

PE Curriculum Sequence – Key Stage 4

	KS4 National Curriculum prior learning	By the end of each term, students can:	<u>Year 10 Term 1A</u> Unit R185 Performance and leadership in sports activities Topic Area 1	<u>Year 10 Term 1B</u> Unit R185 Performance and leadership in sports activities Topic Area 2	<u>Year 10 Term 2A</u> Unit R185 Performance and leadership in sports activities Topic Area 3	<u>Year 10 Term 2B</u> Unit R185 Performance and leadership in sports activities Topic Area 4	<u>Year 10 Term 3A</u> Unit R185 Performance and leadership in sports activities Topic Area 5	<u>Year 10 Term 3B</u> Unit R186 Sport and the Media Topic Area 1	<u>Year 11 Term 1A</u> Unit R186 Sport and the Media Topic Area 2 and 3	<u>Year 11 Term 1B</u> Unit R184 Contemporary issues in sport. Topic Area 1 and 2	<u>Year 11 Term 2A</u> Unit R184 Contemporary issues in sport. Topic Area 3 and 4
What we want our students to know and remember	Warm up routines Components of fitness Knowledge of skill drills Developing tactics and strategies in performance Types of training demonstrating leadership qualities in PE lessons.	Define the key tier 3 vocabulary:	Skills Techniques Creativity Tactics Strategies Compositional ideas Decision making Management/maintenance of own performance	Skills Techniques Creativity Tactics Strategies Compositional ideas Decision making Management/maintenance of own performance	Venue Equipment Timing Supervision Contingency plan Risk assessment Corrective action Emergency procedures Risk assessments Hazards First aid emergency procedures	Skill Technique development Progression differentiation Safe practice Adaptability Reliability Democratic Autocratic Laissez-faire Proactive Reactive Adaptability Communication Verbal Non verbal Confidence Creativity	Skill Technique development Progression differentiation Safe practice Adaptability Reliability Democratic Autocratic Laissez-faire Proactive Reactive Adaptability Communication Verbal Non verbal Confidence Creativity	Subscriptions Satellite Freeview Streaming Print Broadcast Traditional Twitter Facebook Instagram YouTube Twitch Tablets Smart phones/iPhones Accounts Networking Promotion Freeview Satellite Subscriptions Traditional Newer technologies Pay-per-view Smart TV Podcasts iTunes Amazon Music Spotify BBC Broadsheet Tabloid Supplements Magazine Fanzine Subscriptions Autobiography Generational	Exposure Coverage Influencers Barriers Solutions Participation Initiatives NGB Demographic Health Fitness Wellness Zoom Tik Tok Remote Pandemic Recession Revenue Emerging Minority Exposure Education Revenue Bidding Subscriptions Sponsorship Subscribers Commercial Investors Agents Merchandising Pay-per-view Gambling Controversial Unethical Supplements Wages Lucrative	User groups Economically disadvantaged Disposable income Activity provision Promotion Environment Climate Provision of facilities Social acceptability Emerging sport Team spirit Citizenship Tolerance and respect Inclusion National pride Creed Symbol Values Initiatives Campaigns Etiquette Sporting behaviour Sportsmanship Gamesmanship Etiquette Appropriate behaviour Inappropriate behaviour Performance enhancing drugs Whereabouts rule Testing methods Sanctions	Regular Scheduling Major sporting event One-off Regular and recurring Bidding Infrastructure Commercial Investment Social infrastructure Social cohesion National morale Direct tourism Indirect tourism Relegation Infrastructure Terrorism Legacy International profile/status Infrastructure Debt Scandals National Governing Bodies Performance pathway
			<u>Year 11 Term 2B</u> Unit R184 Contemporary	<u>Year 11 Term 3A</u> Unit R184 Contemporary issues							

