



CURIOSITY

COMPASSION

COURAGE



# Recovery curriculum outline 2022-23

		Physical Education	
		Term 6 Jun-Jul	
Year 7:	<b>Badminton</b> <a href="#">Underarm shots</a> <a href="#">Low serve</a> <a href="#">High serve</a> <a href="#">Singles play</a> <a href="#">Doubles play</a>	<b>Swimming</b> <a href="#">Front crawl</a> <a href="#">Backstroke</a> <a href="#">Breaststroke</a>	<b>Rounders</b> <a href="#">Throwing and catching</a> <a href="#">Fielding</a> <a href="#">Batting</a> <a href="#">Bowling</a> <a href="#">Backstop</a>
Year 8:	<b>Badminton</b> <a href="#">Drop shot</a> <a href="#">Net shot</a> <a href="#">Smash shot</a> <a href="#">Singles play</a> <a href="#">Doubles play</a>	<b>Swimming</b> <a href="#">Front crawl</a> <a href="#">Backstroke</a> <a href="#">Breaststroke</a> <a href="#">Butterfly</a>	<b>Rounders</b> <a href="#">Throwing and catching</a> <a href="#">Fielding</a> <a href="#">Batting</a> <a href="#">Bowling</a> <a href="#">Backstop</a>
Year 9:	<b>Badminton</b> <a href="#">Push return</a> <a href="#">Low serve</a> <a href="#">Backhand drive</a> <a href="#">Backhand clear</a> <a href="#">Singles play</a>	<b>Swimming</b> <a href="#">Front crawl</a> <a href="#">Backstroke</a> <a href="#">Breaststroke</a> <a href="#">Butterfly</a> <a href="#">Tumble turns</a>	<b>Rounders</b> <a href="#">Throwing and catching</a> <a href="#">Fielding</a> <a href="#">Batting</a> <a href="#">Backstop</a> <a href="#">Game play</a>
Year 10: Core PE	<b>Athletics</b> <a href="#">Sprint technique</a> <a href="#">Middle Distance running</a> <a href="#">Shot put</a> <a href="#">Javelin</a> <a href="#">Triple jump</a> <a href="#">High jump</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Badminton</b> <a href="#">Drop shot</a> <a href="#">Net shot</a> <a href="#">Smash shot</a> <a href="#">Singles play</a> <a href="#">Doubles play</a> <a href="#">Rules</a> <a href="#">Scoring system</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Rounders</b> <a href="#">Batting</a> <a href="#">Backstop</a> <a href="#">Game play</a> <a href="#">Rules</a> <a href="#">Scoring System</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>
Year 10: BTEC Level 2	<a href="#">Unit 2 – Practical Performance in Sport</a> <a href="#">B – Practically demonstrate skills, techniques and tactics in selected sports</a> <a href="#">C – Be able to review sports performance</a>		<a href="#">Unit 3 – Applying the Principles of Personal Training</a> <a href="#">A - Design a personal fitness training programme</a>



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## Curriculum overview

Subject	Physical Education	Year group	8
<b>Vision statement:</b>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<b>Curriculum intent:</b>	<p><i>The Physical Education department holds a significant position within the Academy. The subject has the capacity to cater for all students, irrespective of individual disadvantages.</i></p> <p><i>The department aims to develop student's independence and resilience through fostering determined and engaged behaviours. Through the development of practical skills, supported by a knowledge-based approach, we want our students to develop their:</i></p> <ul style="list-style-type: none"> <li>• <i>Resilience, curiosity and courage when facing challenges in new sports and in new social settings</i></li> <li>• <i>Independence and courage in the face of adversity in order to become organised and resourceful to engage in all activities</i></li> <li>• <i>Pride in all aspects of their appearance, performance and progress</i></li> <li>• <i>Knowledge of skills, techniques, tactics and their role showing compassion within different contexts</i></li> <li>• <i>Engaged in all activities, to maximise time spent on each task to further progress, understanding and develop curiosity</i></li> </ul> <p><i>We encourage this through an adapted curriculum, to meet the needs of the student's abilities, informed by the local sporting demographic. The students are provided with a knowledge base that would allow them to further their leadership abilities and knowledge for further study in the sport and leisure industry. Students are supported by a broad range of opportunities, both on-campus and in other locations.</i></p> <p><i>In essence, we believe that students should be taking responsibility for their own learning to overcome barriers in order to achieve their own potential, as a product of increased courage, compassion and curiosity.</i></p>		



