

Meden School Curriculum Planning							
Subject	CNAT Sport	Year Group	10	Sequence No.	5	Topic	Be able to evaluate the media coverage of sport

Retrieval	Core Knowledge	Student Thinking
What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>R051 Exam</p> <p>Students have covered the following topics within the external exam to prepare them for the Sport and Media unit:</p> <ul style="list-style-type: none"> - Barriers to participation for different user groups (Disabled, ethnic minority, female, children, retired/over 50's, teenagers, working families, single parents) - Solutions to the barriers – provision, promotion and access - Role models in sport and the impact they have on the popularity of sport - Sporting and Olympic values shown in sport - Popularity of sport and emerging sports within the UK e.g. dodgeball, handball and ultimate frisbee. Exploration of why they are not as popular as other traditional sports like Football 	<p>Learning Outcome Five- Be able to evaluate the media coverage of sport</p> <p>Learners must be taught about 2 different/contrasting types of media coverage related to sports (these can come from any of the 4 major ways that sport is presented in the media; TV channels, written press, radio stations and internet). Learners must be taught about <u>aspects that can influence the coverage of the story</u> and that <u>features of the coverage may vary from one media outlet to another</u>. They are outlined below:</p> <p><u>Aspects that can influence the coverage of the story</u></p> <p>Type/'brand' of media</p> <p>With such range of medias that present sport, it is important to understand that a tabloid or broadsheet newspaper may report different to one another and the reasons for this.</p> <p>Competition with other media outlets</p> <p>The media companies want as many sales/viewers as possible. They therefore compete against each other with their</p>	<p>In the 'teaching' lessons, students will be provided with a starter to challenge stereotypes in sport and then an activity linked to heading being covered where they can 'do something about them.'</p> <p>Students MUST reference four different sporting examples within each heading and will be penalised for sticking to one sport throughout. Teachers will guide students using a model example of a sport they are familiar with before exploring different real-life examples.</p>

<ul style="list-style-type: none"> - Major sporting events - features, characteristics and examples - The role of National Governing Bodies within sport at elite and grassroots level <p>KS3 Curriculum</p> <ul style="list-style-type: none"> - Introduced to new emerging sports – Dodgeball, Ultimate Frisbee, Handball along with minority sports like Badminton. They are educated on the rules and links to local clubs - Boys and Girls all do the same sports on the curriculum to challenge stereotypes and raise awareness of opportunities for them to get involved e.g. Mansfield Rugby Club for Girls <p>Extra Curricular/Clubs</p> <ul style="list-style-type: none"> - Students will have their own knowledge of the sports they regularly participate within and will be able to relate to these within their assignments - Students will also have an idea of role models and who inspires them within sport 	<p>promotion. They will therefore try and find a different 'angle' to report on-so that there story may be different to others.</p> <p>Target audience The presentation of the story will depend on who is attracted to it. The media outlet will try and present the story in a way in which it will link/resonate with the audience.</p> <p>Timing of the event/story If the issue, team, person or organisation are already in the news often, each new revelation can be magnified and attract more media coverage.</p> <p>Popularity and size of the individual/club/organisation being covered Some sports/teams/players may already have a reputation within the media. This makes some an easy target and prone to criticism. If you are part of a popular, large or successful organisation you may not be targeted as much.</p> <p><u>features of the coverage may vary from one media outlet to another</u></p> <p>Representation of the issues, organisations or individuals involved Understanding what the focus is of the article. What message is it trying to get across.</p> <p>Method of reporting</p>	
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