			issues in sport. Topic Area 5	in sport. Revision							
			User groups Economically disadvantaged Disposable income Activity provision Promotion Environment Climate Provision of facilities Social acceptability Emerging sport Team spirit Citizenship Tolerance and respect Inclusion National pride Creed Symbol Values Initiatives Campaigns Etiquette Sporting behaviour Sportsmanship Gamesmanship Etiquette Appropriate behaviour Inappropriate behaviour Performance enhancing drugs Whereabouts rule Testing methods Sanctions	Regular Scheduling Major sporting event One-off Regular and recurring Bidding Infrastructure Commercial Investment Social infrastructure Social cohesion National morale Direct tourism Indirect tourism Relegation Infrastructure Terrorism Legacy International profile/status Infrastructure Debt Scandals National Governing Bodies Performance pathway			.				
	Reducing the risk of sports injury Designing coaching	Recall the knowledge:	<u>Year 10 Term 1A</u> Unit R185 Performance and leadership in sports activities Topic Area 1	<u>Year 10 Term 1B</u> Unit R185 Performance and leadership in sports activities Topic Area 2	<u>Year 10 Term 2A</u> Unit R185 Performance and leadership in sports activities Topic Area 3	<u>Year 10 Term 2B</u> Unit R185 Performance and leadership in sports activities Topic Area 4	<u>Year 10 Term 3A</u> Unit R185 Performance and leadership in sports activities Topic Area 5	<u>Year 10 Term 3B</u> Unit R186 Sport and the Media Topic Area 1	<u>Year 11 Term 1A</u> Unit R186 Sport and the Media Topic Area 2 and 3	<u>Year 11 Term 1B</u> Unit R184 Contemporary issues in sport. Topic Area 1 and 2	<u>Year 11 Term 2A</u> Unit R184 Contemporary issues in sport. Topic Area 3 and 4

	session Demonstrating practical skills Leadership		<p>How do we warm up for exercise? Recall muscle names and locations How have your teachers planned your lessons to be safe? What type of things have impacted upon the safety of your PE lessons in KS3?</p>	<p>Recall different fitness needs based on the sports covered in KS3 Remember from online learning the components of fitness and the requirements in sport Recall the teaching and learning of different skills in different activities.</p>	<p>Why/how do we ensure practical lessons are safe and equipment is safe to use? How can we ensure drills and practices are progressive? What is an effective cool down?</p>	<p>Can you demonstrate the safe practice when coaching a group of students? Can you adapt your coaching session to suit all abilities in your group? Have your group warmed up and cooled down effectively?</p>	<p>Can you effectively evaluate your own performance leading a coaching session? Can you identify areas of strength? Can you identify areas for development?</p>	<p>Can you distinguish between different media sources and how they cover sport?</p>	<p>Can you explain positive relationship between the media and sport?</p>	<p>How do we warm up for exercise? Recall muscle names and locations How have your teachers planned your lessons to be safe? What type of things have impacted upon the safety of your PE lessons in KS3?</p>	<p>Recall different fitness needs based on the sports covered in KS3 Remember from online learning the components of fitness and the requirements in sport Recall the teaching and learning of different skills in different activities.</p>
			<p><u>Year 11 Term 2B</u> <u>Unit R184</u> <u>Contemporary issues in sport.</u> <u>Topic Area 5</u></p>	<p><u>Year 11 Term 3A</u> Unit R184 Contemporary issues in sport. Revision</p>							
			<p>Can you identify different user groups who participate in sport? Can you identify possible barriers which affect participation in sport? Can you suggest possible solutions to the barriers which affect participation in sport? Which factors which can positively and negatively impact upon the popularity of sport in the UK? What are the emerging/new</p>	<p>What are the features of a major sports event? What are the positive and negative pre-event aspects of hosting a major sporting event? What are the positive and negative aspects to hosting a major sporting event? What are the different national governing bodies?</p>							

