

Ks4 Sport Studies Curriculum Intent

The Ks4 Sport Studies curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** – ensuring all students are able to access and understand even the most complex of concepts.

For example, in Year 10 we develop students' **substantive knowledge** covering a range of team and individual sports focusing on the difference between fundamental and advanced skills, decision making skills, their role within a team and the attributes of a successful leader. It is important our students have a good understanding of these areas so they can access MB3 grades and progress on to the Ks5 Sport and Physical Activity course.

Our curriculum also ensures that students' **disciplinary knowledge** develops in an equally advanced way. For example, in theory lessons students will begin to use a wide range of sporting examples from different media sources, progressing on to analysing and evaluating information and sporting examples. In practical lessons students will plan, practice, and adapt their skills, tactics and leadership skills.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, while students are studying different sports, contemporary issues, major sporting competitions we keep up to date by watching and reading www.bbc.co.uk/sport For example, during major sports events such as Football World Cup, Commonwealth Games, Olympics, Wimbledon and the London Marathon students explore the sport, skills, tactics and the issues surrounding the major sports event. Students will also need to attend one of our many extra-curricular sports activities, breakfast clubs and local sports clubs on offer. This allows them to consolidate the knowledge, understanding and skills learnt in their lessons.

The document below details the core substantive and disciplinary knowledge and how these build over time in our subject.

Ks4 Sport Studies Curriculum Intent

| Term | Core Propositional (Substantive) Knowledge (The What) | Procedural (Disciplinary) Knowledge (The How) | Hinterland |
|------------------------|--|---|--|
| Yr10 Autumn | <p>Performance and Leadership in Sports Activities:</p> <p>Topic Area 1: Key components of performance</p> <ul style="list-style-type: none"> • Participate in two sporting activities • Perform all correct skills and techniques in the chosen sport/activity • Show creativity and flare in the chosen sport/activity • Use appropriate tactics/strategies/compositional ideas in the chosen sport/activity • Decision-making when under pressure during performance/game • Awareness of role within the team and the contribution made to the team. <p>Topic Area 2: Applying practice methods to improve sport performance</p> <ul style="list-style-type: none"> • Identify strengths and weaknesses in handball or another sport • Understanding how skills, techniques, tactics, strategies and compositional ideas all aid to improving sport performance • Methods to improve sport performance • Different types of practices and progressive drills • Ways of altering the context of performance • Measuring improvement in performance • Using tools to aid evaluation | <p>Students will choose one sport they would like to be assessed in, as all students are also required to do handball. They will practice and improve on their skills, tactics and games play during their practical lessons. Some students will take this further and practice at after school club or outside of school. Students will bring in video evidence if they play/perform at a higher level outside of school. Teachers will use then assess each sport out of 14 marks.</p> <p>Students will make notes in their books and on resources on all following topics. Teachers will use various teaching methods that will need to be differentiated and adapted due to the individual needs of their classes. Students are encouraged to complete additional resource to enhance their knowledge.</p> <p>From the notes the students will have time to type up their work on a to a Word Document. There will be deadlines that the students will need to make and hand in for specific topic areas.</p> <p>Coursework is then reviewed once and handed back to the student. This will give the student an understanding of WWW and EBI. Students will then be given time on how and where to amend their work to improve their grade.</p> | <p>Students will watch and review elite performances/games linked to their chosen sport e.g Premier League Football, Super League Netball, 6 Nations Rugby, 20/20 Cricket, Wimbledon, Olympics, Handball etc.</p> <p>We will encourage our students to attend new extracurricular clubs and join new teams outside of school, so that sport becomes a lifelong hobbies/interest beyond school.</p> <p>Students will be encouraged to recall drills and practices from their out of school sport clubs and training sessions.</p> |
| Yr10 Spring | <p>Topic Area 1: Key components of performance</p> <ul style="list-style-type: none"> • Participate in two sporting activities • Perform all correct skills and techniques in the chosen sport/activity • Show creativity and flare in the chosen sport/activity | <p>Now students have chosen their two sports, they will continue to practice and improve on their skills, tactics and games play during their practical lessons. Some students will take this further and practice at after school club or outside of school.</p> | <p>Students will watch and review elite performances/games linked to their chosen sport e.g Premier League Football, Super</p> |

