

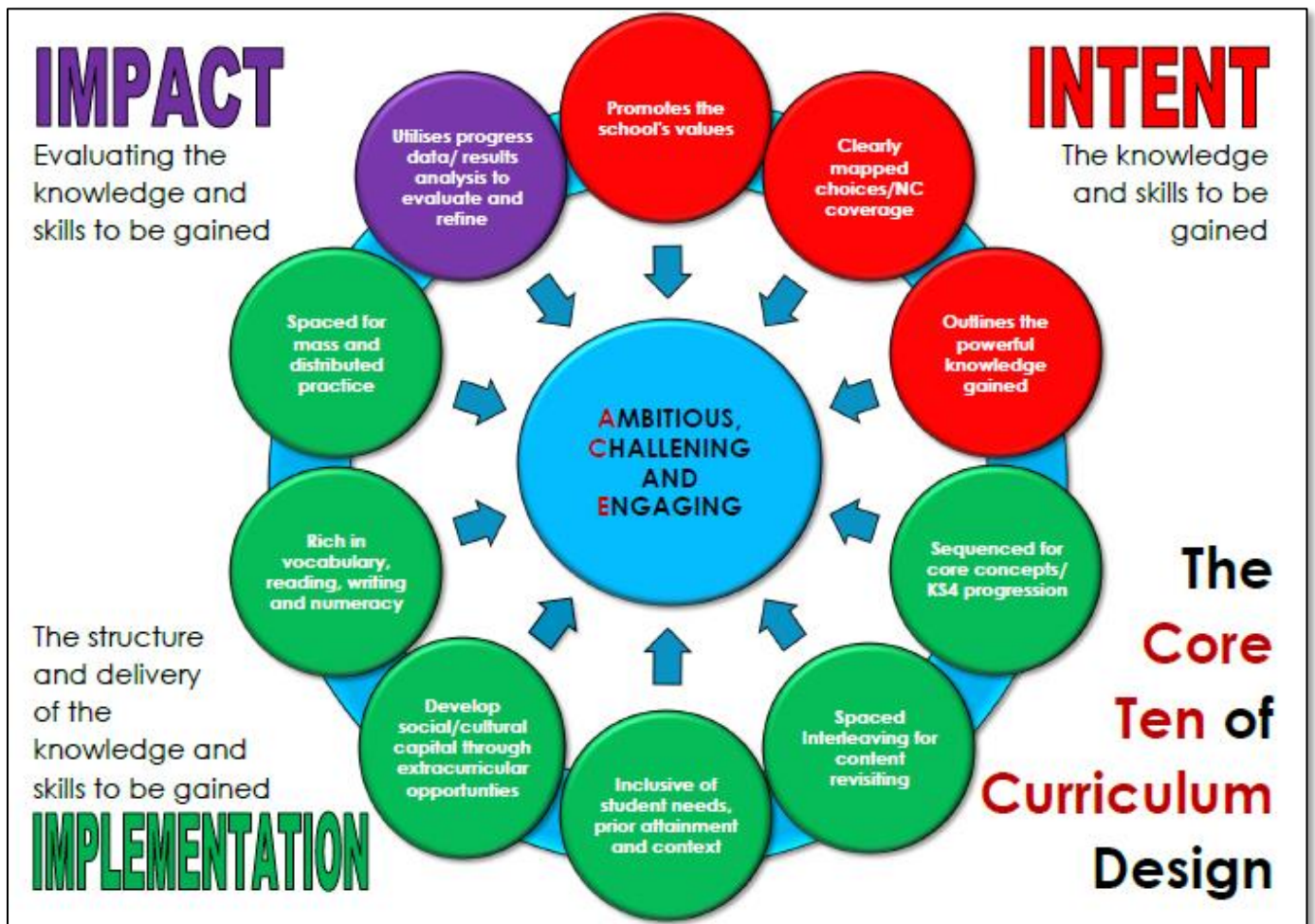
# 1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: Examination PE – Cambridge National

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## THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

**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, whereas 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.

### **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 important that PE provides a formally recognised qualification that meets the needs of our students. Students need to be able to succeed and as such we have chosen to deliver the Level 1/2 Cambridge National Sports Studies Certificate. The course uses both internal and external assessment and meets the DfE's requirements for attainment tables and headline performance measures.

