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| **Sport Studies - Year 11 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT-R051** | **OCR Cambridge Nationals**  **Unit: Contemporary Issues in Sport** | | | | | **Number of lessons in sequence** | **21 x 1 hour lessons** |
| **Curricular Goals**  (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts. | | **By the end of this unit students will:**  It is often said that sport reflects society and, as such, many of the broad issues which affect society are also prevalent in sport. For the same reasons, sport can also be a force for good at local, national and international levels, because of its ability to bring people together. By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports’ attempts to positively impact upon society and showcase their worth beyond providing entertainment.  **Knowledge students will secure:** • Barriers to participation. • Solutions to barriers • user groups • engagement patterns in sport • factors affecting popularity of sport • sporting values • Olympic movement • Paralympic movement • Sporting Initiatives • Performance Enhancing Drugs, • Hosting major sporting events • Benefits and Drawbacks of hosting major sporting events • National Governing Bodies  **Skills students will develop:** •Apply knowledge and understanding of how to reduce barriers to participation in a sporting context • apply knowledge and understanding of why people cannot participate in sporting activities • apply knowledge and understanding of factors which affect the popularity of a sport • apply knowledge and understanding in order to analyse questions related to Olympic and Paralympic movements • construct well-informed and balanced arguments on matters concerned with performance enhancing drugs, benefits and drawbacks of hosting major sporting events • Group discussions and presenting information on hosting major sporting events and NGBs | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | **KS4:**   * Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport. * Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance * Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.   **KS3 curriculum links**:   * Lead healthy, active lives. * Take part in competitive sports and activities outside school through community links or sports clubs. | | |
| **2/3 tier vocabulary** | | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| Barrier; Solution; Engagement; Participation; Value; Initiative; Governing; PAMPERSS; Acceptability; Climate; Spectatorship; Motto; Creed; Economic; Sustainability; Emerging  [Hyperlink for Knowledge Organiser here](file:///T:\P.E\CURRICULUM%20PLANNING\KNOWLEDGE%20ORGANISERS\SPORT%20STUDIES\Exam\R051---Knowledge-Organisers.pdf) | | **Knowledge support** – commonly identified difficulties  Support students in understanding the differences and links between Sporting values and Sporting Initiatives; the differences between Sporting and Olympic and Paralympic values.  **Reading support -**Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. This is good practice and should be done for all reading tasks.  **support** - Writing frames for 4 mark and 8-mark questions slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence  **Skill** | **Opportunities for inclusion of challenging content –**   * Translated information for EAL students. * Extension tasks for higher ability students based on OCR Technical Level 3 Sport Studies   **Useful websites to stretch students**  Everlearner – [www.theeverlearner.co.uk](http://www.theeverlearner.co.uk) | **Read** – Teachers to select appropriate case studies to stretch high ability learners.  **Listen -** Select appropriate video tutorials from the Everlearner for students to listen to specific topic content.  **Watch** – Identify clips from YouTube linked to unit content | | | |

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| **Reducing the risk of sporting injury Lesson** | **Sequence of learning Lesson title, theme, big question.** | **Key Concepts/outcomes/knowledge and skills.**  **(Could also add lesson vocab here)** | **Assessment/ including specific content/ knowledge/skills tested.**  **Green= self-assess/Purple=improve** | **HWK. To be in books clearly marked** | **Furthering Cultural Capital.**  **&/or**  **Opportunities for reading** | **Recall of prior or future topics –** | **Lesson resources including hyperlink to supporting websites & individual lessons.**  **5xT+L essentials to be included in individual lessons,** |
