



CURIOSITY

COMPASSION

COURAGE



# Academic Outline 2022-23

Physical Education						
	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 7:	<b>Athletics</b> <a href="#">Sprint technique</a> <a href="#">Middle Distance running</a> <a href="#">Long Jump</a> <a href="#">Shot put</a> <a href="#">Javelin</a> <a href="#">High jump</a>	<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="#">Frontcrawl</a> <a href="#">Backstroke</a> <a href="#">Breaststroke</a>	<b>Rugby</b> <a href="#">Passing and Receiving</a> <a href="#">Tackling</a> <a href="#">Rucking</a>	<b>Netball</b> <a href="#">Passing and receiving</a> <a href="#">Footwork</a> <a href="#">Shooting</a> <a href="#">Positions</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>Athletics</b> <a href="#">Sprint technique</a> <a href="#">Middle Distance running</a> <a href="#">Shot put</a> <a href="#">Javelin</a> <a href="#">High jump</a> <a href="#">Relays</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>	<b>Swimming</b> <a href="#">Frontcrawl</a> <a href="#">Backstroke</a> <a href="#">Breaststroke</a> <a href="#">Butterfly</a>	<b>Rugby</b> <a href="#">Passing and Receiving</a> <a href="#">Rucking</a> <a href="#">Kicking</a> <a href="#">Line outs</a>	<b>Netball</b> <a href="#">Passing and receiving</a> <a href="#">Footwork</a> <a href="#">Shooting</a> <a href="#">Attacking</a> <a href="#">Defending</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>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>	<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="#">Frontcrawl</a> <a href="#">Backstroke</a> <a href="#">Breaststroke</a> <a href="#">Butterfly</a> <a href="#">Tumble turns</a>	<b>Rugby</b> <a href="#">Passing and Receiving</a> <a href="#">Tackling</a> <a href="#">Line outs</a> <a href="#">Scrum</a> <a href="#">Game play</a>	<b>Netball</b> <a href="#">Passing and receiving</a> <a href="#">Footwork</a> <a href="#">Shooting</a> <a href="#">Attacking</a> <a href="#">Defending</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="#">Rules</a> <b>Rounders</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Badminton</b> <a href="#">Rules</a> <b>Basketball</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Dodgeball</b> <a href="#">Rules</a> <b>Volleyball</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Football</b> <a href="#">Rules</a> <b>Cricket</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Netball</b> <a href="#">Rules</a> <b>Tag Rugby</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Fitness</b> <a href="#">Health and Safety</a> <b>Athletics</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>
Year 11: Core PE	<b>Athletics</b> <a href="#">Rules</a> <b>Rounders</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Badminton</b> <a href="#">Rules</a> <b>Basketball</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Dodgeball</b> <a href="#">Rules</a> <b>Volleyball</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Football</b> <a href="#">Rules</a> <b>Cricket</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	<b>Netball</b> <a href="#">Rules</a> <b>Tag Rugby</b> <a href="#">Rules</a> <a href="#">Stages of a Warm up</a> <a href="#">Leadership Styles</a>	



