

**Barnsley Academy – (11 OCR Sport Studies) Curriculum  
Scheme of Work – 2023-24**

Term 1 – Weeks 1-8				
	1	2	3	4
<b>Lesson Focus</b>	<p><b>R186 – Task 1:</b> Different sources of media that cover sport: digital, social, broadcast and traditional print</p> <p><b>R184:</b> Issues which affect participation in sport i.e., different user groups</p>	<p><b>R186 – Task 1:</b> Different sources of media that cover sport: digital, social, broadcast and traditional print coursework input</p> <p><b>R184:</b> Issues which affect participation in sport i.e. different user groups continued</p>	<p><b>R186 – Task 1:</b> Different sources of media that cover sport: digital, social, broadcast and traditional print coursework input</p> <p><b>R184:</b> Issues which affect participation in sport i.e. Barriers to participation</p>	<p><b>R186 Task 1:</b> Different sources of media that cover sport – digital, social, broadcast and traditional print media comparison - teacher input.</p> <p><b>R184:</b> Issues which affect participation in sport i.e. Possible barrier solutions</p>
<b>Prerequisite Knowledge</b>	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before
<b>Core Knowledge</b>	<p><b>R184 – Examination unit:</b> Those facing particular barriers to their participation in sport are categorised into user groups. These user groups include:</p> <ul style="list-style-type: none"> <li>- Gender</li> <li>- People from different ethnic groups</li> <li>- Retired people</li> <li>- Families with children</li> <li>- Carers</li> <li>- People with family commitments</li> <li>- Young children</li> <li>- Teenagers</li> <li>- People with disabilities</li> <li>- Parents</li> <li>- People who work</li> <li>- Unemployed / economically disadvantaged people</li> </ul> <p>Teacher to use Cambridge National Sport Studies textbook to expand on each user group further in planning.</p> <p><b>R186 – Sport and the media:</b> Different sources of media allow for updates and coverage of sport for fans and spectators to enjoy everywhere. Media sources include:</p> <ul style="list-style-type: none"> <li>- Social media / networking e.g. Twitter / Instagram</li> <li>- Media sharing sites e.g. YouTube / Vimeo</li> <li>- Live streaming e.g. Facebook live / Periscope</li> <li>- Technology on the move e.g. Sky Go</li> <li>- Websites and blogs e.g. BBC Sport / F1 Fanatic</li> <li>- Television e.g. Sky Sports</li> <li>- Radio e.g. Talk Sport</li> <li>- Podcasts e.g. The Match of the Day podcast</li> <li>- Newspapers e.g. The Mail</li> <li>- Magazines e.g. Runners World</li> <li>- Books e.g. Tyson Fury – Behind the Mask</li> </ul>	<ul style="list-style-type: none"> <li>• Same as week 1</li> </ul>	<p><b>R184 – Examination unit:</b> Not everyone in society has equal opportunity to access sporting provision. Many possible barriers to participation are common to all user groups. These include:</p> <ul style="list-style-type: none"> <li>- Employment and unemployment</li> <li>- Family or other commitments</li> <li>- Lack of disposable income</li> <li>- Lack of transport or access</li> <li>- Lack of positive family role models or family support</li> <li>- Lack of appropriate activity provision</li> <li>- Lack of awareness of appropriate activity provision</li> <li>- Lack of equal coverage in terms of media e.g. gender / ethnicity</li> <li>-</li> </ul> <p>Teacher to use Cambridge National Sport Studies textbook to expand on each barrier further in planning.</p> <p><b>R186 – Sport and the media:</b> Same as week 1 and 2 – Coursework input</p>	<p><b>R184 – Examination unit:</b> Some of the common solutions that could be put into action in an attempt to eradicate the barriers for different user groups include:</p> <ul style="list-style-type: none"> <li>- Provision of appropriate programmes for user groups to attend</li> <li>- Provision of specific sessions for user groups to attend</li> <li>- Provision of suitable activities for user groups to attend</li> <li>- Provision of sessions at appropriate times</li> <li>- The use of targeted promotions to attract user groups</li> <li>- The use of role models to inspire members of a user group</li> <li>- The launch and promotion of targeted initiatives to inspire user groups</li> <li>- Increased availability and appropriateness of transport for user groups to use</li> <li>- Improved access to facilities for user groups</li> <li>- Appropriate pricing for user groups.</li> </ul> <p>Teacher to use Cambridge National Sport Studies textbook to expand on each barrier further in planning.</p> <p><b>R186 – Sport and the media:</b> Compare the different sources of media for improving information distribution and sport coverage for spectators for the sporting activity that your club is involved with. Identify how your chosen club and its sporting activity could use these different media sources. Sports list on set assignment task template (table tennis, volleyball or track cycling).</p>

	Teacher to use Cambridge National Sport Studies textbook to expand on each user group further in planning. Students to research a variety of digital and social media sources and traditional print and broadcast media that cover the sporting activity that your sports club is involved with. Sports list on set assignment task template.			
