

**Medium Term Learning Plan**

Year/Group: KS3/ 4

 Course: **Social Cultural Influences**

About the unit	Assessment Focus
	NC levels/ Exam specification Beginners levels: 1-3 Skill Builders levels: 3-5 Advanced levels: 5-8
Key Content to be covered	Expected Learning Outcomes
<b>3.2.2.1 Engagement patterns of different social groups in physical activity and sport</b> <b>3.2.2.2 Commercialisation of physical activity and sport</b> <b>3.2.2.3 Ethical and socio-cultural issues in physical activity and sport</b>	Students should develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society
Key Skills to be developed	Key Assessment Points (evidence)
	<ul style="list-style-type: none"> <li>• <b>Pre and Post assessment</b></li> <li>• <b>In class discussion</b></li> </ul>
Language for Learning	Links to EBD/ personal, social and emotional needs
Participation, Physical, disability, attitudes, facilities, commitments, commercialism, audience, spectator, sponsorship	L1, L2, C6, C7, E14

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Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
1	<b>3.2.2.1 Engagement patterns of different social groups in physical activity and sport</b>	Engagement patterns of different social groups and the factors affecting participation	Engagement patterns in physical activity and sport can differ between different social groups. Understand factors that contribute to engagement patterns in the following social groups: <ul style="list-style-type: none"> <li>• gender</li> <li>• race/religion/culture</li> <li>• age</li> <li>• family/friends/peers</li> <li>• disability.</li> </ul> Students should be taught to make justifiable links between the following factors and their	Students complete the learning objectives and answer appropriately on the end point assessment.

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			<p>relevance to engagement patterns of the groups above:</p> <ul style="list-style-type: none"> <li>• attitudes</li> <li>• role models</li> <li>• accessibility (to facilities/clubs/activities)</li> <li>• media coverage</li> <li>• sexism/stereotyping</li> <li>• culture/religion/religious festivals</li> <li>• family commitments</li> <li>• available leisure time</li> <li>• familiarity</li> <li>• education</li> <li>• socio-economic factors/disposable</li> </ul>	
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			<p>income</p> <ul style="list-style-type: none"> <li>• adaptability/inclusiveness</li> </ul> <p>102-112 text book</p>	
<b>2</b>	<b>3.2.2.2 Commercialisation of physical activity and sport</b>	<p>Commercialisation</p> <p>Types of sponsorship and the media</p>	<p>Definition of commercialisation.</p> <p>The relationship between sport, sponsorship and the media.</p> <p>Definitions of sponsorship and the media.</p> <p>Types of sponsorship:</p> <ul style="list-style-type: none"> <li>• financial</li> <li>• clothing and equipment, including footwear</li> <li>• facilities.</li> </ul> <p>Types of media:</p> <ul style="list-style-type: none"> <li>• television</li> </ul>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>

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<b>3</b>	<b>3.2.2.2 Commercialisation of physical activity and sport</b>	<p>Positive and negative impacts of sponsorship and the media</p> <p>Positive and negative impacts of technology</p>	<ul style="list-style-type: none"> <li>• radio</li> <li>• the press</li> <li>• the internet</li> <li>• social media.</li> </ul> <p>Pg 113-18 text book</p>	<p>The positive and the negative impacts of commercialised activity (sponsorship and the media) on the following:</p> <ul style="list-style-type: none"> <li>• performer</li> <li>• sport</li> <li>• official</li> <li>• audience/spectator</li> <li>• sponsor/company.</li> </ul>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>
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			<p>Students should be taught to justify why the impact is positive and/or negative</p> <p>The positive and the negative impacts of technology on the following:</p> <ul style="list-style-type: none"> <li>• performer</li> <li>• sport</li> <li>• official</li> <li>• audience/spectator</li> <li>• sponsor/company.</li> </ul> <p>Students should be taught to justify why the impact is positive and/or negative. Teaching should make students aware of examples of technology used in sport (eg Hawkeye, Television Match Official). However, the focus should be on</p>	
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			<p>technology generically, not on specific types of technology (eg Hawkeye, Television Match Official).</p> <p>120-125 text book</p>	
<b>4</b>	<b>3.2.2.3 Ethical and socio-cultural issues in physical activity and sport</b>	<p>Conduct of performers</p> <p>Prohibited substances</p> <p>Prohibited methods (blood doping)</p>	<p>Definitions of the following terms:</p> <ul style="list-style-type: none"> <li>• etiquette</li> <li>• sportsmanship</li> <li>• gamesmanship</li> <li>• contract to compete.</li> </ul> <p>Students should be taught sporting examples of these terms.</p> <p>Categories of prohibited substances, including the basic positive effects and negative side effects:</p> <ul style="list-style-type: none"> <li>• stimulants</li> </ul>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>