			sports in the UK? Which Sporting values can be promoted through sport? Can you explain the Olympic and Paralympic movement? Give a range of sporting initiatives and Campaigns. Discuss the importance of etiquette and sporting behaviour. The use of performance enhancing drugs.								
What we want our students to do	Be able to lead a warm up / cool down and explain the benefits	Demonstrate excellence in these skills:	<u>Year 10 Term 1A</u> Unit R185 Performance and leadership in sports activities Topic Area 1	<u>Year 10 Term 1B</u> Unit R185 Performance and leadership in sports activities Topic Area 2	<u>Year 10 Term 2A</u> Unit R185 Performance and leadership in sports activities Topic Area 3	<u>Year 10 Term 2B</u> Unit R185 Performance and leadership in sports activities Topic Area 4	<u>Year 10 Term 3A</u> Unit R185 Performance and leadership in sports activities Topic Area 5	<u>Year 10 Term 3B</u> Unit R186 Sport and the Media Topic Area 1	<u>Year 11 Term 1A</u> Unit R186 Sport and the Media Topic Area 2 and 3	<u>Year 11 Term 1B</u> Unit R184 Contemporary issues in sport. Topic Area 1 and 2	<u>Year 11 Term 2A</u> Unit R184 Contemporary issues in sport. Topic Area 3 and 4

	Be able to explain how sports leaders can effectively plan and deliver coaching sessions. Describe the leadership qualities and state where they can be demonstrated										
			1: Key components of performance 1.1 Performance in two selected activities 1.2 Participating in your activities 1.3 Decision-making during performance 1.4 Managing and maintaining performance in individual activities 1.5 Your role and contribution to team activities	2: Applying practice methods to support improvement in a sporting Activity 2.1 Strengths and weaknesses of sports performance 2.1.1 Key components for assessing strengths and weaknesses in an activity	3: Organising and planning a sports activity session 3.1 Organisation of a sports activity session 3.1.1 Appropriate venue <ul style="list-style-type: none">• Location• Size• Weather 3.1.2 Equipment <ul style="list-style-type: none">• Type• Amount required 3.1.3 Timing <ul style="list-style-type: none">• Appropriate• Allowing for progression 3.1.4 Supervision <ul style="list-style-type: none">• Number of participants• Size of groups 3.1.5 Contingency plan 3.2. Safety considerations when planning a sports activity session 3.2.1 Risk assessment and corrective action: <ul style="list-style-type: none">• Activity-specific risks 3.2.2 Checking of equipment 3.2.3 Basic first aid and child protection 3.2.4 Emergency procedures	4: Leading a sports activity session 4.1 Organisation of a sports activity session 4.1.1 Safe practice 4.1.2 Timing 4.1.3 Adaptability 4.1.3 Reliability 4.2 Leading a sports activity session 4.2.1 Leading a sports activity session	5: Reviewing your own performance in planning and leading a sports activity session 5.1 Review your leadership of a sports activity session 5.1.1 Planning 5.1.2 Leading 5.1.3 Improvements that could be made 5.1.4 Opportunities to develop leadership skills in the future	TA1: 1: The different sources of media that cover sport 1.1 Distinguish between different media sources and how they cover sport 1.1.1 Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want 1.1.2 Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources: 1.1.3 Print media sources and their role as traditional media sources in comparison to other media sources	TA2: 2 Positive effects of the media in sport 2.1 The positive relationship between the media and sport 2.1.1 Participation 2.1.2 Raising profile of the sport 2.2.1 Education 2.2.2 Revenue TA3: 3 Negative effects of the media in sport 3.1 A range of negative effects of the media on sport in relation to spectators and live sport 3.1.1 External factors affecting decline in live spectatorship 3.1.2 Ethical appropriateness of sponsors 3.1.3 How the media is assisting a widening wealth divide in sport 3.1.4 Impact of wider global issues on sport/performers and spectators 3.1.5 Media demands affecting sport fixture scheduling 3.2 Negative impacts of the media on sports and sports performers 3.2.1 Coverage of inappropriate behaviour: On-field Off-field 3.2.2 Rejection of sporting heroes 3.2.3 Scrutiny and criticism of participants: Performers Officials Leaders 3.2.4 Increased pressure on athletes to look a certain way and links to mental health	TA1: 1: Issues which affect participation in sport 1.1 User groups 1.2 Possible barriers 1.3 Possible barrier solutions 1.4 Factors which can positively and negatively impact on the popularity of sport in the UK 1.5 Emerging/ new sports in the UK TA2: 2: The role of sport in promoting values 2.1 Sport values 2.2 The Olympic and Paralympic movement 2.3 Sporting values, initiatives, and campaigns 2.4 The importance of etiquette and sporting behaviour 2.4.1 The importance of etiquette and sporting behaviour of performers 2.4.2 The importance of etiquette AND sporting behaviour of spectators 2.5 The use of Performance Enhancing Drugs (PEDs) in sport	TA3: 3: The implications of hosting a major sporting event for a city or country 3.1 The features of a major sporting event 3.2 Positive and negative pre-event aspects of hosting a major sporting event 3.3 Potential positive and negative aspects of hosting a major sporting event 3.3.1 During the event 3.3.2 Immediate and longer term positive post-event TA4: : The role National Governing Bodies (NGBs) play in the development of their sport 4.1 National Governing Bodies (NGBs)