<b>Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)</b>	<ul style="list-style-type: none"> <li>- Teacher to share examples with class of what a good response to exam question / coursework task looks like</li> <li>- Teacher to model to students how to compose responses e.g. PIB / PEE etc. This can be pre planned in which students would annotate with teacher or it can be live modelled e.g. teacher thinking aloud and students writing when the teacher does.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to share examples with class of what a good response to exam question / coursework task looks like</li> <li>- Teacher to model to students how to compose responses e.g. PIB / PEE etc. This can be pre planned in which students would annotate with teacher or it can be live modelled e.g. teacher thinking aloud and students writing when the teacher does.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to share examples with class of what a good response to exam question / coursework task looks like</li> <li>- Teacher to model to students how to compose responses e.g. PIB / PEE etc. This can be pre planned in which students would annotate with teacher or it can be live modelled e.g. teacher thinking aloud and students writing when the teacher does.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to share examples with class of what a good response to exam question / coursework task looks like</li> <li>- Teacher to model to students how to compose responses e.g. PIB / PEE etc. This can be pre planned in which students would annotate with teacher or it can be live modelled e.g. teacher thinking aloud and students writing when the teacher does.</li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- Teacher to share websites / resources with students that might find useful to complete research and independent practice</li> <li>- Students to go and research media sources and complete task set by OCR for one of three sports set out.</li> <li>- Students to complete exam questions set by teacher on issues which affect participation in sport. Teacher to give sentence starters and key words if necessary and reduce scaffolding over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to share websites / resources with students that might find useful to complete research and independent practice</li> <li>- Students to go and research media sources and complete task set by OCR for one of three sports set out.</li> <li>- Students to complete exam questions set by teacher on issues which affect participation in sport. Teacher to give sentence starters and key words if necessary and reduce scaffolding over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to share websites / resources with students that might find useful to complete research and independent practice</li> <li>- Students to go and research media sources and complete task set by OCR for one of three sports set out.</li> <li>- Students to complete exam questions set by teacher on issues which affect participation in sport. Teacher to give sentence starters and key words if necessary and reduce scaffolding over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to share websites / resources with students that might find useful to complete research and independent practice</li> <li>- Students to go and research media sources and complete task set by OCR for one of three sports set out.</li> <li>- Students to complete exam questions set by teacher on issues which affect participation in sport. Teacher to give sentence starters and key words if necessary and reduce scaffolding over time.</li> </ul>
<b>Assessment (Informal/Formal)</b>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">Candidate style work R186.pdf</a></li> <li>• <a href="#">Set assignment (R186).pdf</a></li> <li>• <a href="#">Sample question paper (R184).pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">Candidate style work R186.pdf</a></li> <li>• <a href="#">Set assignment (R186).pdf</a></li> <li>• <a href="#">Sample question paper (R184).pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">Candidate style work R186.pdf</a></li> <li>• <a href="#">Set assignment (R186).pdf</a></li> <li>• <a href="#">Sample question paper (R184).pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">Candidate style work R186.pdf</a></li> <li>• <a href="#">Set assignment (R186).pdf</a></li> <li>• <a href="#">Sample question paper (R184).pdf</a></li> </ul>
<b>Specific SEN(D)/EAL support</b>	<ul style="list-style-type: none"> <li>- Teaching assistants used to support students with EHCP’s</li> <li>- Scaffolding used to support independent practice</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching assistants used to support students with EHCP’s</li> <li>- Scaffolding used to support independent practice</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching assistants used to support students with EHCP’s</li> <li>- Scaffolding used to support independent practice</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching assistants used to support students with EHCP’s</li> <li>- Scaffolding used to support independent practice</li> </ul>

