

# Curriculum Overview Document

## Physical Education (Core)



### Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment and community, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key values: Belong, respect, Inspire, Succeed and Enjoy

### Our intention for our curriculum is:

The KS3/4 physical education core programme offers students the opportunity to focus on further developing skills learnt in Key Stage 2/3 and to introduce these skills into competitive situations. Students will be given the opportunity to become increasingly skilful and intelligent performers, acquire and develop skills, learn how to select and apply skills and basic tactics, and develop positive attitudes to participation in physical activity.

The Physical Education department at Hadley Learning Community has a plethora of experienced staff who have expertise in a range of activity areas. We, as a department, have a range of passions and experiences, yet we all have a common goal; moulding and nurturing our students in order to allow them to find and explore their own passion and develop their own expertise. We promote exploration of activities and encourage the use of enjoyment while learning, allowing students to get things wrong, in order for them to learn from this experience and develop their resilience. Our goal is for students to leave our subject more confident learners who have developed a range of transferable life skills that have a passion for one or more activity areas they have experienced within the PE Curriculum.

The Physical Education department offer clubs every morning and every afternoon, enabling students to access a vast amount of sports. For those students interested in specific sports we offer an annual sports tour where the PE staff organise and attend a week's break to a range of destinations. We want to give our students the chance to experience different cultures which ordinarily would be out of reach. The most recent tour was the Belgium football and netball tour, where 64 students attended and competed across Belgium in competitive tournaments.

PE as a department have adopted some core values that are integrated into the curriculum and link transferable skills from each activity area, the values outline what is expected from learners within the lesson these are as follows:

#### Teamwork

- Teamwork is essential to our department. We welcome all new students to our teams and include all because working as a team enriches our lives. We play selflessly: working for the team, not for ourselves alone, both on and off the field. We take pride in our team, rely on one another and understand that each player has a part to play. We speak out if our team or sport is threatened by inappropriate words or actions.

#### Respect

- Mutual respect forms the basis of our School. We hold in high esteem our School, its values and traditions and earn the respect of others in the way we behave. We respect our match officials and accept their decisions. We respect opposition players and supporters.

#### Enjoyment

- Enjoyment is the reason we play and enjoy sport. We encourage players to enjoy training and playing. We use sport to adopt a healthy lifestyle and build life skills. We safeguard our students and help them have fun. We enjoy being part of a team and part of the HLC community.

#### Discipline

- Strong discipline underpins our school. We ensure that sport is one of controlled physical endeavor and that we are honest and fair. We obey the laws of the different sports, which ensure an inclusive and exciting experience.

#### Sportsmanship

- Sportsmanship is the foundation upon which sport is built. We uphold the tradition of camaraderie with teammates and opposition. We observe fair play both on and off the pitch and are generous in victory and dignified in defeat. We play to win but not at all costs and recognise both endeavor and achievement. We ensure that the wellbeing and development of individual players is central to all activities.

Students in PE follow a curriculum consisting of 6 activity areas across each academic year. Within each activity area students will cover 3 strands: 'Fit to Perform', 'Fit to Lead' and 'Fit for Life'. Students will be offered a diverse range of enrichment opportunities to further embed skills developed, character and create positive attitudes and relationships.

#### Students are taught to:

- Students are taught to use a range of tactics and strategies to overcome opponents in competition, through inter/intra house competition and on a lesson to lesson basis. Sports include (football, rugby, badminton, basketball, volleyball, table tennis, netball, rounders, and tennis).

- Students are taught to develop their technique and improve their performance in competitive sports across a range of disciplines. For example, athletics and gymnastics
- Students take part in outdoor and adventurous activities which present intellectual and physical challenges, through Duke of Edinburgh, enrichment activities to Arthog outreach and onsite activities' for example orienteering, team building activities.
- Students will analyse their performances, and the performance of other, presenting the opportunities to reflect on strengths and areas for improvement.
- Students will take part in competitive sports and activities outside school through extracurricular opportunities both within the local community and in the wider area. Students will have the opportunity to represent the school in a range of activity areas against a range of local schools. Students will benefit from the club links the school has, this gives them an opportunity to further develop in a sport of their choice.
- Students will develop physical health and fitness and the knowledge of the processes required to become a healthy person.
- Students will experience the social side of Physical Activity, this will have a positive impact on mental health and give students the feeling of belonging to a greater purpose, developing relationships and empathy for others.