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| | <ul style="list-style-type: none"> • Use appropriate tactics/strategies/compositional ideas in the chosen sport/activity • Decision-making when under pressure during performance/game • Awareness of role within the team and the contribution made to the team. <p>Topic Area 3: Organising a sports activity session</p> <ul style="list-style-type: none"> • Plan a sports activity session, considering a range of factors such as location, size, weather, equipment, time, progression, number of participants, learning objectives and more. • Contingency plan if original plan is unable to go ahead. • Risk assessment and corrective action alongside this. <p>Topic Area 4: Leading a sports activity session</p> <ul style="list-style-type: none"> • Set up and organise a sports activity session • Lead a sports activity session to first school students | <p>Students will bring in video evidence if they play/perform at a higher level outside of school. Teachers will use then assess each sport out of 14 marks.</p> <p>Students will make notes in their books and on resources on the various topics. Teachers will use various teaching methods that will need to be differentiated and adapted due to the individual needs of their classes.</p> <p>From the notes the students will have time to type up their work on a to a Word Document. There will be deadlines that the students will need to make and hand in for specific topic areas.</p> <p>Coursework is then reviewed once and handed back to the student. This will give the student an understanding of WWW and EBI. Students will then be given time on how and where to amend their work to improve their grade.</p> <p>Students will set up in their coaching session with their partners and practice their session in preparation for their sports activity session.</p> <p>Students will then lead a sports activity session for first school students.</p> | <p>League Netball, 6 Nations Rugby, 20/20 Cricket, Wimbledon, Olympics, Handball etc.</p> <p>We will encourage our students to attend new extracurricular clubs and join new teams outside of school, so that sport becomes a lifelong hobbies/interest beyond school.</p> <p>Students will be encouraged to use drills and practices from their out of school sport clubs and training sessions.</p> <p>Students will be taken to the AstroTurf to help them physically identify potentially risks before completing their risk assessment.</p> <p>Students are encouraged to acknowledge how a teacher sets up a PE lesson, how sport teams set up their pre-match activities such as warmups and drills.</p> |
| Yr 10 Summer | <p>Topic Area 5: Reviewing your own performance in planning and leading a sports activity session</p> <ul style="list-style-type: none"> • Review on session plan • Review on leading the session • Areas of improvement | <p>Students will make notes in their books and on resources on the various topics. Teachers will use various teaching methods that will need to be differentiated and adapted due to the individual needs of their classes.</p> <p>From the notes the students will have time to type up their work on a to a Word Document. There will</p> | <p>Students will watch post-match interviews from coaches where they talk about the training week they had prior to the game. This will give students some inspiration for their own evaluations.</p> |

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| | <ul style="list-style-type: none"> • Opportunities to develop leadership skills for the future. <p>Topic Area 1: Key components of performance</p> <ul style="list-style-type: none"> • Participate in two sporting activities • Perform all correct skills and techniques in the chosen sport/activity • Show creativity and flare in the chosen sport/activity • Use appropriate tactics/strategies/compositional ideas in the chosen sport/activity • Decision-making when under pressure during performance/game • Awareness of role within the team and the contribution made to the team. <p>Sport and the Media</p> <p>Topic Area 1: The different sources of media that cover sport</p> <ul style="list-style-type: none"> • Distinguish between different media sources and how they cover sport • How digital and social media allow fans to access sport when and wherever they want • Role of traditional and print media sources in comparison to newer broadcast and other media sources. <p>Topic Area 2: Positive effects of the media in sport</p> <ul style="list-style-type: none"> • How the media increases participation and raising the profile of a sport • How media positively impacts education and revenue | <p>be deadlines that the students will need to make and hand in for specific topic areas.</p> <p>Coursework is then reviewed once and handed back to the student. This will give the student an understanding of WWW and EBI. Students will then be given time on how and where to amend their work to improve their grade.</p> <p>Students will be assessed during the summer term on topic area 1. This is where students will participate in a competitive game of handball, and their additional chosen sport. Students will be able to demonstrate all the skills they have developed over the year.</p> <p>Students will make notes in their books and on resources on the various topics. Teachers will use various teaching methods that will need to be differentiated and adapted due to the individual needs of their classes.</p> <p>From the notes the students will have time to type up their work on a to a Word Document. There will be deadlines that the students will need to make and hand in for specific topic areas.</p> <p>Coursework is then reviewed once and handed back to the student. This will give the student an understanding of WWW and EBI. Students will then be given time on how and where to amend their work to improve their grade.</p> | <p>Students will watch and review elite performances/games linked to their chosen sport e.g Premier League Football, Super League Netball, 6 Nations Rugby, 20/20 Cricket, Wimbledon, Olympics, Handball etc.</p> <p>Students will be encouraged to use social media (apps such as Twitter, Instagram and Facebook) in a positive way. By following positive, well-established, high-profile role models from a range of different sports e.g., Rodger Federer, Harry Kane, Steph Houghton.</p> |
| <p>Year 10 End Point</p> | <p>Students will have identified strengths and weaknesses in two chosen sport, they will have improved on their weaknesses with a final assessment grade will be given based on their performance (skills, tactics, decision making and role within the team). Students will have confidently planned, delivered and reviewed their leadership session, demonstrating a wide range of skills such as knowledge of sport, organisation, safety, role model, and communication. Students will also have a good understanding of different Media forms used by sport and their positive impacts in preparation for year 11.</p> | | |

