

Meden School Curriculum Planning							
<b>Subject</b>	CNAT Sport	<b>Year Group</b>	10	<b>Sequence No.</b>	1	<b>Topic</b>	Understand the issues which affect participation in sport

Retrieval	Core Knowledge	Student Thinking
What do teachers need to <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p><b>Students own knowledge and understanding of sport</b></p> <p>- students prior sporting experience, through playing or spectating or teaching, may have developed some level of knowledge in aspects of topics covered in this unit.</p> <p><b>KS3 Curriculum</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Students get to experience and range of individual and team sports throughout the PE curriculum in KS3</li> </ul>	<p><b>Learning Outcome One- Understand the issues which affect participation in sport</b></p> <p>Learners must be able to recognise the types of people that play and watch sport. They should also be able to identify the reasons that stop people from playing sport and how they can be overcome. Sports also vary in popularity and there are several reasons for this. Learners need to be taught:</p> <p><b>The different user groups who may participate in sport</b></p> <p>Sport is played by a wide variety of people. They include teenagers, children, families, retired people, single parents, ethnic minorities, disabled people, the unemployed and working people.</p> <p><b>The possible barriers which affect participation in sport (with reference to the different user groups)</b></p>	<p>Each week, a key theme will run through all PE lessons linked to real life examples. These will be linked to the particular learning outcome the students are on at the time and will be consistent across the department. The aim will be for students to develop their thinking, recognise the inequalities within sport (linked to the topic) and do something about them. 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> <ol style="list-style-type: none"> <li><b>1. Physical Activity Government Guidelines and Recommendations</b> - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How?</li> <li><b>2. Barriers to Participation for Children and Teenagers</b></li> <li><b>3. Solutions to the Barriers</b></li> <li><b>4. Current Issues in Sport/Sport in the News</b> - Linked to the impact of PE on Mental, Physical or Social Health</li> </ol>

<ul style="list-style-type: none"> <li>- Opportunities have been given in KS2&amp;3 PE lessons for students to try being an official in sports.</li> <li>- 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</li> <li>- PE department theme of the week is based from topics directly from this specification and discussed with students on a weekly basis.</li> </ul> <p><b>Extra Curricular/Clubs</b></p> <ul style="list-style-type: none"> <li>- Students will have their own knowledge of the sports they regularly participate within and will be able to relate to these within their assignments</li> <li>- Students will also have an idea of role models and who inspires them within sport</li> <li>- Ideally, students will compete in at least 1 individual and 1 team sport.</li> </ul>	<p>Above explains all the people who play sport. Several factors can affect sports participation though. They include; not much time due to employment/work or family commitments. Still an opinion that woman should look after the family. People don't have the disposable income to afford to participate or they may not be able to access facilities due to transport or physical disabilities. There is a lack of sporting role models-particularly for females or certain user groups. The media portrays many males in sports but not so many females and some user groups may not know where facilities or clubs are.</p> <p><b>Solutions to barriers which affect participation in sport,</b></p> <p>Methods to solves these barrier are to provide sessions for specific user groups, provide sessions to suit the demands of the different user groups (different age groups enjoy different sports) and plan sessions around the user groups. For example, sessions after school for teenagers.</p> <p>Sports can also promote to particular user groups and increase the sports visibility. Role models of older people could be used to promote sport to older user groups and initiatives could target certain user groups by actions such as free swimming for under 6's and over 65's.</p> <p>Finally, access to facilities and transport is crucial if people are going to play sport. Sensible pricing also needs to be considered and this can see prices reduced for children or unemployed people when they play sport.</p> <p><b>Factors which can impact upon the popularity of sport in the UK</b></p>	<ol style="list-style-type: none"> <li>5. <b>Physical Benefits of Sport and PE on the Body</b></li> <li>6. <b>Social Benefits of Sport and PE on the Body</b></li> <li>7. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>8. <b>Popularity of Sport in the UK</b> – what are the current trends for the most popular sport in the UK. Why are they the most popular sports?</li> <li>9. <b>Emerging/Growing Sports in the UK</b> – which sports are new to the UK? How can we make them more popular?</li> <li>10. <b>National Governing Bodies</b> – What is their role within a sport? What are the key NGB's for each sport?</li> <li>11. <b>Major Sporting Events</b> – What are they? When and where do they occur?</li> <li>12. <b>Olympic Creed and Olympic Values</b></li> <li>13. <b>Current Issues in Sport/Sport in the News</b> – Linked to new sports, growing sports or a major sporting event occurring</li> <li>14. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>15. <b>Sporting Values – Excellence</b> – Linked to Role Models and demonstrating excellence within a sport</li> <li>16. <b>Sporting Values - Tolerance and Respect</b></li> <li>17. <b>Sporting Values – Fair play</b></li> <li>18. <b>Sporting Values – Teamwork and Inclusion</b></li> <li>19. <b>Sporting Values - Citizenship</b></li> <li>20. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free</li> </ol>
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	<p>Participation in football in the UK is strong because it has a strong plan for grassroots teams. The provision is tennis is usually effected due to people not being able to access the facilities required. Some sports such as skiing require a certain climate or environment and without travelling to specific places- you are unable to take part in these sports and this can effect popularity of these sports. Spectatorship is high at rugby games because lots are available to go and watch around the UK. Media coverage of tournament such as Wimbledon in tennis can really improve the sports popularity levels. If a performer is successful, such as Sir Chris Hoy in cycling- this can lead to an increase in participation in that sport due to him being a role model. The opposite effect can be seen with a lack of asian role-models in football in the UK. If a sport is deemed 'socially acceptable' will impact on popularity. Some people believe boxing is too violent or that horse racing is cruel on the animals.</p> <p><b>Thow the factors which can impact upon the popularity of sport in the UK relate to specific porting examples</b></p> <p>current trends in the popularity of different sports in the UK (e.g. studies and statistics in recent years have suggested that recreational walking, fishing/angling, cycling and swimming are the most popular sports in the UK in terms of numbers participating) and the growth of new/emerging sports and activities in the UK (e.g. Ultimate Frisbee now increasing in popularity very quickly in UK).</p>	<p>activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <p><b>21. Performance Enhancing Drugs</b> – What are they and why are they taken?</p> <p><b>22. Gamesmanship and Deviance</b></p> <p><b>23. Sportsmanship and Success of Teams</b></p> <p><b>24. Current Issues in Sport/ Sport in the News</b> – linked to examples of athletes demonstrating sportsmanship, gamesmanship or taking performance enhancing drugs</p> <p><b>25. ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <p><b>26. Money in Sport</b> – Wage disparity between certain sports and genders. Amateur vs professional sport</p> <p><b>27. Technology in Sport</b> – How has it advanced? Advantages and Disadvantages</p> <p><b>28. Gender in Sport</b> – challenging stereotypes in sports as the player, official or manager</p> <p><b>29. Paralympics and Disabled Sport</b> – examples of sports and accessibility</p> <p><b>30. Race and Equality in Sport</b> – examples of campaigns within sports – Kick it out campaign and RESPECT</p> <p><b>31. LGBTQ</b> - Pride Sport – their role in challenging LGBTQ phobia in sport</p> <p><b>32. ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <p><b>33. Diet and Nutrition</b></p> <p><b>34. Skeletal and Muscular System</b></p>
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