



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview

Subject	Physical Education (Core)	Year group	10
<p>Vision statement:</p>	<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>		
<p>Curriculum intent:</p>	<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>Pride in all aspects of their appearance, performance and progress</i> • <i>Resilience, curiosity and courage when facing challenges in new activities or areas of learning in different settings</i> • <i>Independence in order to become organised and resourceful, to be prepared in all activities</i> • <i>Knowledge of skills, fitness component, tactics and their role, applying them within different contexts</i> • <i>Leadership qualities in order to plan, lead and review performance; showing compassion and application of knowledge</i> • <i>Engaged in all activities to further progress their curiosity beyond the curriculum</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, through our vocational programmes of study. 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 empowered to take responsibility for their own learning and supported 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>Threshold Concepts (TCs):</p>	<p><i>TC1: To develop a physically active lifestyle and understand how this can lead to lifelong participation in physical activity.</i> <i>TC2: To develop knowledge of fitness components and fitness component testing methods.</i> <i>TC3: To develop sport specific fundamental skills that will allow transference from sport to sport demonstrating effective communication through teamwork.</i> <i>TC4: To develop knowledge and understanding of the key rules associated with each sport.</i> <i>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.</i> <i>TC6: To develop the understanding of tactics, strategies and problem solving, demonstrating a logical thought process in changing environments.</i> <i>TC7: To understand and demonstrate leadership skills throughout varying roles within sporting situations.</i></p>					
<p>KS2 National Curriculum summary:</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>Learner skills:</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
The Big Question	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?					
Big picture questions:	How can we develop our technique and improve the performance of ourselves and others	How can we develop our leadership skills to lead others in a range of activities?	How can we develop our officiating skills to officiate others in a range of activities?	How can we develop our technique and improve the performance of ourselves and others	How can we develop our leadership skills to lead others in a range of activities?	How can we develop our officiating skills to officiate others in a range of activities?
Content (Linked to TCs):	<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>	<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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Key vocabulary:	Tactics Rules Regulations Leadership Officials Teamwork	Leadership Officials Techniques Skills Motor skills	Leadership Officials Confidence Knowledge Motivation	Tactics Rules Regulations Leadership Officials Teamwork	Leadership Officials Techniques Skills Motor skills	Leadership Officials Confidence Knowledge Motivation
Assessment:	Teacher verbal feedback to performers, leaders and officials.	Teacher verbal feedback to performers, leaders and officials.	Teacher verbal feedback to performers leaders and officials.	Teacher verbal feedback to performers, leaders and officials.	Teacher verbal feedback to performers, leaders and officials.	Teacher verbal feedback to performers, leaders and officials.
Key/Historical misconceptions in this unit:	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	Per sport based on the skills and rules as well as leadership
Sequencing:	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.					
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.					