			Year 11 Term 2B Unit R184 Contemporary issues in sport. Topic Area 5	Year 11 Term 3A Unit R184 Contemporary issues in sport. Revision							
			TA5: 5.1 The role of technology in sport 5.2 Positive and negative effects of the use of technology in sport 5.2.1 Positive 5.2.2 Negative 5.2.3 Positive and negative effects of technology on the spectator experience	R180 Revision of TA1, 2, 4 & 5							
			Year 10 Term 1A Unit R185 Performance and leadership in sports activities Topic Area 1	Year 10 Term 1B Unit R185 Performance and leadership in sports activities Topic Area 2	Year 10 Term 2A Unit R185 Performance and leadership in sports activities Topic Area 3	Year 10 Term 2B Unit R185 Performance and leadership in sports activities Topic Area 4	Year 10 Term 3A Unit R185 Performance and leadership in sports activities Topic Area 5	Year 10 Term 3B Unit R186 Sport and the Media Topic Area 1	Year 11 Term 1A Unit R186 Sport and the Media Topic Area 2 and 3	Year 11 Term 1B Unit R184 Contemporary issues in sport. Topic Area 1 and 2	Year 11 Term 2A Unit R184 Contemporary issues in sport. Topic Area 3 and 4
			Task 2 – Apply practice methods to support improvement in a sporting activity. You will need to be able to give the junior performers at the after-school sports club feedback and guidance to help them improve their skills. You decide to review your own performance in preparation for this. Your task is to identify the strengths and weaknesses of your skills in one of your selected activities. You must: • Review your own skills performance • Suggest realistic	TA1: Topic Area 1 is assessed in this task. You want to develop your ability in two different sporting activities suitable for after-school clubs. The activities, which should be selected from the Approved Activity list (see the OCR website), can be: • individual • team • a combination of individual and team. Your task is to participate in sessions for both of your chosen activities, in order to develop your own ability. You must: Demonstrate the key components of performance for at least one school	Task 3 – Organising and planning a sports activity session Your task is to produce a plan that includes a range of key considerations. This must also include any relevant safety considerations for your activity. You must: • Create a plan for your selected sporting activity. Your plan must take into account the organisation, safety and objectives of the activity. (Please find a template at the end of the assignment). • Complete an effective risk assessment that takes into account safety considerations.	Task 4 – Leading a sports activity session You have planned your session and the students have arrived. Your teacher is going to observe your session and help you if necessary. Your task is to show your ability to lead the planned sporting activity. You must: • Follow your plan from Task 3 and show flexibility with your approach • Demonstrate effective leadership and communication skills, and ensure you follow safety considerations in	Task 5 – Reviewing your own performance in planning and leading a sports activity session. You have been asked to evaluate how the sports activity session went and how it could be improved for the future. Your task is to present your evaluation to the coach who manages the after-school sports club. You must: • Describe what went well and not so well • Discuss how you adapted your plan • Describe how your plan could be improved if the process was to be	Task 1 – Media coverage of sport You have been asked by your sports club to help investigate how the club can use the media for their events. Your task is to research media sources relevant to the sporting activity your club is involved in and how your club uses them. You must: • Research a variety of digital and social media sources and traditional print and broadcast media	Task 2 – Positive effects of the media in sport Your sports club has been awarded a National Lottery grant of £10,000 to raise its profile. They want to know how they can promote themselves better as a club to attract new participants, possible sponsors, as well as sharing events and club information with a wider audience. Your task is to gather more information about the positive effects that media can have on your club's sporting activity and evaluate its effect. You have to provide this information to share at your next club meeting. You do not	Task 1 Please begin the unit by asking students (in groups) to list different user groups who participate in sport? Which user groups have they listed compared with those on the specification? A description for each user group Members of their own family and which user groups they would belong to which user group/s they belong to. If a person could belong to more than one user group, how many could someone belong to? In pairs/small groups ask students to list why they think there is a barrier to participating in sport	Task 3 To cover this area, students could discuss and define the following terms with reference to examples from sport and scheduling: • regular sporting event • one-off sporting event • regular and recurring sporting event. Students could base their research on case studies of countries who have bid for major sporting events, for example Olympics London 2012, Tokyo 2020, Birmingham 2022 Commonwealth Games. Positive and negative pre-event aspects of hosting a major sporting event. Students could link to events that have happened over the summer break. Students could look at the legacy left from

