



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	BTEC Sport Level 3 Extended Certificate		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>Pride in all aspects of their appearance, performance and progress</i> • <i>Resilience, curiosity and courage when facing challenges in new activities or areas of learning in different settings</i> • <i>Independence in order to become organised and resourceful, to be prepared in all activities</i> • <i>Knowledge of skills, fitness component, tactics and their role, applying them within different contexts</i> • <i>Leadership qualities in order to plan, lead and review performance; showing compassion and application of knowledge</i> • <i>Engaged in all activities to further progress their curiosity beyond the curriculum</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, 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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Threshold Concepts (TCs):

TC1: To develop a physically active lifestyle and understand how this can lead to lifelong participation in physical activity.
 TC2: To develop knowledge of fitness components and fitness component testing methods.
 TC3: To develop sport specific fundamental skills that will allow transference from sport to sport demonstrating effective communication through teamwork.
 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.
 TC8: To demonstrate effective research methods in order to access and apply relevant information within the wider sports industry.

Learner skills:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



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 can modification techniques and a training programme be used to respond to an individual's lifestyle factors and health monitoring test outcomes?					
Big picture questions:	Unit 2 – How can a training programme overcome individual's lifestyles factors and health monitoring data to meet their goals?	Unit 2 – How can a training programme overcome individual's lifestyles factors and health monitoring data to meet their goals?	Unit 7 – How can players abide by rules and develop skills to maximise performance in an individual and team sport?	Unit 7 – How can players abide by rules and develop skills to maximise performance in an individual and team sport?	Unit 7 – How can players abide by rules and develop skills to maximise performance in an individual and team sport?	
Content (Linked to TCs):	<p>To identify lifestyle factors and modification techniques – TC1</p> <p>To learn and administer health monitoring tests – TC1</p> <p>To interpret individual health and lifestyle information to meet goals – TC1</p> <p>To identify appropriate individual fitness training components – TC2</p> <p>To guide and justify appropriate fitness training methods – TC2</p> <p>To implement a training programme with applicable training methods for required components – TC2</p>	<p>To identify lifestyle factors and modification techniques – TC1</p> <p>To learn and administer health monitoring tests – TC1</p> <p>To interpret individual health and lifestyle information to meet goals – TC1</p> <p>To identify appropriate individual fitness training components – TC2</p> <p>To guide and justify appropriate fitness training methods – TC2</p> <p>To implement a training programme with applicable training methods for required components – TC2</p>	<p>To perform in an individual and team sport in isolated, conditioned and competition - TC1</p> <p>To learn badminton and rounders skills as a basis, developing a tactical performance - TC3, TC5, TC6</p> <p>To research key skills, techniques and tactics – TC3, TC6</p> <p>To assess compliance of performers in individual and team sports - TC4</p> <p>To research key rules, unwritten rules and competition rules in individual and team sports– TC4</p>	<p>To perform in an individual and team sport in isolated, conditioned and competition - TC1</p> <p>To learn badminton and rounders skills as a basis, developing a tactical performance - TC3, TC5, TC6</p> <p>To research key skills, techniques and tactics – TC3, TC6</p> <p>To assess compliance of performers in individual and team sports - TC4</p> <p>To research key rules, unwritten rules and competition rules in individual and team sports– TC4</p>	<p>To perform in an individual and team sport in isolated, conditioned and competition - TC1</p> <p>To learn badminton and rounders skills as a basis, developing a tactical performance - TC3, TC5, TC6</p> <p>To research key skills, techniques and tactics – TC3, TC6</p> <p>To assess compliance of performers in individual and team sports - TC4</p> <p>To research key rules, unwritten rules and competition rules in individual and team sports– TC4</p>	



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Key vocabulary:	Lifestyle factors Training methods Training programmes Identify Explain Interpret Analytical skills Organisation skills	Analytical Skills Evaluative skills Training methods Training programmes SMARTER Target Periodisation	Sports rules Regulations Rules Skills Tactics Game play Scenarios Analytical skills Practical performance skills Team sport	Sports rules Sports regulations Skills Tactics Game play Scenarios Analytical skills Practical performance skills Team sport	Sports rules Sports regulations Officials Roles Game play Scenarios Analytical skills Team Officials	
Assessment:	Unit 2 internal assessments	Unit 2 PPE assessment	Unit 2 Externally assessed assessment Unit 7 Assignment 1	Unit 7 Assignment 2	Unit 2 Externally assessed assessment resit	
Key/Historical misconceptions in this unit:	Interpreting lifestyle factor government guidelines	Difference between a skill a quality and characteristic Difference between a leadership 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.					