| **Learning Outcome 1** | | | | | | | |
| **1** | **What User Groups Participate in Sport and How barriers affect user group participation** | **Knowledge:** DifferentUser groups linked to activities; Barriers to participation  **Skill:** Apply knowledge and understanding  **Key vocab** – emerging; suitability; Barrier; prevention | Discover **‘Activate’** task – link image to user group.  **Demonstrate Questions – self assess** | HW 1 - Everlearner – User Groups | <https://quizlet.com/gb/520682606/user-groups-and-barriers-to-sport-ocr-flash-cards/> | Barriers to participation | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%201%20-%20User%20Groups%20&%20Barriers) |
| **2** | **Bend it like Beckham Cast Study/Film – What Barriers did the girls face** | **Knowledge:** Barriers to participation  **Skill:** Apply knowledge and understanding  **Key vocab** – Barrier; prevention | Retention **‘Activate’** task – Complete the anagram for user groups and barriers.  **Demonstrate– self assess** | HW 2 – Everlearner – Barriers to participation | Bend it like Beckham Video/Case Study  <https://123tvstream.club/watch-bend-it-like-beckham-full-movie-online-on-fmovies-14803.html> | Solutions to barriers | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%202%20-%20Barriers-Bend%20it%20like%20Beckham) |
| **3** | **What solutions are there to prevent barriers to participation?** | **Knowledge:** Solutions for different barriers  **Skill** – Apply knowledge and understanding**;** Analyse and evaluate case studies.  **Key vocab –** Solution; support; Provision | Retention **‘Activate’** task from lesson 1 & 2  **Demonstrate– self assess**  **Extension Exam Question –** Teacher Assess | HW 3 - Everlearner –Solutions | Revision guide / Knowledge organiser  Further reading: <https://www.cdc.gov/physicalactivity/basics/adding-pa/barriers.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fphysicalactivity%2Feveryone%2Fgetactive%2Fbarriers.html> | Factors affecting popularity of sport | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%203%20-%20Solutions) |
| **4** | **What are the factors which affect the popularity of sport? (PAMPERSS)** | **Knowledge:** Factors affecting popularity of sport.  **Skill** – Apply knowledge and understanding  **Key vocab –** Factor; Popularity; Acceptability; Provision; Spectatorship | Retention **‘Activate’** task from lesson 1 - 3  Think, pair and share – popularity of Futsal  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 4 - Everlearner – Factors affecting participation | Revision guide / Knowledge organiser  <https://damianedwardspe.dudaone.com/factors-affecting-participation-in-physical-a> | Current Trends in Sport | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%204%20-%20Factors%20affecting%20Popularity%20of%20Sport) |
| **5** | **Current Trends in Sport** | **Knowledge:** Current Trends in Sport  **Skill** – Apply knowledge and understanding  **Key vocab –** Trend; emerging | Retention **‘Activate’** task from lesson 1 - 4  Think, pair and share – popularity of Futsal  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 5 - Everlearner – Current Trends | <https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/7> | Factors affecting popularity of sport 8-mark ASSESSMENT | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%205%20-%20Current%20Trends%20in%20Sport) |
| **6** | **LO1 Retrieval & 8 mark extended ASSESSMENT** | **Knowledge:** Factors affecting popularity of sport.  **Skill:** Analyse and evaluate. Writing an essay structure.  **Key vocab –** Factor; Popularity; Acceptability; Spectatorship | Retention **‘Activate’** task from lesson 1-4  8-mark teacher-assessed Qu  Discuss the factors affecting popularity of a specific sport. | HW 6 –  Growth of Emerging Sports | Revision guide / Knowledge organiser Thursday Booster | Improvement lesson | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%206%20&%207%20-%208%20mark%20assessment-improvement) |
