



# 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 11 – CAMBRIDGE NATIONAL

## RATIONAL / NARRATIVE

- Understand and apply the fundamental principles and concepts of Sport Studies 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.

## TERM KNOWLEDGE

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<p><b>Topic Area 1: Issues which affect participation in sport</b></p> <p>1.1 User groups 1.2 Possible barriers 1.3 Possible barrier solutions 1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK 1.5 Emerging/new sports in the UK</p>	<p><b>Topic Area 2: The role of sport in promoting values</b></p> <p>2.1 Sport values 2.2 The Olympic and Paralympic movement 2.3 Sporting values initiative and campaigns 2.4 The importance of etiquette AND sporting behaviour 2.5 The use of Performance Enhancing Drugs (PEDs) in sport</p>	<p><b>Topic Area 3: The implications of hosting a major sporting event for a city or country</b></p> <p>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</p> <p><b>Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport</b></p> <p>4.1 National Governing Bodies (NGBs)</p> <p><b>Topic Area 5: The use of technology in sport</b></p> <p>5.1 The role of technology in sport 5.2 Positive and negative effects of the use of technology in sport</p>	<ul style="list-style-type: none"> <li>• Revision and re call for March Mocks in week 2.</li> <li>• Week 3 feedback workshop</li> <li>• Week 4 &amp; 5 recap:</li> </ul> <p><b>Topic Area 1: Issues which affect participation in sport</b></p> <p>1.1 User groups 1.2 Possible barriers 1.3 Possible barrier solutions 1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK 1.5 Emerging/new sports in the UK</p>	<p>Week 1</p> <p><b>Topic Area 2: The role of sport in promoting values</b></p> <p>2.1 Sport values 2.2 The Olympic and Paralympic movement</p> <ul style="list-style-type: none"> <li>• Exam practice</li> </ul> <p>Week 2</p> <p>2.3 Sporting values initiative and campaigns 2.4 The importance of etiquette AND sporting behaviour 2.5 The use of Performance Enhancing Drugs (PEDs) in sport</p> <ul style="list-style-type: none"> <li>• Exam practice</li> </ul> <p>Week 3</p> <p><b>Topic Area 3: The implications of hosting a major sporting event for a city or country</b></p> <p>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</p>



<p><b>SKILLS</b></p> <p><b>ASSESSMENT</b></p> <p><b>HOME LEARNING</b></p> <p><b>TIER 2 VOCABULARY</b></p> <p><b>TIER 3 VOCABULARY</b></p> <p><b>PSPSMC, BRITISH VALUES AND DIVERSITY</b></p>					<ul style="list-style-type: none"> <li>Exam practice</li> </ul> <p>Week 4 Official exam</p>	
	<p>PO1 – Recall knowledge and show understanding of Sport Studies concepts.</p> <p>PO2 – Apply knowledge and understanding of Sport Studies concepts.</p> <p>PO3 – Analyse and evaluate knowledge, understanding and performance.</p>					
	Marking point: Exam practice and feedback workshop	Marking point: Exam practice and feedback workshop	Marking point: Exam practice and feedback workshop	Marking point: Exam practice and feedback workshop	Marking point: Exam practice and feedback workshop	
	Exam questions from specification MS teams quizzes	Exam questions from specification MS teams quizzes	Exam questions from specification MS teams quizzes	Exam questions from specification MS teams quizzes	Exam questions from specification MS teams quizzes	
	Analyse Examine Explain	Objective Modify	Define Clarify Justify			
	Sport England Emerging sport Trend Infrastructure	Etiquette Sportsmanship Gamesmanship	Spectatorship Technological advances VAR Hawk eye			
<p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics.</li> <li>Encouraging students to take on roles as leaders and officials.</li> <li>Students supporting each other in participation for all ethos.</li> </ul> <p><b>The Rule of Law</b></p> <ul style="list-style-type: none"> <li>Encouraging students to always follow rules and laws of games.</li> <li>Use of external facilities and respect towards the public, community coaches and professionals.</li> <li>Students taking responsibility for enforcing rules of the games as leaders.</li> <li>Abiding by fair play conduct and sanctions given in games e.g. red cards.</li> <li>Enforcing fair and equal rules.</li> </ul> <p><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>Ensuring fair teams to meet a balance of competition, respect and self-esteem. Students understand.</li> <li>Lead learners take on responsibilities to support less able students in leadership roles.</li> <li>Challenging racism, disability and lessons being inclusive.</li> <li>Sexism challenged in broad curriculum and access to sports for both girls and boys.</li> </ul> <p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>Students work towards set objectives to improve self-knowledge.</li> <li>Effects of exercise are taught through curriculum and benefits to health and self-esteem.</li> <li>Students develop self-confidence through individual objectives that allow success for all.</li> <li>Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications.</li> <li>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.</li> </ul> <p><b>Tolerance</b></p>						



- 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 contemporary issues in sport and how they impact on different sporting activities.
- Contemporary issues in sport, includes learning about participation levels and barriers to completing sporting activities. Students will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events and the role of national governing bodies.