



CURIOSITY

COMPASSION

COURAGE



Academic Outline 2022-23

Physical Education (KS4 Assessed)

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 10: BTEC Level 2	<p><u>Component 1- Preparing participant to take part in sport and physical activity</u></p> <p><u>A1 Types and providers of sport and physical activities</u></p> <p><u>A2 Types and needs of sports participants</u></p> <p><u>A3 Barriers to participation in sport and physical activity</u></p> <p><u>A4 Methods to address barriers to participation</u></p>	<p><u>Component 1- Preparing participant to take part in sport and physical activity</u></p> <p><u>B1 Different types of sport clothing and equipment</u></p> <p><u>B2 Different types of technology and their benefits</u></p> <p><u>B3 The limitations of using technology in sport</u></p>	<p><u>Component 1- Preparing participant to take part in sport and physical activity</u></p> <p><u>C1 Planning a warm up</u></p> <p><u>C2 Adapting a warm up for different categories</u></p> <p><u>C3 Delivering a warm up to prepare participants</u></p>	<p><u>Component 2- Taking part and improving other participants sporting performance</u></p> <p><u>A1 Components of physical fitness</u></p> <p><u>A2 Components of skill related fitness</u></p> <p><u>B1 Techniques, strategies and fitness required for sports</u></p>	<p><u>Component 2- Taking part and improving other participants sporting performance</u></p> <p><u>B2 Officials in sport</u></p> <p><u>B3 Rules and regulations in sport</u></p> <p><u>C1 Planning drills and conditioned practices to develop</u></p> <p><u>C2 Drills to improve sporting performance</u></p>	<p><u>Component 2</u></p> <p><u>Component 3- Developing fitness to improve other participants performance in sport and physical activity</u></p> <p><u>A1 The importance of fitness for successful participation in sport</u></p> <p><u>A2 Fitness training principles</u></p> <p><u>A3 Exercise intensity and how it can be determined</u></p>
Year 11: BTEC Level 2	<p><u>Component 3-</u></p> <p><u>B1 Fitness testing and administration of tests</u></p> <p><u>B2 Fitness test methods for components of physical fitness</u></p> <p><u>B3 Fitness test methods for components of skill related fitness</u></p> <p><u>B4 Interpretation of fitness test result</u></p> <p><u>C1 Requirements for fitness training methods</u></p>	<p><u>Component 3-</u></p> <p><u>C2 Fitness training methods for physical components of fitness</u></p> <p><u>C3 Fitness training methods for skill related components</u></p> <p><u>C4 Requirements for each fitness method</u></p> <p><u>C5 Provision for taking part in training methods</u></p> <p><u>C6 The effects of long term fitness training</u></p>	<p><u>Component 3-</u></p> <p><u>D1 Personal information to aid training fitness programme design</u></p> <p><u>D2 Fitness programme design</u></p> <p><u>D3 Motivational techniques for fitness</u></p>	Resit of components	Resit of components	



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Curriculum Overview

Subject	Physical Education – BTEC Sport Level 2	Year group	10
Vision statement:	<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>		
Curriculum intent:	<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"> • <i>Resilience, curiosity and courage when facing challenges in new sports and in new social settings</i> • <i>Independence and courage in the face of adversity in order to become organised and resourceful to engage in all activities</i> • <i>Pride in all aspects of their appearance, performance and progress</i> • <i>Knowledge of skills, techniques, tactics and their role showing compassion within different contexts</i> • <i>Engaged in all activities, to maximise time spent on each task to further progress, understanding and develop curiosity</i> <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>		
Threshold Concepts (TCs):	<p><i>TC1: To develop a physically active lifestyle and understand how this can lead to lifelong participation in physical activity.</i></p> <p><i>TC2: To develop knowledge of fitness components and fitness component testing methods.</i></p> <p><i>TC3: To develop sport specific fundamental skills that will allow transference from sport to sport demonstrating effective communication through teamwork.</i></p> <p><i>TC4: To develop knowledge and understanding of the key rules associated with each sport.</i></p>		



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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.

TC6: To develop the understanding of tactics, strategies and problem solving, demonstrating a logical thought process in changing environments.

TC7: To understand and demonstrate leadership skills throughout varying roles within sporting situations.

KS2 National Curriculum summary:

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.

