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| **YEAR 11 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.** | |
| **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 skills as a performer in two different sporting activities and learn how to lead sporting activity sessions. * Create a plan, write, and evaluate an activity session, to further develop leadership skills * Analyse their own performance to help improve themselves and their skills in sport. |
| **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** | **Media and the Sport (Until end of December 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. |