

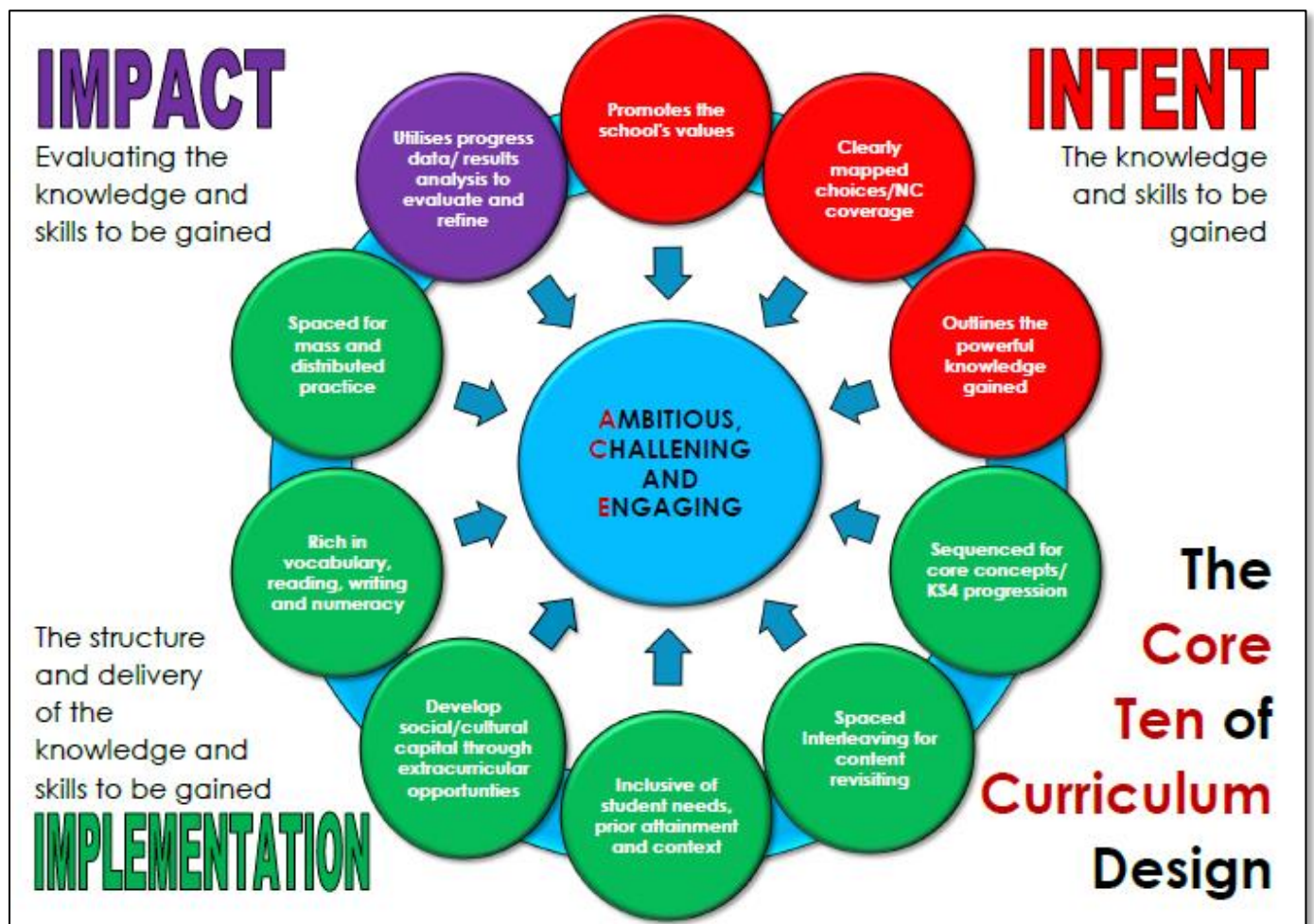
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 3

Subject: Physical Education

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

Context

Around 77,000 people live in Tamworth. There are relatively more children aged under 16 compared to England and less people aged 85 and over, many of whom are income deprived. The overall population is projected to have a small increase by 2026, but a much larger growth in people aged 65 and over. There are also more single-parent households than average. There are a number of wards in Tamworth where families and communities face multiple issues such as unemployment or low incomes, low qualifications, poor housing, social isolation, ill-health (physical and/or mental) and poor quality of life. One of the wards is Bolehall falls within the Landau catchment.

