

Meden School Curriculum Planning							
Subject	A Level	Year Group	12	Sequence No.	35-36	Topic	Group and Team Dynamics

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>Students own knowledge and understanding of sport</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>KS4 Curriculum</p> <p>- students will also have experience of leadership and will have worked on delivering sessions which get the best out of a "group" of people</p> <p>KS3 Curriculum</p> <p>- Regularly performed a wide range of team sports where they will be able to make reference to group dynamics in relation to when they played those sports</p> <p>- Boys and Girls all do the same sports on the curriculum to challenge stereotypes and raise awareness of opportunities for</p>	<p>Students will be able to give a definition of a group before explaining the formation of groups and sports teams using stages of group development. At each of the following stages, they will be able to describe the characteristics of groups/teams whilst at that stage and give a wide range of examples of how teams may perform during each stage. They will contrast the stages to identify the key differences but also look for connections, so they are able to apply their knowledge to evidence how teams/groups can go from one stage to the next.</p> <ul style="list-style-type: none"> • forming • storming • norming • performing <p>They will then evaluate the success of groups, whilst making reference to the theories listed below. They will be able to discuss how group performance can be limited and enhanced by certain factors whilst using a wide range of sporting examples to help explain this.</p> <ul style="list-style-type: none"> • Steiner's model of group effectiveness • Ringelmann effect and social loafing. 	<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"> 1. Physical Activity Government Guidelines and Recommendations - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How? 2. Barriers to Participation for Children and Teenagers 3. Solutions to the Barriers 4. Current Issues in Sport/Sport in the News - Linked to the impact of PE on Mental, Physical or Social Health 5. Physical Benefits of Sport and PE on the Body 6. Social Benefits of Sport and PE on the Body 7. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free

<p>them to get involved e.g. Mansfield Rugby Club for Girls</p> <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 work - All students will be given a breadth of extra-curricular opportunities to allow them to perform further in the key sports discussed in this topic - Students will have viewed sports that will be discussed and may understand how it can be learned as a performer or taught as a coach/teacher - Ideally, students will compete in sport outside of school 		<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"> 8. Popularity of Sport in the UK – what are the current trends for the most popular sport in the UK. Why are they the most popular sports? 9. Emerging/Growing Sports in the UK – which sports are new to the UK? How can we make them more popular? 10. National Governing Bodies – What is their role within a sport? What are the key NGB’s for each sport? 11. Major Sporting Events – What are they? When and where do they occur? 12. Olympic Creed and Olympic Values 13. Current Issues in Sport/Sport in the News – Linked to new sports, growing sports or a major sporting event occurring 14. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 15. Sporting Values – Excellence – Linked to Role Models and demonstrating excellence within a sport 16. Sporting Values - Tolerance and Respect 17. Sporting Values – Fair play 18. Sporting Values – Teamwork and Inclusion 19. Sporting Values - Citizenship 20. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE
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