



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview

Subject	BTEC Sport Level 3 Diploma	Year group	13
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> <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>		



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TC4: To develop knowledge and understanding of the key rules associated with each sport.
 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.
 TC6: To develop the understanding of tactics, strategies and problem solving, demonstrating a logical thought process in changing environments.
 TC7: To understand and demonstrate leadership skills throughout varying roles within sporting situations.

Learner skills:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 1 Aug-Oct

Term 2 Nov-Dec

Term 3 Jan-Feb

Term 4 Mar-Apr

Term 5 Apr-May

Term 6 Jun-Jul



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The Big Question	How can assessment methods and SMARTER targets be used to effectively further performance of leaders, players and officials?					
Big picture questions:	Unit 2 – How can a training programme overcome individual's lifestyles factors and health monitoring data to meet their goals?	Unit 4 – How can leadership skills, qualities, characteristics and styles be used to be a successful leader?	Unit 7 – How can players abide by rules and develop skills to maximise performance in an individual and team sport?	Unit 26 – How can technical and tactical components of sports be measured and analysed effectively?	Unit 25 – How can the knowledge of sports rules be assessed and analysed to then be effectively applied by an official?	
Content (Linked to TCs):	To identify lifestyle factors and modification techniques – TC1 To learn and administer health monitoring tests – TC1 To interpret individual health and lifestyle information to meet goals – TC1 To identify appropriate individual fitness training components – TC2 To guide and justify appropriate fitness training methods – TC2 To implement a training programme with applicable training methods for required components – TC2	To lead others to be physically active in a sport of choosing – TC1 To demonstrate skills within a sport and develop others practical skills – TC3 To develop knowledge and understanding of the key rules associated with a selected sport in order to be a successful leader TC4 To deliver activities which develop complex skills and offer opportunities for tactical development – TC6 To understand and demonstrate leadership skills, qualities, characteristics and styles to be able to demonstrate being a successful leader- TC7	To learn and administer health monitoring tests – 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 individual and team sports - TC4 To research key rules, unwritten rules and competition rules in individual and team sports– TC4	To identify appropriate individual fitness training components – TC2,TC4 To develop knowledge and understanding of the key rules associated with technical components for each sport - TC4 To develop understanding of tactical components of sports and appropriate methods test and analyse performance – TC6 To lead the design and development of a development plan for an elite and non-elite performer – TC7	To perform a range of learned skills as participants in competitive situations – TC1, TC3, TC5 To develop knowledge and understanding of the officials associated with each sport and how they are applied - TC4 To have good understanding of tactics, strategies and problem solving– TC6 To explore the performance of officials in a selected sport - TC6 To identify the development of the roles and responsibilities of the officials involved in sports - TC6 To undertake the role of match officials in a competitive sport - TC7	



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Key vocabulary:	Lifestyle factors Training methods Training programmes Identify Explain Interpret Analytical skills Organisation skills	Leading skills Qualities Characteristics Psychological factors Leadership theories Leadership Styles Analytical Skills Evaluative skills Organisation skills Communication and Leadership skills	Sports rules Regulations Rules Skills Tactics Game play Scenarios Analytical skills Practical performance skills Team sport	Skills Tactics Game play Scenarios Analytical skills Practical performance skills Team sport	Sports rules Sports regulations Officials Roles Game play Scenarios Analytical skills Communication Leadership Team	
Assessment:		Unit 4 Assignment 1 Unit 26 Assignment 1 Unit 2 PPE assessment	Unit 2 Externally assessed assessment Unit 4 Assignment 2 Unit 7 Assignment 1	Unit 7 Assignment 2 Unit25 Assignment 1 Unit 26 Assignment 2	Unit25 Assignment 2 Assignment 3	
Key/Historical misconceptions in this unit:	Interpreting lifestyle factor government guidelines	Difference between a skill a quality and characteristic Difference between a leader ship style and delivery Transformational vs transactional	Difference between rules/laws/regulations Application of boundary rules in badminton Application of backwards hit and no-ball rules in rounders	How to utilise benchmark data effectively Not setting measurable smart targets	Interpreting non-verbal and verbal communication	
Sequencing:	We have chosen to sequence the year 13 curriculum like this because of the explicit exam board guidance of an effective assessment plan within externally provided assessment windows for the 4/9 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.					