

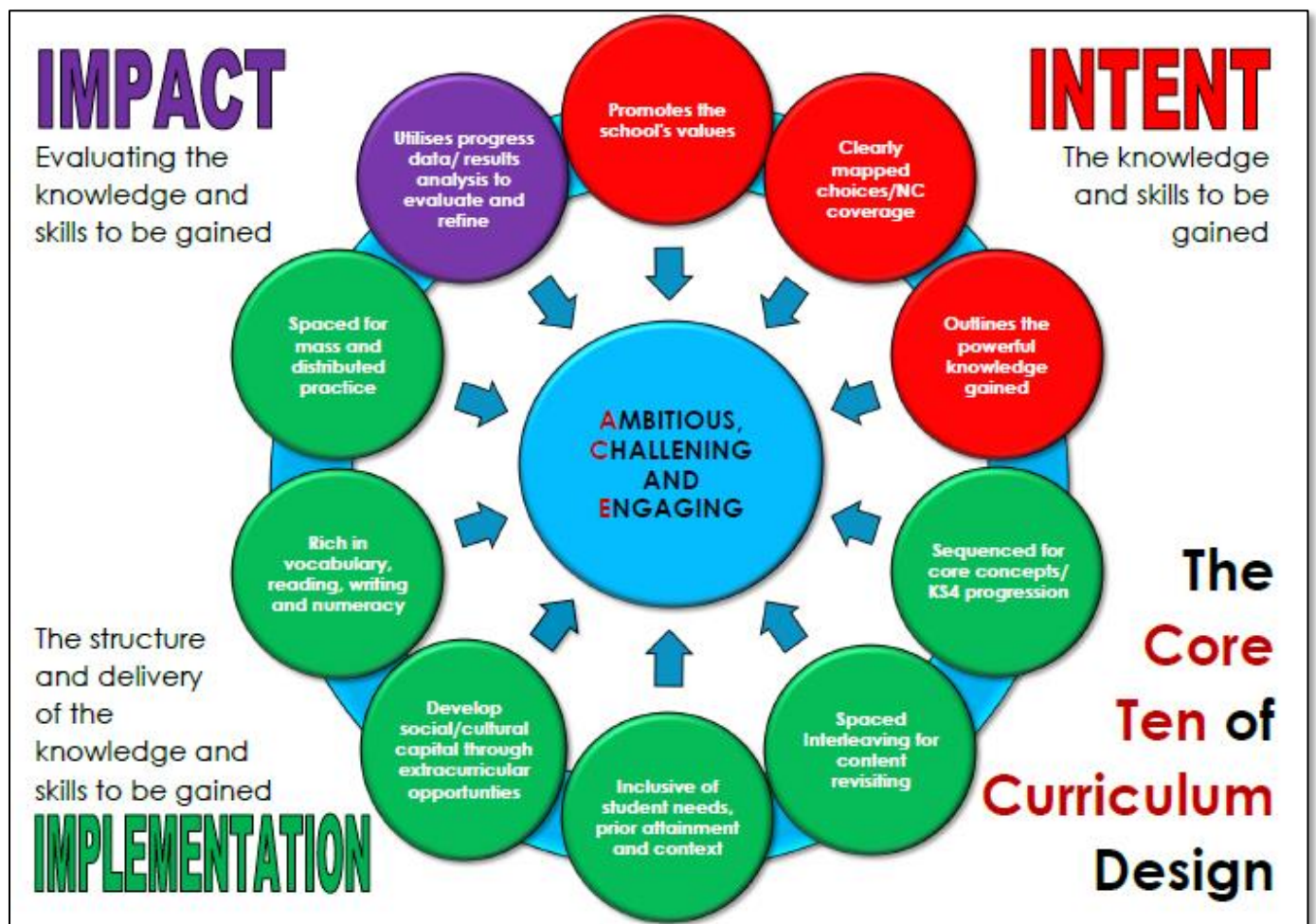
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: Physical Education

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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 22.9, where 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 of this generation face many obstacles including; body image, weight management, sedentary lifestyles, poor motivation, low confidence and even skill level when comparing themselves to others. Through a learner centred approach we work with each student instilling a positive growth mind-set, improved self-esteem and encouraging a high level of self-efficacy, developing our students beyond academic progress and preparing them for their future socially and physically through a range of visible learning and setting challenging learning intentions.