| **7** | **LO1 Retrieval & 8 mark extended IMPROVEMENT** | **Knowledge:** Factors affecting popularity of sport.  **Skill:** Analyse and evaluate. Writing an essay structure.  **Key vocab –** Factor; Popularity; Acceptability; Provision; Spectatorship | Retention **‘Activate’** task from lesson 1-4  8-mark teacher-assessed Qu  Improve answer from feedback  Model answer provided | HW 7 –  Everlearner – Checkpoint 2 | Revision guide / Knowledge organiser Thursday Booster | Sporting Values | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%206%20&%207%20-%208%20mark%20assessment-improvement) |
| **Learning Outcome 2** | | | | | | | |
| **8** | **How do Sporting Values link to an improved society?** | **Knowledge:** Sporting Values  **Skill:** Apply knowledge and understanding  **Key vocab:** Value; Society | Retention **‘Activate’** task from LO1 content  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 8 –  Everlearner – Sporting Values | Revision guide / Knowledge organiser Thursday Booster  <https://www.bbc.co.uk/bitesize/guides/z93fg82/revision/2> | Olympism and Paralympism | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%208%20-%20Sporting%20Values) |
| **9** | **Olympism and Paralympism** | **Knowledge:** Olympic Values; Rings; Motto; Creed**;** Paralympic Values; Motto; Rings; Athletes  **Skill:** Apply knowledge and understanding  **Key vocab:** Paralympian; Creed; Motto | Retention **‘Activate’** task from Lesson 1 - 8 content  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 9 –  Everlearner – Olympic Movement | Revision guide / Knowledge organiser Thursday Booster  <http://www.differencebetween.net/miscellaneous/sports-miscellaneous/difference-between-the-olympics-and-paralympics/> | Sporting Initiatives | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%209%20-%20Olympic-Paralympic) |
| **10** | **How do sporting initiatives increase participation in sport?** | **Knowledge:** Sporting initiatives link to society  **Skill** – Analyse and evaluate case studies. Apply knowledge and understanding  **Key vocab –** Initiative | Retention **‘Activate’** task from Lesson 1 - 9 content  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 10 –  Everlearner – Sporting Initiative | Revision guide / Knowledge organiser Thursday Booster  <https://www.sportanddev.org/en/learn-more/disability/actors-involved-sport-disability/current-initiatives> | Etiquette and Sporting Behaviour | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2010%20-%20Sporting%20initiatives) |
| **11** | **Why etiquette and sporting behaviour is important in our society** | **Knowledge:** Etiquette and Sporting Behaviour  **Skill** – Group discussion and debate  **Key vocab –** Etiquette | Retention **‘Activate’** task from Lesson 1 - 10 content  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 11 –  Everlearner – Checkpoint 3 | Revision guide / Knowledge organiser <https://study.com/academy/lesson/fitness-sports-activities-etiquette.html> | Performance Enhancing Drugs | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2011%20-%20Sporting%20Etiquette%20&%20behaviour) |
| **12** | **Performance Enhancing Drugs. The affect on society and sport.** | **Knowledge:** PEDs  **Skill** – Apply knowledge and understanding. Group discussion and debate  **Key vocab –** Ethical; doping; reputation | Retention **‘Activate’** task from Lesson 1 - 11 content  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 12 –  Everlearner – Etiquette and Sporting Behaviour | Revision guide / Knowledge organiser <https://www.youtube.com/watch?v=4rUpX3QSPmw> | Performance Enhancing Drugs ASSESSMENT | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2012-PEDs) |
| **13** | **LO1 & LO2 Retrieval & 8 mark extended ASSESSMENT** | **Knowledge:** PEDs  **Skill** – Analyse and Evaluate. Written Essay Structure  **Key vocab –** Anabolic Steroid; Diuretics; Stimulant; Ethical; doping; reputation | LO1 & LO2 retrieval  8-mark teacher-assessed Qu | HW 13 –  Everlearner – PEDs video and questions | Revision guide / Knowledge organiser Thursday Booster | Performance Enhancing Drugs IMPROVEMENT | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2013-14%20-%208%20mark%20assessment%20and%20Improvement) |
| **14** | **LO1 & LO2 Retrieval & 8 mark extended IMPROVEMENT** | **Knowledge:** PEDs  **Skill** – Analyse and Evaluate. Written Essay Structure  **Key vocab –** Anabolic Steroid; Diuretics; Stimulant; Ethical; doping; reputation | LO1 & LO2 retrieval improvement  8-mark teacher-assessed Qu  Improve answer from feedback  Model answer provided | HW 14 –  Everlearner – WADA video and questions | Revision guide / Knowledge organiser Thursday Booster | Hosting Major Sporting Events | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2013-14%20-%208%20mark%20assessment%20and%20Improvement) |
