



PE and Dance curriculum overview KS3



PE/Dance Curriculum Overview – Year 7 (KS3)



Introduce and develop	Unit1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Pathway 1	1. (baseline) 2. Badminton 3. Rugby	1. OAA 2. Football	1. Trampolining 2. Volleyball	1. Table Tennis 2. Fitness	1. Handball 2. Cricket	1. Athletics 2. Rounders
Pathway 2	1. (baseline) 2. OAA 3. Netball	1. Table Tennis 2. Fitness	1. Dance 2. Handball	1. Football 2. Badminton	1. Athletics 2. Trampolining	1. Volleyball 2. Rounders
Length of topic (in weeks)	8	6	6	6	6	6
Theme	CREATIVE & CHALLENGING	NET GAMES	INVASION GAMES	MAXIMUM LEVELS	OAA	STRIKING AND FIELDING
Links to National curriculum	Develop technique and improve aesthetic performance in competitive scenarios. Perform dances using advanced dance techniques within a range of dance styles and forms	Use a range of tactics and strategies to overcome opponents Develop technique and improve performance in competitive sports	use a range of tactics and strategies to overcome opponents in direct competition through team and individual games	Develop technique and improve their performance in other competitive sports Demonstrate improvement to achieve personal best	Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games Develop technique and improve performance in competitive sports
Key Knowledge	Timing Control Choreographic sequence Balance Travel	Grip/how to hold Serving Attacking shots Defensive shots How to outwit an opponent	Passing Dribbling Create space Shooting Outwitting an opponent	Warm up/cool down Pacing Running/jumping/throwing Correct technique Using equipment safely	Follow rules and safety instructions Work as a team Work independently Communicate clearly Try different strategies	Striking Fielding Throwing Understand positions Use equipment safely
Assessment	Students are assessed every lesson and have a success criteria to achieve. Students receive verbal feedback to address common misconceptions and make improvements. At the end of each block of learning, students are formally assessed and are given the opportunity to perform to demonstrate their core and advanced skills that have been taught in that specific block.					



PE/Dance Curriculum Overview – Year 8 (KS3)



Applying and developing	Unit1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Pathway 1	1. Badminton 2. Rugby	1. Football 2. OAA	1. Trampolining 2. Volleyball	1. Fitness 2. Table Tennis	1. Handball 2. Cricket	1. Athletics 2. Rounders
Pathway 2	1. OAA 2. Netball	1. Table Tennis 2. Fitness	1. Dance 2. Handball	1. Football 2. Badminton	1. Athletics 2. Trampolining	1. Volleyball 2. Rounders
Length of topic (in weeks)	8	6	6	6	6	6
Theme	CREATIVE & CHALLENGING	NET GAMES	INVASION GAMES	MAXIMUM LEVELS	OAA	STRIKING AND FIELDIG
Links to National curriculum	Develop technique and improve aesthetic performance in competitive scenarios. Perform dances using advanced dance techniques within a range of dance styles and forms	Use a range of tactics and strategies to overcome opponents Develop technique and improve performance in competitive sports	use a range of tactics and strategies to overcome opponents in direct competition through team and individual games	Develop technique and improve their performance in other competitive sports Demonstrate improvement to achieve personal best	Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games Develop technique and improve performance in competitive sports
Key Knowledge	Timing of different counts Control of body movements Choreographic sequence to link movements Balance and tension Perform ways of travel	Ready positon Variety of serving methods Attacking shots with deception Defensive shots with deception How to gain an advantage	How to use the correct pass Dribbling on both sides Different movements to create space Shooting with intent Outwitting an opponent	Leading a Warmup/cool down Pacing to compete/win Refine running/jumping/throwing Understand how correct technique improves performance Using equipment safely	Identify hazards Take on leadership opportunities Plan strategies ideas Reflect on teamwork Use equipment confidently	Striking with control Fielding in different positions Throwing over longer distances Use equipment safely to improve performance Play a vareity of roles
Assessment	Students are assessed every lesson and have a success criteria to achieve. Students receive verbal feedback to address common misconceptions and make improvements. At the end of each block of learning, students are formally assessed and are given the opportunity to perform to demonstrate their core and advanced skills that have been taught in that specific block.					

