

Meden School Curriculum Planning							
Subject	A Level	Year Group	13	Sequence No.	5-6	Topic	Leadership 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>KS4 Curriculum</b></p> <p>- students will also have experience of leadership and completed a whole unit on this, therefore students will have clear knowledge of leadership styles and how to be an effective leader</p> <p><b>KS3 Curriculum</b></p> <p>- Regularly performed a wide range of sports and will have knowledge of the individual skills needed for those sports. They will be able to identify them and will have understanding on how they are performed.</p> <p>- Students will have been given regular goals and targets set to</p>	<p>Students will be able to describe a range of characteristics needed to be effective leaders and relate this to sporting examples.</p> <p>Students will then compare the difference between emergent or prescribed leaders. They will evaluate the pros and cons of both types of leaders and make judgements on what they think is the best option in different scenarios.</p> <p>Students will then understand what is meant by the 3 leadership styles below. They will compare the difference in each style and compare how a leader using each style may "look." They will then evaluate the pros and cons of all styles of leadership and make judgements on what they think is the best option in different scenarios.</p> <ul style="list-style-type: none"> <li>• autocratic</li> <li>• democratic</li> <li>• laissez-faire</li> </ul> <p>Also, students will look at theories of leadership. They will compare the difference between each theory and consider real life examples to see how these theories can be evidenced. They will evaluate the strengths and limitations of all theories and make judgements on what they think is the most reliable theory.</p> <ul style="list-style-type: none"> <li>• trait perspective</li> <li>• social learning</li> </ul>	<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>1. <b>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>2. <b>Barriers to Participation for Children and Teenagers</b></li> <li>3. <b>Solutions to the Barriers</b></li> <li>4. <b>Current Issues in Sport/Sport in the News</b> - Linked to the impact of PE on Mental, Physical or Social Health</li> <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</li> </ol>

<p>them to aid them in improving their performance</p> <ul style="list-style-type: none"> <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 work</li> <li>- 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</li> <li>- 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</li> <li>- Ideally, students will compete in sport outside of school</li> <li>- The school run a school leader's program, therefore many of the students may have been involved in being a young leader, giving them a real life experience to refer to.</li> </ul>	<ul style="list-style-type: none"> <li>• interactionist</li> </ul> <p>Finally students will be able to describe, Chelladurai's multi-dimensional model of sports leadership. They will make reference to each element and stage of the leadership, to help them apply it to a wide range of sporting examples. They will use this theory to compare how different sporting scenarios require different leadership styles and actions.</p>	<p>improve physical, social and mental health within PE</p> <ol style="list-style-type: none"> <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 activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>21. <b>Performance Enhancing Drugs</b> – What are they and why are they taken?</li> </ol>
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