Students develop PLTS in five key areas: 1) Developing skills in physical education; 2) Making and applying decisions; 3) Developing physical and mental capacity; 4) Evaluating and improving; 5) Making informed choices about healthy active lifestyle.

In KS4, every pupil will experience at least 6 activity areas throughout the year. Students will use PE lessons to master skills learnt previously in KS3. In BTEC sport, students will further develop their knowledge by exploring the long-term effects of exercise and will understand how different sports will require different methods of training and attributes in order to be successful. Students will design a personal exercise programme and demonstrate how to interpret the use of data. Students will develop the ability to apply rules to different sports, gaining a deep knowledge of sports and also developing wider skills of leadership and communication in the process.

#### **Linking our curriculum intention to our local community:**

The curriculum through enrichment during the school day and within enrichment opportunities will maximise the use of the local facilities. Within the area we will link our curriculum to the following:

- AFC Telford UTD – Sports business, coaching, facility management
- Lilleshall – Elite sports set up, sports injury
- Local gyms – fitness training principles
- Local sports clubs – administration, recruitment, safeguarding
- Local schools – sports leadership

### Year 7 Curriculum implementation

Students will participate in activities that link to the specific sport being studied and apply previous KS2 knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warm ups. Students will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team.

Within each activity area students will link their learning to Btec Sports qualification using three connectives of :

- Fit to Perform- This is directly linked to Unit 2 Practical sports Performance, students will apply skills developed along with knowledge and application of rules.
- Fit to Lead - This is directly linked to Unit 6 Sports Leadership, students will design, deliver and critique lessons and competitions across a range of ages and ability levels.
- Fit for Life - This is directly linked to Unit 1 and 3 Fitness and fitness testing, students will understand the importance of physical activity and begin to explain the impact exercise has on health and performance.

Students will access a range of sports that are adaptable to the needs of the individual learner creating more of a bespoke pathway for the students at HLC. For example if we have a group of students studying the invasion section of the curriculum, the teacher and class can determine which sports are encountered to best develop the needs of the learner.

Students will develop understanding and knowledge across all activity areas in year 7, they will build the foundations of skills that will develop throughout their time at HLC.

TERM	1	2	3	4	5	6
Year 7 Knowledge	<p>Invasion</p> <p>Fit to Perform- Students are taught the foundations of the activities within this area.</p> <p>Fit to Lead- Students will <b>understand</b> the</p>	<p>Fitness</p> <p>Fit to Perform- students will <b>understand</b> the basic components of physical fitness that contribute to successful performance.</p>	<p>Swimming</p> <p>Fit to perform- Students will <b>remember</b> the correct technique for front crawl and back stroke they will be able to duplicate the techniques demonstrated and</p>	<p>Net and Wall</p> <p>Fit to perform- Students will <b>understand</b> the basic rules within table tennis, volleyball and badminton. Students will</p>	<p>Athletics</p> <p>Fit to perform- Students will have a good <b>knowledge</b> of all activities categorised as athletics. They will perform a range of throws, jumps and</p>	<p>Striking and Fielding</p> <p>Fit to perform- students will have a good <b>understanding</b> of rounder's, softball and cricket. They will know a range of</p>

