

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
	Engagement patterns of different social groups and the factors affecting participation.	<p>Understand factors that contribute to engagement patterns in the following social groups:</p> <ul style="list-style-type: none"> • gender • race/religion/culture • age • family/friends/peers • disability. <p>Students should be taught to make links between the following factors and their relevance to engagement patterns of the groups above:</p> <ul style="list-style-type: none"> • attitudes • role models • accessibility (to facilities/clubs/activities) • media coverage 	<p>Understand the social groups.</p> <p>Develop a basic understanding of relevant factors.</p> <p>Develop analytical skills to ascertain what factors are relevant to differing circumstances.</p>	<p>Subject specific vocabulary (see Knowledge column)</p> <p>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.</p>	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Unit 5)</p>

		<ul style="list-style-type: none"> • sexism/stereotyping • culture/religion/ religious festivals • family commitments • available leisure time • familiarity • education • socio-economic factors/ disposable income • adaptability/ inclusiveness. <p>Students should be encouraged to analyse the barriers and make reasoned conclusions as to which barriers are appropriate.</p>		<p>Compare</p> <p>Identify similarities and or differences.</p> <p>Complete</p> <p>Finish a task by adding to given information.</p> <p>Consider</p> <p>Review and respond to given information.</p> <p>Define</p> <p>Specify meaning.</p> <p>Describe</p> <p>Set out characteristics.</p>	
	Commercialisation.	Links should be made to the relationship between sport, sponsorship and the media.	<p>Define commercialisation.</p> <p>Explain commercialisation.</p> <p>Analyse/ evaluate links between sport, sponsorship and the media.</p>	<p>Discuss</p> <p>Present key points about different ideas or strengths and weaknesses of an idea.</p> <p>Evaluate</p>	

				Judge from available evidence.	
	Types of sponsorship and the media.	<p>Definitions of sponsorship and the media. Types of sponsorship:</p> <ul style="list-style-type: none"> • financial • clothing and equipment, including footwear • facilities. • Types of media: • television • radio • the press • the internet • social media. 	<p>Understand the types of sponsorship/ media.</p> <p>Apply examples of the above to different scenarios, eg types of media in mainstream sport.</p>	<p>Explain</p> <p>Set out purposes or reasons.</p> <p>Identify</p> <p>Name or otherwise characterise.</p> <p>Illustrate</p> <p>Present clarifying examples.</p> <p>Interpret</p> <p>Translate information into recognisable form.</p> <p>Justify</p> <p>Support a case with Outline</p> <p>Set out main evidence characteristics.</p>	
	Positive and negative impacts of sponsorship and the media.	<p>The positive and the negative impacts of commercialised activity (sponsorship and the media) on the following:</p> <ul style="list-style-type: none"> • performer 	Provide basic advantages and disadvantages of commercialised	<p>Suggest</p> <p>Present a possible case/solution.</p>	

		<ul style="list-style-type: none"> • sport • official • audience/spectator • sponsor/company. <p>Students should be taught to justify why the impact is positive and/or negative. They should be encouraged to provide reasoned conclusions to their justifications.</p>	<p>activity to the varying groups.</p> <p>Develop a breadth of understanding, ie several advantages and disadvantages.</p> <p>Evaluate the advantages and disadvantages.</p>	<p>State</p> <p>Express clearly and briefly.</p>	
	Positive and negative impacts of technology.	<p>The positive and the negative impacts of technology on the following:</p> <ul style="list-style-type: none"> • performer • sport • official • audience/spectator • sponsor/company. <p>Students should be taught to justify why the impact is positive and/or negative.</p>	<p>Provide basic advantages and disadvantages of technology in sport to the varying groups.</p> <p>Develop a breadth of understanding, ie several advantages and disadvantages.</p> <p>Evaluate the advantages and disadvantages, with applied examples to varying sports.</p>		
	Conduct of performers.	<p>Definitions of the following terms:</p> <ul style="list-style-type: none"> • etiquette • sportsmanship • gamesmanship 	<p>Know the terms.</p> <p>Explain the terms.</p> <p>Applied examples of these terms to varying sporting activities.</p>		