Tamworth has a high level of residents with either no qualifications or qualifications equal to 1 or more GCSE at grade D or below, than the national average. 26.8% of residents have no qualifications compared to 22.5% nationally. Level 1 & 2 make up 35.2% compared to 28.5% nationally. Tamworth has 20% less Higher and Intermediate managerial, administrative or professional households than the national average, standing at 15.56% compared to 22.96. Where as Grade D and E social grades make up 30.23% compared to 25.49% nationally.

There is a high proportion of households with children where there are no adults in employment (4.7%) compared with England (4.2%). Both men and women living in the most deprived areas of Tamworth live six and nine years less than those living in less deprived areas respectively. More than seven in ten adults have excess weight (either obese or overweight) which is higher than the national average. The proportion of people who are obese in Tamworth is higher than the England average. The number of people on depression and diabetes registers in Tamworth is higher than the national average.

Healthy life expectancy in Tamworth is 63 years for both men and women which is shorter than average. Women in Tamworth spend more of their lives in poor health than men (20 years compared to 17). In addition, healthy life expectancy remains below retirement age which has significant long-term implications, for example, while people are expected to work later into their 60s many will not be healthy enough to do so. The number of Tamworth residents who die from causes considered preventable is higher than national average.

Teenage pregnancy rates in Tamworth are high compared to the national average. Rates are particularly high in Amington, Belgrave, Glascote, Stonydelph and Wilnecote wards. Between 2013/14 and 2015/16 around 30 children under 18 were admitted for alcohol specific conditions, with rates higher than England.

The statistics for children pre- secondary education suffering from excess weight or obesity are the second highest in Staffordshire and on average are 4% higher than national levels.

Tamworth

Excess weight (children aged four to five)	2016/17	26.7% (250)
Excess weight (children aged 10-11)	2016/17	37.3% (290)
Obesity (children aged four to five)	2016/17	11.0% (100)
Obesity (children aged 10-11)	2016/17	23.4% (180)

Adults who are overweight or obese (excess weight)	2015/16	71.3%
Adults who are obese	2015/16	31.7%
Healthy eating - 5-a-Day (synthetic estimates)	2015/16	51.7% (32,040)
Physical activity in adults	2015/16	59.7%

The following information has been provided by Staffordshire County council and the report: Tamworth: Locality Profile 2018.

Intent

The promotion of a lifelong active lifestyle is one of the central aims of physical education. Our vision dovetails into that of the school by encouraging students to be Brave, Kind and Ambitious. By achieving this, as a department, we will ensure that our students have the skills, knowledge and ability to lead healthy and active lifestyles. Students should have the ambition to develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the short- and long-term health benefits of physical activity.

It is the intention that all teachers work towards delivering consistently engaging, challenging and appropriate lessons in which students are primarily physically active, improve their levels of performance in relation to their individual physical starting points and make good educational progress.

Deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills. Physical Education touches on so many other subjects such as mathematics, literacy, biology, music, geography and life. You will learn methods of analysis and evaluation that are widely applicable to other subject areas helping your thinking in all subjects. You will develop an array of skills comprising of how to outwit an opponent, how to work as a team and problem solve whilst instilling a resilience and self-confidence to persevere. Through developing these skills and qualities you will be equipped with the knowledge and understanding to overcome adversity and succeed.

Students in Year 7 and 8 Students are assessed in line with school policy however, it would be more accurate to assess against a common set of age-related assessment criteria throughout each activity, which would allow for progression to be tracked in all activities and through PE as a whole. Currently students are assessed mainly through teacher observation, verbal questioning and feedback as well as peer and self-assessment. Assessment is based on performance of skills and techniques, understanding of key tactical and compositional ideas, and the student's ability to evaluate and consider improvement on their own and others performances. Underpinning this is the key concepts of theoretical understanding which are also assessed through verbal questioning and continual feedback.

