



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	Physical Education – BTEC Sport Level 2		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>Pride in all aspects of their appearance, performance and progress</i></li> <li>• <i>Resilience, curiosity and courage when facing challenges in new activities or areas of learning in different settings</i></li> <li>• <i>Independence in order to become organised and resourceful, to be prepared in all activities</i></li> <li>• <i>Knowledge of skills, fitness component, tactics and their role, applying them within different contexts</i></li> <li>• <i>Leadership qualities in order to plan, lead and review performance; showing compassion and application of knowledge</i></li> <li>• <i>Engaged in all activities to further progress their curiosity beyond the curriculum</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, 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><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>  <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><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>	<p align="center"><b>Year 11: How can we develop fitness to help improve performance in physical activity?</b></p> <p><i>Component 2- How can we both take part and improve other participants sporting performance?</i></p> <p><i>Component 3 – How can we develop fitness to improve other participants’ performance in sport and physical activity?</i></p>					
<b>Big picture questions:</b>	<p><b>Year 11 Component 2:</b> What are the important considerations when planning and delivering a sports practice/drill?</p>	<p><b>Year 11 Component 3:</b> How do we train for personal fitness?</p>	<p><b>Year 11 Component 3:</b> How do we design an effective training programme?</p>	<p><b>Year 11 Component 3:</b> How do we design an effective training programme?</p>	<p><b>Component 3:</b> How do we train to develop different types of fitness?</p>	
<b>Content (Linked to TCs):</b>	<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> <p>To understand and demonstrate leadership skills through planning and delivering a sports sessions to peers. TC7</p>	<p>To develop a physically active lifestyle by understanding methods of fitness training. TC1</p> <p>To develop knowledge of fitness components and methods of training for sport. TC2</p> <p>To understand and demonstrate leadership skills through setting up fitness tests. TC7</p>	<p>To develop a physically active lifestyle by designing a fitness training programme. TC1</p> <p>To develop knowledge of fitness components and how these can be developed within a fitness programme. TC2</p> <p>To understand and demonstrate leadership skills through completing PAR Q questionnaires for participants in fitness activities. TC7</p>	<p>Understanding of how to adopt a physically active lifestyle through training programmes and goal setting. TC1</p> <p>To develop knowledge of fitness components and how these can be developed within a fitness programme. TC2</p> <p>To understand and demonstrate leadership skills through completing PAR Q questionnaires for participants in fitness activities. TC7</p>	<p>To understand how different sports and fitness components are trained for, using a range of training methods. TC3</p> <p>To develop the understanding how different training programmes may be adapted for varying needs, demonstrating a logical thought process in changing environments. TC6</p>	
<b>Key vocabulary:</b>	<p><b>Component 2:</b> 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</p> <p><b>Component 3:</b> FITT principles, progressive overload, specificity, individual differences, adaptation, reversibility variation, rest And recovery, target zones, training thresholds, BORG scale, Rate of perceived exertion (RPE) heart rate, PAR-Q, reliability, validity, cardiac hypertrophy cardiovascular, respiratory, Warm up, col down, FITT, training methods, intensity, continuous, fartlek, interval, circuit training, acceleration, resistance, weight training, static, active, passive, proprioceptive neuromuscular facilitation (PNF), SAQ, Plyometric</p>					



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<b>Assessment:</b>	<b>Teacher assessments</b> Low stakes quizzes End of topic assessments	<b>Teacher Assessment</b> Low stakes quizzes End of topic assessments	<b>Year 11: Component 3 assessment</b>	<b>Teacher assessment</b> Low stakes quizzes End of topic assessments	<b>Year 11: Resit opportunities for all components</b>	
<b>Key/Historical misconceptions in this unit:</b>	The difference between physical fitness and skills related components.	Specific training methods for targeting different types of fitness.	How to progress training programmes, in order to see improvements.			
<b>Sequencing:</b>	We have chosen to sequence the year 10 and 11 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.					
<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.					