	<p>rules and regulations within each activity.</p> <p>Students will be able to <b>apply</b> skills to conditioned scenarios within game based situations.</p> <p>Fit for Life- Students will demonstrate the core value of <b>Respect</b> in each activity.</p>	<p>Fit to Lead- Students will <b>understand</b> the different types of equipment and the health and safety expectations within the fitness environment.</p> <p>Fit for Life- students will <b>remember</b> the benefits of exercise and will also remember the short term effects of exercise.</p>	<p>will swim at least 1 width of the pool.</p> <p>Fit to lead- students will reflect on others performance and demonstrate a deep <b>understanding</b> of the skills required to perform effectively within two strokes.</p> <p>Fit for life-students will demonstrate the core value of <b>Team work</b> in the activity as students will be working in groups or with partners for all tasks.</p>	<p>understand how to serve, and have two or more shots that they can use during a rally.</p> <p>Fit to lead- students will develop leadership skills through officiating and <b>apply</b> the rules within the role of an official.</p> <p>Fit for life- students will <b>understand</b> the components of fitness required to develop a successful performer in the net and wall activities.</p>	<p>running events, with a basic knowledge of technique.</p> <p>Fit to lead- Students will manage themselves and others within all athletics activities, they will keep times, and <b>apply</b> the rules to varying events.</p> <p>Student will demonstrate the core value of <b>discipline</b>, a number of activities can be dangerous to all and require students to remain disciplined.</p> <p>Fit for life- students will be able to <b>identify</b> which events require specific components of fitness.</p>	<p>throwing and catching techniques and know the rules for each sport.</p> <p>Fit to lead- students will be able to lead a warm up to their peers, <b>applying knowledge</b> from previous blocks and using a range of communication strategies.</p> <p>Fit for life- students will develop a number of <b>decision making</b> skills, where to field the ball most effectively and where to strike the ball when batting, students will develop the core value of <b>enjoyment</b> within this activity area by drawing of previously learnt skills and <b>applying</b> them to a competitive yet</p>
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						enjoyable activity area.
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**Year 8 Curriculum implementation**

Students will participate in activities that link to the specific sport being studied and apply previous year’s knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warm ups. Students will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team.

Within each activity area students will link their learning to Btec Sports qualification using three connectives of :

- Fit to Perform- This is directly linked to Unit 2 Practical sports Performance, students will apply skills developed along with knowledge and application of rules.
- Fit to Lead - This is directly linked to Unit 6 Sports Leadership, students will design, deliver and critique lessons and competitions across a range of ages and ability levels.
- Fit for Life - This is directly linked to Unit 1 and 3 Fitness and fitness testing, students will understand the importance of physical activity and begin to explain the impact exercise has on health and performance.

Students will access a range of sports that are adaptable to the needs of the individual learner creating more of a bespoke pathway for the students at HLC. For example if we have a group of students studying the invasion section of the curriculum, the teacher and class can determine which sports are encountered to best develop the needs of the learner.

Students will develop skill application and basic leadership skills across all activity areas in year 8.

TERM	1	2	3	4	5	6
Year 8 Knowledge	Invasion  Fit to Perform- Students are taught the application of skills in competitive situations within this area.  Fit to Lead- Students will <b>apply</b>	Fitness  Fit to Perform- students will <b>Apply</b> the basic components of physical fitness that contribute to successful performance.	Swimming  Fit to perform- Students will <b>Apply</b> the correct technique for front crawl and back stroke they will be able to duplicate the technique required, and be able to swim	Net and Wall  Fit to perform- Students will <b>Apply</b> the rules within table tennis, volleyball and badminton. Students will understand how to	Athletics  Fit to perform- Students will have the ability to <b>demonstrate</b> all activities categorised as athletics. They will perform a range of throws, jumps and	Striking and Fielding  Fit to perform- students will have an ability to <b>differentiate</b> tactics within rounder’s, softball and cricket, making decisions of who to position in