The Cambridge Nationals in Sport Studies is most suited for our students since it takes a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and outdoor sport. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

The practical aspect of the course develops the lifelong skills of communication, team work, performing at maximum levels, achieving and exceeding personal goals. In conjunction with this, the course will also provide our students with the essential work-based skills that they will need once leaving the academy, such as planning, writing reports and evaluating performances.

The course is delivered over 5, 1 hour lessons during the timetable. Several staff have good experience of delivering this course and have had good outcomes. It is the intention to introduce more CPD and department meetings focussing on consistency of teaching and learning and moderating work. The intention is to improve the delivery of the course, engage the students and improve overall progress. The Learning Leader has a very good knowledge of exam delivery having worked for an exam board.

Units can be submitted to the exam board at two key points in the year, November and March. Students can only be submitted for the exam component (R051) twice during the course. The other units will be submitted once throughout Years 10 & 11 and then the units R052, 53 & 56 will be submitted again in March of Year 11.

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

#### **R051: Contemporary issues in sport** – compulsory unit.

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

Written paper  
OCR set and marked  
1 hour – 60 marks (60 UMS)

Learning Outcome 1: Understand the issues which affect participation in sport.  
Learning Outcome 2: Know about the role of sport in promoting values.  
Learning Outcome 3: Understand the importance of hosting major sporting events.  
Learning Outcome 4: Know about the role of national governing bodies in sport.

#### **R052: Developing sports skills** – all students should have two practical activities that allows them to gain a considerable amount of marks.

Students try out a range of sports related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Centre assessed tasks  
OCR moderated  
60 marks (60 UMS)

Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity.

Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.

Learning Outcome 3: Be able to officiate in a sporting activity.

Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity.

**R053: Sports leadership** – a useful module that students gain good marks. Engages them in the role of leadership and then gets them to plan and perform a basic sports session.

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

Centre assessed tasks

OCR moderated

60 marks (60 UMS)

Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.

Learning Outcome 2: Be able to plan sports activity sessions.

Learning Outcome 3: Be able to deliver sports activity session.

Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session.

**R054: Sport and the Outdoor** – more of a practical based activity which suits our students better. Allows them to engage with the local environment and experience working as a team.

Students learn about the range of outdoor activities that are available in the UK and are able to identify organisations that provide access to these activities. They will appreciate the reasons why people become involved in these activities and the risks they face in one. They will gain an understanding of health and safety and risk assessments in outdoor scenarios. They will produce a detailed plan for a group activity with multiple variables. They will learn to develop their communication, decision making and leadership skills in challenging scenarios and sometimes, off-site environments

Centre assessed tasks

OCR moderated

60 marks (60 UMS)

Learning Outcome 1: Know about different types of outdoor activities and their provision.

Learning Outcome 2: Understand the value of participating in outdoor activities.

Learning Outcome 3: Be able to plan an outdoor activity.

Learning Outcome 4: Be able to demonstrate knowledge and skills during outdoor activities.

There are two other modules but they do not involve practical elements which is needed to engage our students more effectively.

### **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 create and develop work that exceeds expected target. To realise that a first draft is not a final draft and that high level of performance is determined by perseverance and resilience. The ability to take responsibility for their own work outside of the school environment in the pursuit of excellence.

**Brave** – To accept challenges outside of their comfort zone, eg planning and delivering practical sessions to peers and younger students.

**Kind** – To realise that more is achieved by working together and using the strengths and weaknesses within a group to everyone's advantage.

### **KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification? (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)**

## **Year 10**

### **September – November**

Session 1-3: R052: Practical Performance, Officiating and Performance assessment

Session 4: R053: L01 – Leadership

Session 5: R053: L02 - Session Planning

### **November**

Students are entered for one module, results awarded in March

- R052 – Practical Performance

### **November - December**

Sessions 1 -3: R053 Session Delivery

Session 4 & 5: R053: L02, 3 & 4 Session evaluation and Risk Assessment

### **January – May**

Sessions 1- 2: R053: L02 Session evaluation and Risk Assessment

Session 3 – 5: R051: Contemporary Studies

### **March**

**Students are entered for two modules, results awarded in August**

- **R051: Contemporary studies**
- **R053: Sports Leadership**

### **May – July**

Session 1: R056: LO2: Understand the value of participating in outdoor activities