The curriculum at Key Stage 4 will be designed to build upon and embed the physical development, skills and knowledge of our students so that it encourages them to become more competent and confident in applying their skills and knowledge whilst deepening their knowledge of the importance of maintaining a healthy lifestyle during and beyond their time at Landau Forte. Students in Year 10 & 11 will get 2 60 minute sessions a fortnight.

It is the intention to offer an option/pathway based curriculum at Year 11 with the possibility of some offsite activities and on site external courses, such as yoga, boxercise or even the delivery of a formal first aid course which may improve levels of engagement. There may be a student cost involved with this. Activities will last for a maximum of 6 weeks.

In Year 10 students will follow a more structured environment that still offers breadth and balance. This will be made possible since staff will deliver engaging and challenging lessons.

Since this is the first year of this programme there may be many changes and adaptations to the programme based on student voice and feedback as the academic year progresses.

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)?

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

For variety to be offered in a KS4 PE curriculum it is important to maximise staffing, therefore if there is an opportunity to have more than 4 staff teaching, particularly with Year 11 it does give the department greater flexibility.

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 and others within their group to achieve 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 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.

To participate in an activity within the community which they will need to do once leaving school to continue to pursue an active healthy lifestyle and minimise mental health issues

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

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 Curriculum (2 lessons)

Terms 1 -3

- Students will be grouped according to ability and will be allocated a venue. The venue will be different for session 1 & 2
- 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
- Students to either participate in an inter population competition (Winter games - mixed and/or single sexed) or do an individual fitness based activity.

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 in the future)

Term 6

All students need to experience the formal environment since such games are limited within the Tamworth

- Session 1 – Inter group competition – Athletics
- Session 2 – Inter group competition – Summer games

Year 11 (2 sessions)

- Chosen activities will run for a half term
- Session 1 - 4 activities
- Session 2 – 4 activities
- Students will opt for an activity before the term starts

- Students will stay with that activity for the duration of 6 session
- Activities provided might change depending on demand.

Course costings

First Aid – Free courses are given by St John’s Ambulance – 1 day, 3 or 2 hours. It would be better if it could be delivered over 6 x 1 hour sessions, however, the organisation can be delivered by a First Aid qualified teacher. All of the resources are provided by St John’s Ambulance. It may be necessary to get two members of the PE staff re-trained. This would be delivered at the Academy

Ten Pin bowling (Strykers Bowling, Tamworth) – £4pp for one game. Students would be taken by minibus to the venue. Dependent on session 5 being timetabled for the Year group. Up to 2 staff would accompany the group.

Jump extreme (off-site) – Approximately £5:50pp for one game. Students would be taken by minibus to the venue. Dependent on session 5 being timetabled for the Year group. Up to 2 staff would accompany the group.

Yoga – Offer 6 x 1 hour yoga sessions in school using a qualified instructor – prices to be confirmed. Another classroom might need to be available to do this.

Boxercise (on site) – 6 x 1 hour sessions delivered by a member of staff who has boxing experience and training.

YEAR		Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
10	Unit/Topic	Games - In Fitness - Running Games - In Net & Wall - Indoor		Games - Out Net & Wall - Indoor Games - Out Individual - Aesthetic (Tramp)		Games - Out Individual - Aesthetic (Tramp) Fitness - Circuits (Shall) Fitness - Gym		Inter group competition Individual activity		Individual - Athletics Striking/Fielding		Inter group competition - Athletics Inter group competition – Summer Games	
	Specification/ Assessment Objective												
11	Unit/Topic	Trampo lining Netball Table Tennis Football	Badmin ton Fitness Rounde rs Football	Trampo lining Basketba ll Bowling Rugby	Basketba ll & Benchba ll Fitness Bowling Football	Trampo lining Dodgeb all Bowling Football	Badmint on & Table tennis Fitness Bowling Football	Boxercis e & Badmint on Fitness 5 a side football Rounder s	Netball Fitness 5 a side football Tag rugby	Football Fitness Rounders Softball	Football Fitness Rounders Softball		

Specification/ Assessment Objective						
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Content taught in addition to the PoS 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. At Key Stage 4 it may also include more of the 'non-game' style activities to encourage further involvement.

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.

