CURIOSITY COMPASSION COURAGE

Year 12 Sport Diploma Academic Outline

	Physical Education					
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 12: Extended Certificate	Unit 1 – Anatomy and Physiology Skeletal system Muscular system Respiratory system Cardiovascular System	Unit 1 – Anatomy and Physiology Cardiovascular System Energy System Self-assessment	Unit 3 – Professional Development in the Industry Job Vacancy site 1 Job Vacancy site 2 Job Vacancy site 3	Unit 3 – Professional Development in the Industry CV Workshop Careers in Sport	Unit 3 – Professional Development in the Industry Job Vacancy site 1 CV Workshop Careers in Sport	Unit 7 – Practical Sports Performance Badminton Rules and Regulations Rounders Rules and Regulations
Year 12: Diploma	Unit 23 – Skill Acquisition Learning Curves Ability v Skill Information Processing	Unit 23 – Skill Acquisition Cognitive Theories Behaviourist Theories	Unit 23 – Skill Acquisition Types of Guidance Unit 22 – Investigating Business in the SAL 7 P's of Business Business Size Business Scope	Unit 23 – Skill Acquisition Types of Practice Unit 22 – Investigating Business in the SAL Types of Business Ownership Customer Needs	Unit 23 – Skill Acquisition Methods of Teaching Unit 22 – Investigating Business in the SAL SWOT v Pestle Analysis	Unit 4 – Sports Leadership Leadership Styles Unit 26 – Technical and Tactical Demands in Sport Badminton Techniques Badminton Tactics
Year 13: Extended Certificate	Unit 2 – Fitness Training and Programming Government Health Guidance Balanced Diet Unit 7 – Practical Sports Performance Badminton Rules and Regulations	Unit 2 – Fitness Training and Programming Principles of Training Components of fitness Unit 7 – Practical Sports Performance Rounders Rules and Regulations	Unit 2 – Fitness Training and Programming FITT Principles SMART Target Setting Unit 7 – Practical Sports Performance Badminton Scenarios Rounders Scenarios	Unit 7 – Practical Sports Performance Badminton Rules and Regulations Rounders Rules and Regulations Badminton Scenarios Rounders Scenarios	Unit 7 – Practical Sports Performance Badminton Rules and Regulations Rounders Rules and Regulations Badminton Scenarios Rounders Scenarios	[redacted]
Year 13: Diploma	Unit 4 – Sports Leadership Leaders Skills & Qualities Unit 26 – Technical and Tactical Demands in Sport Badminton Techniques Badminton Tactics	Unit 4 – Sports Leadership Leadership Styles Unit 26 – Technical and Tactical Demands in Sport Training Methods Assessment Methods SMART Target Setting	Unit 4 – Sports Leadership Leadership Styles Unit 26 – Technical and Tactical Demands Assessment Methods SMART Target Setting	Unit 25 – Rules, Regulations & Officiating Badminton Rules and Regulations Badminton Official A Badminton Official B Badminton Official C Unit 4 – Sports Leadership Leadership Styles	Unit 25 – Rules, Regulations & Officiating Badminton Rules and Regulations Badminton Official A Badminton Official B Badminton Official C Unit 4 – Sports Leadership Leadership Styles	

CURIOSITY COMPASSION COURAGE

Curriculum overview

Subject	BTEC Sport Level 3 Diploma	Year group	12
Vision statement:	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. 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: *'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.'* 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.		
Curriculum intent:	*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.* *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:* • *Pride in all aspects of their appearance, performance and progress* • *Resilience, curiosity and courage when facing challenges in new activities or areas of learning in different settings* • *Independence in order to become organised and resourceful, to be prepared in all activities* • *Knowledge of skills, fitness component, tactics and their role, applying them within different contexts* • *Leadership qualities in order to plan, lead and review performance; showing compassion and application of knowledge* • *Engaged in all activities to further progress their curiosity beyond the curriculum* *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.* *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.*		