It is the intention of the Learning Leader to work with the staff to develop a cohesive practice where they moderate and discuss their own teacher judgement of the assessment levels that they have previously awarded, this will lead to a more accurate understanding of age-related judgements and a more accurate assessment of students in Physical Education.

Within PE we are aiming to offer a diverse and engaging curriculum which challenges students both physically and academically. In addition, PE and school sport is some of the most popular ways of extending students' learning activities outside of the classroom. Research suggests that being physically active generates a whole host of benefits including;

- Increased physical health will reduce levels of obesity, the risk of diabetes, asthma, sleep disorders, CHD and other illnesses
- Increases academic performance through increased concentration levels and more directed, composed behaviour
- Enhances social assimilation. Activities in PE help students develop social interactions and explore the benefits of working with a variety of different students in an array of different situations
- Improves mental health and wellbeing
- Developing self-discipline as well as stretching students beyond their perceived physical capabilities.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

In line with the National Curriculum our Physical Education Curriculum aims to teach students to:

1. Know, understand and apply the 6 key concepts of leading a healthy and active lifestyle which include: principles of training, methods of training, fitness components, fitness testing and short- and long-term effects of exercise on the body systems.
2. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
3. Develop and demonstrate a good level of skills, techniques and decision making in order to improve their performance in competitive/formal situations.
4. Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
5. Take part in activities which present intellectual and physical challenges and to be encouraged to work in a team, building on trust and develop skills to solve problems.
6. Analyse and evaluate their own and others performance and suggest ways to improve in order to produce effective outcomes.

	Year 7	Year 8	Year 9
Lead healthy, active lifestyles	<ul style="list-style-type: none"> • Understand how to exercise safely • Describe how their body feels during an activity • Give reasons why warming up is important • Give reasons why physical activity is good for health. 	<ul style="list-style-type: none"> • Explain and apply basic safety principles in preparing for exercise • Describe what effects exercise has on their bodies and why it is important to health. 	<ul style="list-style-type: none"> • Lead a warm up for a group of students for a specific sport or activity. • Explain the benefits of warming up on joint and muscles.
Develop competence to excel in a broad range of physical activities	<ul style="list-style-type: none"> • Copy, remember and repeat simple skills and actions with control and coordination • Link actions that suit activities • Select and use basic skills, actions and ideas. 	<ul style="list-style-type: none"> • Link and apply basic skills, techniques and ideas accurately and appropriately • Attempt some complex skills and use them successfully on occasion • Show some precision, control and fluency 	<ul style="list-style-type: none"> • Apply all basic and some advanced skills in a competitive condition/environment. • Perform the majority of skills in isolation with precision control and fluency.

Use a range of tactics and strategies to overcome opponents in direct competition	<ul style="list-style-type: none"> Identify the difference between attack and defence in different activities Begin to show some understanding of simple tactics and basic compositional ideas. 	<ul style="list-style-type: none"> Understand tactics and composition Vary their response in defence and attack 	<ul style="list-style-type: none"> Explain the impact of various tactics will have on performance outcome. Perform tactics with a successful outcome
Analyse and evaluate own performance and demonstrate improvement across a range of physical activities to achieve personal best	<ul style="list-style-type: none"> Describe and comment on their own and others actions Use this understanding to improve theirs and others performance. 	<ul style="list-style-type: none"> Compare and comment on skills, techniques and ideas used in their own and others work Understand how to improve their performance. 	<ul style="list-style-type: none">
Leadership	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Understand the role of a leader Be able to plan a basic activity Be able to write a basic risk assessment Be able to lead a planned session to a small group of individuals

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Ambitious – To want to strive to work above personal abilities and challenge themselves with new goals and ambitions; trying a new sport, achieving personal bests. Helping other students to improve by evaluating performances

Brave – To move out of a personal comfort zone and attempt a task or challenge that will require the individual to use and adapt skills and knowledge that they think that they don't possess and through practice and repetition it becomes habitual and will have a positive impact on their lifestyle, for example, continuous running pushes the individual to continue the activity outside of school by completing Par Runs.