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
10	Powerful Knowledge	<p>Healthy lifestyle Understand how continuous running can impact on mental health, family cohesion</p> <p>How all activities can impact on mental health, passion/interest in sport Importance of working in a team?</p>	<p>Evaluation of performance</p> <p>Job appraisals – able to review your annual performance when negotiating a wage increase</p>	<p>Planning and organisation.</p> <p>Be a NHS Heart rehabilitation fitness consultant and organise appropriate fitness sessions.</p> <p>Events management consultant – organising sporting and media events where multiple organisation skills are essential</p>	<p>Formal competition</p> <p>Sales representative – knowing the need for competition, meeting deadlines and achieving an outcome.</p> <p>The being able to self-evaluate during the performance to increase saes output</p>	<p>Data analysis to improve performance</p> <p>All jobs currently involve performance data analysis</p> <p>Car engineers Sales managers Scientific data analysts</p>	

	Why it is important to know	<p>Be able to have the confidence to take part in local park runs or 10k runs.</p> <p>Involve other family members to take part and reduce the potential of obesity with the family</p> <p>Develop better family relationships by taking part</p> <p>Be involved in a Park run in a volunteering role</p>	<p>To be able to discuss and review your own personal performance.</p> <p>Be able to provide a comprehensive and evaluative discussion on personal performance when negotiating working conditions.</p> <p>Potential Middle management skills when leading a business team in a company</p>	<p>Organisational skill are required in all employment situations.</p> <p>Working as a team vital – Theatre Nurse – knowing your role within the team</p>	<p>Competition exists in every form of society. Learning how to cope with winning and losing is essential.</p> <p>It is more important to know how to move forward from a loss or a win and keep being successful.</p> <p>Product design engineers / web designers</p> <p>Community project workers who constantly face challenges</p>	<p>All jobs involve data analysis to monitor trend or performance.</p> <p>Related to personal or team environment.</p>	
11	Powerful Knowledge	<p>Confidence</p> <p>The ability to talk to new people about themselves in a detailed and persuasive way</p>	<p>Team Development</p>	<p>Organisation & Goal setting</p> <p>Plan events coherently and in an organised, meticulous manner</p>			
	Why it is important to know	<p>Interview technique</p>	<p>Show a willingness to work in a team environment</p> <p>Tradesmen working together to complete a project</p>	<p>Prepare themselves for exams.</p> <p>Organise a programme of revision with a specific timeline and goals to achieve.</p> <p>Any role in society requires this skill</p>			

How does the Curriculum Intent meet the ACE curriculum design?	
Ambitious	<p>This new curriculum is ambitious since it intends to stretch the student's knowledge throughout the Key Stage. Since January 2020 the new Learning Leader has introduced breadth and depth into the curriculum and it is the intention for this to continue with the current Year 9 into Year 10. Students will be taught higher level learning and understanding and will then be introduced formal athletics sessions and a formal inter competitive structure which will support the new Academy House system.</p> <p>In Year 11 the introduction of an option system and the opportunity to select offsite activities such as Ten pin bowling and a recognised formal First Aid course is an ambitious change to engage a higher percentage of students and increase participation rates.</p>
Challenging	<p>This proposed new structure aims to challenge all students in a variety of capacities.</p> <p>In Year 10, we will challenge students through their depth of knowledge and personal achievements. By having high expectations staff will allow students to achieve personal bests that they believed unobtainable. It is the intention to challenge those who are keen and enthusiastic about sport and physical activity with a variety of games related activities. Those students who are more aesthetic can pursue activities such as trampolining and then there is the continued opportunity to maintain a healthy and activity lifestyle with fitness related activities such as circuit and weight training.</p> <p>In Year 11, the new activities will offer variety, diversity and challenge, for example, the yoga and First Aid courses. Yoga is a lifelong physical activity that develops mental and physical wellbeing and knowledge of First Aid is an essential life skill.</p>
Engaging	<p>Engagement is the key purpose of this curriculum. Offering a curriculum that is not significantly games orientated aims to involve more students, particularly girls. It is important to open students minds to the term, 'What is physical activity?' and also provide the students with an awareness of the affordable opportunities within the local area.</p>
What are the current strengths of the Curriculum Intent?	
<ol style="list-style-type: none"> 1. The subject knowledge of the majority of the staff within the department 2. The positive, trusting teacher student relationships. 3. The breadth and dept of the curriculum provision. 4. The flexibility of the programme to be able to change to meet student needs 	
What specific actions have to be taken in response to the above? Please consider:	
<ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 1. First Aid training for PE staff – to be able to deliver the St Johns course 2. Minibus driving tests for all PE staff 3. In house CPD on new activities – Boxercise 4. Source a Yoga instructor 5. Timetable structure to have one session of the two on a session 5 	

6. To have 5 teaching staff on for, at least the session 5 slot.
7. All staff to research subject resources for new activities