Learner skills:

Critical thinking



Critical Thinking

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING



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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	<p align="center">Year 10: How do we plan and ensure progress is made during sport and fitness activities?</p> <p><i>Component 1 – How can we prepare participants to take part in sport and physical activity?</i></p> <p><i>Component 2- How can we both take part and improve other participants sporting performance?</i></p>					
Big picture questions:	<p>Year 10 Component 1: What are the types and providers of sport and the potential barriers to participation?</p>	<p>Year 10 Component 1: What clothing, equipment and technology is available to improve participation and performance in sport?</p>	<p>Year 10 Component 1: What are the main components when planning and delivering a warm up?</p>	<p>Year 10 Component 2: What are the physical and skill related fitness components for different sports?</p>	<p>Year 10 Component 2: What is meant by a rule and regulation in sport?</p>	<p>Year 10 Component 2: What are the important considerations when planning and delivering a sports practice/drill?</p>
Content (Linked to TCs):	<p>To develop an understanding of how sport is delivered through varying providers and how this can impact the participation levels and accessibility of sport, as well as the affect this may have on physically active lifestyles. TC1</p>	<p>To understand how equipment and technology can both positively and negatively affect sport and physically active lifestyles. TC1</p> <p>To understand how equipment and technology can impact the roles of leaders in sport. TC7</p>	<p>To develop a physically active lifestyle and understand how to plan and deliver a safe and suitable warm up. TC1</p> <p>To develop sport specific warm ups that will allow transference from sport to. TC3</p> <p>To further develop a wider range of warm ups suitable for all ages and abilities that will allow transference from sport to sport. TC5</p> <p>To understand and demonstrate leadership skills through planning and leading a warm up. TC7</p>	<p>To develop a physically active lifestyle and understand how fitness components link to proficiency in each sport. TC1</p> <p>To develop knowledge of fitness components and fitness component testing methods. TC2</p>	<p>To develop knowledge and understanding of the key rules associated with each sport. TC4</p> <p>To develop the understanding of tactics, strategies and problem solving, demonstrating a logical thought process in changing environments and how these can be linked to the key rules of each sport. TC6</p>	<p>To develop a physically active lifestyle and understand how this can lead to lifelong participation in physical activity through planning and delivery fun and engaging activities. TC1</p> <p>To develop sport specific fundamental skills of others, through planning and delivering a sports session for an activity of their choice. TC3</p> <p>To develop knowledge and understanding of the key rules associated with each sport through planning and delivering a session for a sport of their choice. TC4.</p>



CURIOSITY

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						<p>To develop a wider range of sport specific fundamental skills of others, through planning and delivering a sports session for an activity of their choice. TC5</p> <p>To develop the understanding of tactics, and strategies of others when planning and delivering a sports session. TC6</p> <p>To understand and demonstrate leadership skills through planning and delivering a sports sessions to peers. TC7</p>
Key vocabulary:	<p>Component 1: National Governing Bodies (NGB), team, individual sport, Public, private, voluntary sector, provision, access, barriers to participation, personal, cultural, technology in sport, warm up, pulse raiser, oxygen, carbon dioxide, mobiliser, cardiorespiratory system, observing, feedback, adapting</p> <p>Component 2: Aerobic endurance, muscular endurance, muscular strength, speed, flexibility, body composition, power, agility, reaction time, balance, skills, isolated practice, strategies, officials, rules, regulations, National Governing Bodies (NGB), scoring system, conditioned practice neuromuscular facilitation (PNF), SAQ, Plyometric</p>					
Assessment:	<p>Teacher assessments Low stakes quizzes End of topic assessments</p>	<p>Teacher Assessment Low stakes quizzes End of topic assessments</p>	<p>Component 1 Assessment</p>	<p>Teacher assessment Low stakes quizzes End of topic assessments</p>	<p>Teacher assessment Low stakes quizzes End of topic assessments</p>	<p>Component 2 Assessment</p>
Key/Historical misconceptions in this unit:	Different barriers including internal and external factors	How technology can also have negative impacts on sport	Types of stretching and variety of sport specific warm ups.	Confusion between skills and fitness related fitness.	The difference between a rule and a regulation in sport	How to progress a practice to make it more challenging
Sequencing:	We have chosen to sequence the year 10 BTEC Sport curriculum like this because of the explicit exam board guidance of an effective assessment plan within externally provided assessment windows for the 3 module approach. This sequencing allows for synoptic topics to be assessed last and allows for the progression of learner skills to apply to external examination situations.					



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Values	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.
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum and assessed exam board requirements, we also offer 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 10 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.