	<p>the rules and regulations within each activity.</p> <p>Students will be able to <b>analyse</b> skills used reviewing scenarios within game based situations.</p> <p>Fit for Life- Students will demonstrate the core value of <b>discipline</b> in each activity.</p>	<p>Fit to Lead- Students will be able to <b>apply</b> the different types of equipment and the health and safety expectations within the fitness environment.</p> <p>Fit for Life- students will <b>remember</b> the benefits of exercise and will also remember the short term effects of exercise.</p>	<p>at least 1 length of the pool.</p> <p>Fit to lead- students will reflect on others performance and demonstrate a deep <b>understanding</b> of the skills required to perform effectively within two strokes. Students will <b>evaluate</b> the effectiveness of the stroke and make recommendations to improve the technique.</p> <p>Fit for life-students will demonstrate the core value of <b>Team work</b> in this activity as students will be working together to improve their performance.</p>	<p>serve, and have a range of shots that they can use during a rally.</p> <p>Fit to lead- students will develop leadership skills through officiating and <b>apply</b> the rules within the role of an official. They will reflect on their application of the rules and be able to reflect on the impact they had within a game identifying areas they could have improved.</p> <p>Fit for life- students will <b>apply</b> the components of fitness to demonstrate a deep knowledge of attributes required to make an exceptional performer within net and wall activities.</p>	<p>running events, with a sound application of technique.</p> <p>Fit to lead- Students will manage themselves and others within all athletics activities, they will keep times, and <b>apply</b> the rules to varying events. Students will give feedback to peers aiding progression.</p> <p>Student will demonstrate the core value of <b>discipline</b>, when students face adversity for example 1500m race, students will demonstrate enough discipline and resilience to persevere and continue to apply the tactics from the beginning of the race.</p> <p>Fit for life- students will be able to <b>distinguish</b> which</p>	<p>key areas of the field. They will perform competently a range of throwing and catching techniques and know and apply the rules for each sport.</p> <p>Fit to lead- students will be able to lead an isolated practice to their peers, <b>applying knowledge</b> from previous blocks and using a range of communication strategies. They will also <b>reflect</b> on their delivery methods and make recommendations for future sessions.</p> <p>Fit for life- students will develop <b>application</b> of skills, they will have to learn what shots to play and what tactics to apply and</p>
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					events require specific components of fitness and be able to explain why they are needed.	when it is most appropriate to do so, students will develop the core value of <b>enjoyment</b> within this activity area by drawing of previously learnt skills and <b>applying</b> them to a competitive yet enjoyable activity area. Students will understand what components of fitness suit specific positions within each sport.
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### Year 9 Curriculum implementation

Students will participate in activities that link to the specific sport being studied and apply previous year's knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warm ups. Students will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team.

Within each activity area students will link their learning to Btec Sports qualification using three connectives of :

- Fit to Perform- This is directly linked to Unit 2 Practical sports Performance, students will apply skills developed along with knowledge and application of rules.
- Fit to Lead - This is directly linked to Unit 6 Sports Leadership, students will design, deliver and critique lessons and competitions across a range of ages and ability levels.
- Fit for Life - This is directly linked to Unit 1 and 3 Fitness and fitness testing, students will understand the importance of physical activity and begin to explain the impact exercise has on health and performance.

Students will access a range of sports that are adaptable to the needs of the individual learner creating more of a bespoke pathway for the students at HLC. For example if we have a group of students studying the invasion section of the curriculum, the teacher and class can determine which sports are encountered to best develop the needs of the learner.

Students will develop skill analysis and evaluative skills, they will develop skills from discrete situations to serial and will further develop leadership skills across all activity areas in year 9.

TERM	1	2	3	4	5	6
Year 9 Knowledge	<p>Invasion</p> <p>Students are taught the application and the ability to evaluate the effectiveness of skills in competitive situations within this area.</p> <p>Students will <b>analyse</b> the rules and regulations and review the appropriateness of</p>	<p>Fitness</p> <p>Fit to Perform- students will <b>Analyse</b> the basic components of physical fitness that contribute to successful performance. They will also improve their own</p>	<p>Gymnastics</p> <p>Fit to perform- students will <b>understand</b> a range of fundamental skills in order to develop a basic performance in gymnastics. Students will develop the <b>knowledge</b> of techniques for the</p>	<p>Net and Wall</p> <p>Fit to perform- Students will <b>evaluate</b> peers performance in table tennis, badminton and volleyball, they will feedback to improve performance and then students will act upon feedback.</p>	<p>Athletics</p> <p>Fit to perform- Students will have the ability to apply learnt skills to increase their performance across a range of athletics activities. They will perform a range of throws, jumps and running events, with</p>	<p>Striking and Fielding</p> <p>Fit to perform- students will have an ability to <b>analyse</b> the effectiveness of tactics applied within rounders', softball and cricket, making alternations of who to place in key areas of the</p>

