



CHS Curriculum Intent

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

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

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

CHS Curriculum Area Framework for Learning – Years 10

SUBJECT	PE
INTENT	Cambridge National Sport Studies qualifications offer students the chance to develop a wide range of highly desirable, transferable skills through practical means. Cambridge Nationals deliver these skills and understanding, effectively engaging and inspiring students of all abilities to achieve. Students will have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.



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Year Group	10					
Rationale/Narrative	<p>Students will focus this year on R054 media in sport unit from Autumn. This unit will require learners to look at the differences in sports coverage across a range of media outlets; the impacts the media has on sport and how this has changed over the years and the effect on public interest and involvement in sport that the media has had. By completing this unit, learners will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media.</p> <p>The Spring will focus on R051 contemporary issues in sport from Spring and sit the May exam.</p> <p>Students will then complete their practical units in Summer, focusing on individual and team sports. They will have the opportunity to officiate in their sport.</p>					
	Autumn 1 (7weeks)	Autumn 2 (7weeks)	Spring 1 (6weeks)	Spring 2 (6weeks)	Summer 1 (6weeks)	Summer 2 (7weeks)
KNOWLEDGE	<p>R054 LO1 LO2 . Know how sport is covered across the media.</p> <ul style="list-style-type: none"> Television-terrestrial sports/events still on free-to-air TV Satellite-sports/events covered on subscription-based sports channels. pay-per-view, on-demand viewing of individual events) written press, newspapers, magazines, books, fanzines radio, dedicated sports radio 	<p>R054 LO4 Understand the relationship between sport and the media.</p> <ul style="list-style-type: none"> how media uses sport to promote itself how sport uses the media to promote itself sport as a commodity sponsorship and advertising adoption and rejection of sporting heroes by the media how scrutiny/criticism through the media has increased. 	<p>R052 LO4: Be able to apply practice methods to support improvement in a sporting activity</p> <ul style="list-style-type: none"> what are they key skills in the activity <p>R051 LO1: Understand the issues which affect participation in sport</p> <ul style="list-style-type: none"> the different user groups who may participate in sport the possible barriers which affect participation in sport (with reference to the different user groups 	<p>R051 LO3: Understand the importance of hosting major sporting events</p> <ul style="list-style-type: none"> The features of major sporting events The potential benefits and drawbacks of cities/countries hosting major sporting events the links between potential benefits and drawbacks and legacy <p>LO4: Know about the role of national governing bodies in sport</p> <ul style="list-style-type: none"> what national governing bodies in sport do in regards to: promotion, development, infrastructure, 	<p>R052 LO1 Developing sport skills individual sport.</p> <p>the key components of performance for an individual performer in a sporting activity</p> <ul style="list-style-type: none"> performance of skills creativity appropriate use of tactics/strategies/compositional ideas decision-making during performance ability to manage/maintain own performance. <p>LO2. Developing sports skills team sport</p> <p>the key components of performance for an individual performer in a sporting activity</p>	<p>R052 LO3 Officiating sport.</p> <ul style="list-style-type: none"> how to apply rules and regulations relevant to the activity the importance of accuracy the use of signals how to communicate the importance of positioning <p>LO4: Be able to apply practice methods to support improvement in a sporting activity</p> <ul style="list-style-type: none"> how to identify areas of improvement in their own performance in a sporting activity types of skills types of practice methods to improve own performance <p>how to measure improvement in skills, techniques and strategies developed</p>



