

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Physical Education Scheme of Learning

### Year 11 GCSE – Term 2

#### Intent – Rationale

Students will develop their understanding of sport in society. This unit should enhance their knowledge of the links between sport, media and sponsorship and encourage them evaluate the impact media and sponsorship have on the performer. They will develop their ability to apply their understanding in examination conditions and be able to reflect on their strengths and weaknesses in relation to this.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p><b>Influences on participation – Year 10</b>  <b>Written NEA – Year 10</b></p>	<ul style="list-style-type: none"> <li>Examination preparation</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>Base the content here on what you already know but there will be time in future to liaise further as part of our collaborative work</li> </ul>	<ul style="list-style-type: none"> <li>Use the coded help guides to complete this section</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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## Physical Education Scheme of Learning

### Year 11 GCSE – Term 2

#### Intent – Concepts

**What knowledge will students gain and what skills will they develop as a consequence of this topic?**

##### Know

Know the barriers to participation for women. Know the barriers to participation for Ethnic minorities. Know the different categories of disability. Know where strengths and weaknesses lie in knowledge of topics and types of questions. Know the parts of the golden triangle. Know the requirements of the final part of the written NEA.

##### Apply

Be able to identify the command words in questions and know what type of answer is required. Be able to give examples of each part of the golden triangle. Be able to identify links between Sponsorship, Media & Sport. Be able to link a theory topic to the weakness identified in section 1. Be able to apply knowledge of theory topic to the weakness identified in section 1.

##### Extend

Analyse the influences on women that may affect participation. Analyse the influences on ethnic minorities that may affect participation. Analyse the influence adapted sports has on participation. Be able to evaluate own knowledge and strengths in answering questions in preparation for mock examinations. Evaluate own performance, set learning goals as a result of mock examinations. Evaluate the impact the elements of the golden triangle have on each other. Justify why Sponsorship and the Media are key to the success of a sport or performer. Justify how the theory topic will ensure improvement is made to the weakness identified in section 1.

**What subject specific language will be used and developed in this topic?**

**What opportunities are available for assessing the progress of students?**

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- **Adaptability**

The potential to change with ease.

- **Commercialisation**

To manage or exploit (an organisation, activity, etc) in a way designed to make a profit. The specification refers to commercialised activity as being sponsorship and the media only.

- **Media**

Diversified technologies which act as the main means of mass communication. These include: • printed media (eg newspapers) • broadcast media (eg TV and radio) • internet/social media (eg Facebook) • outdoor media (eg billboards).

- **Sponsorship**

Provision of funds or other forms of support to an individual or event in return for some commercial return.

- **Command words:**

Analyse - Separate information into components and identify their characteristics.

Apply - Put into effect in a recognised way.

Calculate - Work out the value of something.

Compare - Identify similarities and or differences. Complete Finish a task by adding to given information.

Consider - Review and respond to given information.

Define - Specify meaning.

Describe - Set out characteristics.

Discuss - Present key points about different ideas or strengths and weaknesses of an idea.

Evaluate - Judge from available evidence.

Explain - Set out purposes or reasons.

Identify - Name or otherwise characterise.

Illustrate - Present clarifying examples.

Interpret - Translate information into recognisable form.

Justify - Support a case with evidence.

Outline - Set out main characteristics.

- Formative assessments will take place in lessons to reinforce learning – quiz, kahoot, mind map

- Mock Examination will take place this term – full paper 1 and paper 2.

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<p>Suggest - Present a possible case/solution. State - Express clearly and briefly.</p>	
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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
<i>Participation and Social Groups</i>	Know the barriers to participation for women	Analyse the influences on women that may affect participation	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\14 - Participation
<i>Participation and Social Groups</i>	Know the barriers to participation for Ethnic minorities	Analyse the influences on ethnic minorities that may affect participation	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\14 - Participation
<i>Participation and Social Groups</i>	Know the different categories of disability. Understand how integration could improve participation for disability athletes	Analyse the influence adapted sports has on participation	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\14 - Participation

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<b>Examination technique</b>	Be able to identify the command words in questions and know what type of answer is required	Be able to evaluate own knowledge and strengths in answering questions in preparation for mock examinations	
<b>Reflection</b>	Know where strengths and weaknesses lie in knowledge of topics and types of questions	Evaluate own performance, set learning goals as a result of mock examinations	
<b>Commercialisation</b>	Know the parts of the golden triangle, be able to give examples of each	Evaluate the impact the elements of the golden triangle have on each other	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\15 - Commercialism, Sponsorship & the Media
<b>Sponsorship, Media, Sport</b>	Be able to identify links between Sponsorship, Media & Sport	Justify why Sponsorship and the Media are key to the success of a sport or performer	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016\15 - Commercialism, Sponsorship & the Media
<b>NEA</b>	Know the requirements of the final part of the written NEA	Be able to apply knowledge of theory topic to the weakness identified in section 1	
<b>NEA</b>	Be able to link a theory topic to the weakness identified in section 1	Justify how the theory topic will ensure improvement is made to the weakness identified in section 1	