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| Yr11 Autumn | <p>Sport and the Media</p> <p>Topic Area 3: Negative effects of media in sport</p> <ul style="list-style-type: none"> • Identifying a range of negative effects to spectators and live sport • Exploring external factors affecting decline in live spectatorship • Recognising ethical appropriateness of sponsors • How the media is assisting in widening the wealth divide in sport • Impact of wider global issues on sport, performers and spectators • Analyse how media demands affect sport fixture scheduling <p>Contemporary issues in sport</p> <p>Topic Area 1: Issues which affect participation in sport</p> <ul style="list-style-type: none"> • User groups affected by participation • Possible barriers to participation • Possible barrier solutions • Factors which can positively and negatively impact upon the popularity of the sport in UK • Emerging / new sports in the UK that are affected by participation. | <p>Students will make notes in their books and on resources on the various topics. Teachers will use various teaching methods that will need to be differentiated and adapted due to the individual needs of their classes.</p> <p>From the notes the students will have time to type up their work on a to a Word Document. There will be deadlines that the students will need to make and hand in for specific topic areas.</p> <p>Coursework is then reviewed once and handed back to the student. This will give the student an understanding of WWW and EBI. Students will then be given time on how and where to amend their work to improve their grade.</p> <p>Students will make notes in their books and on resources on the various topics. Teachers will use various teaching methods that will need to be differentiated and adapted due to the individual needs of their classes.</p> <p>Students will answer exam-style questions regularly in preparation for their exam in the summer.</p> <p>Students will complete an end of topic test once finished.</p> | <p>Students will be encouraged to use social media (apps such as Twitter, Instagram and Facebook) in a positive way. By following positive, well-established, high-profile role models from a range of different sports e.g., Rodger Federer, Harry Kane, Steph Houghton.</p> <p>Students will be encouraged to use social media (apps such as Twitter, Instagram and Facebook) as well as watching programmes like Sky Sports News to keep up to date with contemporary issues in sport. Students will then be able to use these real-life examples in their work.</p> |

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| <p>Yr11 Spring</p> | <p>Topic Area 2: The role of sporting values in promoting values</p> <ul style="list-style-type: none"> • Values which can be promoted through sport • The Olympic and Paralympic movement • Sporting values, initiative and campaigns • The importance of etiquette and sporting behaviour • The use of Performance Enhancing Drugs in Sport <p>Topic Area 3: The implications of hosting a major sporting event for a city or country</p> <ul style="list-style-type: none"> • Features of a mature sporting event • Positive and negative pre-event aspects of hosting a major sporting event • Potential positive and negative aspects of hosting a major sporting event | <p>Students will make notes in their books and on resources on the various topics. Teachers will use various teaching methods that will need to be differentiated and adapted due to the individual needs of their classes.</p> <p>Students will answer exam-style questions regularly in preparation for their exam in the summer.</p> <p>Students will complete an end of topic test once finished.</p> | <p>Students will be encouraged to use social media (apps such as Twitter, Instagram and Facebook) as well as watching programmes like Sky Sports News to keep up to date with contemporary issues in sport. Students will then be able to use these real-life examples in their work.</p> |
| <p>Yr 11 Summer</p> | <p>Topic Area 4: National Governing Bodies (NGBs)</p> <ul style="list-style-type: none"> • What are NGBs • What NGBs do for their sport <p>Topic Area 5: The use of technology in sport</p> <ul style="list-style-type: none"> • How technology is used in sport • Positive and negative effects of the use of technology in sport | <p>Students will make notes in their books and on resources on the various topics. Teachers will use various teaching methods that will need to be differentiated and adapted due to the individual needs of their classes.</p> <p>Students will answer exam-style questions regularly in preparation for their exam in the summer.</p> <p>Students will complete an end of topic test once finished.</p> | <p>Students will be encouraged to use social media (apps such as Twitter, Instagram and Facebook) as well as watching programmes like Sky Sports News to keep up to date with contemporary issues in sport. Students will then be able to use these real-life examples in their work.</p> |
| <p>Year 11 End Point</p> | <p>By the end of year 11 students will have the knowledge and understanding of different media platforms and their positive and negative relationship with sport, this will be assessed in the format of 3 pieces of coursework. Students will also have a wealth of knowledge about contemporary issues surrounding sport, the barriers and solutions for sports participations and the role of Sporting NGB's. Students will frequently complete end of topic tests, in preparation for their external exam in summer. All three units covered at Ks4 will provide students with an overall grade at the end of year 11.</p> | | |