

KS4 R184 Sports Studies Curriculum Map



Year 10/11

	R184: Topic Area 1	R184: Topic Area 2	R184: Topic Area 3	R184 Topic Area 4	R184 Topic Area 5
Key Knowledge (content)	<p>To Know: Topic Area 1: Issues which affect participation in sport</p> <p>1.1 User groups</p> <p>1.1.1 Different user groups who participate in sport:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gender <input type="checkbox"/> People from different ethnic groups <input type="checkbox"/> Retired people/people over 60 <input type="checkbox"/> Families with children <input type="checkbox"/> Carers <input type="checkbox"/> People with family commitments <input type="checkbox"/> Young children <input type="checkbox"/> Teenagers <input type="checkbox"/> People with disabilities <input type="checkbox"/> Parents (singles or couples) <input type="checkbox"/> People who work <input type="checkbox"/> Unemployed/economically disadvantaged people <p>1.2 Possible barriers</p> <p>1.2.1 Possible barriers which affect participation in sport:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employment and unemployment <input type="checkbox"/> Family commitments <input type="checkbox"/> Lack of disposable income <input type="checkbox"/> Lack of transport <input type="checkbox"/> Lack of positive sporting role models <input type="checkbox"/> Lack of positive family role models or family support <input type="checkbox"/> Lack of appropriate activity provision <input type="checkbox"/> Lack of awareness of appropriate activity provision <input type="checkbox"/> The lack of equal coverage in media in terms of gender and ethnicity by the media <p>1.3 Possible barrier solutions</p> <p>1.3.1 Possible solutions to the barriers which affect participation in sport:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provision of: <ul style="list-style-type: none"> Appropriate programmes Sessions Activities Times for the different user groups <input type="checkbox"/> Promotion strategies: <ul style="list-style-type: none"> The use of targeted promotion Role models Initiatives <input type="checkbox"/> Increased and appropriate transport availability <input type="checkbox"/> Availability of appropriate user group facilities and 	<p>To know: Topic Area 2: The role of sport in promoting values</p> <p>2.1 Sport values</p> <p>2.1.1 Values which can be promoted through sport:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal <input type="checkbox"/> Fair play - where performers adhere to the rules and do not cheat whilst performing <input type="checkbox"/> Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams <input type="checkbox"/> Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures <input type="checkbox"/> Inclusion - refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport <input type="checkbox"/> National pride - support for your national team/squad in a sport creates national pride by uniting the whole population in their support of for the team/sport <input type="checkbox"/> Excellence - can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort <p>2.2 The Olympic and Paralympic movement</p> <p>2.2.1 Olympic and Paralympic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Creed <input type="checkbox"/> The Symbol <input type="checkbox"/> The Olympic and Paralympic values: <ul style="list-style-type: none"> The Olympic values of Excellence, Friendship and Respect The Paralympic values of Courage, Determination, Inspiration and Equality <p>2.3 Sporting values initiative and campaigns</p> <p>2.3.1 Other initiatives, campaigns and events which promote sporting values:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <p>2.4 The importance of etiquette AND sporting behaviour</p> <p>Teaching content Breadth and depth</p> <p>2.4.1 The importance of etiquette AND sporting behaviour of performers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The reasons for observing etiquette and sporting behaviour 	<p>To know: Topic Area 3: The implications of hosting a major sporting event for a city or country</p> <p>3.1 The features of a major sporting event</p> <p>3.1.1 The types and scheduling of major sporting events:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular <input type="checkbox"/> 'One-Off' <input type="checkbox"/> Regular and recurring <p>3.1.2 The nature of the participants and spectators</p> <p>3.2 Positive and negative pre-event aspects of hosting a major sporting event</p> <p>3.2.1 Positive and negative pre-event aspects of hosting a major sporting event:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bidding for the event <input type="checkbox"/> Infrastructure and transport systems development <input type="checkbox"/> Financial/commercial investment/support <input type="checkbox"/> The potential for increased employment <input type="checkbox"/> Local/national objections to the bidding process <p>3.3 Potential positive and negative aspects of hosting a major sporting event</p> <p>3.3.1 During the event:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive aspects/benefits include: <ul style="list-style-type: none"> Improved social infrastructure Improved national morale/social cohesion Increase in national status Greater national interest in sport Increased media coverage of the sport(s) A potential increase in direct and indirect tourism An increase in short-term employment during the event <input type="checkbox"/> Negative aspects/drawbacks include: <ul style="list-style-type: none"> An increase in transport, litter and noise The potential for an increase in terrorism and crime Poor performance by home nation/team and the impact on national pride/morale Perceived relegation/lack of investment in regional areas not involved in the national event Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities <p>3.3.2 Immediate and longer term post-event:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive aspects/benefits include: <ul style="list-style-type: none"> A legacy of improved/new sporting facilities An increase in the sports' participation An increase in the profile of sports involved A legacy of improved transport and social infrastructure 	<p>To Know: Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport</p> <p>4.1 National Governing Bodies (NGBs)</p> <p>4.1.1 What NGBs do for their sport:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote participation <input type="checkbox"/> Develop the sport's coaching and officiating infrastructure <input type="checkbox"/> Organise tournaments and competitions <input type="checkbox"/> Amend the existing rules and apply disciplinary procedures for rule breaking <input type="checkbox"/> Ensure safety within their sport <input type="checkbox"/> Provide support, insurance and technical guidance to members <input type="checkbox"/> Develop policies and initiatives <input type="checkbox"/> Lobby for funding 	<p>To Know: Topic Area 5: The use of technology in sport</p> <p>5.1 The role of technology in sport</p> <p>5.1.1 To enhance performance</p> <p>5.1.2 To increase the safety of participants</p> <p>5.1.3 To increase fair play and increase the accuracy of officiating</p> <p>5.1.4 To enhance spectatorship</p> <p>5.2 Positive and negative effects of the use of technology in sport</p> <p>5.2.1 Positive:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enhanced performance <input type="checkbox"/> Lower risk of injury <input type="checkbox"/> Quicker recovery from injury <input type="checkbox"/> More accurate decisions <input type="checkbox"/> Technical analysis <p>5.2.2 Negative:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unequal access to the same quality of technology <input type="checkbox"/> Increased cost of technological advances <input type="checkbox"/> Availability and affordability of technology <input type="checkbox"/> Potential reduction in the flow of the game through introduction of officiating technology <input type="checkbox"/> Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules <p>5.2.3 Positive and negative effects of technology on the spectator experience</p>

