

Long-term planning  
Sports Studies – Year 11

Year 11 Themes	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<p>Students will explore a range of topical and contemporary issues in sport. You will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and</p>	<b>Students will know that</b>					
	<p><b>R184 Contemporary issues in Sport</b>  <b>Topic Area 1: Issues which affect participation in sport</b>  <b>1.1 User groups</b>  <b>1.2 Possible barriers</b>            There are different user groups that participate in physical activity or sport and what the barriers to participation are.  <b>Badminton</b> – is played to a set of rules and requires hand-eye co-ordination to be successful.</p>	<p><b>R184 Contemporary issues in Sport</b>  <b>1.3 Possible barrier solutions</b>            There are possible solutions to the barriers which affect participation in sport.  <b>1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK</b>            There are a number of factors that affect the popularity of different sports in the UK.  <b>1.5 Emerging/new sports in the UK</b>  <b>Badminton</b> – is played to a set of</p>	<p><b>R184 Contemporary issues in Sport</b>  <b>Topic Area 2: The role of sport in promoting values</b>            There are a number of values that can be seen in sport            There are examples of each value in a sporting context  <b>2.2 – The Olympics and Paralympics</b>  <b>2.3 – Other initiatives, campaigns and events which promote sporting values.</b>  <b>2.4 – The importance of etiquette AND sporting behaviour of both performers and spectators</b></p>	<p><b>R184 Contemporary issues in Sport</b>  <b>Topic Area 3: The implications of hosting a major sporting event for a city or country</b>  <b>3.1 – The types and scheduling of major sports events and the nature of participants/spectators</b>  <b>3.2 – Positive and negative pre-event aspects of hosting a major sporting event</b>  <b>3.3 – Potential positive and negative aspects of hosting a major sporting event, to include; during the event, immediate and longer-term post event aspects.</b></p>	<p><b>R184 Contemporary issues in Sport</b>  <b>Topic Area 4: The role National Governing Bodies play in the development of their sport</b>  <b>4.1 – NGB’s; what do they do for their sport?</b>            There are NGB’s for various sports and the role of NGBs and how they support their sport, its participants, officials, and spectators.  <b>Topic Area 5: The use of technology in sport</b>  <b>5.1 – The role of technology in</b></p>	

Long-term planning  
Sports Studies – Year 11

<p>ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.</p>		<p>rules and requires hand-eye co-ordination to be successful.</p>	<p><b>2.5 – The use of Performance Enhancing Drugs (PEDs) in sports</b></p> <p><b>Football</b> – is played to a set of rules and requires foot/hand-eye co-ordination to be successful.</p>	<p>There are different sporting initiatives and campaigns and they should be able to link these to how they support sporting values. Understand the difference between an initiative and a campaign at local, regional and national level.</p> <p><b>Football</b> – is played to a set of rules and requires foot/hand-eye co-ordination to be successful.</p>	<p><b>sport, to include; enhance performance, increase participate safety, to increase fair play and accuracy of officiating, to enhance spectatorship</b></p> <p><b>5.2 – The positive and negative effects of technology in sport and on spectator experience.</b></p> <p>The role of technology in sport is now. Know and understand the positive and negative effects of the use of technology in sport.</p>	
	<b>Students will know how</b>					
	<p>Not everyone in society has an unlimited choice of when and where they might participate in</p>	<p>To include consideration of increased sport participation due to barrier solutions,</p>	<p>That values are principles or standards of behaviour</p>	<p>To understand the features of a major sporting event.</p>	<p>NGB's on a local, regional and national level impact on the individual.</p>	

