

Year 11 Sports Studies Curriculum

Year 11 Sports Studies Curriculum Intent:

Sport Studies will take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Students will build upon the knowledge acquired in Year 10 to complete units of work and address areas of misconception to enhance their work further.

In Year 11, students will study and be assessed in the following Units:-

- R184: Contemporary Issues in Sport;
- R185: Performance and Leadership in Sports Activities;
- R186: Sport and the media.

	Autumn Term			Spring Term			Summer Term		
Main Topic	R184: Contemporary Issues in Sport R185: Performance and Leadership in Sports Activities			R184: Contemporary Issues in Sport R185: Performance and Leadership in Sports Activities			R184: Contemporary Issues in Sport R185: Performance and Leadership in Sports Activities		
Secondary Topics	R184 The use of technology in sport Exam revision of TA 1, 2 and 3 Exam revision of TA 4 and 5	R185 Organising and planning a sports activity session Leading a sports activity session Reviewing your own performance in planning and leading of a sports activity session		R184 External examination (practice sitting, no opportunity for late certification as all moderated units not completed. If you wish to use this for the actual final exam you would have needed to have all NEA moderated either before or in this session) Exam revision of TA 1- 5	R185 NEA Assessment (submit for moderation)		R184 Exam	R185	
Curriculum links	- Students will build on learning acquired from Yr10. - Topics for R184 will be revisited which allows the students the chance to refine their knowledge, with greater exposure to exam questions. - R185 will be continued from Yr10, with students have a solid foundation of what to complete/achieve for the next module within this specific unit.								
Cross-curricular links	English: Understanding key terminology and what they mean. Understanding specific instructions to follow, interpreting that information and then being to articulate oral responses. Being able to coherently write sentences and answers to exam questions. Geography: Understanding different cultures. Host cities and countries of different sporting events. Impact of tourism and social infrastructure etc. Maths: Recording data for practical log book.								

	R.S: Developing character and personal well-being. Creating leaders and working within a team. Understanding fair play and etiquette within each activity. Gaining knowledge of different cultures and issues impacting upon sport & society.
Interleaving of skills	• Students will use their knowledge to aid their recall and retrieval as they build towards their mock exam for R184. • Students should have the understanding of how to execute long answer and essay writing, carrying on from their work in Yr10. • Students will have the capacity to build on their knowledge from R185 in Yr10, to continue to record data for their practical log books and have the practical knowledge to engage in the leadership module for this unit of work.
Literacy	As per the PE departmental Literacy policy, the following approaches will be taken:- • Students will be given key words related to the subject topic at the start of each lesson, with their respective definition. • Teachers will highlight and address SPAG concerns in home-learning and assessed pieces of work. • Students will have their knowledge organisers to support their recall of knowledge alongside lesson resources. • When undergoing exam technique and preparation, teachers will spend time highlighting command words and going through mark schemes, so students are fully aware of how to access marks and understand what the question is specifically asking of them. • Regular opportunities for students to provide oral responses to class questions and have immediate feedback from their class teacher.
Cultural capital	Physical Pupils are afforded the ability to develop not only communication skills through teamwork and leadership opportunities during each unit of study, but also improve their self-esteem and mental health through the participation and progress in 4 hours of physical activity of curriculum time, over 2 week period. Pupils' capacity to improve resilience through stretch and challenge is fundamental to their personal development, and they encounter this throughout the physical education curriculum/lessons. They can also expand upon this through participation in extracurricular clubs. Spiritual Co-operation, etiquette, team-work, fair play, values are all promoted in all PE lessons and extra-curricular opportunities. Pupils are encouraged to develop trust in one another through partner and team activities. Social Pupils develop their social interactions through numerous contact points in lessons and extra-curricular clubs. These range from a high level of team work during lessons, to the encouragement of the social side of sporting endeavour through teams/clubs/sport day Physical The Physical education curriculum is designed to improve pupils' physical endeavour and prowess in all lessons and activities. Pupils can expand upon this through participation in extra-curricular offerings. The promotion of school/club links for increased performance opportunities is also highlighted & promoted. Moral Co-operation, etiquette, team-work, fair play values are all promoted in all PE lessons and extra-curricular opportunities. Pupils are asked to be respectful of fellow learners, understanding that in competitive situations all ability level performers will be working together. Showing respect to the opposition and officials in competitive situations is also a key message. Topics delivered also remind students of their moral obligation to society and how sport can influence this positively or in some cases, negatively. Cultural Promotion of how to be an effective citizen in a sporting context (team member, responsibility of role within a team) and how we represent ourselves in an extracurricular sporting environment. Use of curriculum enrichment days also help to promote and embed this.

Gatsby Benchmark 4 – Linking Curriculum to Careers	Within KS4, we look to promote careers within our curriculum, in the following ways:- • Interleave careers within our curriculum. For example, when exploring NGBs, we discuss the range of opportunities within this sector, from coaching to officiating to being a sports development officer and helping mass participation rates within that respective sport. • Prepare students for Post 16 and 18 courses, due to theoretical and practical knowledge acquired. • PE notice board dedicated to careers within sport and Physical Education. • Students to access visits to local Universities or NGB centres. • Emphasis on Physical Education within National Careers week.								
Assessment	Sports Leadership Task 3: 20.10.23		November '23 Mock 2 R184 Contemporary Issues in Sport	January '24 Formal Mock Exam for R184 Contemporary Issues in Sport Sports Leadership Task 4: 26.01.24	R184 Mock 3 Exam March '24 Sports Leadership Task 5: 29.03.24	May '24 Sports Studies Exam R184 Contemporary Issues in Sport			