Sessions 2 – 5: LO4: Be able to demonstrate knowledge and skills during outdoor activities – Orienteering

## **Year 11**

### **September – October**

Sessions 1: LO4: Be able to demonstrate knowledge and skills during outdoor activities – Assessment in orienteering & offsite High Ropes

Session 2 & 3: LO1: Know about different types of outdoor activities and their provision

Session: LO3: Be able to plan an outdoor activity

### **November**

**Students are entered for two modules, results awarded in March**

- **R051: Contemporary studies – this is the second and final attempt that they have at this module**
- **R056: Developing knowledge and skills in outdoor activities**

**At this point all students have been entered for every module.**

### **November – December**

Sessions 1 -3: R051: Contemporary studies – recap and revision

Sessions 4 & 5: R052 & 53 – improve any outstanding work

### **January – May**

All sessions – ALL UNITS: Students to improve all written modules

### **March**

**Students are entered for three modules, results awarded in August**

- **R052: Developing Sports Skills**
- **R053: Sports Leadership**
- **R056: Developing knowledge and skills in outdoor activities**

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	R052 – L01 & 2 R053 – L01 & 2	R053 – L02 -4 Session Delivery	R051 Contemporary studies theory sessions  R053 Session evaluations and Risk assessments	R051 Contemporary studies theory sessions  R053 Session evaluations and Risk assessments	R056: LO2: Understand the value of participating in outdoor activities  LO4: Be able to demonstrate knowledge and skills during outdoor activities – Orienteering	R056: LO2: Understand the value of participating in outdoor activities  LO4: Be able to demonstrate knowledge and skills during outdoor activities – Orienteering
	Specification/ Assessment Objective	R053 Submit Leadership assignment & session plan	R053 Submit session plan & Risk assessment  <b>R052 – Students marks submitted</b>		<b>Two units submitted</b> <b>R051: Contemporary studies</b>  <b>R053: Sports Leadership</b>	<b>R051 Contemporary Studies Exam</b>	

11	<b>Unit/Topic</b>	<p>R056 LO1: Know about different types of outdoor activities and their provision</p> <p>R056 LO3: Be able to plan an outdoor activity</p> <p>R056 LO4: Be able to demonstrate knowledge and skills during outdoor activities – Assessment in orienteering &amp; offsite High Ropes</p>	<p>R051: Contemporary studies – recap and revision</p> <p>R052 &amp; 53 Improve any outstanding work</p>	<p>ALL UNITS R052, 53 &amp; 56 Students to improve all written modules</p>	<p>ALL UNITS R052, 53 &amp; 56 Students to improve all written modules</p>	<p>Course finished</p> <p>Students do practical sessions</p>	
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Specification/ Assessment Objective		<p><b>R051</b> All students to sit mock paper</p> <p><b>Two Units submitted</b></p> <p><b>R051</b> Contemporary studies – this is the second and final attempt that they have at this module</p> <p><b>R056</b> Developing knowledge and skills in outdoor activities</p>		<p><b>Three units submitted</b></p> <p><b>R052</b> Developing Sports Skills</p> <p><b>R053</b> Sports Leadership</p> <p><b>R056</b> Developing knowledge and skills in outdoor activities</p>		
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<b>Exam specification content missing from this PoS and why?</b>	<b>Content taught in addition to the exam specification and why?</b>
Not applicable	

**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
10	Powerful Knowledge	How to write an analytical report	Planning a practical session.	Revision techniques and understanding risk assessments	Performance evaluations	Orienteering Skills	

	<b>Why it is important to know</b>	All occupations require evaluative reports. As an officer in the armed forces – being able to write a performance report on soldiers in the platoon	Learn how to plan and organise timings for a sports session  Skills needed to plan a presentation or organise an event such as in Events Management or corporate team building advisor.	Ability to plan and organise a revision programme – leads to knowledge of corporate and business planning.  Risk assessments – to know and write one is the role of a Health & Safety manager in any business or corporation	Middle to senior management – ability to perform staff appraisals	Team building, planning, evaluating and re-evaluating Essential skills for any business.	
	<b>Powerful Knowledge</b>	Experiencing outdoor activities	Evaluative skills and the ability to improve work	Evaluative skills and the ability to improve work	Evaluative skills and the ability to improve work		
11	<b>Why it is important to know</b>	Understand the skills of team building Nurses, surgeons, armed forces, police, fire service – essential skills	SWOT Analysis skills in business	SWOT Analysis skills in business	SWOT Analysis skills in business		

