

Landau Learner Curriculum Overview

Subject: PE Director of Learning: NC Year: All Years Core PE

Curriculum organisation				
<p>Students are taught in mixed ability groups for the equivalent of one double lesson per week. At KS3 students follow a broad curriculum to develop and foster engagement in physical activity. At KS4, students follow a pathway suited to their strengths. The curriculum aims to harness the specific interests' and strengths' of each student by offering personalised pathways (e.g. team sports and aesthetic activities).</p> <p>Curriculum Intent: offer a range of activities to provide equity for all students, with the aim of engaging interest in exercise and sport. Opportunity is provided throughout the curriculum for students to take part in competitive sport, enabling students to develop resilience and co-operative skills. Through their five years, we aim to engage each students in physical activity by finding area of strength and interest, but also by engaging them in the benefits of physical activity in maintaining healthy active lifestyles.</p> <p>National Curriculum Links: One of the four aims of the national curriculum in PE is to promote healthy active lifestyles. Alongside each activity area where students will develop skills, techniques, tactics and strategies, we aim to educate students in the following areas: exercise preparation and safety, benefits of exercise and improving fitness, overcoming barriers to exercise, social and mental benefits of exercise (particular focus on stress and anxiety) and maintaining physical activity when leaving school.</p>				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:
<p>Year 7</p> <p>*Links: Prior learning KS2: May have done warm ups at KS2 but lack understanding of this.</p> <p>Outcome: Students know the reasons for warming up and can describe the changes to the body.</p>	<p>Year 7</p> <p>*Links: Prior learning term 1: Students know the reasons for warming up and immediate responses.</p> <p>Outcome: Students can lead their own general warm up in small groups.</p>	<p>Year 7</p> <p>*Links: Prior learning term 2: Can lead own warm ups.</p> <p>Outcome: Students can work with a small group to lead a general class warm up.</p>	<p>Year 7</p> <p>*Links: Prior learning term 3: Can lead class warm ups.</p> <p>Outcome: Students can work with a small group to lead a sports specific warm up.</p>	<p>Year 7</p> <p>*Links: Prior learning term 4: Can lead sport specific warm ups.</p> <p>Outcome: Students can work with a small group to lead a sports specific warm up.</p>
<p>Year 8</p> <p>*Links: Prior learning KS2: May have some basic knowledge of the benefit of exercising.</p> <p>Outcome: Students know the physical health benefits of exercise.</p>	<p>Year 8</p> <p>*Links: Prior learning KS2: May have some limited knowledge of different fitness components.</p> <p>Outcome: Know what muscular endurance is and can improve this over the term.</p>	<p>Year 8</p> <p>*Links: Prior learning term 2: Know at least one component of fitness.</p> <p>Outcome: Know what cardiovascular fitness is and can improve this over the term.</p>	<p>Year 8</p> <p>*Links: Prior learning term 3: Know at least two component of fitness.</p> <p>Outcome: Know what muscular strength is and can improve this over the term.</p>	<p>Year 8</p> <p>*Links: Prior learning term 2-4: Know three health related fitness components.</p> <p>Outcome: Understand how muscular endurance, cardiovascular fitness and strength help them to improve their performance in athletics.</p>
<p>Year 9</p> <p>*Links: Prior learning KS2: May be able to identify why they or others don't exercise.</p> <p>Outcome: Know the key reasons for not taking part in physical activity.</p>	<p>Year 9</p> <p>*Links: Prior learning year 8: Know the physical benefits of taking part in physical activity.</p> <p>Outcome: Know what a sedentary lifestyle is and how a lack of exercise contributes to this.</p>	<p>Year 9</p> <p>*Links: Prior learning term 2: Know what a sedentary lifestyle is.</p> <p>Outcome: Understand the impact of a sedentary lifestyle on health.</p>	<p>Year 9</p> <p>*Links: Prior learning term 1-3: Know the impacts of sedentary lifestyles.</p> <p>Outcome: Identify how they can access physical activity and how to overcome the barriers relevant to them.</p>	<p>Year 9</p> <p>*Links: Prior learning term 1-4: Impact of sedentary lifestyles and avoiding this.</p> <p>Outcome: Use of apps and technology to support and encourage increased physical activity.</p>

<p>Year 10</p> <p>*Links: Prior learning KS3: May have some basic knowledge of the benefit of exercising. Will know the physical benefits of exercise.</p> <p>Outcome: Know the social and mental benefits of exercise.</p>	<p>Year 10</p> <p>*Links: Prior learning term 1: Know the social and mental benefits of exercise.</p> <p>Outcome: Know the meaning of stress, eustress and distress and the danger of repetitive stress.</p>	<p>Year 10</p> <p>*Links: Prior learning term 2: Knowledge of stress.</p> <p>Outcome: Know the meaning of anxiety and the difference between trait and state anxiety.</p>	<p>Year 10</p> <p>*Links: Prior learning term 2/3: Knowledge of stress and anxiety.</p> <p>Outcome: Students to take part in a different starter/warm up each week that will demonstrate how easy it can be to exercise with minimal time, space, resource and money.</p>	<p>Year 10</p> <p>*Links: Prior learning year 9/10: Benefits of exercise and overcoming barriers.</p> <p>Outcome: Use of apps and technology to support and encourage increased physical activity.</p>
<p>Year 11</p> <p>*Links: Prior learning KS3/4: Benefits of exercise and overcoming barriers.</p> <p>Outcome: Identify trends in participation and the reasons for this.</p>	<p>Year 11</p> <p>*Links: Prior learning term 1: Trends in participation.</p> <p>Outcome: Identify how to maintain physical activity outside of school.</p>	<p>Year 11</p> <p>*Links: Prior learning term 1/2: Trends in participation and how to maintain participation.</p> <p>Outcome: Identify and develop motivational strategies to increase chances of maintaining physical activity after school.</p>		

Equipment needed for sessions:	What can you do to support your child?
<p>PE Kit: Trainers, football boots, shine pads, white polo shirt or red/black rugby shirt, black tracksuit bottoms, black shorts, black plain jumper, black waterproof jacket.</p>	<ul style="list-style-type: none"> • Encourage your child to take part in extension activities offered at college. • Encourage your child to join sports clubs in your community. • Encourage them to complete any homework tasks that may be set by their PE teachers to a high standard, asking them to show you the finished work.
How will learning be assessed and progress measured?	Extension and enrichment activities:
<ul style="list-style-type: none"> • Accountability of the above will be with staff and will be moderated by the curriculum leader. Students will not experience assessments in the topics outlined above. We are setting out to improve retention rates in participation upon leaving school in year 11. 	<ul style="list-style-type: none"> • Netball every Wednesday all year. • Football terms 1 and 4. • All other sports offered on the extension timetable may vary depending on day and time of year. • Visits to watch elite sport.