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.*
KS4 National Curriculum summary:	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: 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] Develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance] 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 Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs
Learner skills:	Critical thinking Organisation Collaboration Adaptability Oracy Self-quizzing

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The Big Question	**How do businesses improve their marketing and pricing strategies to access trends successfully in the sport and active leisure industry?**					
Big picture questions:	Unit 1 - How do the bodies systems short tern short term responses work together for sports performance?	Unit 1 - How do the bodies systems short tern short term responses work together for sports performance?	Unit 23 - How can theories of learning, types of practice and guidance be used for successful teaching and learning sessions?	Unit 3 - How can I research, develop my attributes and successfully apply for a career in the sports industry?	Unit 22 – How can businesses access knowledge on customers, trends and business needs to further develop within the sport and active leisure industry?	Unit 7 - 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	To lead others in a practical activity with practical demonstrations - TC1 To plan, introduce and coach the introduction and development of sport skills - TC5 To lead and deliver a practical sport session considering learning styles, delivery methods and types of guidance - TC7	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 knowledge of sport skills – TC5 To lead and deliver a practical or theory sport session considering demonstrating subject knowledge and self-management - TC7	To understand the sports and active leisure businesses and their role in developing physical activity participation – TC1	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 individual and team sports - TC4 To research key rules, unwritten rules and competition rules in individual and team sports– TC4
Key vocabulary:	Unit 1: Anatomy and Physiology *Skeletal system:*	Unit 1: Anatomy and Physiology *Respiratory system:* Structure/function	Unit 1: Anatomy and Physiology *Energy systems:* ATP	Unit 3: Professional Development Assignment 1: Professional,	Unit 3: Professional Development Assignment 2:	Unit 7: Practical Sports Performance Assignment 1:

	Structure of Skeletal system Bone Growth Types of Bones / Postural Deviation Functions of Skeletal System Type of Joints Movements at Joints Short Term effects and Long Term Adaptations of the Skeletal System *Muscular system:* Characteristics and Functions of Muscles Antagonistic Pairs and muscular contractions Responses, Adaptations to the Muscular System and additional factors.	Lung volumes Mechanics/control of breathing Adaptations and responses *Cardiovascular system:* Structure/function Blood vessels Composition of blood Nervous control of cardiac cycle	ATP-PC Lactate System Aerobic System Responses Adaptations Additional factors Revision/Synoptic question preparation Unit 23: Skill Acquisition Cognitive and Behaviourist theories of learning Information Processing Models Types of guidance Types of practice	economic, geographical, nutritionist, psychology, therapy, audit, self-critique, application Unit 22: Investigating Business in the Sport and Active Leisure Industry Purpose Profit Break-even Survival Private limited Sole trader Partnership Co-operative Size Scope	Scope and provision of the sports industry. Careers and jobs in the sports industry. Professional training routes. Unit 22: Investigating Business in the Sport and Active Leisure Industry Human Resources Physical Resources Marketing Demographics Trends Diversification Opportunities Threats Recommendations	NGBs – rules, laws and regulations Skills, techniques and tactics Practical element: Compliance to rules and regulations, execution of skills in a isolated, conditioned and competitive performances
Assessment:	Unit 1 internal assessments Unit 23 – Assignment 1	Unit 1 PPE exam Unit 23 – Assignment 2	Unit 1 external exam	Unit 23 – Assignment 3 Unit 3 Assignment 1 hand-in Unit 22 internal assessments and PPE	Unit 3 Assignment 2 hand-in Unit 22 external exam	Unit 7 Practical Sports Performance Assessment
Key/Historical misconceptions in this unit:	Spelling of anatomical terms in skeletal and muscular systems: Tibia/Fibular, Agonist/antagonist, Different types postural deviation, 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.	Interpreting command words in the exam paper: Explain, evaluate, justify, analyse. Distinguishing styles of learning and styles of teaching	Identifying specific and general skills and qualities, 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.