PE/Dance Curriculum Overview – Year 9 (KS3)

Advanced skills and leadership	Unit1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Pathway 1	1. Badminton 2. Rugby	1. Football 2. OAA	1. Trampolining 2. Volleyball	1. Fitness 2. Table Tennis	1. Handball 2. Cricket	1. Athletics 2. Rounders
Pathway 2	1. OAA 2. Netball	1. Table Tennis 2. Fitness	1. Dance 2. Handball	1. Football 2. Badminton	1. Athletics 2. Trampolining	1. Volleyball 2. Rounders
Length of topic (in weeks)	8	6	6	6	6	6
Theme	CREATIVE & CHALLENGING	NET GAMES	INVASION GAMES	MAXIMUM LEVELS	OAA	STRIKING AND FIELDIG
Links to National curriculum	Develop technique and improve aesthetic performance in competitive scenarios. Perform dances using advanced dance techniques within a range of dance styles and forms	Use a range of tactics and strategies to overcome opponents Develop technique and improve performance in competitive sports	use a range of tactics and strategies to overcome opponents in direct competition through team and individual games	Develop technique and improve their performance in other competitive sports Demonstrate improvement to achieve personal best	Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games Develop technique and improve performance in competitive sports
Key Knowledge	Choreographic sequence with balance and control Perform advanced ways of travel Create a sequence linking actions with aesthetic qualities	Serving with spin Advanced attacking shots Advanced defensive shots How to gain an advantage in a competitive game	Passing in a competitive situation dribbling and driving Create space off the ball When to use the correct shooting technique Tactics to outwit an opponent	Apply training principles Advance techniques in running/jumping/throwing Analyse performance and feedback Technical judgement to improve efficiency	Assess risks independently Make safe choices under pressure Lead groups with confidence Adapt plans and strategies Solve problems critically	Striking with power, direction and timing Fielding effectively in any position Throwing accurately over longer distances Sportsmanship and fair play Lead activities to support others
Assessment	Students are assessed every lesson and have a success criteria to achieve. Students receive verbal feedback to address common misconceptions and make improvements. At the end of each block of learning, students are formally assessed and are given the opportunity to perform to demonstrate their core and advanced skills that have been taught in that specific block.					



Dance curriculum overview KS4



PE/Dance curriculum overview – Year 10 (KS4) Exam board: AQA GCSE Dance(8236)

Topic Theory	Year 10 Section A- Performance	Year 10 Section C- Critically appreciate own works and professional works <u>Within Her Eyes</u>	Year 10 Section C- Critically appreciate own works and professional works <u>Artificial Things</u>
Length of topic (in weeks)	8 weeks	6 weeks	6 weeks
Links to National Curriculum	A03- Demonstrate knowledge and understanding of choreographic processes and performing skills	A04 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>Within Her Eyes</u>	A04 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>Artificial Things</u>
Assessment Task(s)	Section A exam style questions from previous exam series: June 2022/ 2023/ 2024 November 2020/2021	Exam series November 2020 Name a choreographic approach used in Withing Her Eyes. [1 mark] Explain how the choreographic approaches contribute to the choreographic intent of Within Her Eyes. [6 marks]	Exam series June 2022 Identify the number of dancers in Artificial Things. [1 mark] Explain how the choice of dancers contributes to the choreographic intent of Artificial Things. [6 marks]
Key Knowledge	The meaning of relevant choreography and performance terminology. Physical skills Technical skills Expressive skills Mental skills Use of other skills to impact performance: warmups, cool downs, safe execution, safe working practice, hydration, nutrition, ways to improve performance skills	Critically appreciate constituent features of 'Within Her Eyes' Understanding how costume, set/props, aural setting, lighting and choreographic content demonstrate the choreographic intent and audiences understanding of the work.	'Critically appreciate constituent features of 'Artificial Things' Understanding how costume, set/props, aural setting, lighting and choreographic content demonstrate the choreographic intent and audiences understanding of the work.
Key Skills	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.



PE/Dance curriculum overview – Year 10 (KS4) Exam board: AQA GCSE Dance(8236)