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<b>Threshold Concepts (TCs):</b>	<p>TC1: To develop a physically active lifestyle and understand how this can lead to lifelong participation in physical activity.</p> <p>TC2: To develop knowledge of fitness components and fitness component testing methods.</p> <p>TC3: To develop sport specific fundamental skills that will allow transference from sport to sport demonstrating effective communication through teamwork.</p> <p>TC4: To develop knowledge and understanding of the key rules associated with each sport.</p> <p>TC5: To further develop a wider range of sport specific skills that will allow transference from sport to sport demonstrating increased levels of effective communication through teamwork.</p> <p>TC6: To develop the understanding of tactics, strategies and problem solving, demonstrating a logical thought process in changing environments.</p> <p>TC7: To understand and demonstrate leadership skills throughout varying roles within sporting situations.</p>					
<b>KS2 National Curriculum summary:</b>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>					
<b>Learner skills:</b>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>
<p>Term 6 Jun-Jul</p>						
<b>The Big Question</b>	<p><b>How do we apply and abide by the rules, in order to perform safely and successfully in a range of Sports?</b></p>					
<b>Big picture questions:</b>	<p>Badminton: How do we abide by the rules to play successfully in Badminton?</p>	<p>Swimming: How do we apply the rules and techniques of specific swimming strokes in competition scenarios?</p>	<p>Rounders: How do we abide by the rules to play successfully in Rounders?</p>			
<b>Content (Linked to TCs):</b>	<p>To understand the importance of being physically active and demonstrate this through participation in badminton skills and games. TC1</p> <p>To understand why agility is important in badminton and how to test this fitness component using the Illinois agility test- TC2</p>	<p>To understand the importance of being physically active and demonstrate this through participation in swimming activities as a low impact, lifelong physical activity. TC1</p> <p>To understand why flexibility is important in Swimming and how to test this fitness component using the sit and reach test. TC2.</p>	<p>To understand the importance of being physically active and demonstrate this through participation in badminton skills and games. TC1</p> <p>To understand why speed is important in rounders and how to test this fitness component using the 30m sprint test. TC2</p>			



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	<p>To develop serving techniques, drop shot and sequenced rallies as well as the ability to coach and umpire conditioned games. TC3</p> <p>To develop knowledge and understanding of the key rules in badminton including lets and faults, as well as the scoring system for singles play. TC4</p> <p>To further develop a wider range of badminton skills within a competitive game, demonstrating increased levels of effective communication through teamwork as an umpire and coach. TC5</p>	<p>To develop all 4 strokes within swimming demonstrating effective communication through coaching and peer assessment. TC3</p> <p>To develop knowledge and understanding of the key rules associated with starts, finishes and pool safety associated with swimming. TC4</p> <p>To further develop a wider range of swimming skills and personal survival techniques, demonstrating increased levels of effective communication through teamwork as a coach. TC5</p>	<p>To develop effective fielding, batting and bowling demonstrating effective communication through teamwork in differing fielding positions. Tc3</p> <p>To develop knowledge and understanding of the different roles of the fielders and key rules associated with the scoring system and outs in rounders. TC4</p> <p>To further develop a wider range of rounders skills within a competitive game, demonstrating increased levels of effective communication through teamwork as an umpire and coach. TC5</p>
<b>Vocabulary Instruction:</b>	<p>Agility</p> <p>Control</p> <p>Movement</p> <p>Distribution</p> <p>Scoring system</p>	<p>Flexibility</p> <p>Propulsion</p> <p>Aquatic breathing</p> <p>Prone position</p> <p>Timing</p>	<p>Speed</p> <p>Accuracy</p> <p>Pace</p> <p>Decision making</p> <p>Variation</p>
<b>Assessment:</b>	<p>Practical sport assessment of topic 5 sport, assessing knowledge and production of skills, understanding of rules and the application of both. This is in addition to oracy of fitness components</p>	<p>Practical sport assessment of topic 5 sport, assessing knowledge and production of skills, understanding of rules and the application of both. This is in addition to oracy of fitness components</p>	<p>Practical sport assessment of topic 5 sport, assessing knowledge and production of skills, understanding of rules and the application of both. This is in addition to oracy of fitness components</p>
<b>Key/Historical misconceptions in this unit:</b>	<p>The scoring system and positioning for doubles play- where to stand during service and receiving serve.</p>	<p>The mistiming surrounding breaststroke and butterfly legs and arm technique. Breast stroke- often feet are not turned out and arms create too big a circle.</p>	<p>The knowledge and understanding surrounding the key rules of scoring and getting players out e.g. obstruction, over taking.</p>
<b>Sequencing:</b>	<p>We have chosen to sequence the year 8 curriculum like this because of the opportunities available to best utilise facilities, to offer high quality teaching and resources. Students will each be exposed to a range of sports on a rotation in order to build on fundamental skills over key stage 3. These skills are built upon across each year of key stage 3 as part of spaced retrieval to build on quality of initial skill and knowledge development in order to embed understanding and application in greater depth.</p>		
<b>Values</b>	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by encouraging opportunities for new skills and rules, fostering engagement and curiosity. Compassion is promoted through competition, with aspects of respect and sportsmanship, as well as the peer feedback. Courage is promoted, tested and developed through exposure to challenge across all sports and concepts, developing resilience to overcome this. All three values are assessed via student reflections, self-assessing courage in answer to: 'Do you try your best to learn new skills and show resilience to overcome</p>		



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	areas of weakness?', self-assessing curiosity in answer to: 'Do you face new challenges positively and give 100% to all tasks?' and self-assessing compassion in answer to: 'Do you communicate effectively with others and work well individually and as a team'
<b>National Curriculum plus:</b>	<p>In addition to teaching the statutory elements of the national curriculum, we also include fitness component knowledge in each delivered sporting activity. The purpose of this is build a solid foundation of knowledge that can be used by students as they progress through the academy throughout the remainder of key stage 3, 4 and 5, in their core and assessed PE and sport lessons/courses.</p> <p>There are also many extra-curricular enrichment opportunities in a variety of sporting activities. These include intra and inter-school Badminton competitions, inter-school football, netball and rounders matches and tournaments. A Bi-Annual Swimming Gala is held within the local area that includes an opportunity for year 8 students to compete against students from other schools. Students can also attend extra-curricular clubs to help develop their fundamental skills, without the expectation to compete against others.</p>