



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	Physical Education	Year group	9
<p><b>Vision statement:</b></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><b>Curriculum intent:</b></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"> <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></p>					
<p><b>KS2 National Curriculum summary:</b></p>	<p><i>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.</i></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 outwit our opponent/s, by using skills, tactics and abiding by laws of the game in multiple sports?</b>					
<b>Big picture questions:</b>	<b>Athletics - How do we use skills, tactics and abide by rules of the event to successfully compete in a range of athletics events?</b>	<b>Badminton - How do we outwit our opponent/s, by using skills, tactics and abiding by laws of the game in Badminton?</b>	<b>Swimming - How can we maximize the efficiency of your movements in the water to excel in swimming?</b>	<b>Rugby - How do we outwit our opponent/s, by using skills, tactics and abiding by laws of the game in Rugby?</b>	<b>Netball - How do we outwit our opponent/s, by using skills, tactics and abiding by laws of the game in Netball?</b>	<b>Rounders - How do we outwit our opponent/s, by using skills, tactics and abiding by laws of the game 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 develop sprinting, middle distance, jumping, high jump and throwing technique that will allow transference from sport to sport demonstrating effective communication through coaching and peer assessment. TC3</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</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 dynamiter is important in rugby and how to test this fitness component using the vertical jump test. TC2</p> <p>To develop passing, tackling, line outs and scrums, demonstrating effective communication through coaching and peer assessment. TC3</p> <p>To develop knowledge and understanding of the key rules associated with tackling, line outs, scrums and understand a variety of different positions. 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 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 passing, footwork, dodging, shooting and rebound, demonstrating effective communication through coaching and peer assessment. TC3</p> <p>To develop knowledge and understanding of the key rules associated with footwork, boundaries, replay and to understand a variety of different positions. 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 speed is important in rounders and how to test this fitness component using the 30m sprint 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>



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	<p>To develop knowledge and understanding of the key rules in athletics including recording of distance, time and height. TC4</p> <p>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. TC5</p> <p>To develop the understanding of tactics, strategies and problem solving, in order to perform to the optimum level in a competitive situation, demonstrating a logical thought process in changing environments. TC6</p> <p>To understand and demonstrate leadership skills throughout varying roles within sporting situations. TC7</p>	<p>system for singles and doubles play. TC4</p> <p>To further develop a wider range of badminton skills within a competitive game, demonstrating increased levels of effective communication through teamwork as an umpire and coach. TC5</p> <p>To develop the understanding of tactics, strategies and problem solving in order to outwit and opponent in a competitive situation, demonstrating a logical thought process in changing environments. TC6</p> <p>To understand and demonstrate leadership skills throughout varying officiating roles in badminton. TC7</p>	<p>To further develop a wider range of swimming skills and personal survival techniques, demonstrating increased levels of effective communication through teamwork as a coach. TC5</p> <p>To develop the understanding of tactics, strategies and problem solving in or to perform to the optimum level in a competitive situation, demonstrating a logical thought process in changing environments. TC6</p> <p>To understand and demonstrate leadership skills throughout varying officiating roles in swimming. TC7</p>	<p>To further develop a wider range of athletics skills within a competitive game, demonstrating increased levels of effective communication through teamwork as an umpire and coach. TC5</p> <p>To develop the understanding of tactics, strategies and problem solving in or to perform to the optimum level in a competitive situation and to outwit and opponent, demonstrating a logical thought process in changing environments. TC6</p> <p>To understand and demonstrate leadership skills throughout varying officiating roles in Rugby. TC7</p>	<p>To further develop a wider range of netball skills within a competitive game, demonstrating increased levels of effective communication through teamwork and as an umpire and coach. TC5</p> <p>To develop the understanding of tactics, strategies and problem solving in or to perform to the optimum level in a competitive situation and to outwit and opponent, demonstrating a logical thought process in changing environments. TC6</p> <p>To understand and demonstrate leadership skills throughout varying officiating roles in Netball. TC7</p>	<p>To further develop a wider range of swimming skills and personal survival techniques, demonstrating increased levels of effective communication through teamwork as a coach. TC5</p> <p>To develop the understanding of tactics, strategies and problem solving in or to perform to the optimum level in a competitive situation, demonstrating a logical thought process in changing environments. TC6</p> <p>To understand and demonstrate leadership skills throughout varying officiating roles in swimming. TC7</p>
<p><b>Key vocabulary:</b></p>	<p>Reaction Time Aerobic Anaerobic Interval Fartlek Judging</p>	<p>Backhand Shuttlecock Court dimensions Drill Drive shot Illinois Agility</p>	<p>Front crawl Breast stroke Back stroke Butterfly Dolphin kick Timing</p>	<p>Creating space Man Line-outs Tackling Scrum Line-outs Weight Training</p>	<p>Balance Weight training 1 minute sit up test Footwork Dodging Spacing</p>	<p>Co-ordination 35 metre sprint test Fielding Positional roles Tactics Strategies</p>



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	<p>Officiating Peer assessment</p>	<p>Agility Fault Peer assessment</p>	<p>Co-ordination Surface dives Tumble Turns</p>	<p>Power Vertical jump Peer assessment</p>	<p>Marking Shooting Competitive situation Peer assessment</p>	<p>Peer assessment Backstop Bowler Umpire</p>
<p><b>Assessment:</b></p>	<p>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.</p>	<p>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.</p>	<p>Summative Assessment 1 – January – Term 1 and 2 sports practical assessments and theoretical written assessment.</p>	<p>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.</p>	<p>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.</p>	<p>Summative Assessment 2 – June – Term 1 and 2 sports practical assessments and theoretical written assessment.</p> <p>Practical sport assessment of topic 5 sport, assessing knowledge and production of skills, understanding of rules and the application. This is in addition to oracy of fitness components.</p>
<p><b>Key/Historical misconceptions in this unit:</b></p>	<p>Sprint start</p> <p>Limited knowledge on rules for throwing events</p> <p>Placing of shot put in hand</p> <p>Not extending elbow in throwing events</p> <p>Poor pacing in long distance events</p> <p>Not transferring weight in throwing events</p>	<p>Limited knowledge of rules</p> <p>Foot Faults</p> <p>Knowledge of service rules</p> <p>Knowledge of scoring system</p> <p>Knowledge of court dimension for singles games</p> <p>Knowledge of court dimensions for doubles games</p>	<p>Correct timing of arm and leg movement for breaststroke and butterfly</p> <p>Correct breathing technique for breaststroke and butterfly</p> <p>Correct hand positioning for backstroke</p> <p>Correct kick and glide phase for breaststroke</p>	<p>Limited knowledge of rules</p> <p>Hips too high in scrum</p> <p>Tackling too hard</p> <p>Line outs too far</p> <p>Off-side</p> <p>Note letting the ball</p> <p>Ball touching the floor when kicking</p>	<p>Limited knowledge of rules</p> <p>Replay</p> <p>Correct shooting technique</p> <p>Knowledge on positional role</p> <p>Court dimensions</p>	<p>Limited knowledge of rules</p> <p>Tactical fielding knowledge</p> <p>Batting player forgetting to touch the post</p> <p>Obstruction</p> <p>Tactical batting knowledge</p> <p>Incorporating a step when bowling</p>



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<b>Sequencing:</b>	We have chosen to sequence the year 9 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.
<b>Values</b>	<p>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.</p> <p>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>
<b>National Curriculum plus:</b>	<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.</p> <p>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 9 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>