Kind – to accept and appreciate the contribution and efforts that every individual gives to both a team and individual sporting environment.

KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

Every student in Years 7 & 8 studies four hours of PE across our timetable, Year 9 might potentially drop to 3 sessions

Years 7 - 9

- Students will be grouped according to ability and will be allocated a venue.
- The venue will be rotated each term.
- A group will be in 2 different venues within a term (2 sessions within each)
- Staff will select the activity depending on the needs and ability of the majority of the group.

- LL will monitor the activities delivered by each teacher to ensure balance and breadth in the curriculum.
- Aesthetic activity (Tramp) is dictated and every group will trampolined for a 6 session period.

Term 4

- Inconsistency of use of the Sports Hall due to internal Year 11 exams
- There has to be flexibility in this term

Term 5

- Students will follow the structure as per Terms 1-3 but for summer activities.
- There will be formal athletics sessions for all groups (single sexed but mixed may be considered Years 7 & 8)

Year 7

- Students will follow a more Games for Understanding (GFU) model focussing on developing the foundational and tactical skills for each activity.

Year 9

- Leadership – All students will complete a Leadership module in Term 4 so that they understand and develop basic skills which will be used with local primary schools.

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Unit/Topic	Territory - outdoor Individual - Aesthetic (Gym) Net & Wall - Indoor Individual - H & F	Territory - outdoor Individual - Aesthetic (Tramp) Territory - Indoor Individual - H & F	Territory - outdoor Individual - Aesthetic (Tramp) Territory - Indoor Individual - H & F	Territory - outdoor Individual - Orienteering Territory - outdoor Individual - Athletics	Individual - Athletics Striking/Fielding Individual - Athletics Territory - Flag	Inter group competition - Athletics Inter group competition – Summer Games
	KS3 NC covered	1-6	1-6	1-6	1-6	1-6	1-6
8	Unit/Topic	Games - Out Fitness - Running Games - In Individual - Aesthetic (Acro Gym)	Games - Out Fitness - Gym Games - In Individual - Aesthetic (Tramp)	Games - Out Fitness - Gym Games - In Individual - Aesthetic (Tramp)	Games - Out Fitness - Gym Games - Out Individual - Orienteering	Individual - Athletics Striking/Fielding Individual - Athletics Striking/Fielding	Inter group competition - Athletics Inter group competition – Summer Games
	KS3 NC covered	1-6	1-6	1-6	1-6	1-6	1-6

9	Unit/Topic	Games - Out Fitness - Running Games - Out Net & Wall - Indoor	Games - Out Fitness - Gym Net & Wall - Indoor Individual - Aesthetic (Tramp)	Games - Out Fitness - Gym Net & Wall - Indoor Individual - Aesthetic (Tramp)	Leadership Sport Education	Individual - Athletics Striking/Fielding Individual - Athletics Sport Education	Inter group competition - Athletics Inter group competition – Summer Games
	KS3 NC covered	1-6	1-6	1-6	1-6	1-6	1-6

National Curriculum content missing from this PoS and why?

All of the activities will at some point throughout the academic year cover all aspects for the NC but the depth of knowledge will be developed over the Key Stage

Content taught in addition to the National Curriculum and why?

Physical education is able to offer a wide range of opportunities and skills that prepare students for life. The information provided within this document reveals that there are many academic, social and health issues that need addressing within the community. These issues need time to change and be addressed, therefore through the provision of this subject we also aim to develop students who;

- are passionate, engaged and enthusiastic students.
- have the opportunity to experience a balanced and varied curriculum allowing students to participate in a wide variety of activities covering invasion, racket, striking and fielding, aesthetics and athletics.
- use technical terminology with confidence accurately and precisely, building up an extended specialist vocabulary;
- can apply their mathematical knowledge to their understanding of PE, including measuring, timing, estimating and analysing data
- attend extra-curricular sporting clubs and competitions, have an opportunity to represent their school and community.
- develop a lifelong love of sports and physical exercise.
- make positive informed choices around their health, well-being and diet.
- link the benefits of a healthy diet and physical activity to mental and physical well-being.
- develop their leadership qualities and skills through sport.
- have a sound understanding of different sports, their origins, including British and world-wide sporting role models.
- are prepared to transition from KS3 to KS4 with the skills, knowledge, character and leadership to excel in KS4.
- understand how to exercise safely.