			<p>ways to improve two skills in one of your selected activities</p> <ul style="list-style-type: none">• Apply these suggestions practically over a meaningful number of sessions and measure any improvement achieved. The number of sessions will depend on the selected skills for improvement	<p>term, in your two activities</p> <ul style="list-style-type: none">• Demonstrate the ability to develop your own skills in BOTH activities• Ask your teacher to complete a Teacher Observation Record for this task.	<p>(There is a risk assessment form at the end of this assignment).</p>	<p>your session</p> <ul style="list-style-type: none">• Demonstrate effective organisational skills• Ask your teacher to complete a Teacher Observation Record for this task to confirm:<ul style="list-style-type: none"><input type="checkbox"/> you used your plan and risk assessment completed in Task 3<input type="checkbox"/> you lead this sports activity session	<p>repeated in future. The evidence for this task must be in the form of a written report.</p>	<p>that cover the sporting activity that your sports club is involved with.</p> <ul style="list-style-type: none">• Compare the different sources of media for improving information distribution and sport coverage for spectators for the sporting activity that your club is involved with.• Identify how your club and its sporting activity could use these different media sources.• Demonstrate how using the relevant media sources you have identified can improve your club's engagement with their spectators.• Recommend the most effective sources of the media to distribute information to spectators about your club's sporting activity.	<p>necessarily have to 'present' this information yourself, so it must be suitable and detailed enough that someone else could. You must research positive effects that the media can have on your club's sporting activity and provide examples from the media which will include:</p> <ul style="list-style-type: none">• The relationship between your club's sporting activity and the media.• How your sports club and the media use each other to promote themselves and increase sponsorship revenue.• How the media can promote the links between your sports club and the health and fitness industry.• A recommendation that explains how the club could raise its profile through the use of the media by using their lottery grant. <p>Task 3 – Negative effects of the media in sport</p> <p>Your sports club wants to educate their younger players on the negative effects of the media in sport. Your task is to research and gather information about the negative effects that the media can have on your club's sporting activity and its participants. Your information will be used by the club to</p>	<p>for each of these groups. Are there any specific barriers for each of the user groups?</p> <p>The solutions to barriers which affect participation in sport. For each user group ask students to add a solution to the barriers they have identified for each user group:</p> <p>Students could debate/discuss how each factor could have a positive and/or negative impact on the popularity of sport in the UK. Students could produce a list and include detail of why the sport is considered emerging/new in the UK</p> <p>Task 2</p> <p>Class discussion: what values can be promoted through sport?</p> <p>Ask students to research:</p> <ul style="list-style-type: none">• The Olympic creed. What do they think it means and why is it an important part of the Olympics?• The Olympic symbol and the meaning behind it.• The value of the Olympics and Paralympics. Ask students to research and discuss other initiatives and events which promote values through sport (e.g. FIFA's 'Football for Hope' campaign, ECB's 'Chance to	<p>hosting the London 2012 Olympics. Immediate and longer term negative post-event. Students could look at the legacy left from hosting the London 2012 Olympics.</p> <p>Task 4</p> <p>Students discuss what a National Governing Body (NGB) is. Research examples from different sports.</p>
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								help them to better understand why they may wish to invest in some areas of the media over others. You must research negative effects and provide local and national examples from the media which will include: <ul style="list-style-type: none">• Negative effects in relation to spectators and live performance for your club's sporting activity.• Ethical issues surrounding the use of media in your club's sporting activity.• Effects of the media on your club's sporting activity and its participants.	Shine' programme). Students could research what the following terms mean: <ul style="list-style-type: none">•etiquette•sportsmanship•gamesmanship Students could: <ul style="list-style-type: none">•research examples of appropriate and inappropriate spectator behaviour•discuss why appropriate behaviour is important. Students could look at the role of the World Anti-Doping Agency (WADA)	
			<u>Year 11 Term 2B</u> <u>Unit R184</u> <u>Contemporary issues in sport.</u> <u>Topic Area 5</u>	<u>Year 11 Term 3A</u> Unit R184 Contemporary issues in sport. Revision						
			Task 5: Students could discuss the role of technology in a sport of their choice. They could prepare a presentation on the following points: <ul style="list-style-type: none">• enhance performance – students could include wearable, field-based and laboratory technology• increase safety of participants – this could include both while performing, training and rehabilitation of injuries, recovery rate following	R180 Revision of TA1, 2, 4 & 5						

