



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

PE

INTENT

"You miss 100 percent of the shots you don't take." - **Wayne Gretzky**

The curriculum area of Physical Education aims to give all students the desire and ability to be lifelong participants in physical activity. Innovative and exciting lessons will create informed and enthused students who will possess the motor skills, physical fitness and understanding of concepts that foster healthy lifestyles. Leadership and autonomy will be promoted, as will competition with due consideration for fair play and sportsmanship. The curriculum has always been designed to promote clear differences in Physical Education, School Sport and Physical Activity.

The PE pathway program will now be focussed around 'Physical Education' and the theoretical knowledge that is used to underpin different industries.



YEAR GROUP

YEAR 10 – CAMBRIDGE NATIONAL

RATIONAL / NARRATIVE

The aim of this course is to encourage students to:

- 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.
- 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.
- Explore the relationship that media has with sport and understand how linked they are. The relationship to real world examples and the different ways in which sport and the media represent each other will be applied.

TERM KNOWLEDGE

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>R186: Sport and the media</p> <p>Topic Area 1: The different sources of media that cover sport</p> <p>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</p> <p>1.1.2 Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media source</p> <p>1.1.3 Print media sources and their role as traditional media sources in comparison to other media sources:</p>	<p>Topic Area 2: Positive effects of the media in sport</p> <p>2.1 The positive relationship between the media and sport</p> <p>2.1.1 Participation</p> <p>2.1.2 Raising profile of the sport</p> <p>2.2 Positive impacts of the media in sport</p> <p>2.2.1 Education</p> <p>2.2.2 Revenue:</p>	<p>Topic Area 3: Negative effects of the media in sport</p> <p>3.1 A range of negative effects of the media on sport in relation to spectators and live sport</p> <p>3.1.1 External factors affecting decline in live spectatorship</p> <p>3.1.2 Ethical appropriateness of sponsors</p> <p>3.1.3 How the media is assisting a widening wealth divide in sport</p> <p>3.1.4 Impact of wider global issues on sport/performers and spectators</p> <p>3.1.5 Media demands affecting sport fixture scheduling</p> <p>3.2 Negative impacts of the media on sports and sports performers</p> <p>3.2.1 Coverage of inappropriate behaviour</p> <p>3.2.2 Rejection of sporting heroes</p>	<p>Unit R185: Performance and leadership in sports activities</p> <p>Topic Area 1: Key components of performance</p> <p>1.1 Performance in two selected activities</p> <p>1.2 Participating in your activities</p> <p>1.3 Decision-making during performance</p> <p>1.4 Managing and maintaining performance in individual activities</p> <p>1.5 Your role and contribution to team activities</p>	<p>Topic Area 2: Applying practice methods to support improvement in a sporting activity</p> <p>2.1 Strengths and weaknesses of sports performance</p> <p>2.2 Methods to improve performance</p> <p>2.3 Measuring improvement in performance</p>	<p>Topic Area 3: Organising and planning a sports activity session</p> <p>3.1 Organisation of a sports activity session</p> <p>3.2. Safety considerations when planning a sports activity session</p> <p>3.3 Objectives to meet the needs of the group</p> <p>Topic Area 4: Leading a sports activity session</p> <p>4.1 Organisation of a sports activity session</p> <p>4.2 Leading a sports activity session</p> <p>Topic Area 5: Reviewing your own performance in planning and leading a sports activity session</p> <p>5.1 Review your leadership of a sports activity session</p>



SKILLS ASSESSMENT			3.2.3 Scrutiny and criticism of participants 3.2.4 Increased pressure on athletes to look a certain way and links to mental health			
	Students will explore both sides of these media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. Students will develop their ability to evaluate and interpret the different ways sport is represented by the media.			How to develop skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader students will have the opportunity to plan, lead and review safe and effective sporting activity sessions.		
HOME LEARNING TIER 2 VOCABULARY TIER 3 VOCABULARY	Task 1 – Media coverage of sport	Marking point 2: Assignment set from exam board Task 2 – Positive effects of the media in sport	Task 3 – Negative effects of the media in sport	Assesses students' practical skills in two selected sports. Students will undertake a period of designated time practicing, performing and improving their skills in both activities. Marking point 1: Assignment set from exam board.	Assesses students' review of their own skills performance, and their identified method(s) for improvement in two skills for one selected sporting activity (activity). They will apply these practically to a number of sessions and measure any improvement.	Task 3: Assesses students' planning and understanding of activity sessions Task 4: Assesses students' leading of their planned activity session Task 5: Assesses students' evaluation of planned activity session. Marking point 3: Assignment set from exam board.
	HWK 1: - Online quiz retrieval HWK 2: Online quiz retrieval HWK 3: Online quiz retrieval	HWK 1: - Online quiz retrieval HWK 2: Online quiz retrieval HWK 3: Online quiz retrieval	HWK 1: - Online quiz retrieval HWK 2: Online quiz retrieval HWK 3: Online quiz retrieval	Research of sporting examples to support coursework	Research of sporting examples to support coursework	Research of sporting examples to support coursework
Explain ACKNOWLEDGE Suggest	Criteria Evaluate Apply	Correspond Acquire Evaluate	Assume Similar Source	Specific Explain Evaluate	Demonstrate Evaluate Assess	
Emerging sport Access Competition	Pressure Scrutiny Attendance	Pandemic Gamesmanship Deviance	Technique Tactic Strategy Transferable	Progressive Quantitative Monitoring	Probability Procedures Competent	



PSPSMC, BRITISH VALUES AND DIVERSITY

Democracy

- Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics.
- Encouraging students to take on roles as leaders and officials.
- Students supporting each other in participation for all ethos.

The Rule of Law

- Encouraging students to always follow rules and laws of games.
- Use of external facilities and respect towards the public, community coaches and professionals.
- Students taking responsibility for enforcing rules of the games as leaders.
- Abiding by fair play conduct and sanctions given in games e.g. red cards.
- Enforcing fair and equal rules.

Mutual Respect

- Ensuring fair teams to meet a balance of competition, respect and self-esteem. Students understand.
- Lead learners take on responsibilities to support less able students in leadership roles.
- Challenging racism, disability and lessons being inclusive.
- Sexism challenged in broad curriculum and access to sports for both girls and boys.

Individual Liberty

- Students work towards set objectives to improve self-knowledge.
- Effects of exercise are taught through curriculum and benefits to health and self-esteem.
- Students develop self-confidence through individual objectives that allow success for all.
- Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications.
- Students' safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampolining spotting support for others.

Tolerance

- Sharing awareness of students when they may be fasting through religious periods.
- Catering for student's alternative kits and encouraging other students' tolerance of other religions e.g. head scarves, clothing that covers the body.
- Challenging racism, disability and lessons being inclusive.

Diversity

- Understanding the relationship between sport and the media and applying this to real life examples
- How to evaluate and interpret the different ways in which sport is represented by the media

Sport and the media covers real life examples to show the nature of the relationship between media and sport. Students will learn how rapid development in technology is enabling a variety of sport to be viewed, replayed and discussed whenever and wherever the spectator wants. Students will develop their ability to evaluate and interpret the different ways in which sport is represented by the media, covering both positive and negative effects