Topic Theory	Year 10 Section C- Critically appreciate own works and professional works A Linha Curva	Year 10 Section A/ B revision	Year 10 Section C Critically appreciate own works and professional works
Length of topic (in weeks)	6 weeks	6 weeks	6 weeks
Links to National Curriculum	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. A Linha Curva	AO3 - Demonstrate knowledge and understanding of choreographic processes and performing skills.	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.
Assessment Task(s)	Exam series June 2024 Identify one feature of aural setting used in A Linha Curva. [1 mark] Explain how the use of aural setting contributes to the choreographic intent of A Linha Curva. [6 marks]	Year 10 mock exam /80 Exam series June 2025	Year 10 mock exam /80 Exam series June 2025
Key Knowledge	‘Critically appreciate constituent features of ‘A Linha Curva’ Understanding how costume, set/props, aural setting, lighting and choreographic content demonstrate the choreographic intent and audiences understanding of the work.	The meaning of relevant choreography and performance terminology. Physical skills Technical skills Expressive skills Mental skills Understanding and applying physical, technical, expressive, mental and choreographic skills in students practical performance Use of other skills to impact performance: warmups, cool downs, safe execution, safe working practice, hydration, nutrition, ways to improve performance skills	Critically appreciate the professional works and how costume, set/props, aural setting, lighting and choreographic content demonstrate the choreographic intent and audiences understanding of the piece. Compare similarities and differences between professional works.
Key Skills	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-application of knowledge, skills and understanding for performing -application of knowledge, skills and understanding of choreographic forms and devices -creative response to stimuli	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.

PE/Dance curriculum overview – Year 10 (KS4) Exam board: AQA GCSE Dance(8236)

Topic Practical	Year 10 Section B- Performance	Year 10 Section B- Performance	Year 10 Section B- Choreography
Length of topic (in weeks)	12 weeks	12 weeks	12 weeks
Links to specification	Develop their technique and improve their performance in other competitive sports (Dance) AO1 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills AO3 - Demonstrate knowledge and understanding of choreographic processes and performing skills	Develop their technique and improve their performance in other competitive sports (Dance) AO1 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills AO3 - Demonstrate knowledge and understanding of choreographic processes and performing skills	Develop their technique and improve their performance in other competitive sports (Dance) AO2 - Create dance, including movement material and aural setting, to communicate choreographic intention AO3 - Demonstrate knowledge and understanding of choreographic processes and performing skills
Assessment Task(s)	Mock performance duet/trio GCSE Criteria /24 Section B exam questions: Explain how your use of safe working practice/ technical/physical/expressive/mental skills contributed to the effectiveness of your duet/trio performance. [6 marks]	Mock performance solo set phrase BREATHE/ SCOOP GCSE Criteria /12 /12 Section B exam questions: Explain how your use of safe working practice/ technical/physical/expressive/mental skills contributed to the effectiveness of your set phrases. [6 marks]	Mock choreography performance Group choreography GCSE criteria /40 Section B exam question- Explain how your choice of aural setting/ spatial/ dynamic/ actions/ structure/ processes supported the choreographic intent of your choreography. [6 marks]
Key Knowledge	Demonstration of physical, technical, expressive and mental skills in a duet performance Use of other skills to impact performance: warmups, cool downs, safe execution, safe working practice, hydration, nutrition, ways to improve performance skills	Demonstration of physical, technical, expressive and mental skills in a solo performance Use of other skills to impact performance: warmups, cool downs, safe execution, safe working practice, hydration, nutrition, ways to improve performance skills	Structure devices and form. Aural settings and how they affect choreographic outcomes. Creating and developing motifs from stimuli to show choreographic intent. Understanding how to use choreographic devices. Understanding and creating action, dynamic and spatial content. Understanding choreographic processes researching, generating, selecting, developing, refining and synthesising.
Key Skills	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills.	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of



PE/Dance curriculum overview – Year 11 (KS4) Exam board: AQA GCSE Dance(8236)

Topic Practical	Year 11 Choreography	Year 11 Performance	Year 11 Performance
Length of topic (in weeks)	12 weeks	12 weeks	12 weeks
Links to National Curriculum	Develop their technique and improve their performance in other competitive sports (Dance) AO2- Create dance, including movement material and aural setting, to communicate choreographic intention AO3- Demonstrate knowledge and understanding of choreographic processes and performing skills.	Develop their technique and improve their performance in other competitive sports (Dance) AO1– Perform dance, reflecting choreographic intention through physical, technical and expressive skills AO3- Demonstrate knowledge and understanding of choreographic processes and performing skills.	Develop their technique and improve their performance in other competitive sports (Dance) AO1– Perform dance, reflecting choreographic intention through physical, technical and expressive skills AO3- Demonstrate knowledge and understanding of choreographic processes and performing skills.
Assessment Task(s)	GCSE Choreography exam NEA 30% mark Exam January	GCSE Performance exam SOLO SET PHRASES BREATHE/SCOOP /12 NEA 30% mark Exam November	GCSE Performance exam DUET/TRIO /24 NEA 30% mark Exam November
Key Knowledge	Understanding and developing choreographic processes researching, generating, selecting, developing, refining and synthesising. Understanding and developing choreographic devices - motif development, repetition, contrast, highlights, climax, manipulation of number, unison and canon. Understanding and developing aural setting and structure to reflect choreographic intent. Understanding and developing action, dynamic and spatial content	Understanding and applying physical, technical, expressive, mental and choreographic skills in solo performance Use of other skills to impact performance: warmups, cool downs, safe execution, safe working practice, hydration, nutrition, ways to improve performance skills	Demonstration of physical, technical, expressive and mental skills in a duet performance Use of other skills to impact performance: warmups, cool downs, safe execution, safe working practice, hydration, nutrition, ways to improve performance skills
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention through performance	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention through performance