			participation <ul style="list-style-type: none">• increase fair play and accuracy of officiating – this could include field-based technology, as well as replay technology.								
Key assessment questions:			<u>Year 10 Term 1A</u> Unit R185 Performance and leadership in sports activities Topic Area 1	<u>Year 10 Term 1B</u> Unit R185 Performance and leadership in sports activities Topic Area 2	<u>Year 10 Term 2A</u> Unit R185 Performance and leadership in sports activities Topic Area 3	<u>Year 10 Term 2B</u> Unit R185 Performance and leadership in sports activities Topic Area 4	<u>Year 10 Term 3A</u> Unit R185 Performance and leadership in sports activities Topic Area 5	<u>Year 10 Term 3B</u> Unit R186 Sport and the Media Topic Area 1	<u>Year 11 Term 1A</u> Unit R186 Sport and the Media Topic Area 2 and 3	<u>Year 11 Term 1B</u> Unit R184 Contemporary issues in sport. Topic Area 1 and 2	<u>Year 11 Term 2A</u> Unit R184 Contemporary issues in sport. Topic Area 3 and 4
			Task 2 – Apply practice methods to support improvement in a sporting activity. You will need to be able to give the junior performers at the after-school sports club feedback and guidance to help them improve their skills. You decide to review your own performance in preparation for this. Your task is to identify the strengths and weaknesses of your skills in one of your selected activities. You must: <ul style="list-style-type: none">• Review your own skills performance• Suggest realistic ways to improve two skills in one of your selected	TA1: Topic Area 1 is assessed in this task. You want to develop your ability in two different sporting activities suitable for after-school clubs. The activities, which should be selected from the Approved Activity list (see the OCR website), can be: <ul style="list-style-type: none">• individual• team• a combination of individual and team. Your task is to participate in sessions for both of your chosen activities, in order to develop your own ability. You must: Demonstrate the key components of performance for at least one school term, in your two activities <ul style="list-style-type: none">• Demonstrate the	Task 3 – Organising and planning a sports activity session Your task is to produce a plan that includes a range of key considerations. This must also include any relevant safety considerations for your activity. You must: <ul style="list-style-type: none">• Create a plan for your selected sporting activity. Your plan must take into account the organisation, safety and objectives of the activity. (Please find a template at the end of the assignment). <ul style="list-style-type: none">• Complete an effective risk assessment that takes into account safety considerations. (There is a risk assessment form	Task 4 – Leading a sports activity session You have planned your session and the students have arrived. Your teacher is going to observe your session and help you if necessary. Your task is to show your ability to lead the planned sporting activity. You must: <ul style="list-style-type: none">• Follow your plan from Task 3 and show flexibility with your approach• Demonstrate effective leadership and communication skills, and ensure you follow safety considerations in your session• Demonstrate effective	Task 5 – Reviewing your own performance in planning and leading a sports activity session. You have been asked to evaluate how the sports activity session went and how it could be improved for the future. Your task is to present your evaluation to the coach who manages the after-school sports club. You must: <ul style="list-style-type: none">• Describe what went well and not so well• Discuss how you adapted your plan• Describe how your plan could be improved if the process was to be repeated in future. The evidence for this task must be	Task 1 – Media coverage of sport You have been asked by your sports club to help investigate how the club can use the media for their events. Your task is to research media sources relevant to the sporting activity your club is involved in and how your club uses them. You must: <ul style="list-style-type: none">• Research a variety of digital and social media sources and traditional print and broadcast media that cover the sporting activity that your sports club is involved with.	Task 2 – Positive effects of the media in sport Your sports club has been awarded a National Lottery grant of £10,000 to raise its profile. They want to know how they can promote themselves better as a club to attract new participants, possible sponsors, as well as sharing events and club information with a wider audience. Your task is to gather more information about the positive effects that media can have on your club's sporting activity and evaluate its effect. You have to provide this information to share at your next club meeting. You do not necessarily have to 'present' this information yourself,	Task 1 Please begin the unit by asking students (in groups) to list different user groups who participate in sport? Which user groups have they listed compared with those on the specification? A description for each user group Members of their own family and which user groups they would belong to which user group/s they belong to. If a person could belong to more than one user group, how many could someone belong to? In pairs/small groups ask students to list why they think there is a barrier to participating in sport for each of these groups. Are there any	Task 3 To cover this area, students could discuss and define the following terms with reference to examples from sport and scheduling: <ul style="list-style-type: none">• regular sporting event• one-off sporting event• regular and recurring sporting event. Students could base their research on case studies of countries who have bid for major sporting events, for example Olympics London 2012, Tokyo 2020, Birmingham 2022 Commonwealth Games. Positive and negative pre-event aspects of hosting a major sporting event. Students could link to events that have happened over the summer break. Students could look at the legacy left from hosting the London 2012 Olympics. Immediate and longer