	<p>their own decision within each activity.</p> <p>Students will be able to <b>Evaluate</b> skills used reviewing scenarios within game based situations discussing the impact the skills used have had on the outcomes within the games.</p> <p>Students will demonstrate the core value of <b>Team Work</b> in each activity. When reviewing performance students will need to work together in order to aid development.</p>	<p>components of fitness.</p> <p>Fit to Lead- students will <b>create</b> a training plan to develop others performance based on a sport of their choice.</p> <p>Fit for Life- students will <b>Apply the</b> benefits of exercise to actively performing within their own training design and will also remember the short term effects of exercise.</p>	<p>forward roll, cartwheel and a range of static balances. This will enable students to start the <b>creation</b> of basic routines.</p> <p>Fit to lead- students will be working in groups of students where they will collaborate to create routines and spot each other's technique, <b>team work</b> is an essential core value within this activity area.</p> <p>Fit for life- students will improve their own level of fitness specifically core strength and flexibility. This will then be <b>applied</b> to developing routines and improve technique and finesse within the final routine.</p> <p>Students will need to <b>respect</b> their peers here as their</p>	<p>Students will be able to perform a serve, a rally, defensive shots and attacking shots, all to a competent level and make a positive contribution to a competitive game.</p> <p>Fit to lead- students will officiate a competitive game <b>applying</b> rules and regulations, they will also lead a skill based development session where they will direct students identifying areas to improve upon.</p> <p>Fit for life- students will <b>evaluate</b> the performer's components of fitness, critiquing what components need improving in order to improve performance.</p> <p>Students will be able to demonstrate the core value of</p>	<p>an excellent <b>application</b> of technique.</p> <p>Fit to lead- Students will manage themselves and others within all athletics activities, they will keep times. Students will lead sessions to develop techniques in isolated practices focusing on areas in need of improvement.</p> <p>Student will demonstrate the core value of <b>discipline</b>, when students face adversity for example 1500m race, students will demonstrate enough discipline and resilience to persevere and continue to apply the tactics from the beginning of the race.</p>	<p>field. They will perform a range of throwing and catching techniques and know and apply the rules for each sport and have the ability to officiate a game with confidence and control.</p> <p>Fit to lead- students will be able to lead a conditioned practice to their peers, <b>analysing</b> the impact players have on the team's performance, they will be able to use a range of communication strategies which impact a game positively. They will also <b>reflect</b> on their delivery methods and make recommendations for future sessions.</p> <p>Fit for life- students will have a</p>
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			<p>safety to an extent is in the hands of each other and they rely on their peers to support them in specific positions when performing.</p>	<p><b>discipline</b> within this section as they will be focusing heavily on leadership.</p>	<p>Fit for life- students will be able to <b>analyse</b> the physical benefits of each athletics discipline and will be able to compare individual's attributes and recommend an activity that may suit the performer.</p>	<p>consistent approach to the <b>application</b> of skills, they can select what shots to play and what tactics to apply and when it is most appropriate to do so, students will develop the core value of <b>enjoyment</b> within this activity area by drawing on previously learnt skills and <b>evaluating</b> them to impact performance to a competitive yet enjoyable activity area. Students will explain what components of fitness suit specific positions within each sport.</p>
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### Year 10/ 11 core Curriculum implementation

Students will participate in activities that link to the specific sport being studied and apply previous year's knowledge of physical activity. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warm ups. Students will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team.

