

Meden School Curriculum Planning							
Subject	CNAT Sport	Year Group	10	Sequence No.	4	Topic	Be able to apply practice methods to support improvement in a sporting activity

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>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 Four– Be able to apply practice methods to support improvement in a sporting activity</b></p> <p>Learners must choose a team or individual sport to use. They need to show their own experience, knowledge and understanding of the identified sport. Using practice/training programmes, learners need to provide examples of how they will improve their performance in the chosen activity. Learners need to be taught:</p> <p><b>How to identify areas of improvement in their own performance in a sporting activity</b></p> <p>An understanding is required about the key skills that are needed in the chosen sport. Out of the 8 identified skills; which of these are key strengths and which are key weaknesses. Learners should also reflect on their own personal experiences of playing the identified sport.</p> <p><b>Types of skills</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> <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>

<ul style="list-style-type: none"> <li>- Major sporting events - features, characteristics and examples</li> <li>- The role of National Governing Bodies within sport at elite and grassroots level</li> </ul> <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> </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> </ul>	<p>No one skill is the same and despite playing the same sports, techniques and skill levels vary from person to person. Simple skills can be transferred from sport to sport, such as running. Complex skills tend to be difficult to transfer and are usually sport specific, such as a tennis serve. Passing in football is an example of an open skill, as this skill will need adapting to meet the changes in the environment. A free throw in basketball however is a closed skill because it's always performed in a stable environment.</p> <p><b>Types of practice</b></p> <p>Performance will only be improved through practice. Whole practice is where skills are performed as a whole/at one such as a triple jump. Part practice involves the skills being broken down into parts to be practised separately such as the 'hop' stages of the triple jump. Varied practice occurs when skills are practised in situations that could be experienced in performed and fixed practice involves skills and techniques always being practiced in repeated ways.</p> <p><b>Methods to improve own performance</b></p> <p>Being able to know how to improve performance is crucial. Learners should understand all the practice methods highlighted above and recognise how they can alter the context of a performance and play against or with better performers and see the benefits this could have on their own performance. Finally, learners should recognise the positives of using match analysis and video related tools to observe their own performances and reflect.</p> <p><b>How to measure improvement in skills, techniques and strategies developed,</b></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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<p>- Ideally, students will compete in at least 1 individual and 1 team sport.</p>	<p>Results can often give an indication about your level of performance in sport. But this isn't the only methods. It is important to understand that various methods can be used when trying to improve or even see if improvements have occurred. These include; completing awards/training in the chosen sport, keeping individual training logs and video diaries, peer and coach observations and monitoring results over a period of time.</p>	<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</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> <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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