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	<p>stations, local radio coverage, national radio coverage, internet radio stations</p> <ul style="list-style-type: none"> internet- blogs, video-sharing sites, social media, fan sites, live streams, P2P sharing, podcasts <p>L02 & L03 Understand positive and negative effects that media can have on sport.</p> <ul style="list-style-type: none"> increased exposure of minority sports, education in the media increased income & investment inspiring people to participate, Olympic values. decline in live spectatorship. loss of sporting values inappropriate behaviour of athletes 	<p>the impact of pay-per-view</p> <p>L05 Be able to evaluate media coverage of sport.</p> <ul style="list-style-type: none"> aspects which may influence the coverage of a story/item, features of the coverage which may vary from one media outlet to another. <p>full submission preparation in exam conditions</p>	<ul style="list-style-type: none"> the solutions to barriers which affect participation in sport the factors which can impact upon the popularity of sport in the UK <p>L02: Know about the role of sport in promoting values</p> <ul style="list-style-type: none"> values which can be promoted through sport the Olympic and Paralympic movement other initiatives and events which promote values through sport the importance of etiquette and sporting behaviour of both performers and spectators <p>the use of performance-enhancing drugs in sport</p>	<p>policies and initiatives</p> <ul style="list-style-type: none"> funding 	<ul style="list-style-type: none"> performance of skills creativity appropriate use of tactics/strategies/compositional ideas decision-making during performance ability to manage/maintain own performance. 	
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SKILLS	<p>By completing these unit, students will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and Public Relations or media work within a sports organisation. The knowledge acquired will help conceptualise new information gathered in the following unit of R051.</p>		<p>By completing this unit, students 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.</p>		<p>By completing this unit, learners will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in several officiating roles within an activity. Students will be expected to evaluate their sporting performance offering a variety of practice methods in order to improve. For the sports where students cannot demonstrate their skills and techniques then scenario based questions will be prepared to evaluate the understanding of complex situations and assess decision making and knowledge of tactics and strategies.</p>	
ASSESSMENTS	<p>R054 Internal IV on L01, L02, L03, L04 in Spring 2</p> <p>HAND OUT - (Autumn 1. Wk1) HAND IN – (Autumn 2 wk7 18th December 2021)</p>		<ul style="list-style-type: none"> • Marking point 1 Written extended answer question. User groups, barriers, and solutions • Marking point 2 Written extended answer question. Major sporting events. 	<ul style="list-style-type: none"> • Marking point 3 Spring Written Progress Test 	<p>R052 OCR witness statements</p> <ul style="list-style-type: none"> • Perform in an individual sport, demonstrating tactics, skills and decision making. <p>OCR witness statements</p> <ul style="list-style-type: none"> • Perform in a team sport, demonstrating tactics, skills and decision making. <p>HAND OUT - (Summer 1. Wk1) HAND IN – (Summer 2 wk7 July 15th 2021)</p>	<p>OCR witness statements Summer progress. Test. To be able to officiate a competitive game.</p>



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HOME LEARNING	<p>HWK 1 – written homework based on subscription TV.</p> <p>HWK 2 – written homework based on dedicated radio stations.</p> <p>HWK 3 – written homework based on the internet.</p>	<p>HWK 1 – written homework based on</p> <p>HWK 2 – written homework based on</p> <p>HWK 3 – written homework based on</p>	<p>HWK 1 – written homework based on Olympic values</p> <p>HWK 2 – written homework based on the NGBs</p> <p>HWK 3 – written homework based on sporting values</p>	<p>HWK 1 – written homework based on multiple choice questions.</p> <p>HWK 2 – written homework based on multiple choice questions.</p> <p>HWK 3 – written homework based on extended answers</p>	<p>HWK 1 – written homework based on</p> <p>HWK 2 – written homework based on</p> <p>HWK 3 – written homework based on</p>	<p>HWK 1 – written homework based on</p> <p>HWK 2 – written homework based on</p> <p>HWK 3 – written homework based on</p>
READING, WRITING, TALK	<p>Reading – use of a range of different resources from news articles, autobiographies, social media to encourage students to read around the topic area and enhance their knowledge.</p> <p>Writing – Use of exam questions to encourage well structure answers. Students will be required to write comprehensive coursework pieces, comparing, and contrasting articles, researching key information, and identifying key concepts. They will then have to consolidate information to gain valuable marks.</p> <p>Talk – Discussions based around students sharing their opinions on media in sport</p>				<p>Talk: Students will need to show communication, cooperation, and teamwork in games to be able to achieve key marking points on the specification.</p>	<p>Talk- students will have to officiate competitive games and this part of the course will develop confidence with speech through reinforcing rules and regulations.</p> <p>Reading- students will have to read NGB rules and regulations, to become familiar with the game prior to assessments.</p>
TIER 3 VOCAB	<p>Live streams</p> <p>P2P streaming</p> <p>Podcasts</p> <p>Pay per view tv</p>	<p>Investment in sport</p> <p>Minority sports</p> <p>Inspiration</p>	<p>National governing bodies</p> <p>Performance enhancing drugs</p>	<p>Major sporting events</p> <p>Infrastructure</p>	<p>Depending on the sport they choose</p>	<p>Depending on the sport they choose</p>
PSPSM C, BRITISH VALUES	<p>Democracy</p> <ul style="list-style-type: none"> • Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics. • Encouraging students to take on roles as leaders and officials. <p>Students supporting each other in participation for all ethos</p> <p>The Rule of Law</p> <ul style="list-style-type: none"> • 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. <p>Enforcing fair and equal rules</p>					



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 others religions e.g. head scarves, clothing that covers the body.
- Challenging racism, disability and lessons being inclusive.