			<p>activities</p> <ul style="list-style-type: none">• Apply these suggestions practically over a meaningful number of sessions and measure any improvement achieved. The number of sessions will depend on the selected skills for improvement	<p>ability to develop your own skills in BOTH activities</p> <ul style="list-style-type: none">• Ask your teacher to complete a Teacher Observation Record for this task.	<p>at the end of this assignment).</p>	<p>organisational skills</p> <ul style="list-style-type: none">• Ask your teacher to complete a Teacher Observation Record for this task to confirm:<ul style="list-style-type: none">□ you used your plan and risk assessment completed in Task 3□ you lead this sports activity session	<p>in the form of a written report.</p>	<ul style="list-style-type: none">• Compare the different sources of media for improving information distribution and sport coverage for spectators for the sporting activity that your club is involved with.• Identify how your club and its sporting activity could use these different media sources.• Demonstrate how using the relevant media sources you have identified can improve your club's engagement with their spectators.• Recommend the most effective sources of the media to distribute information to spectators about your club's sporting activity.	<p>so it must be suitable and detailed enough that someone else could. You must research positive effects that the media can have on your club's sporting activity and provide examples from the media which will include:</p> <ul style="list-style-type: none">• The relationship between your club's sporting activity and the media.• How your sports club and the media use each other to promote themselves and increase sponsorship revenue.• How the media can promote the links between your sports club and the health and fitness industry.• A recommendation that explains how the club could raise its profile through the use of the media by using their lottery grant. <p>Task 3 – Negative effects of the media in sport</p> <p>Your sports club wants to educate their younger players on the negative effects of the media in sport. Your task is to research and gather information about the negative effects that the media can have on your club's sporting activity and its participants. Your information will</p>	<p>specific barriers for each of the user groups?</p> <p>The solutions to barriers which affect participation in sport. For each user group ask students to add a solution to the barriers they have identified for each user group:</p> <p>Students could debate/discuss how each factor could have a positive and/or negative impact on the popularity of sport in the UK. Students could produce a list and include detail of why the sport is considered emerging/new in the UK</p> <p>Task 2</p> <p>Class discussion: what values can be promoted through sport? Ask students to research:</p> <ul style="list-style-type: none">• The Olympic creed. What do they think it means and why is it an important part of the Olympics?• The Olympic symbol and the meaning behind it.• The value of the Olympics and Paralympics. Ask students to research and discuss other initiatives and events which promote values through sport (e.g. FIFA's 'Football for Hope' campaign,	<p>term negative post-event. Students could look at the legacy left from hosting the London 2012 Olympics.</p> <p>Task 4</p> <p>Students discuss what a National Governing Body (NGB) is. Research examples from different sports.</p>
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								<p>be used by the club to help them to better understand why they may wish to invest in some areas of the media over others.</p> <p>You must research negative effects and provide local and national examples from the media which will include:</p> <ul style="list-style-type: none">• Negative effects in relation to spectators and live performance for your club's sporting activity.• Ethical issues surrounding the use of media in your club's sporting activity.• Effects of the media on your club's sporting activity and its participants.	<p>ECB's 'Chance to Shine' programme). Students could research what the following terms mean:</p> <ul style="list-style-type: none">•etiquette•sportsmanship•gamesmanship <p>Students could:</p> <ul style="list-style-type: none">•research examples of appropriate and inappropriate spectator behaviour•discuss why appropriate behaviour is important. <p>Students could look at the role of the World Anti-Doping Agency (WADA)</p>	
		<p><u>Year 11 Term 2B</u> <u>Unit R184</u> <u>Contemporary issues in sport.</u> <u>Topic Area 5</u></p>	<p><u>Year 11 Term 3A</u> Unit R184 Contemporary issues in sport. Revision</p>							

