

Meden School Curriculum Planning							
Subject	CNAT Sport	Year Group	10	Sequence No.	3	Topic	Understand the importance of hosting major sport events

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 and 'do something about them!'</b>
<p><b>R051 Exam</b> 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"> <li>- Barriers to participation for different user groups (Disabled, ethnic minority, female, children, retired/over 50's, teenagers, working families, single parents)</li> <li>- Solutions to the barriers – provision, promotion and access</li> <li>- Role models in sport and the impact they have on the popularity of sport</li> <li>- Sporting and Olympic values shown in sport</li> <li>- 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</li> </ul>	<p><b>Learning Outcome Three- Understand the importance of hosting major sport events</b></p> <p>Learners must be able describe the features of a major sporting event and understand how they can leave a legacy on the host nation. They should also be able to identify benefits and drawbacks of hosting such events. Learners need to be taught:</p> <p><b>The features of major sporting events</b></p> <p>Major events happen in various schedules/regularity. One off events, such as the Olympics will only happen in a host city once in a generation. Regular events such as the UEFA champions league final happens annually but is usually shared around to different hosts countries. Regular and recurring events, such as the British F1 grand prix usually occurs annually and is contracted to a host city/country. Major sporting events also have an international element to them in which it involves competitors or captures spectators interests from more than one country, such as the Rugby or cricket World Cups. Events usually require money to run or attract money through sponsorship and advertising. After</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> <li><b>5. Physical Benefits of Sport and PE on the Body</b></li> <li><b>6. Social Benefits of Sport and PE on the Body</b></li> <li><b>7. ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free</li> </ol>

<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> <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>	<p>events have finished, they can often leave a 'legacy' in a number of ways; sporting, social or economic.</p> <p><b>The potential benefits and drawbacks of cities/countries hosting major sporting events</b></p> <p>Sports events take a lot of planning, time and investment. despite this, so many countries are still desperate to host events. Benefits of hosting an event include; improving transport systems, an increase in tourism, commercial wealth received from external investment, participation in some sports may increase, new facilities may be built, the shop window effect on the country is improved and morale in the country is raised. Although event bring all these benefits, it also has drawbacks such as; the bid my be expensive and unsuccessful, you may spend more than you make back in revenue, facilities may not be used after the events, poor events can lead to a negative reputation, other sports may suffer from lack of promotion if they aren't linked to the event and it can cause divisions in a country.</p> <p><b>The links between potential benefits and drawbacks and legacy</b></p> <p>Many of the benefits and drawbacks are relevant to more than one of the legacy areas (sporting, social, economic) (e.g. sports facilities could have both sporting and social legacy).</p>	<p>activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <ol style="list-style-type: none"> <li><b>8. 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><b>9. Emerging/Growing Sports in the UK</b> – which sports are new to the UK? How can we make them more popular?</li> <li><b>10. National Governing Bodies</b> – What is their role within a sport? What are the key NGB's for each sport?</li> <li><b>11. Major Sporting Events</b> – What are they? When and where do they occur?</li> <li><b>12. Olympic Creed and Olympic Values</b></li> <li><b>13. Current Issues in Sport/Sport in the News</b> – Linked to new sports, growing sports or a major sporting event occurring</li> <li><b>14. 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><b>15. Sporting Values – Excellence</b> – Linked to Role Models and demonstrating excellence within a sport</li> <li><b>16. Sporting Values - Tolerance and Respect</b></li> <li><b>17. Sporting Values – Fair play</b></li> <li><b>18. Sporting Values – Teamwork and Inclusion</b></li> <li><b>19. Sporting Values - Citizenship</b></li> <li><b>20. 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><b>21. Performance Enhancing Drugs</b> – What are they and why are they taken?</li> <li><b>22. Gamesmanship and Deviance</b></li> <li><b>23. Sportsmanship and Success of Teams</b></li> <li><b>24. Current Issues in Sport/ Sport in the News</b> – linked to examples of athletes demonstrating sportsmanship,</li> </ol>
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<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>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 - Pride Sport</b> – 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> <p><b>35. Cardiovascular System</b></p> <p><b>36. Respiratory System</b></p> <p><b>37. Assessing Risk in Sport</b></p> <p><b>38. Sporting Injuries</b></p> <p><b>39. Current Issues in Sport/ Sporting News</b> – linked to injuries, new science, diet, nutrition etc</p> <p><b>40. 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>
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