In addition to curriculum Physical Education students are also offered a range of extracurricular activities outside of school hours, this ranges from recreational use of the fitness equipment to encourage students to have a healthy and activity lifestyle to more competitive activities and practices which encourage students to improve their skill levels and compete for the school in local, regional and national competitions. The attendance to these extracurricular sports and activities needs to improve.

Landau Forte have good links with the local feeder primary school and there is a member of staff that coordinates activities and festivals for the schools. Currently there does not seem to be a formal structure to this process and does need coordination. There needs to be more effective links with the feeder schools through Network meetings

Sport leadership is an area of development needed at Landau Forte. There needs to be a formal programme of development to allow students to experience a range of diverse opportunities within PE and Sport, through experience days at local and regional universities and have opportunities to be trained as sports leaders and practice these skills at primary school competitions.

Current situation

Students assist with supporting and officiating Primary school activity events, eg basketball, cross country.

Intended opportunities

Primary school transition days – Year 9 students involved in leadership opportunities for Year 5 transition events

KS1 & 2 Multi skills festivals – leadership opportunities for Year 8 & 9 students to lead activities and coordinate the event.

Inter house competitions

The academy is introducing a new house system from September 2020. The Pe department would actively engage with this and run a comprehensive programme of activities which would initially start with the major games. For it to work effectively, it is recommended that house teams for a specific year group would need to have the timetable collapsed for two sessions to be able to complete a competition.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Powerful Knowledge	<p>Have the confidence to be able to try new skills or activities. Applying for a new job that with a new skill set.</p> <p>Meeting people for the first time in a sport environment (joining a new team) and be able to hold an intellectual conversation – sports development officer</p>	<p>Be able to understand the science of physical exercise in the medical profession or advising family members with health issues.</p> <p>Evaluate performances of people in a sporting context of a sports coach or a business manager with staff appraisals.</p>	<p>Be able to work effectively in a team environment – Outdoor leader, sales representative.</p> <p>Develop communication skills when needing to give specific instructions – logistics corp in the army.</p>	<p>To be able to write sports reports for a university magazine.</p>		<p>Teaching</p> <ul style="list-style-type: none"> • Sports scientist • Physiotherapist • Sports coach • Sports development officer • Fitness instructor and personal trainer • Sports psychologist • Sports analyst • Sports journalist <ul style="list-style-type: none"> • Sports masseuse

	Why it is important to know	<p><u>Cognitive skills</u> Problem solving – be able to solve problems as an outdoor expedition leader Focus and concentration – very important as a physiotherapist when working with a client Decision making Creativity</p> <p><u>Personal Qualities</u> Motivation Confidence and self esteem Determination & resilience Respect & tolerance Communication</p>		<p><u>Cognitive skills</u> Problem solving Focus and concentration Decision making Creativity</p> <p><u>Personal Qualities</u> Motivation Confidence and self esteem Determination & resilience Respect & tolerance Communication</p>		<p><u>Cognitive skills</u> Problem solving Focus and concentration Decision making Creativity</p> <p><u>Personal Qualities</u> Motivation Confidence and self esteem Determination & resilience Respect & tolerance Communication</p>	
8	Powerful Knowledge	Look at the scientific reasons for taking part in sport and the role of a Fitness trainer.	Develop the confidence to communicate effectively with people in the role as a motivational speaker		Discuss the importance of a healthy lifestyle for heart rehabilitation patients in the NHS.		

