

# Deyes High School Remote Learning



DEYES  
HIGH  
SCHOOL  
LYDIATE  
LEARNING TRUST

**Yr. 12  
A-level  
PE**

**Engage, Enable and Empower**

**Work for individual students not attending school**

**Half Term 2: October to December**

**Pupils who are absent should select the activity that they are up to. Click on the link in the activity box below. This will take you to Office 365, OneNote where the work is stored. In the lesson it will tell the pupil if they need to submit the work to their teacher or complete it on their designated homework page on their OneNote.**

## Lessons



Date (week commencing)	Lessons	Focus/Topic/Theme	Hyper link to Activity
2/11/20 to 16/11/20	1-3	Social Differentiation Race and ethnicity - -ARW	<b>One Note resources</b> <a href="https://deyes-my.sharepoint.com/personal/a_ridway_deyeshigh_co_uk/_layouts/OneNote.aspx?id=%2Fpersonal%2F%2FA%2Fridway_deyeshigh_co_uk%2FDocuments%2FClass%20Notebooks%2FA%20level%20PE%202020-22">https://deyes-my.sharepoint.com/personal/a_ridway_deyeshigh_co_uk/_layouts/OneNote.aspx?id=%2Fpersonal%2F%2FA%2Fridway_deyeshigh_co_uk%2FDocuments%2FClass%20Notebooks%2FA%20level%20PE%202020-22</a>
	1-3	Skill acquisition KTN	
	1-3	Types of Force, Newtons Laws & centre of mass JMC	
23/11/20 to 14/12/20	4-7	Sport and society Disability and age - ARW	
	4-7	Skill acquisition KTN	
	4-7	Levers, Fluid Friction, Projectiles and Impulse - JMC	

**All lessons and knowledge organisers are posted on OneNote for every lesson.**

**Students are asked to submit homework on One Note**

Gender and sport	Social Differentiation	Key terms for all areas
<p><b>Sex:</b> biological attributes</p> <p><b>Gender:</b> social and cultural rather than biological, not just male or female.</p> <p><b>Symbolic dominance:</b> the attribution of strength within sport embodies male superiority, while sexualisation and objectification of women within sport portrays subordination of females.</p> <p><b>Gender tagging:</b> rights for boys, slaves for girls</p> <p><b>Media coverage:</b> limited for females so lack of role models and fans.</p> <p><b>The golden triangle:</b> media coverage – sponsorship – sport</p> <p><b>Intentional audience building:</b> more hype offered to male sport as becomes more appealing and familiar to the public.</p> <p><b>Exploitation:</b> sexual images used to enhance appeal of female sport</p> <p><b>Cultural barriers:</b> eg Muslim women under repressed and denied opportunities due to religious beliefs and traditions eg head coverings</p> <p><b>Barriers:</b> male orientated sports, few female leaders, class ceiling, media coverage, lack of role models, little time to promote, apparatus, sport, self confidence, reaction of sport as confidence, speed, lack of approval, men as the weaker sex, fewer stars of female sport.</p> <p><b>Initiatives:</b> This girl can, Living for sport, girls only games, girls only trophies etc success.</p> <p><b>Title IX at state funded institutions (US):</b> American colleges must treat boy &amp; girl physical education programmes equally (this includes facilities, travel, medical, teaching etc)</p>	<p><b>Class</b></p> <p><b>Socioeconomic:</b> status in society based on occupation and wealth</p> <p><b>Working class:</b> low pay long hours. Can't access costly sports for finance and esteem issues.</p> <p><b>Middle class:</b> high pay long hours</p> <p><b>Upper class:</b> high wealth but don't work hard for it, Public schools better facilities. Can afford best equip and coaching. High % of companies want to public schools.</p> <p><b>Disability:</b></p> <p>Ships, Unemployment, Cost of equipment, Transport issues, Access to buildings, Low self-esteem, Availability of race teams, Discrimination – positive active, role models, Stereotyping, Proximity, self fulfilling prophecy, Range of activities, Lack of specialist coaches</p> <p><b>Opportunity/provision/esteem:</b></p> <p>1 in 3 people in the UK have a longstanding disability or illness.</p> <p>School opportunities act: illegal to discriminate</p> <p><b>Disability:</b> 1 in 3 people in the UK have a longstanding disability or illness.</p> <p><b>Age</b></p> <p>Younger have time, little money, depend on others for transport, age care, lots of clubs and facilities available, variety of schools.</p> <p>Like competitive sport, they want success or even a career in sport.</p> <p>Working age get money but less time eg working mums, sport for rest recuperates to improve wellbeing, stress and health.</p> <p>Old age less money but more time, poor health, fewer clubs, sport as a social event for health and wellbeing. To</p>	<p><b>Stratification of society:</b> society in layers – economic, education, hegemony: leadership or dominance of one group over another.</p> <p><b>Leisure time:</b> free from constraints of work and family</p> <p><b>Opportunity:</b> time and money</p> <p><b>Provision:</b> facilities, geography, linked to wealth</p> <p><b>Esteem:</b> confidence, role models, class, race etc</p> <p><i>Link these three to every category and always give lots of examples</i></p> <p><b>Prejudice:</b> opinion formed before knowledge gained</p> <p><b>Discrimination:</b> individual or group denied opportunities given to the majority</p> <p><b>Stereotyping:</b> similar characteristics of the same</p> <p><b>Class ceiling effect:</b> hidden barrier preventing rise to higher status</p> <p><b>Self fulfilling Prophecy:</b> if you predict something it becomes more likely to become reality.</p> <p><b>Race and Ethnicity</b></p> <p><b>Race:</b> Biological – colour and other features</p> <p><b>Ethnicity –</b> cultural and social. eg religions and traditions</p> <p><b>Centrality –</b> positions of influence and power, usually held by white males</p> <p><b>Racial stacking –</b> certain sports for a particular race and certain positions for a particular race</p> <p><b>Racial discrimination:</b> denial of opportunities because of their race</p> <p><b>Positive discrimination/affirmative action:</b></p> <p>The Rooney rule – top clubs must be interviewed for managerial post in 1st.</p>
<p><b>Use examples for all answers.</b></p> <p><b>Apply the key terms to ALL areas</b></p>		

Who to contact

You can email **your class teacher** if you have any questions regarding the activities set.

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Knowledge Organiser

All knowledge organisers are accessible on the OneNote link above