PE/Dance curriculum overview – Year 11 (KS4) Exam board: AQA GCSE Dance(8236)

Topic Theory	Year 11 Critically appreciate own works and professional works Shadows	Year 11 Critically appreciate own works and professional works Emancipation of Expressionism	Year 11 Critically appreciate own works and professional works Infra
Length of topic (in weeks)	6 weeks	6 weeks	6 weeks
Links to National Curriculum	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>Shadows</u>	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>Emancipation of Expressionism</u>	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>Infra</u>
Assessment Task(s)	Explain how the use of costume contributes to the choreographic intent of Shadows [6 marks] Explain how the use of lighting contributes to the choreographic intent of Shadows [6 marks]	Using your knowledge of the similarities and differences in the use of lighting in Emancipation of Expressionism and Shadows, discuss how the use of lighting enhances our appreciation of these TWO works. [12 marks]	Discuss how costume and lighting contribute to the choreographic intent of Infra [12 marks] Discuss how the staging/set and aural setting contribute to the choreographic intent of Infra [12 marks]
Key Knowledge	Critically appreciate constituent features of 'Shadows' Understanding how costume, set/props, aural setting, lighting and choreographic content demonstrate the choreographic intent and audiences understanding of the work.	Critically appreciate constituent features of 'Emancipation of Expressionism' Understanding how costume, set/props, aural setting, lighting and choreographic content demonstrate the choreographic intent and audiences understanding of the work.	Critically appreciate constituent features of 'Infra' Understanding how costume, set/props, aural setting, lighting and choreographic content demonstrate the choreographic intent and audiences understanding of the work.
Key Skills	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.

PE/Dance curriculum overview – Year 11 (KS4) Exam board: AQA GCSE Dance(8236)

	Year 11 Section A	Year 11 Section B	Year 11 Section C Critically appreciate own works and professional works	GCSE DANCE EXAM JUNE 40%
Length of topic (in weeks)	16 weeks	16 weeks	16 weeks	GCSE DANCE EXAM JUNE 40%
Links to National Curriculum	AO3- Demonstrate knowledge and understanding of choreographic processes and performing skills.	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.	GCSE DANCE EXAM JUNE 0 40%
Assessment Task(s)	Section A mock exam- June 2025 series	Section B mock exam – June 2025 series	Section C mock exam- June 2025 series	GCSE DANCE EXAM JUNE 40%
Key Knowledge	The meaning of relevant choreography and performance terminology. Physical skills Technical skills Expressive skills Mental skills Understanding and applying physical, technical, expressive, mental and choreographic skills in students practical performance Use of other skills to impact performance: warmups, cool downs, safe execution, safe working practice, hydration, nutrition, ways to improve performance skills	The meaning of relevant choreography and performance terminology: Physical skills Technical skills Expressive skills Mental skills Safe working practice Choreographic devices/processes/structure/aural setting Explaining how choreography and performance skills have contributed to set phrases, duet/trio and choreography performances.	Critically appreciate the professional works and how costume, set/props, aural setting, lighting and choreographic content demonstrate the choreographic intent and audiences understanding of the piece. Compare similarities and differences between professional works.	GCSE DANCE EXAM JUNE 40%
Key Skills	-application of knowledge, skills and understanding for performing	--application of knowledge, skills and understanding for performing	-articulation of knowledge and critical reflection to inform, artistic process.	GCSE DANCE EXAM



Sports Studies curriculum overview KS4 J829

Sports Studies Curriculum Overview – Year 10 (KS4) (Theory, Practical) Exam board: OCR