		<ul style="list-style-type: none"> • contract to compete. • Students should be taught sporting examples of these terms. 			
	Prohibited substances.	<p>Categories of prohibited substances, including the basic positive effects and negative side effects:</p> <ul style="list-style-type: none"> • stimulants • narcotic analgesics • anabolic agents • peptide hormones (EPO) • diuretics. 	<p>Know the terms.</p> <p>Explain the terms – what are they?</p> <p>*Full application comes below.</p>		
	Prohibited substances (blood doping).	<p>Blood doping involves the removal of blood a few weeks prior to competition. The blood is frozen and re-injected just before competition.</p> <p>Blood doping leads to increased red blood cell count, which benefits endurance athletes.</p> <p>Side effects can be:</p> <ul style="list-style-type: none"> • thickening of blood (viscosity) • potential infection • potential for heart attack • embolism (blockage of vessel). 	<p>How blood doping is carried out.</p> <p>Side effects of blood doping.</p> <p>Evaluation of the advantages of blood doping, with reasoned conclusions.</p>		

	<p>Drugs subject to certain restrictions (beta blockers).</p>	<p>Beta blockers are taken to:</p> <ul style="list-style-type: none"> • reduce heart rate, muscle tension and blood pressure • reduce the effects of adrenaline • improve fine control/ preciseness. • Side effects can lead to: • nausea • weakness • heart problems. <p>Beta blockers should be prescribed by a medical professional.</p>	<p>Know the term beta blockers.</p> <p>Explain what they are.</p> <p>Understand the advantages/ disadvantages.</p> <p>Evaluate which type of sports person may take them.</p>		
	<p>Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples.</p>	<p>Stimulants – alertness.</p> <p>Narcotic analgesics – pain killers from over training.</p> <p>Anabolic agents – muscle mass.</p> <p>Diuretics – lose weight.</p> <p>Peptide hormones – oxygen carrying capacity.</p> <p>Blood doping – oxygen carrying capacity.</p> <p>Beta blockers – for fine motor control Students should be taught to understand in which sports performers may decide to use PEDs, with varying examples.</p>	<p>*Evaluate the use of PEDs, which athletes would they benefit, with reasoned conclusions.</p>		

	<p>The advantages and disadvantages of taking PEDs for the performer.</p>	<p>Advantages include:</p> <ul style="list-style-type: none"> • increased chances of success • fame • wealth • level playing field. <p>Disadvantages include:</p> <ul style="list-style-type: none"> • cheating/immoral • associated health risks • fines • bans • reputational damage. 	<p>A basic understanding of the advantages and disadvantages.</p> <p>Develop a wider repertoire of understanding.</p>		
	<p>The disadvantages to the sport/event of performers taking PEDs.</p>	<p>Disadvantages include:</p> <ul style="list-style-type: none"> • reputation • credibility. 	<p>Develop understanding of the disadvantages.</p>		
	<p>Spectator behaviour (the positive and the negative effects of spectators at events).</p>	<p>The positive influence of spectators at matches/events:</p> <ul style="list-style-type: none"> • creation of atmosphere • home-field advantage (for home team/individuals). 	<p>Develop an understanding of the advantages and disadvantages generically.</p>		

		<p>The negative influence of spectators at matches/events:</p> <ul style="list-style-type: none"> • negative effect on performance as a result of increased pressure • potential for crowd trouble/hooliganism • safety costs/concerns • negative affect on participation numbers amongst younger performers. 	Apply to varying examples.		
	Reasons why hooliganism occurs.	<p>Reasons for hooliganism:</p> <ul style="list-style-type: none"> • rivalries • hype • fuelled by alcohol/drugs • gang culture • frustration (eg at official's decisions) • display of masculinity. <p>Focus should remain on these reasons although students can develop other reasons deemed justifiable.</p>	<p>Develop a basic understanding of why hooliganism occurs.</p> <p>Develop the breadth of understanding.</p> <p>Apply this understanding to varying examples.</p> <p>See box below.</p>		
	Strategies employed to combat hooliganism/spectator behavior.	<p>Strategies include:</p> <ul style="list-style-type: none"> • early kick-offs • all-seater stadia 	Recap of knowledge from the box above.		

		<ul style="list-style-type: none"> • segregation of fans • improved security • alcohol restrictions • travel restrictions/banning orders • education/promotional activity/campaigns and high profile endorsements. <p>Students should be taught to evaluate the effectiveness of these strategies, eg high costs of security versus safety of spectators. Reasoned conclusions should be made to justify thinking.</p>	<p>Develop understanding of varying strategies.</p> <p>Apply this understanding to different sporting events.</p> <p>Develop reasoned conclusions to evaluate the effectiveness of these strategies.</p>		
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