Task 5

Students could discuss the role of technology in a sport of their choice.

They could prepare a presentation on the following points:

- enhance performance – students could include wearable, field-based and laboratory technology
- increase safety of participants – this could include both while performing, training and rehabilitation of injuries, recovery rate following participation
- increase fair play and accuracy of officiating – this could include field-based technology, as well as replay technology.

R180 Revision of
TA1, 2, 4 & 5

Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 National Curriculum if applicable / KS4 qualification specification?	Year 10 Term 1A Unit R185 Performance and leadership in sports activities Topic Area 1	Year 10 Term 1B Unit R185 Performance and leadership in sports activities Topic Area 2	Year 10 Term 2A Unit R185 Performance and leadership in sports activities Topic Area 3	Year 10 Term 2B Unit R185 Performance and leadership in sports activities Topic Area 4	Year 10 Term 3A Unit R185 Performance and leadership in sports activities Topic Area 5	Year 10 Term 3B Unit R186 Sport and the Media Topic Area 1	Year 11 Term 1A Unit R186 Sport and the Media Topic Area 2 and 3	Year 11 Term 1B Unit R184 Contemporary issues in sport. Topic Area 1 and 2	Year 11 Term 2A Unit R184 Contemporary issues in sport. Topic Area 3 and 4
			You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations.	In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.	In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.	You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations.	You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations	In this unit you will learn to explore both sides of these media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. You will develop your ability to evaluate and interpret the different ways sport is represented by the media.	In this unit you will learn to explore both sides of these media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. You will develop your ability to evaluate and interpret the different ways sport is represented by the media.	By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.	In this unit you will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport
			Year 11 Term 2B Unit R184 Contemporary issues in sport. Topic Area 5	Year 11 Term 3A Unit R184 Contemporary issues in sport. Revision							

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