Within each activity area students will link their learning to Btec Sports qualification using three connectives of :

- Fit to Perform- This is directly linked to Unit 2 Practical sports Performance, students will apply skills developed along with knowledge and application of rules.
- Fit to Lead - This is directly linked to Unit 6 Sports Leadership, students will design, deliver and critique lessons and competitions across a range of ages and ability levels.
- Fit for Life - This is directly linked to Unit 1 and 3 Fitness and fitness testing, students will understand the importance of physical activity and begin to explain the impact exercise has on health and performance.

Students will access a range of sports that are adaptable to the needs of the individual learner creating more of a bespoke pathway for the students at HLC. For example if we have a group of students studying the invasion section of the curriculum, the teacher and class can determine which sports are encountered to best develop the needs of the learner.

Students will develop creative skills, they will develop skills from serial to applying them into competitive situations and will further develop leadership skills across all activity areas in year 10 and 11.

TERM	1	2	3	4	5	6
Year 10 Knowledge	<p>Invasion</p> <p>Students are taught how to respond to self and peer evaluation and create new ideas and methods of training to develop in competitive situations within this area.</p>	<p>Fitness</p> <p>Fit to Perform- students will <b>evaluate</b> the basic components of physical fitness that contribute to successful performance. They will implement these into their training sessions and choose the most</p>	<p>Gymnastics</p> <p>Fit to perform- students will <b>Evaluate</b> a range of skills in order to develop a performance in gymnastics. Students will use a range of equipment to change height and direction of previously learnt skills, transitional</p>	<p>Net and Wall</p> <p>Fit to perform- Students will <b>create new skills sessions to improve</b> peers performance in table tennis, badminton and volleyball, they will evaluate the skills being developed to improve</p>	<p>Athletics</p> <p>Fit to perform- Students will have the ability to apply learnt skills to increase their performance across a range of athletics activities. They will perform a range of throws, jumps and running events, with an excellent</p>	<p>Striking and Fielding</p> <p>Fit to perform- students will have an ability to <b>create</b> new tactics and <b>discuss</b> the effectiveness of tactics applied within rounders', softball and cricket, they will be able to perform serial skills</p>

