**Colton Hills Community School medium term planning – Physical Education – Exercising Potential**

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| **Topic title:**  **Task A - Understand the rules, regulations and scoring systems for selected sports** | **Year: 11 - BTEC Sport**  **Committed – Take opportunities to excel in the course. Term:** **Autumn** | **Why we teach this:** The key information about rules, regulations and scoring systems of two selected sports are needed to access the BTEC sport unit 2 task A specification criteria. | **Why we teach this here:** The knowledge of rules, regulations and scoring systems of two selected sports at this point in the BTEC course allows students to understand and apply this information when completing coursework in Unit 2. | |
| **Big questions:**   1. What are rules and responsibilities in sport?   2. Why are rules and responsibilities so important in sport?  3. What is a scoring system and why are they so important in sport?  4. What are the roles and responsibilities of an official in these sports?  5. How can you apply rules of a sport in 4 specific situations?  6. Can you explain the roles and responsibilities and application or rules, regulations and scoring systems?  7. Can you compare and contrast the roles and responsibilities of officials from two selected sports  8. Can you suggest valid recommendations for improvement to the application of rules, regulation and scoring systems for each sport. | | **Builds on previous topics:** -Links to information that is covered in year 7/8/9/10 in badminton and basketball as part of core PE. | **Links to future topics:** - It will allow students to gain an understanding of the rules and regulations in two selected sports that will be needed to produce the skills, techniques and tactics for the unit 2 task B specification. | |
| **Key knowledge:**   * Be able to respond effectively and detailed to questions regarding rules, regulations and scoring systems of two selected sports. * Understand how to apply specific rules of a sport in 4 different situations. * Understand the roles and responsibilities of an official in two different sports. * Understand how to compare and contrast the roles and responsibilities of officials from two different sports. * Be able to suggest ways in which to improve the rules, regulations and scoring systems for two selected sports. |  | |
| **Skills developed:**  Understanding the rules and regulations of two selected sports.  Understanding the roles of an official in two selected sports.  Apply rules of two selected sports in different situations. | |
| **Mini/Interim assessments:**  Retrieval task each lesson on key knowledge. Practical demonstration and verbal confirmation of rules and regulations in game-based situations. Assessment on rules and regulations of two selected sports.  **End of unit assessment** – Task A assessment. | | **Independent study tasks/resources:**  Week 1 – Rules and responsibilities of the selected sports  Week 2 – Scoring systems of the selected sports.  Week 3 – Roles and responsibilities of an official  Week 4 – Applying the rules in 4 different situations.  Week 5 – Compare and contrast the roles and responsibilities of officials.  Week 6 – Task B Assessment preparation. | **Key vocabulary 1:** Rules  Regulations  Scoring Systems  Official  Roles  Compare  Contrast  Explain  Describe  Analyse  Governing bodies  Health and safety  Time | **Key vocabulary 2:**  Application  Laws  Appearance  Equipment  Fitness  Qualification  Accountability  Fair play  Technology  Referee  Umpire  Judge  Equipment |
| **Cultural capital opportunities:**  Increasing students’ knowledge of sport through introducing to different sports through learning about the in-depth knowledge and understanding of two selected sports.  **Social:** Can I work responsibly with others sensibly in potentially dangerous circumstances when taking on different roles and responsibilities?  **Moral**: Can I use equipment appropriately and safely?  Can I learn to handle success and defeat with dignity?  **Spiritual**: How can competitive games positively affect my emotions? – (Confidence, determination, resilience)  **Cultural:** Can I respect and show an awareness of other cultures traditions within a competitive environment. | | **Whole school Curricular Concept links:**  **Civic Responsibility** – focus on two selected games in society.  **Cultural Diversity** – exploring gender in two selected sports.  **Health Living** – mental health and healthy living focus  **Artistic Creativity** – develop a creative approach to enforce and understanding rules and regulations of two selected sports with confidence. |