Long-term planning  
Sports Studies – Year 11

	<p>physical activity and sport</p> <p>The barriers impacting user group participation</p> <p>This may include: Lack of awareness of appropriate activity provision –not knowing the local area or the activity provision available o Negative portrayal by the media - for example stereotypical gender or ethnicity images, the volume of specific sports coverage/reporting and the gender/ethnicity imbalance in sport punditry may adversely affect both</p> <p><b>Leadership</b> To practically take part in a sporting unit in terms of</p>	<p>providing specific examples, solutions and their impact such as:</p> <p>Promotion strategies</p> <p>Transport availability</p> <p>Access to facilities and appropriate</p> <p>To include applied examples of positive and negative factors, illustrating how those factors impact the popularity of the sport.</p> <p>Identify the emerging sports in the UK.</p> <p><b>Leadership</b> To practically take part in a sporting unit in terms of</p>	<p>that are judged to be of importance. Sport is a great way to encourage these values to be displayed and reinforced.</p> <p>Typical values include:</p> <p>Team Spirit</p> <p>Fair Play Citizenship</p> <p>Tolerance and Respect</p> <p>Inclusion</p> <p>National Pride</p> <p>Excellence</p> <p>There is the Olympic and Paralympic movement and what the values are.</p> <p>There are other Initiatives and campaigns which</p>	<p>To understand the positive and negative pre-event aspects of hosting a major sporting event.</p> <p>To understand potential positive and negative aspects of hosting a major sporting event.</p> <p><b>Leadership</b> To practically take part in a sporting unit in terms of performance and leading.</p>	<p>Very real links to day-to-day elements of technology in our lives and the wider impact of this on us.</p> <p>Technology can have a negative effect for the performer.</p> <p>Technology can have a positive and negative effect on the spectator experience.</p>	
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Long-term planning  
Sports Studies – Year 11

	performance and leading.	performance and leading.	<p>are a series of strategies and operations to achieve a pre-determined goal.</p> <p>These may occur at a local level to encourage participation and involvement and to instil certain values in the local community.</p> <p>Values that can be promoted locally include fair play, tolerance and respect of others within clubs, community involvement in clubs (citizenship) and equality (opportunities for all people to join).</p> <p>To understand the importance of</p>			
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Long-term planning  
Sports Studies – Year 11

			<p>etiquette and sporting behaviour.</p> <p>To understand the use of performance enhancing drugs (PEDs) in sport</p> <p><b>Leadership</b> To practically take part in a sporting unit in terms of performance and leading.</p>			
	<b>Vocabulary and the concepts they link to</b>					
	<p><b>Badminton</b> - Drop shot, Smash, Net lift, Net return, Forehand drive, Backhand drive, Serving, Overhead Clear, Service line, Tramlines, Attacking, Defensive, Grip, Stance, Court.</p>	<p><b>Badminton</b> - Drop shot, Smash, Net lift, Net return, Forehand drive, Backhand drive, Serving, Overhead Clear, Service line, Tramlines, Attacking, Defensive, Grip, Stance, Court.</p>	<p><b>Football</b> - Ball control using: Using both feet, Passing, lofted, along the ground, Throw ins, Shooting, Dribbling, Close control, Heading, Tackling, Block, Jockeying, Marking.</p>	<p><b>Football</b> - Ball control using: Using both feet, Passing, lofted, along the ground, Throw ins, Shooting, Dribbling, Close control, Heading, Tackling, Block, Jockeying, Marking.</p>		
	<b>Assessment</b>					

Long-term planning  
Sports Studies – Year 11

	<p><b>Theory</b> – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p><b>Badminton</b> - ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of :- quality of skill, range of skills, physical attributes and decision making.</p>	<p><b>Theory</b> – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p><b>Badminton</b> - ongoing throughout the unit. Skills in isolation and competition. Practical marks are based on the four strands of :- quality of skill, range of skills, physical attributes and decision making.</p>	<p><b>Theory</b> – re-call tests at the start of lessons, homework and end of unit topic tests.</p>	<p><b>Theory</b> – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p>Give students different types and styles of questions to practise answering, including short and long answer questions.</p>	<p><b>Theory</b> – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p>Give students different types and styles of questions to practise answering, including short and long answer questions.</p>	<p><b>Theory</b> – re-call tests at the start of lessons, homework and end of unit topic tests.</p> <p>each one. Practical marks are based on the four strands of :- quality of skill, range of skills, physical</p>	
	<b>Diversity &amp; development of cultural capital</b>						
	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.	Opportunity to participate in fixtures against other schools from different socio-economic backgrounds.
	<b>Cross-curricular opportunities and enrichment</b>						
	Badminton club after school with	Badminton club after school with	Football club after school with	Football club after school with	Athletics club after school, inter-school	Athletics club after school, inter-school	

Long-term planning  
Sports Studies – Year 11

	opportunities to perform in inter-school fixtures, and local and regional competitions.	opportunities to perform in inter-school fixtures, and local and regional competitions.	opportunities to perform in inter-school fixtures, and local and regional competitions.	opportunities to perform in inter-school fixtures, and local and regional competitions.	fixtures and entry into local and National cup competitions.	fixtures and entry into local and National cup competitions.
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