**How does the Curriculum Intent meet the ACE curriculum design?**

<b>Ambitious</b>	<p>This qualification allows our students to be ambitious. Due to the fact that it is predominantly coursework-based students can aspire to exceed their expectations and continue to evaluate and improve their work in the pursuit of higher marks and exceeding personal expectations.</p> <p>It also allows for ambition by offering the opportunity in the Outdoor, off-site, activities, to engage in different activities such as high ropes and orienteering.</p>
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<b>Challenging</b>	<p>This course offers considerable levels of personal challenge in both the theoretical and practical elements. Theoretically, students will need to engage in a wide range of research using a variety of resources and then having to collate the evidence and construct a comprehensive, evaluative report. To access the higher marks this process will highlight these essential skills.</p> <p>Practically, students will have to perform well in their predominant sport but they will also have to face the challenge of possibly performing an activity that is not a particularly strength. This will require them to realise the importance of resilience and perseverance to improve their performance to gain higher marks.</p>
<b>Engaging</b>	<p>This qualification is designed to be very engaging due to the variety within the units. Students will be physically performing, planning and leading sessions of their peers and finally participating in outdoor activities.</p>

**What are the current strengths of the Curriculum Intent?**

1. Good subject knowledge of the specification of the majority of the PE staff.
2. The range of practical activities that can be offered in the academy
3. Previous student attainment has been good and in the majority in line with expected targets.
4. An organised and structure curriculum plan with specific submission deadlines.
5. Effective communication with parents

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

- KS4 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. Careful monitoring of data by;
  - a. Review Go4shools as a department after a data capture so every teacher knows where we are and what needs doing to progress.
  - b. Utilise trackers so staff monitor student progress closely and share this information with the students
  - c. Put in place timed and evaluated intervention strategies for identified students.
  - d. Intervention update to be an agenda item for dept meetings.
2. Introduction of rigorous work scrutinies which focuses on
  - a. Challenging work in relation to targets
  - b. Good presentation – no graffiti
  - c. Evidence of extended writing/literacy addressed
  - d. Responses to next steps and homework which is challenging and moves learning forward
  - e. Students with the lowest now grades and leads to improvement in the quality of student work
  - f. Teacher feedback is appropriate and student responses improve understanding and target grades.
  - g. Shows evidence of progress over time.
3. Improve the quality of teaching and learning by;

- a. Focus on developing exam specific skills rather than delivering exam content.
  - b. INSET on what constitutes and outstanding PE theory lesson.
  - c. Establish 'triad' style observations.
  - d. Improve the quality of lesson planning and understand what 'outstanding' lesson planning looks like.
  - e. Research resource websites to improve teaching resources.
  - f. Research teaching methodologies.
  - g. Teaching and learning a constant agenda item on dept meetings.
4. Assessment – make it purposeful by
    - a. Timetabled topic assessments to review understanding focussing on extended questions.
    - b. Moderate assessments as a department to improve quality of delivery.
    - c. Teacher feedback is specific and students understand precisely how to improve their work to the next grade boundary.
    - d. Use exemplar work regularly with students.
    - e. Increase teacher and student expectations to an outstanding level.
    - f. Improve work until the expected standard is achieved.
  5. Work closely with exam moderators to improve knowledge of the specification by;
    - a. Continued standardisation INSET with staff to ensure that coursework marking is accurate
    - b. Make effective use of twilight teacher training to focus on improved subject pedagogy and share good and outstanding practice
  6. Establish a network with local schools who deliver the specification to improve accuracy of marking and share good practice.
  7. Establish purposeful 'Parent information evenings' – 3 a year to keep parents up to date with progress and how they can support parents.
  8. Effective use of Onedrive – students store work electronically on the drive to make teacher workload easier and be able to send of samples electronically.
  9. PE folders are organised in a specific manner and contain all of the relevant guidance sheets.
  10. Ensure that every teacher is implementing the school literacy policy for all written work in all.