Term 1 – Weeks 1-8				
	5	6	7	8
<b>Lesson Focus</b>	<p><b>R186 Task 1:</b> Different sources of media that cover sport – digital, social, broadcast and traditional print media solution - coursework input.</p> <p><b>R184:</b> Issues which affect participation in sport - Factors which can impact on popularity of sport in the UK / Emerging and new sports in the UK.</p>	<p><b>R186 Task 1:</b> Different sources of media that cover sport – media sources that improve sports engagement with spectators – teacher input and coursework.</p> <p><b>R184:</b> Issues which affect participation in sport - Factors which can impact on popularity of sport in the UK / Emerging and new sports in the UK.</p>	<p><b>R186 Task 1:</b> Different sources of media that cover sport – media sources that improve sports engagement with spectators – teacher input and coursework.</p> <p><b>R184:</b> the role of sport in promoting values – Sport values.</p>	<p><b>R186 Task 1:</b> Different sources of media that cover sport – Recommendations of most effective media sources to distribute information to spectators – teacher input and coursework.</p> <p><b>R184:</b> the role of sport in promoting values – Sport values.</p>
<b>Prerequisite Knowledge</b>	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before
<b>Core Knowledge</b>	<p><b>R184 – Examination Unit:</b> Sport is an extremely popular part of the culture within the UK. There are many factors which can positively or negatively impact upon the popularity of sport. This includes:</p> <ul style="list-style-type: none"> <li>• Number of people participating</li> <li>• Provision facilities</li> <li>• Environment/climate activity influence</li> <li>• Live spectators</li> <li>• The amount and range of media coverage</li> <li>• High level success of both individuals and teams</li> <li>• The number and range of positive roles models available in a sport</li> <li>• Social acceptability</li> <li>• Examples of current emerging sports</li> <li>• The development and opportunities to participate in emerging sports.</li> </ul> <p>Teacher to use Cambridge National Sport Studies textbook to expand on each user group further in planning</p> <p><b>R186 – Sport and the media:</b> Same as week 4 Coursework input</p>	<p><b>R184 – Examination Unit:</b> same as week 5 continuing through factors.</p> <p><b>R186 – Sport in the media:</b> Compare the different sources of media for improving information distribution and sport coverage for spectators for the sporting activity that your club is involved with. Identify how your chosen club and its sporting activity could use these different media sources. Sports list on set assignment task template (table tennis, volleyball or track cycling).</p>	<p><b>R184 – Examination Unit:</b> Sports provides opportunities to win, lose, gain friends and maintain a healthy lifestyle. As a performer, skills and attributes are learned and gained that can inform all aspects of a person’s life this will include:</p> <ul style="list-style-type: none"> <li>• Team spirit</li> <li>• Fair play</li> <li>• Citizenship</li> <li>• Tolerance</li> <li>• Inclusion</li> <li>• National pride</li> <li>• Excellence</li> </ul> <p><b>R186 – Sport in the media:</b> Compare the different sources of media for improving information distribution and sport coverage for spectators for the sporting activity that your club is involved with. Identify how your chosen club and its sporting activity could use these different media sources. Sports list on set assignment task template (table tennis, volleyball or track cycling).</p>	<p><b>R184 – Examination Unit:</b> - Same as week 7.</p> <p><b>R186 – Sport in the media:</b> Recommend the most effective sources of media for improving information distribution and sport coverage for spectators for the sporting activity that your club is involved with. Identify how your chosen club and its sporting activity could use these different media sources. Sports list on set assignment task template (table tennis, volleyball or track cycling).</p>
<b>Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)</b>	<ul style="list-style-type: none"> <li>- Teacher to share websites / resources with students that might find useful to complete research and independent practice. Students to go and research media sources and complete task set by OCR for one of three sports set out.</li> <li>- Students to complete exam questions set by teacher on issues which affect participation in sport. Teacher to give sentence starters and key words if necessary and reduce scaffolding over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to share websites / resources with students that might find useful to complete research and independent practice. Students to go and research media sources and complete task set by OCR for one of three sports set out.