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			<ul style="list-style-type: none"> <li>• narcotic analgesics</li> <li>• anabolic agents</li> <li>• peptide hormones (EPO)</li> <li>• diuretics.</li> </ul> <p>How blood doping occurs and the effects/side effects of doing it.</p> <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>Students should be taught how blood doping leads to increased red blood cell count and be able to evaluate which types of sporting</p>	
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			<p>performers this could benefit. Side effects can be:</p> <ul style="list-style-type: none"> <li>• thickening of blood (viscosity)</li> <li>• potential infection</li> <li>• potential for heart attack</li> <li>• embolism (blockage of vessel).</li> </ul> <p>126-129</p>	
<b>5</b>	<p><b>3.2.2.3 Ethical and socio-cultural issues in physical activity and sport</b></p>	<p>Drugs subject to certain restrictions (beta blockers)</p> <p>Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples</p>	<p>Beta blockers are taken to:</p> <ul style="list-style-type: none"> <li>• reduce heart rate, muscle tension and blood pressure</li> <li>• reduce the effects of adrenaline</li> <li>• improve fine control/preciseness.</li> </ul> <p>Side effects can lead to:</p> <ul style="list-style-type: none"> <li>• nausea</li> <li>• weakness</li> </ul>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>

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			<ul style="list-style-type: none"> <li>• heart problems.</li> </ul> <p>Beta blockers should be prescribed by a medical professional.</p> <p>Stimulants – alertness</p> <p>Narcotic analgesics – pain killers from over</p> <p>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</p>	
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			<p>Students should be taught to understand in, which sports performers may decide to use PEDs, with examples.</p> <p>130-132 text book</p>	
6	<p><b>3.2.2.3 Ethical and socio-cultural issues in physical activity and sport</b></p>	<p>The advantages and disadvantages for the performer of taking PEDs</p> <p>The disadvantages to the sport/event of performers taking PEDs</p>	<p>Advantages include:</p> <ul style="list-style-type: none"> <li>• increased chances of success</li> <li>• fame</li> <li>• wealth</li> <li>• level playing field.</li> </ul> <p>Disadvantages include:</p> <ul style="list-style-type: none"> <li>• cheating/immoral</li> <li>• associated health risks</li> <li>• fines</li> <li>• bans</li> </ul>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>

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<b>7</b>	<b>3.2.2.3 Ethical and socio-cultural issues in physical activity and sport</b>	<p>Spectator behaviour (the positive and the negative effects of spectators at events)</p> <p>Reasons why hooliganism occurs</p> <p>Strategies employed to combat hooliganism/ spectator behaviour</p>	<ul style="list-style-type: none"> <li>• reputational damage.</li> </ul> <p>Disadvantages include:</p> <ul style="list-style-type: none"> <li>• reputation</li> <li>• credibility.</li> </ul> <p>131-132 text book</p>	<p>Students complete the learning objectives and answer appropriately on the end point assessment.</p>
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			<ul style="list-style-type: none"> <li>• safety costs/concerns</li> <li>• negative effect on participation numbers amongst younger performers.</li> </ul> <p>Reasons for hooliganism:</p> <ul style="list-style-type: none"> <li>• rivalries</li> <li>• hype</li> <li>• fuelled by alcohol/drugs</li> <li>• gang culture</li> <li>• frustration (eg at official's decisions)</li> <li>• display of masculinity.</li> </ul> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>• early kick-offs</li> <li>• all-seater stadia</li> </ul>	
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			<ul style="list-style-type: none"> <li>• segregation of fans</li> <li>• improved security</li> <li>• alcohol restrictions</li> <li>• travel restrictions/banning orders</li> <li>• education/promotional activity/campaigns and high profile endorsements.</li> </ul> <p>Students should be taught to evaluate the effectiveness of these strategies, eg high costs of security versus safety of spectators.</p> <p>131-134 text book</p>
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