9	Why it is important to know	<u>Cognitive skills</u> Focus & concentration Decision making Creativity <u>Personal Qualities</u> Motivation Confidence and self esteem Respect & tolerance Communication		<u>Cognitive skills</u> Problem solving Decision making Creativity Prioritising <u>Personal Qualities</u> Motivation Confidence and self esteem Determination & resilience		<u>Cognitive skills</u> Problem solving Focus and concentration Decision making Creativity Prioritising <u>Personal Qualities</u> Motivation Confidence and self esteem Determination & resilience Respect & tolerance Communication	
	Powerful Knowledge	Be able to analyse data improve sports performance – coach to an elite performer (Tamworth football club)		Be able to analyse data and use modern technology. Work for Hawk eye.		Understand mental/psychology on sports performance.	
	Why it is important to know	<u>Cognitive skills</u> Decision making Creativity Prioritising Sequential thinking Multi processing <u>Personal Qualities</u> Determination & resilience Respect & tolerance		<u>Cognitive skills</u> Focus and concentration Decision making Creativity Prioritising Sequential thinking Multi processing <u>Personal Qualities</u> Motivation Confidence and self esteem Determination & resilience Respect & tolerance Communication Responsibility & Leadership Innovative		<u>Cognitive skills</u> Problem solving Focus and concentration Decision making Creativity Prioritising <u>Personal Qualities</u> Motivation Confidence and self esteem Determination & resilience Respect & tolerance Communication Responsibility & Leadership Innovative	

How does the Curriculum Intent meet the ACE curriculum design?	
Ambitious	The introduction of a broader and more balanced curriculum means that students at the academy are going to experience new activities, such as more Olympic style gymnastics which will take them out of their comfort zones and challenge their abilities. As a department we want students to be ambitious and attempt new skills and challenge existing preconceptions without worrying about making mistakes in front of their peers
Challenging	Experiencing new activities is a challenge within itself and students will have this opportunity. However, within each activity staff will be challenging students to excel and achieve above and beyond their individual potential, eg throw a Javelin 5cm further than the previous throw by adapting technique. Communicating with peers using sport specific vocabulary, working within a team to achieve a successful outcome and having the resilience to achieve that outcome. Many of these skills are not common to many students and it is important that they experience them to prepare them for the realities of everyday life.
Engaging	Introducing a curriculum that offers greater breadth will address the issue of engagement. It is the vision of the department to consistently have 100% student participation rates in core PE. We want students to enjoy the vast majority of their sessions by offering them interesting, enthusiastic and challenging activities that aims to develop their independence and curiosity for self learning.

What are the current strengths of the Curriculum Intent?

1. Several experienced staff with exceptional subject knowledge in a broad range of activities.
2. Good relationships between staff and students
3. Having the opportunity to attend extra-curricular activities and represent the school.
4. Promoting the importance of a healthy and active lifestyle.

What specific actions have to be taken in response to the above? Please consider:

- KS3 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

1. Improve the depth of subject knowledge
 - a. Use twilight training to develop subject knowledge.
 - b. All staff to research potential resources using TES; PE4learning; Share, Learn, Teach and twitter.
2. Improve the quality of teaching and learning
 - a. Develop 'outstanding' lesson planning.
 - b. Understand and standardise the criteria for what makes an 'outstanding' lesson.
 - c. Make teaching a regular agenda item on dept meetings.
 - d. Make learning walks a regular practice for any member of staff to do.
 - e. Implement lesson observations by all staff not just LL and feedback is delivered in dept meetings.
 - f. Develop SOW's that are purposeful and develop students each year and over each key stage and ultimately over their school life.
 - i. Sport specific

- ii. Leadership
- iii. Sport Education
- g. Arrange visit for staff to other schools to share good practice.
- 3. Assessment & Feedback
 - a. Develop strategies of outstanding feedback in practical PE.
 - b. Develop the consistency of feedback across the dept.
 - c. Implement a consistent programme of assessment in the current 'subjects without assessment' climate.
- 4. Consistency
 - a. Develop a programme of 'department systems' that staff following to ensure outstanding performance in PE
- 5. Learning environments
 - a. Update and make noticeboards purposeful learning aids
 - b. Improve the changing room environments – possible TV screens or whiteboards to share information