</li> <li>- Students to complete exam questions set by teacher on issues which affect participation in sport. Teacher to give sentence starters and key words if necessary and reduce scaffolding over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to share websites / resources with students that might find useful to complete research and independent practice. Students to go and research media sources and complete task set by OCR for one of three sports set out.</li> <li>- Students to complete exam questions set by teacher on issues which affect participation in sport. Teacher to give sentence starters and key words if necessary and reduce scaffolding over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to share websites / resources with students that might find useful to complete research and independent practice. Students to go and research media sources and complete task set by OCR for one of three sports set out.</li> <li>- Students to complete exam questions set by teacher on issues which affect participation in sport. Teacher to give sentence starters and key words if necessary and reduce scaffolding over time.</li> </ul>

<p><b>Independent Practice</b></p>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> <li>-</li> </ul>
<p><b>Assessment (Informal/Formal)</b></p>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">Candidate style work R186.pdf</a></li> <li>• <a href="#">Set assignment (R186).pdf</a></li> <li>• <a href="#">Sample question paper (R184).pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">Candidate style work R186.pdf</a></li> <li>• <a href="#">Set assignment (R186).pdf</a></li> <li>• <a href="#">Sample question paper (R184).pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">Candidate style work R186.pdf</a></li> <li>• <a href="#">Set assignment (R186).pdf</a></li> <li>• <a href="#">Sample question paper (R184).pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">Candidate style work R186.pdf</a></li> <li>• <a href="#">Set assignment (R186).pdf</a></li> <li>• <a href="#">Sample question paper (R184).pdf</a></li> </ul>
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	9	10	11	12
<b>Lesson Focus</b>	<p><b>R186 Task 2:</b> Positive effects of the media in sport – The relationship between the clubs sporting activity and the media – teacher input</p> <p><b>R184:</b> the role of sport in promoting values – The Olympic and Paralympic movement</p>	<p><b>R186 Task 2:</b> Positive effects of the media in sport – The relationship between the clubs sporting activity and the media – coursework input</p> <p><b>R184:</b> the role of sport in promoting values – Sporting values, initiatives and campaigns</p>	<p><b>R186 Task 2:</b> Positive effects of the media in sport – Promotion opportunities and sponsorship revenue – teacher input</p> <p><b>R184:</b> the role of sport in promoting values – Etiquette and sporting behaviour of performers and spectators</p>	<p><b>R186 Task 2:</b> Positive effects of the media in sport – Promotion opportunities and sponsorship revenue – coursework input</p> <p><b>R184:</b> the role of sport in promoting values – Etiquette and sporting behaviour of performers and spectators</p>
<b>Prerequisite Knowledge</b>	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before
<b>Core Knowledge</b>	<p><b>R184 – Examination Unit:</b> The Olympic Games and Paralympic Games are the pinnacle of most Elite athletes’ careers, providing chance to win Olympic medals for their country. The Olympic movement is intended to promote a very clear set of values to inspire and educate performers and those watching at home.</p> <p><b>The creed:</b> Designed to provide a moral message about taking part, emphasising that life is similar to sport in that there will be struggles, but what is important is that you do your best to deal with these struggles.</p> <p><b>The symbol:</b> Five interlocking rings to represent the closeness of the 5 continents of the world which take part. Reminds everyone that the sporting event involves all areas of the world.</p> <p><b>Olympic values:</b></p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Excellence</li> <li>• Friendship</li> </ul> <p><b>Paralympic values:</b></p> <ul style="list-style-type: none"> <li>• Determination</li> <li>• Inspiration</li> <li>• Courage</li> <li>• Equality</li> </ul> <p><b>R186 – Sport and the media:</b> There is a positive relationship between the media and sport as they rely on each other to generate income and interest.</p> <ul style="list-style-type: none"> <li>• Participation – increase awareness and improve participation levels</li> <li>• Inspiring others to participate</li> <li>• Creating and adopting positive role models</li> <li>• Breaking barriers to participation</li> </ul>	<p><b>R184 – Examination Unit:</b> Initiatives, campaigns and events to promote sporting values can occur at local, regional and national levels.