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## Curriculum Overview

Subject	Physical Education (Core)	Year group	11
<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>		
<b>Threshold Concepts (TCs):</b>	<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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<b>The Big Question</b>	<b>How can we develop our ability to tackle complex and demanding activities including sports leadership and develop personal fitness in activities, all promoting an active, healthy lifestyle?</b>					
<b>Big picture questions:</b>	<b>How can we develop our technique and improve the performance of ourselves and others</b>	<b>How can we develop our leadership skills to lead others in a range of activities?</b>	<b>How can we develop our officiating skills to officiate others in a range of activities?</b>	<b>How can we develop our technique and improve the performance of ourselves and others</b>	<b>How can we develop our leadership skills to lead others in a range of activities?</b>	
<b>Content (Linked to TCs):</b>	<p>Competing in a variety of conditioned and competitive situations – TC1.</p> <p>Performing different fundamental skills to compete in a singles and doubles competitive badminton situations – TC3, TC5</p> <p>To abide by key rules when competing– TC4</p> <p>Performing different fundamental skills to compete in a variety of competitive situations using tactical guidance – TC6</p> <p>To give verbal feedback to help others - TC7</p> <p>To provide demonstrations to others for key skills – TC7</p> <p>To obtain the role of an official and make decisions over the game – TC7</p>	<p>Competing in a variety of conditioned and competitive situations – TC1.</p> <p>Performing different fundamental skills to compete in a singles and doubles competitive badminton situations – TC3, TC5</p> <p>To abide by key rules when competing– TC4</p> <p>Performing different fundamental skills to compete in a variety of competitive situations using tactical guidance – TC6</p> <p>To give verbal feedback to help others - TC7</p> <p>To provide demonstrations to others for key skills – TC7</p> <p>To obtain the role of an official and make decisions over the game – TC7</p>	<p>Competing in a variety of conditioned and competitive situations – TC1.</p> <p>Performing different fundamental skills to compete in a singles and doubles competitive badminton situations – TC3, TC5</p> <p>To abide by key rules when competing– TC4</p> <p>Performing different fundamental skills to compete in a variety of competitive situations using tactical guidance – TC6</p> <p>To give verbal feedback to help others - TC7</p> <p>To provide demonstrations to others for key skills – TC7</p> <p>To obtain the role of an official and make decisions over the game – TC7</p>	<p>Competing in a variety of conditioned and competitive situations – TC1.</p> <p>Performing different fundamental skills to compete in a singles and doubles competitive badminton situations – TC3, TC5</p> <p>To abide by key rules when competing– TC4</p> <p>Performing different fundamental skills to compete in a variety of competitive situations using tactical guidance – TC6</p> <p>To give verbal feedback to help others - TC7</p> <p>To provide demonstrations to others for key skills – TC7</p> <p>To obtain the role of an official and make decisions over the game – TC7</p>	<p>Competing in a variety of conditioned and competitive situations – TC1.</p> <p>Performing different fundamental skills to compete in a singles and doubles competitive badminton situations – TC3, TC5</p> <p>To abide by key rules when competing– TC4</p> <p>Performing different fundamental skills to compete in a variety of competitive situations using tactical guidance – TC6</p> <p>To give verbal feedback to help others - TC7</p> <p>To provide demonstrations to others for key skills – TC7</p> <p>To obtain the role of an official and make decisions over the game – TC7</p>	



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<b>Key vocabulary:</b>	Tactics Strategies Rules Regulations Leadership Teamwork	Leadership Officials Techniques Skills Motor skills	Leadership Officials Confidence Knowledge Motivation	Rules Regulations Officials Leadership	Leadership Officials Techniques Skills Motor skills	
<b>Assessment:</b>	Teacher verbal feedback to leaders and officials.	Teacher verbal feedback to leaders and officials.	Teacher verbal feedback to leaders and officials.	Teacher verbal feedback to leaders and officials.	Teacher verbal feedback to leaders and officials.	
<b>Key/Historical misconceptions in this unit:</b>	Per sport based on the skills and rules as well as leadership	Per sport based on the skills and rules as well as leadership	Per sport based on the skills and rules as well as leadership	Per sport based on the skills and rules as well as leadership	Per sport based on the skills and rules as well as leadership	
<b>Sequencing:</b>	We have chosen to sequence the year 10 and 11 Core PE curriculum like this because our focus is to broaden the sporting experiences available to students. We want Students to begin to use their understanding of physical competence, high-quality performance and balanced, healthy lifestyles to select the roles and activities they wish to get involved in The sequencing of sports are designed around option blocks. Students are given an option of two sports to choose for each block, with them developing their knowledge and fundamental skill set from the sports studied in Key Stage 3 PE. The options are paired with a focus on leadership of others exercise, or to develop the role as an official within that sport.					
<b>Values</b>	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.					
<b>National Curriculum plus:</b>	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. Students can also attend extra-curricular clubs to help develop their fundamental skills, without the expectation to compete against others.					