	<p>equipment</p> <ul style="list-style-type: none"> □ Improved access to facilities for all user groups □ Appropriate pricing for all user groups <p>1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK</p> <p>1.4.1 Positive and negative impacts on the popularity of sport in the UK includes:</p> <ul style="list-style-type: none"> □ The number of people participating □ The provision of facilities □ Environment/climate activity influences □ Live spectator opportunities □ The amount and range of media coverage □ The high-level success of both individuals and teams □ The number and range of positive role models available in a sport □ Social acceptability <p>1.5 Emerging/new sports in the UK</p> <p>1.5.1 The growth of emerging/new sports in the UK:</p> <ul style="list-style-type: none"> □ Examples of current emerging sports □ The development and opportunities to participate in emerging sports 	<ul style="list-style-type: none"> □ Sportsmanship □ Examples from sport <p>2.4.2 The importance of etiquette AND sporting behaviour of spectators:</p> <ul style="list-style-type: none"> □ Appropriate behaviour when spectating □ Safety <p>2.5 The use of Performance Enhancing Drugs (PEDs) in sport</p> <p>2.5.1 The reasons why sports performers use PEDs</p> <p>2.5.2 The reasons why performers should not use PEDs</p> <p>2.5.3 The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs:</p> <ul style="list-style-type: none"> □ WADA's Whereabouts Rule □ WADA testing methods <p>2.5.4 Sanctions to prevent the use of PEDs</p> <p>2.5.5 Educational strategies to prevent the use of PEDs</p> <p>2.5.6 Impact of the use of PEDs on the sport</p>	<p>Raising of the city/nation's international profile/status</p> <p>An increase in future financial investment</p> <ul style="list-style-type: none"> □ Negative aspects/drawbacks include: <p>The event might have costed more to host than the revenue generated</p> <p>Sports facilities unused after the event</p> <p>A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged</p>		
Key Skills (AOs)	<p>To be able to do:</p> <ul style="list-style-type: none"> • Be able to identify or recognise a given item, for example on a diagram • Use direct recall to answer a question, for example the definition of a term. • To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; benefits and drawbacks of; advantages and disadvantages of; purpose of; suitability of; recommendations for improvement; pros and cons; appropriateness of something to/in different contexts. 	<p>To be able to:</p> <ul style="list-style-type: none"> • Be able to identify or recognise a given item, for example on a diagram • Use direct recall to answer a question, for example the definition of a term. • To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; benefits and drawbacks of; advantages and disadvantages of; purpose of; suitability of; recommendations for improvement; pros and cons; appropriateness of something to/in different contexts. 	<p>To be able to do:</p> <ul style="list-style-type: none"> • Be able to identify or recognise a given item, for example on a diagram • Use direct recall to answer a question, for example the definition of a term. • To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; benefits and drawbacks of; advantages and disadvantages of; purpose of; suitability of; recommendations for improvement; pros and cons; appropriateness of something to/in different contexts. 	<p>To be able to do:</p> <ul style="list-style-type: none"> • Be able to identify or recognise a given item, for example on a diagram • Use direct recall to answer a question, for example the definition of a term. • To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; benefits and drawbacks of; advantages and disadvantages of; purpose of; suitability of; recommendations for improvement; pros and cons; appropriateness of something to/in different contexts. 	<p>To be able to do:</p> <ul style="list-style-type: none"> • Be able to identify or recognise a given item, for example on a diagram • Use direct recall to answer a question, for example the definition of a term. • To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; benefits and drawbacks of; advantages and disadvantages of; purpose of; suitability of; recommendations for improvement; pros and cons; appropriateness of something to/in different contexts.
	Tier 3 key vocabulary	Tier 3 key vocabulary	Tier 3 key vocabulary	Tier 3 key vocabulary	Tier 3 key vocabulary
Subject specific	<p>Topic Area 1: gender, ethnic, user groups, disabilities, economically disadvantaged, disposable income, provision, ethnicity, targeted promotion, role models, initiatives, strategies, access, participating, media coverage, social acceptability, climatic, emerging sports, citizenship, inclusion, national pride.</p>	<p>Topic Area 2: Olympic, Paralympic, creed, olympic symbol, equality, determination, inspiration, local, regional, national, etiquette, sportsmanship, performance enhancing, Whereabouts rule, sanctions.</p>	<p>Topic Area 3: Regular and recurring, infrastructure, bidding, commercial, social objections, morale/social cohesion, direct, indirect, tourism, investment, legacy, revenue</p>	<p>Topic Area 4: officiating, policies, accuracy, spectatorship, disciplinary, insurance, lobby,</p>	<p>Topic Area 5: Technology, spectatorship, safety, fair play, accuracy, affordability,</p>