students will explore the benefits media brings to sport, such as:  Increased participation through inspiration and exposure to role models.  Promotion and awareness of minority or emerging sports.  Enhanced revenue streams from advertising, sponsorship, and broadcasting rights.  Educational benefits for spectators – understanding rules, tactics, and sporting culture.  Expanded Detail:  Students will investigate the "Golden Triangle" – the mutually beneficial relationship between sport, media, and sponsorship – and how it fuels professional sports' growth.  They will assess how athletes use personal branding and media channels to build their profiles (e.g., Serena Williams, Marcus Rashford, Tom Daley).  Examine how the media has helped combat stereotypes and break barriers, such as those related to gender, disability, or race.  Learners will evaluate how the media supports sports development, promotes social inclusion, and contributes to national health agendas.  **Negative Impacts and Issues in Sport Media**  Key Learning:  Analyse the downsides of sport’s relationship with the media, including:  Decline in live spectatorship due to easier digital access.  Wealth inequality between top-tier and grassroots sports.  Continued gender disparities in pay and coverage.  The media’s role in amplifying pressure, criticism, and scrutiny of athletes.  Expanded Detail:  Students will consider how on-demand streaming and social media have changed fan behaviour – e.g., fewer live ticket sales, reduced atmosphere.  Explore the economic imbalance created by large media deals: e.g., Premier League vs. National League, or male vs. female leagues.  Understand the impact of media narratives on public perception of athletes – especially after poor performances or controversial incidents.  Discuss examples of inappropriate behaviour (racism, doping, violent conduct) and how media exposure can damage reputations and deter young people from participating.  Examine how idealised body image standards in the media can negatively impact athletes’ mental health and self-esteem.  **Societal and Global Influences**  Key Learning:  Recognise how external global factors affect sport and media, including:  Pandemics (e.g., COVID-19) and the move to behind-closed-doors events.  Political and economic factors that influence access to sport or coverage.  The media’s role in covering social issues (e.g., Black Lives Matter protests in sport).  Expanded Detail:  Discuss how the media responded to major global events and how these events changed sport (e.g., Tokyo 2020 Olympics coverage during the pandemic).  Evaluate how sports media shapes public opinion on major issues and influences societal change.  Explore how sporting documentaries and campaigns (e.g., All or Nothing, The Last Dance) highlight not just the sport but the human side of athletes and teams. |
| **Learning Outcomes (Knowledge)** |
| **Current learning to be developed in the future within:** | Students will build upon these skills as they move through each term. |
| **Assessment** | Refer to assessment maps for formative and summative assessment opportunities. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |