



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	Year group	7
<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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<p><b>Threshold Concepts (TCs):</b></p>	<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>					
<p><b>KS2 National Curriculum summary:</b></p>	<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>					
<p><b>Learner skills:</b></p>	<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>



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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
<b>The Big Question</b>	<b>How do we embed skills to play successfully in Sports?</b>					
<b>Big picture questions:</b>	<b>Athletics – Year 7</b> <b>How do we embed skills to perform successfully in Athletics?</b>	<b>Badminton – Year 7</b> <b>How do we embed skills to play successfully in Badminton?</b>	<b>Swimming – Year 7</b> <b>How do we embed skills to perform successfully in Swimming?</b>	<b>Rugby – Year 7</b> <b>How do we embed skills to play successfully in Rugby?</b>	<b>Netball – Year 7</b> <b>How do we embed skills to play successfully in Netball?</b>	<b>Rounders – Year 7</b> <b>How do we embed skills to play successfully in Rounders?</b>
<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 cardiovascular endurance is important in badminton and how to test this fitness component using the 12 minute cooper run 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 agility is important in badminton and how to test this fitness component using the Illinois agility test- TC2</p> <p>To develop back hand serve, push return, back hand drive, back hand clear 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</p>	<p>To develop a physically active lifestyle and understand how this can lead to lifelong participation in physical activity. TC1</p> <p>To understand why body composition is important in Swimming and how to test this fitness component using the Body Mass Index test. TC2</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 surface dives, rescue techniques and pool safety associated with swimming. TC4</p>	<p>To develop a physically active lifestyle and understand how this can lead to lifelong participation in physical activity. TC1</p> <p>To understand why power hand grip dynameter is important in rugby and how to test this fitness component using the vertical jump test. TC2</p>	<p>To develop a physically active lifestyle and understand how this can lead to lifelong participation in physical activity. TC1</p> <p>To understand why muscular endurance is important in netball and how to test this fitness component using the 1 minute sit up test. TC2</p>	<p>To develop a physically active lifestyle and understand how this can lead to lifelong participation in physical activity. 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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		singles and doubles play. TC4				
<b>Key vocabulary:</b>	Aerobic Endurance 12 minute Cooper Run Pacing Sprint Extension of knee/elbow Balance Rotation Explosive strength Power Transfer of weight from back to forwards Low to high Aerodynamic	Agility Illinois Agility Run Test Grip Racquet Shuttle cock Underarm shots Co-operative rally Singles play Low serve High serve Hitting to space	Flexibility Sit and Reach Test Streamlined Horizontal Front crawl Back crawl Breaststroke Extend Breathing (inhale/exhale)	Muscular Strength Hand Grip Dynamometer Test Pass Loop pass Running line Front tackle Side tackle Rucking	Muscular Endurance 60 second sit-up test Chest pass Bounce pass Overhead pass Footwork Pivoting Free-pass Dodging Shooting	Speed 35 metre sprint test Bowling Batting Fielding Catching Throwing Long/short barrier Backstop
<b>Assessment:</b>	Practical sport assessment of topic 1 sport, assessing knowledge and production of skills, understanding of rules and the application of both. This is in addition to oracy of fitness components.	Practical sport assessment of topic 2 sport, assessing knowledge and production of skills, understanding of rules and the application of both. This is in addition to oracy of fitness components.	Summative Assessment 1 – January – Term 1 and 2 sports practical assessments and theoretical written assessment.	Practical sport assessment of topic 3 sport, assessing knowledge and production of skills, understanding of rules and the application of both. This is in addition to oracy of fitness components.	Practical sport assessment of topic 4 sport, assessing knowledge and production of skills, understanding of rules and the application of both. This is in addition to oracy of fitness components.	Summative Assessment 2 – June – Term 1 and 2 sports practical assessments and theoretical written assessment.  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.



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<p><b>Key/Historical misconceptions in this unit:</b></p>	<p>Holding shot away from the face. Not extending the knee in throwing/running/jumping events Not extending the elbow in throwing events Starting too quickly in long distance running events Not transferring weight forward in throwing events.</p>	<p>Throwing the shuttle up on serve instead of dropping Serving above the waist Taking eye off shuttle before impact Shot selection (underarm/overarm) Knowledge of service rules.</p>	<p>Head out of the water Arms/legs not extended in the water Straight arm water entry in front crawl Glide phase too short Outsweep too wide in breaststroke arm pull. Too much knee bend in backstroke.</p>	<p>Passing too low/high Passing forwards Stalling a running line Tackling too high Broken ring of steel Not driving with the legs Too high in rucking Rolling the ball away after tackling Not stepping over the tackled player in a ruck.</p>	<p>Footwork Shooting from the chest Re-playing the ball Poor knowledge of their role on team (positions) Not stepping into a pass Not extending arms on a pass</p>	<p>Not stepping into the bowl Throwing too high/low to be caught Taking eye off the ball when batting. Poor hand position when catching.</p>
<p><b>Sequencing:</b></p>	<p>We have chosen to sequence the year 7 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>					
<p><b>Values</b></p>	<p>This scheme of work promotes the school values of <b>Compassion, Curiosity and Courage</b> by encouraging opportunities for new skills and rules, fostering engagement and <b>curiosity</b>. <b>Compassion</b> is promoted through competition, with aspects of respect and sportsmanship, as well as the peer feedback. <b>Courage</b> 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 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?'</p>					
<p><b>National Curriculum plus:</b></p>	<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. 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 7 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>					