</p> <p><b>Local:</b></p> <ul style="list-style-type: none"> <li>- Fair play</li> <li>- Citizenship</li> <li>- Tolerance and respect</li> <li>- Excellence</li> </ul> <p><b>Regional:</b> Local sports clubs may well follow regional or national campaigns to encourage values that are being emphasised on a wider basis e.g. the Yorkshire Sport Foundation launched a campaign called “Mums team” to encourage citizenship amongst the mums of Yorkshire.</p> <p><b>National:</b> Example – English Cricket Board’s “Chance to shine programme”. Values promotes are citizenship, inclusion, tolerance and respect. Teachers to see page 26 of the OCR Sport Studies textbook for more.</p> <p><b>R186 – Sport in the media:</b> Students to research and input for coursework the relationship between their chosen sports club’s activity and the media e.g. how has the media positively impacted participation / breaking barriers etc. Sports list on set assignment task template (table tennis, volleyball or track cycling). Students to use set assignment task for guidance.</p>	<p><b>R184 – Examination Unit:</b> The term etiquette refers to the following unwritten rules about player behaviour. Can be linked to having appropriate manners and using appropriate sporting behaviour.</p> <ul style="list-style-type: none"> <li>- Reasons for observing etiquette and sporting behaviour</li> <li>- Sportsmanship</li> <li>- Gamesmanship</li> </ul> <p>In the same way that performers are expected to follow unwritten rules, spectators are also expected to behave in a certain way.</p> <ul style="list-style-type: none"> <li>- Spectator etiquette</li> <li>- Spectator safety</li> </ul> <p><b>R186 – Sport in the media:</b> The relationship between the sport, media and sponsorship is largely based on making money.</p> <ul style="list-style-type: none"> <li>- How they use each other to promote themselves and increase revenue</li> <li>- Promotional opportunities for business and commercial sport and how sports adapt to utilise these media sources</li> <li>- Sport as a commodity – revenue created for some sports. Influence of owners and investors.</li> <li>- Golden triangle – sport, business and media</li> </ul>	<p><b>R184 – Examination Unit:</b> - Same as week 11</p> <p><b>R186 – Sport in the media:</b> Students to research and input for coursework the positive effects of media in sport based on promotion opportunities and sponsorship revenue. Students to use set assignment task for guidance. Sports list on set assignment task template (table tennis, volleyball or track cycling).</p>



<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	<ul style="list-style-type: none"> <li>- Teacher to share websites / resources with students that might find useful to complete research and independent practice. Students to go and research media sources and complete task set by OCR for one of three sports set out.</li> <li>- Students to complete exam questions set by teacher on issues which affect participation in sport. Teacher to give sentence starters and key words if necessary and reduce scaffolding over time.</li> </ul>			
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 2 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 2 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher assessment of task 1 R186 using marking band criteria provided by OCR</li> <li>- Exam question used for demonstrate tasks at the end of learning in R184 to inform planning needs in subsequent lesson e.g. closing the gap needed</li> </ul>
<b>Assessment (Informal/Formal)</b>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">OCR Sport Studies (2022) Specification.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">OCR Sport Studies (2022) Specification.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">OCR Sport Studies (2022) Specification.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education)</li> <li>• <a href="#">OCR Sport Studies (2022) Specification.pdf</a></li> </ul>
<b>Specific SEN(D)/EAL support</b>	<ul style="list-style-type: none"> <li>- Teaching assistants used to support students with EHCP’s</li> <li>- Scaffolding used to support independent practice</li> <li>- Picture resources and coaching cards used in practical lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching assistants used to support students with EHCP’s</li> <li>- Scaffolding used to support independent practice</li> <li>- Picture resources and coaching cards used in practical lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching assistants used to support students with EHCP’s</li> <li>- Scaffolding used to support independent practice</li> <li>- Picture resources and coaching cards used in practical lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching assistants used to support students with EHCP’s</li> <li>- Scaffolding used to support independent practice</li> <li>- Picture resources and coaching cards used in practical lessons</li> </ul>

	13	14	15