Topic (Unit)	R185 performance and leadership in sports activities	R185 performance and leadership in sports activities	R186 Sport and the Media
Length of topic	2 theory lessons per week. HT1 – HT5	1 Practical per week. HT1 – HT5	3 theory lessons per week. - HT6.
Links to National Curriculum	This is assessed by a set assignment In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. Topics include: • Key components of performance • Applying practice methods to support improvement in a sporting activity • Organising and planning a sports activity session o Leading a sports activity session • Reviewing your own performance in planning and leading a sports activity session	Topic area 1: understand key components of performance Topic area 2 to be able to apply practice methods to support improvements in a sporting activity	This is assessed by a set assignment In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media. Topics include: • The different sources of media that cover sport • Positive effects of the media in sport • Negative effects of the media in sport.
Assessment Task(s)	Centre-assessed and OCR-moderated The assessment for this unit: Centre-assessed task(s) for each learning outcome • Key components of performance • Applying practice methods to support improvement in a sporting activity • Organising and planning a sports activity session • Leading a sports activity session • Reviewing your own performance in planning and leading a sports activity session.	Students are formally assessed in two practical sports: • HT1 – Invasion games • HT2 – Net games • HT3 – leadership (TA4 preparation) • HT4- Invasion games • HT5 – Invasion games	Centre-assessed and OCR-moderated The assessment for this unit: Centre-assessed task(s) for each learning outcome • The different sources of media that cover sport • Positive effects of the media in sport • Negative effects of the media in sport.
Key Knowledge	Different leadership roles and opportunities in sport Role-related responsibilities Personal qualities which relate to leadership roles Leadership styles Key considerations when planning sports activity sessions Safety considerations when planning sports activity sessions Safe practice Delivery style Communication skills Motivation techniques Activity-specific knowledge Adaptability Key aspects to consider in evaluating planning and delivery of a sports activity session	Students will perform in a range of different sports throughout the year. Students are assessed performing in two different activities. Team or individual. Students will also lead their own activity and will be formally assessed.	• Social and digital media – different source types for example Twitter • Streaming sites – for example YouTube • Technology on the move – tablets and phones • Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog • initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives
Key Skills	Planning, communication, confidence, organisational skills, working with others, present findings, write reports, explain concepts effectively, problem solving.	Development of both core and advanced skills for one individual and one team sport. Performance Analysis	Organisation, planning, research and resilience., independent research, critical thinking.

Sports Studies Curriculum Overview – Year 11 (KS4) (Theory,) Exam board: OCR

Topic (Unit)	R186 Sport and the Media	R184 Contemporary issues in Sport.
Length of topic	2 theory lessons per week. HT1- HT3.	1 theory lesson per week HT1-HT3 3 theory lessons per week. HT3-HT6.
Links to National Curriculum	This is assessed by a set assignment In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media. Topics include: - The different sources of media that cover sport - Positive effects of the media in sport - Negative effects of the media in sport.	This is assessed by an exam By completing this unit 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 ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include: - Issues which affect participation in sport - The role of sport in promoting values - The implications of hosting a major sporting event for a city or country - The role National Governing Bodies (NGBs) play in the development of their sport - The use of technology in sport
Assessment Task(s)	Centre-assessed and OCR-moderated The assessment for this unit: Centre-assessed task(s) for each learning outcome - The different sources of media that cover sport - Positive effects of the media in sport - Negative effects of the media in sport.	Exam questions with MAD time activity 1.15 hour Written Exam (May) OCR moderated - Issues which affect participation in sport - The role of sport in promoting values - The implications of hosting a major sporting event for a city or country - The role National Governing Bodies (NGBs) play in the development of their sport - The use of technology in sport.
Key Knowledge	- Social and digital media – different source types for example Twitter - Streaming sites – for example YouTube - Technology on the move – tablets and phones Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog - initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives	The different user groups who may participate in sport The possible barriers which affect participation in sport The solutions to barriers which affect participation in sport The factors which can impact upon the popularity of sport in the UK Current trends in the popularity of different sports in the UK Growth of new/emerging sports and activities in the UK Values which can be promoted through sport The Olympic and Paralympic movement Other initiatives and events which promote values through sport The importance of etiquette and sporting behaviour of both performers and spectators The use of performance-enhancing drugs in sport The features of major sporting events The potential benefits and drawbacks of cities/countries hosting major sporting events
Key Skills	Organisation, planning, research and resilience., independent research, critical thinking.	Examination confidence, revision, organisation, focus, independent study, aspiration,