

Meden School Curriculum Planning							
Subject	A Level	Year Group	12	Sequence No.	26-38	Topic	Emergence and evolution of modern 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 have in depth knowledge of modern social cultural factors that affect sports in the 21<sup>st</sup> century such as, popularity, role models, the media and spectatorship/participation. This will allow them to compare and contrast to the characteristics of historical sport and pastimes.</p> <p><b>KS3 Curriculum</b></p> <p>- Regularly performed the key sports discussed in this topic; Football,</p>	<p><b>Pre-Industrial Britain</b></p> <p>Students need to be taught how social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain. Students should be able to look at how the following affected sport in pre-industrial Britain.</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• gender</li> <li>• law and order</li> <li>• education/literacy</li> <li>• availability of time</li> <li>• availability of money</li> <li>• type and availability of transport</li> </ul> <p><b>Post 1850 Industrial Britain</b></p> <p>Students will then look at how social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain. Students should be able to look at how the following affected sport in post 1850 industrial Britain and how they compare to the characteristics of pre-industrial Britain.</p> <ul style="list-style-type: none"> <li>• social class</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><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> </ol>

<p>Athletics and Cricket. They will have an understanding of the rules of all of these sports in the modern day.</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 some of its history</li> <li>- Ideally, students will compete in sport outside of school</li> </ul>	<ul style="list-style-type: none"> <li>- amateurism and professionalism</li> <li>• gender/changing status of women</li> <li>• law and order</li> <li>• education/literacy</li> <li>• availability of time/changing work conditions</li> <li>• availability of money</li> <li>• transport notably the railways</li> <li>• influence of public schools: <ul style="list-style-type: none"> <li>- on the promotion and organisation of sports and games</li> <li>- on the promotion of ethics through sports and games</li> <li>- the 'cult' of athleticism – meaning, nature and impact</li> <li>- on the spread and export of games and the games ethic</li> </ul> </li> </ul> <p><b>20<sup>th</sup> Century Britain</b></p> <p>Students will then look at how social and cultural factors shaped the characteristics of, and participation in, sport in 20<sup>th</sup> Century Britain. Students should be able to look at how the following affected sport in 20<sup>th</sup> Century Britain and how they compare to the characteristics of pre and post 1850 industrial Britain</p> <ul style="list-style-type: none"> <li>• class <ul style="list-style-type: none"> <li>- amateurism and professionalism</li> </ul> </li> <li>• gender/changing role and status of women</li> <li>• law and order</li> <li>• education</li> <li>• availability of time</li> <li>• availability of money</li> <li>• transport</li> </ul>	<ol style="list-style-type: none"> <li><b>7. 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>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</li> </ol>
---	---	--

	<p><b>21<sup>st</sup> Century Britain</b></p> <p>Students will then look at how social and cultural factors shaped the characteristics of, and participation in, sport in 21<sup>st</sup> Century Britain.</p> <p>Students should be able to look at how the following affected sport in 21<sup>st</sup> Century Britain and how they compare to the characteristics of pre and post 1850 industrial Britain as well as the 20<sup>th</sup> Century.</p> <ul style="list-style-type: none"> <li>• class <ul style="list-style-type: none"> <li>– amateurism and professionalism</li> </ul> </li> <li>• gender/changing role and status of women</li> <li>• law and order</li> <li>• education</li> <li>• availability of time</li> <li>• availability of money</li> <li>• transport</li> <li>• globalisation of sport <ul style="list-style-type: none"> <li>– media coverage</li> <li>– freedom of movement for performers</li> <li>– greater exposure of people to sport.</li> </ul> </li> </ul>	<p>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 - 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>  <b>37. Assessing Risk in Sport</b>  <b>38. Sporting Injuries</b>  <b>39. Current Issues in Sport/ Sporting News</b> – linked to injuries, new science, diet, nutrition etc  <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> <p> Students MUST reference four different sporting examples within each heading and will be penalised for sticking to one sport throughout. Teachers will guide students using a model example of a sport they are familiar with before exploring different real-life examples. </p>
--	--	--