	<p>Students will <b>create</b> new ways to apply rules and review their previous performances to ensure the game flows more freely.</p> <p>Students will be able to <b>Create</b> new drills/ ways to develop their skills identified as in need of improvement.</p> <p>Students will demonstrate the core value of <b>Sportsmanship</b> in each activity. When competing and attempting to improve students will understand the importance of displays a high level etiquette.</p>	<p>appropriate exercise for each.</p> <p>Fit to Lead- students will <b>Evaluate</b> their training plan to develop their own performance based on a sport of their choice.</p> <p>Fit for Life- students will <b>evaluate</b> how they have benefited their own fitness levels through a range of exercises and will now recommend ways to develop their own performance</p>	<p>moves will be used to add flow and a smooth transition between individual's moves.</p> <p>Students will develop the <b>application</b> of techniques for the walk overs, transitional skills and partnered balances. This will enable students to start the <b>creation</b> of more advanced routines.</p> <p>Fit to lead- students will be working in groups of students where they will collaborate to create routines and spot each other's technique, <b>team work</b> is an essential core value within this activity area.</p> <p>Fit for life- students will improve their own level of fitness specifically core strength and</p>	<p>performance and then students will act upon feedback. Students will be able to perform a serve, a rally, defensive shots and attacking shots, all to a high level which can outwit an opponent in a competitive game.</p> <p>Fit to lead- students will officiate a competitive game. They will consistently allow the game to flow demonstrating a broad knowledge of rules but also have the ability to <b>evaluate</b> the situation and quickly process rules and regulations to make an informed and accurate decision, they will also lead a skill and tactical based development session where they will direct students</p>	<p><b>application</b> of technique. Students will have the ability to self-develop, through video and peer analysis, they will then perform a skills audit to recommend areas to improve upon.</p> <p>Fit to lead- students will lead session to younger students and <b>apply</b> knowledge they have learnt in turn they will develop a range of leadership attributes.</p> <p>Student will demonstrate the core value of <b>discipline, team work and respect.</b></p> <p>Fit for life- students will be able to <b>create</b> a development plan that will focus on physical components of fitness an skill related components of fitness to direct</p>	<p>autonomously and will impact a game positively.</p> <p>Fit to lead- students will be able to lead a competitive practice to their peers, <b>evaluating</b> the impact players have on the team's performance, they will be able to use a range of attributes to impact a game's outcome focusing on strategy.</p> <p>Fit for life- students will have a range of skills developed and the approach to the <b>application</b> of skills is becoming autonomous, students will develop the core value of <b>enjoyment</b> within this activity area by drawing on previously learnt skills and <b>creating</b> new plays to impact performance to a competitive yet</p>
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			<p>flexibility. This will then be <b>evaluated</b> to developing routines and improve technique and finesse within the final routine. Students will reflect on their own fitness and decide what they need to improve upon to become a better gymnast.</p> <p>Students will need to <b>respect</b> their peers here as their safety to an extent is in the hands of each other and they rely on their peers to support them in specific positions when performing.</p>	<p>identifying areas to improve upon.</p> <p>Fit for life- students will <b>evaluate</b> the performer's components of fitness, critiquing what components need improving in order to improve performance. They will then create a development plan for improvement focusing of the components of fitness and skill attribution within each of the allocated sports.</p> <p>Students will be able to demonstrate the core value of <b>discipline</b> within this section as they will be focusing heavily on leadership.</p>	<p>improvement across 3 disciplines of the students' choice.</p>	<p>enjoyable activity area. Students will evaluate what components of fitness suit specific positions within each sport.</p>
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## BTEC Sport Level 2 Year 1

TERM	1	2	3	4	5	6
Year 11 Knowledge	Unit 1			Unit 2		
	<p>In this unit students will be assessed summatively within an external exam. This test will take place in December of y10 so the content taught is fresh in the mind of learners.</p> <p>Within this Unit students will gain an appreciation and understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into their training regime to further enhance and improve their sports performance.</p> <p>Students will understand and apply the physical and skill-related fitness components, including aerobic endurance, body composition and power, are related to positive health and wellbeing.</p> <p>Students will train regularly to improve and maintain their fitness levels and performance. They will create training programmes and will tailor these to their specific training needs and their sport. A students training cycle can incorporate lots of different fitness training methods, such as circuits for muscular strength and endurance. Incorporating different fitness training methods keeps training interesting, which helps to keep motivation levels high.</p> <p>Before different training methods can be explored, the students need to find out about their baseline fitness levels and what measures need to be improved. Fitness tests are essential; they help to identify areas that need improving and to track fitness improvements and progress over time. Fitness test results give an objective overview of performance and are used by sports coaches to ensure training continues to meet the performer's needs.</p>			<p>Participation in sport continues to grow, as people become more aware of the benefits of physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because we strive for excellence and success at major sporting events.</p> <p>This unit focuses on developing and improving student's practical sports performance. This is achieved through active participation in practical activities and reflection on students own performance and that of other sports performers.</p> <p>This unit introduces students to a variety of different sports and, through participating in different sports, it is expected that students will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.</p> <p>In learning aim A, students will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action.</p> <p>For learning aim B, students will take part in a variety of sports. These may be sports in which students excel or have a particular interest. Students are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment.</p> <p>For learning aim C, students will review performance in the sports in which they have participated. This review will look at the strengths and areas for development within their own performance.</p>		