| **Learning Outcome 3** | | | | | | | |
| **15** | **Why hosting major sporting events is important for society** | **Knowledge:** Hosting Major Sports Events  **Skill** – Apply knowledge and understanding.  **Key vocab –** Hosting; recurring; regular; one-off | Retention **‘Activate’** task from Lesson 1 - 14 content  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 15 –  Everlearner – Impact of PEDs video and questions | Revision guide / Knowledge organiser Thursday Booster | Benefits and Drawbacks of hosting | **Broaden & Connect** All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2015%20-%20Hosting%20major%20sporting%20events) |
| **16** | **Benefits and Drawbacks of hosting Major Events** | **Knowledge:** Benefits and Drawbacks  **Skill** – Group task and discussion  **Key vocab –** sustainability; economic; legacy | Retention **‘Activate’** task from Lesson 1 – 15 content  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 16 –  Everlearner – Checkpoint 4 | Revision guide / Knowledge organiser Thursday Booster | National Governing Bodies extended question | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2016%20%20Benefits%20&%20Drawbacks) |
| **17** | **LO1, LO2 & LO3 Retrieval & 8 mark extended ASSESSMENT** | **Knowledge:** Hosting Major Sports Events  **Skill** – Analyse and Evaluate. Written Essay Structure  **Key vocab –** Hosting; recurring; regular; one-off; sustainability; economic; environmental; legacy | LO1, LO2 & LO3 retrieval  8-mark teacher-assessed Qu | HW 17 –  Everlearner – Hosting Major Events video & questions | Revision guide / Knowledge organiser Thursday Booster | National Governing Bodies extended IMPROVEMENT | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2017-18%20-%208%20mark%20extended%20question%20and%20improvement) |
| **18** | **LO1, LO2 & LO3 Retrieval & 8 mark extended IMPROVEMENT** | **Knowledge:** PEDs  **Skill** – Analyse and Evaluate. Written Essay Structure  **Key vocab –** Anabolic Steroid; Diuretics; Stimulant; Ethical; doping; reputation | LO1, LO2 & LO3 retrieval improvement  8-mark teacher-assessed Qu  Improve answer from feedback  Model answer provided | HW 18 –  Everlearner – Benefits and drawbacks of Hosting Major Events | Revision guide / Knowledge organiser Thursday Booster | National Governing Bodies | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2017-18%20-%208%20mark%20extended%20question%20and%20improvement) |
| **Learning Outcome 4** | | | | | | | |
| **19** | **The role of National Governing Bodies in increasing participation** | **Knowledge:** NGBs  **Skill** – Apply knowledge and understanding  **Key vocab –** Governing | Retention **‘Activate’** task from Lesson 1 – 18 content  **Demonstrate Questions – self assess**  **Extension Exam Question –** Teacher Assess | HW 19 –  Everlearner – Checkpoint 5 | Revision guide / Knowledge organiser Thursday Booster | National Governing Bodies ASSESSMENT | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2019%20NGBs) |
| **20** | **The role of National Governing Bodies in increasing participation**  **ASSESSMENT** | **Knowledge:** NGBs  **Skill** – Analyse and Evaluate. Written Essay Structure  **Key vocab –** Governing | LO1, LO2, LO3 & LO4 retrieval  8-mark teacher-assessed Qu | HW 20 –  Everlearner – Role of NGBs questions & Video | Revision guide / Knowledge organiser Thursday Booster | National Governing Bodies IMPROVEMENT | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2020-21%20-%20NGB%208%20mark%20extended%20question) |
| **21** | **The role of National Governing Bodies in increasing participation**  **IMPROVEMENT** | **Knowledge:** NGBs  **Skill** – Analyse and Evaluate. Written Essay Structure  **Key vocab –** Governing | LO1, LO2, LO3 & LO4 retrieval  8-mark teacher-assessed Qu  Improve answer from feedback  Model answer provided | HW 21 –  Everlearner – Funding of NGBs video & questions | Revision guide / Knowledge organiser Thursday Booster | Revision | **Broaden & Connect** - All PPTs and resources for individual lessons [here](file:///T:\P.E\CURRICULUM%20PLANNING\OPTION%20LESSONS\Option%20Lessons\R051%20Sport%20Studies%20Exam\Lesson%2020-21%20-%20NGB%208%20mark%20extended%20question) |