



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	BTEC Sport Level 3 Extended Certificate	Year group	12
Vision statement:	<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>		
Curriculum intent:	<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>Resilience, curiosity and courage when facing challenges in new sports and in new social settings</i><i>Independence and courage in the face of adversity in order to become organised and resourceful to engage in all activities</i><i>Pride in all aspects of their appearance, performance and progress</i><i>Knowledge of skills, techniques, tactics and their role showing compassion within different contexts</i><i>Engaged in all activities, to maximise time spent on each task to further progress, understanding and develop curiosity</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. Students are supported by a broad range of opportunities, both on-campus and in other locations.</i></p>		





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	<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>					
Threshold Concepts (TCs):	<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><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></p> <p><i>TC6: To develop the understanding of tactics, strategies and problem solving, demonstrating a logical thought process in changing environments.</i></p> <p><i>TC7: To understand and demonstrate leadership skills throughout varying roles within sporting situations.</i></p>					
KS4 National Curriculum summary:	<p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Pupils should be taught to:</p> <p>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>Develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]</p> <p>Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs</p>					
Learner skills:	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING



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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 do the bodies systems each respond over the short term and adapt over the long term to benefit sports performance?					
Big picture questions:	How do the bodies systems short tern short term responses work together for sports performance?			How can I research, develop my attributes and successfully apply for a career in the sports industry?		How can players abide by rules and develop skills to maximise performance in an individual and team sport?
Content (Linked to TCs):	Knowledge of the bodily systems responses to exercise - TC1 Knowledge of the bodily systems adaptations to exercise - TC1 Knowledge of additional factors that affect the bodily systems – TC1	Knowledge of the bodily systems responses to exercise - TC1 Knowledge of the bodily systems adaptations to exercise - TC1 Knowledge of additional factors that affect the bodily systems – TC1	Knowledge of the bodily systems responses to exercise - TC1 Knowledge of the bodily systems adaptations to exercise - TC1 Knowledge of additional factors that affect the bodily systems – TC1	To lead others in a practical activity with practical demonstrations - TC1 To demonstrate knowledge of and abide by key rules across multiple sports that are being delivered – TC4 To plan, introduce and discuss / guide the introduction and development of	To lead others in a practical activity with practical demonstrations - TC1 To demonstrate knowledge of and abide by key rules across multiple sports that are being delivered – TC4 To plan, introduce and discuss / guide the introduction and development of	To perform in an individual and team sport in isolated, conditioned and competition - TC1 To learn badminton and rounders skills as a basis, developing a tactical performance - TC3, TC5, TC6 To research key skills, techniques and tactics – TC3, TC6 To assess compliance of performers in



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				<p>knowledge of sport skills – TC5</p> <p>To lead and deliver a practical or theory sport session considering demonstrating subject knowledge and self-management - TC7</p>	<p>knowledge of sport skills – TC5</p> <p>To lead and deliver a practical or theory sport session considering demonstrating subject knowledge and self-management - TC7</p>	<p>individual and team sports - TC4</p> <p>To research key rules, unwritten rules and competition rules in individual and team sports– TC4</p>
<p>Key vocabulary:</p>	<p>Unit 1: Anatomy and Physiology</p> <p><i>Skeletal system:</i> Structure of Skeletal system Bone Growth Postural Deviation Functions of Skeletal System Type of Joints Movements at Joints Short Term effects and Long Term Adaptations of the Skeletal System</p> <p><i>Muscular system:</i> Characteristics and Functions of Muscles Antagonistic Pairs and muscular contractions</p>	<p>Unit 1: Anatomy and Physiology</p> <p><i>Muscular system:</i> Responses, Adaptations to the Muscular System and additional factors.</p> <p><i>Respiratory system:</i> Structure/function Lung volumes Mechanics/control of breathing Adaptations and responses</p> <p><i>Cardiovascular system:</i> Structure/function Blood vessels Composition of blood Nervous control of cardiac cycle</p>	<p>Unit 1: Anatomy and Physiology</p> <p><i>Energy systems:</i> ATP ATP-PC Lactate System Aerobic System Responses Adaptations Additional factors</p> <p>Revision/Synoptic question preparation</p>	<p>Unit 3: Professional Development</p> <p>Assignment 1: Professional, economic, geographical, nutritionist, psychology, therapy, audit, self-critique, application</p> <p>Assignment 2: Scope and provision of the sports industry. Careers and jobs in the sports industry. Professional training routes.</p>	<p>Unit 3: Professional Development</p> <p>Assignment 2: Scope and provision of the sports industry. Careers and jobs in the sports industry. Professional training routes.</p>	<p>Unit 7: Practical Sports Performance</p> <p>Assignment 1: NGBs – rules, laws and regulations Skills, techniques and tactics Practical element: Recording of student performance in necessary</p>



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Assessment:	Unit 1 internal assessments	Unit 1 PPE exam	Unit 1 external exam	Unit 3 Assignment 1 hand-in	Unit 3 Assignment 2 hand-in	Unit 7 Practical Sports Performance Assessment
Key/Historical misconceptions in this unit:	Spelling of anatomical terms in skeletal and muscular systems Confuse: Tibia/Fibular Agonist/antagonist Different types postural deviation Responses/adaptations to each system	Confuse: Neural/chemical control of breathing Lung volumes Responses/adaptations to each system	Amount of ATP produced in each system the predominant energy system for different sporting activities Responses/adaptations to each system	Identifying specific and general skills and qualities CDAP Chronology of academic requirements to access chosen career	Completing application documents: CV, application form etc. SWOT analysis, linking weaknesses, opportunities and threats. Explaining the impact of actions on the chosen career/job role	Difference between rules/laws/regulations Application of boundary rules in badminton Application of backwards hit and no-ball rules in rounders
Sequencing:	We have chosen to sequence the year 12 curriculum like this because of the explicit exam board guidance of an effective assessment plan within externally provided assessment windows for the 4 unit approach. This sequencing allows for synoptic topics to be assessed last and allows for the progression of learner skills and knowledge to apply to external examination situations.					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include wider career opportunities through engagement with interviewing professionals. Students have increased opportunities to practice sports performance and officiating performances. Students are also introduced and trained to use practical health monitoring tests as part of the PAR-Q health monitoring procedure.					