<b>Lesson Focus</b>	<p><b>R186 Task 2:</b> Positive effects of the media in sport – Promotion of links between sports club and health and fitness industry - Teacher input</p> <p><b>R184:</b> The role of sport in promoting vales – Performance Enhancing drugs</p>	<p><b>R186 Task 2:</b> Positive effects of the media in sport – Promotion of links between sports club and health and fitness industry - coursework input</p> <p><b>R184:</b> Topic 1 and 2 cyclical mop up</p>	<p><b>R186 Task 2:</b> Positive effects of the media in sport – Raising club profile using media through lottery grant – Teacher input</p> <p><b>R184:</b> Topics 1 and 2 end of unit test</p>
<b>Prerequisite Knowledge</b>	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before	- Not applicable as 2 brand new units with new content that has not been taught before
<b>Core Knowledge</b>	<p><b>R184 – Examination Unit:</b> Performance enhancing drugs (PEDs) are substances that are used to improve any form of activity performance in human beings. Sometimes these substances are prohibited (banned) and taken against the rules and regulations</p> <ul style="list-style-type: none"> <li>• The reasons why sport performers use PEDs</li> <li>• The reasons why performers should not use PEDs</li> <li>• The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs</li> <li>• Sanctions to prevent the use of PEDs</li> <li>• Educational strategies to prevent the use of PEDs</li> <li>• Impact of the use of PEDs</li> </ul> <p><b>R186 – Sport and the media:</b> Media coverage of different sports does vary, so when a sport starts to receive more coverage, it can significantly raise the profile of that sport, breaking down barriers and promote the health and fitness industry.</p> <ul style="list-style-type: none"> <li>• Sports initiatives that seek to increase participation</li> <li>• Promotion of an active, healthy lifestyle.</li> </ul>	<p><b>R184 – Examination Unit:</b> Teacher to explore gaps in learning for students and re teach, if necessary, exam question practice.</p> <p><b>R186 – Sport and the media:</b> Same as week 13 Coursework input</p>	<p><b>R184 – Examination Unit:</b> Student will sit end of unit test.</p> <p><b>R186 – Sport and the media:</b> The media has many positive impacts on sport as a result of its comprehensive coverage. One of the main functions of media is to educate. its is able to provide knowledge to its readers, listeners and viewers.</p> <ul style="list-style-type: none"> <li>• Exposure for emerging and minority sports</li> <li>• Continued education of performers and spectators in emerging sports and changes to existing sports.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)</b>	<ul style="list-style-type: none"> <li>- Teacher to demonstrate skill for specific drills and activities.</li> <li>- Teacher to live model a PIF statement for recommendations for future improvements / justification. Students to then attempt guided practice for suggestions involving planning and leading</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to demonstrate skill for specific drills and activities.</li> <li>- Teacher to live model a PIF statement for recommendations for future improvements / justification. Students to then attempt guided practice for suggestions involving planning and leading</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher to discuss rules and regulations and give visible demonstrations throughout to support game play assessment.</li> </ul>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- Students to practice skills in isolation and then increase the complexity by attempting to apply skills into competitive scenarios e.g. conditioned and modified games.</li> <li>- Students to complete task 5 of R185 coursework. Teacher input if needed, however students should aim to complete this task independently to achieve MB3.</li> </ul>	<ul style="list-style-type: none"> <li>- Students to practice skills in isolation and then increase the complexity by attempting to apply skills into competitive scenarios e.g. conditioned and modified games.</li> <li>- Students to complete task 5 of R185 coursework. Teacher input if needed, however students should aim to complete this task independently to achieve MB3.</li> </ul>	<ul style="list-style-type: none"> <li>- Students to showcase skills in isolation and then apply skills into competitive game play aiming for MB3.</li> <li>- Students to finalise task 5 of R185 coursework. Teacher input if needed, however students should aim to complete this task independently to achieve MB3.</li> </ul>

<b>Assessment (Informal/Formal)</b>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher circulation / live feedback</li> <li>- Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.</li> <li>- Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria.</li> </ul>	<ul style="list-style-type: none"> <li>- Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria.</li> </ul>
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