	<p>Fitness for sport and exercise is core to the programme of study. This unit underpins, the other units for sport. In learning aim A students will cover the components of physical and skill-related fitness and the principles of training. Learning aim B explores different fitness training methods for developing components of fitness, and for learning aim C students will gain knowledge and skills in undertaking and administering fitness tests.</p> <p>This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training.</p>	
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<b>BTEC Sport Level 2 Year 2</b>						
TERM	1	2	3	4	5	6
Year 11 Knowledge	<p><b>Unit 3</b></p> <p>This unit is all about the student, the individual performer, and training to improve and enhance personal fitness for one activity/sport they participated in for <i>Unit 2: Practical Performance in Sport</i>.</p> <p>Students must select one component of fitness and one method of training that is most appropriate, beneficial and engaging to improve fitness for their chosen activity/sport. This may mean training with a group of friends in a local park, or using a personal fitness training programme at a local sports club or leisure centre. Whatever the setting, the design of the training programme must be tailored to meet their personal training goals, aspirations and needs’.</p> <p>This unit supports students in achieving personal training goals for their chosen activity/sport. Likewise, if they already possess good to exceptional levels of fitness, then this unit will help them to develop a training programme to maintain or improve those levels, while giving them the opportunity to safely explore other training methods they might not usually experience. Students will also explore how the body responds to the training sessions.</p> <p>This unit is synoptic and designed so that the students think about all of the learning from across the qualification, and use it to respond to the</p>			<p><b>Unit 6</b></p> <p>This unit introduces students to sports leadership, enabling them to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. Students will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate their ability to lead a sports activity session or component of a session.</p> <p>For learning aim A, students will be introduced to the attributes required to be a successful sports leader, giving them knowledge of the skills, qualities and responsibilities associated with success in sports leadership.</p> <p>Learning aim B enables students to consider the planning and leadership requirements for delivering sports activities. Students will be given the opportunity to develop their ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.</p> <p>For learning aim C, students will evaluate their own effectiveness as a sports leader within the session they planned and delivered. They will need to consider their strengths within the process of sports leadership and plans for further developments improving their ability as a sports leader.</p>		

	<p>assessment. Therefore it should be taken at the end of the course of study.</p> <p>Learning aim A takes students through the stages of designing a personal fitness training programme, where they can select a component of fitness and an appropriate method of training to improve or maintain their fitness levels safely for a chosen activity/sport.</p> <p>For learning aim B, students will gain awareness of the musculoskeletal and cardiorespiratory body systems and how they respond during the exercise.</p> <p>In learning aim C, students will implement the personal fitness training programme, maintaining a training diary.</p> <p>Finally, for learning aim D students will review their programme, looking at strengths, areas for improvement and suggesting recommendations for future training and performance. The ability to improve personal fitness is essential for sports performers. However, the same knowledge, understanding and skills are required to improve other people's fitness, and are essential for a number of progression opportunities in the sector, such as qualifications for sports coaches and personal trainers.</p>	<p>There are many roles working in sport that require effective and successful sports leadership, including personal training and coaching. This unit provides students with what could be their first step into sports leadership, as it could be linked to the completion of a sports leader award, for example the Junior Sports Leader Award (JSLA).</p>
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<p><b>Impact of our curriculum:</b></p>
<p>To ensure that all students achieve mastery in specified skills, techniques and tactics, knowledge and understanding for students will be formatively assessed regularly at KS3 through standardised observations at the end of each block, students will compete across the subject areas in which they have been studying and will be assessed against the 'I can' criteria.</p> <p>The impact of the curriculum upon students becoming athletes or sports analysts who can make critical and balanced judgements can be tracked through students' participation in sports clubs, sports events/ festivals, whether they watch current sporting events, read health and sport publications that relate to issues in sport and whether students choose to do BTEC sport in KS4. KS4 success is judged on 4 weekly assessments in line with the BTEC marking policies and procedures.</p>

### **Wider Curriculum offer**

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

<b>Personal Development within our curriculum</b>	
Personal Development	
SMSC	
Extra-Curricular & Enrichment	
<b>Careers/Work Experience</b>	
Careers	
Work Experience Offer & Staff Work Experience	
<b>Cultural Capital</b>	
Ofsted Definition	<i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i>