



PE CURRICULUM OVERVIEW



A Lakelands PE student should feel a strong sense of belonging in a safe environment in which they feel able to take positive risks and build their confidence.

Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

PE Curriculum Intent:

PE at Lakelands Academy aims to create inclusive lessons based on positive relationships, in which all students are valued, respected and celebrated. We underpin the core values of Lakelands, *Safe, Smart, Responsible* and *kind*, and we encourage students to embrace leadership opportunities from Year 7 onwards, developing their understanding of sportsmanship, responsibility and mutual respect.

The success of our PE students as both leaders and performers is celebrated publicly and used as inspiration to others in the school. At KS3, students are introduced to a variety of activities from team games, net and wall games to individual sports and activities. At KS4, our Physical Education core programme offers students the opportunity to focus on developing skills learnt in Key Stage 3 and to develop these skills further within competitive situations. Students will be given the opportunity to become increasingly skilful and intelligent performers where they acquire and develop skills, learn how to select and apply skills and basic tactics, and develop positive attitudes to participation in physical activity, throughout their PE journey.

How the PE curriculum links to our core Curriculum Principles:

Lifelong Learning	Students are encouraged to follow a healthy and active lifestyle, aiming for at least 60 active minutes a day (government guidelines).
Aspiration to succeed	Sports related careers are signposted. Developing and creating leadership opportunities builds confidence and raises aspirations.
Knowledge building	Regular practice of leading structured warm-ups and small group activities enables learners to embed and build on the essential foundations of a range of activities.
Empathy for others	Demonstrating, evaluating and providing/receiving regular feedback encourages understanding, empathy and compassion for others.

IMPLEMENTATION

Year 7 Curriculum Implementation

In Year 7, our students follow a curriculum consisting of 12 activity areas across each academic year. This provides them with a range of activities in which they can engage both individually and as a team, to be physically active for sustained periods. Students will explore their own capabilities and discover the types of physical activities and sports which inspire them the most. Key values such as respect and fairness underpin every topic covered. Confidence is built through leadership opportunities throughout the year. Within each activity area, students will cover 3 strands: 'Head', 'Heart' and 'Hands', to allow them to develop understanding of their own learning journey and development of skills across the curriculum.

	Knowledge and skills	Assessment
1	Students will begin by developing knowledge and awareness of the importance of aerobic fitness on overall health and know how this component of fitness might be tested. They will complete a 12 minute run (Cooper Test). They will learn to build resilience and perseverance when things become challenging and begin to think about target setting based on their individual fitness performance. Students are taught the basics of the importance of a warm up and are given opportunity to develop their confidence in leading parts of a small group warm up through netball and football. Knowledge of basic rules are introduced, along with passing, receiving and moving, spatial awareness, cooperation and teamwork, which will be developed through small-sided games and conditional situations.	Head, Heart, Hands (knowledge, understanding, confidence, demonstrating) Cooper Test Passing & receiving in netball and football (static)
2	Students continue to develop their knowledge of activity specific warm up/cool downs and begin to lead larger groups with more independence, developing communication and leadership skills. They will become more familiar with subject specific vocabulary, including some of the names of the major muscle groups. Students begin to give/receive feedback to/from peers in order to develop performance and have the opportunity to build confidence in taking on roles other than performer. Students develop respectful relationships with peers within their groups, being taught the importance of positive constructive feedback in order to promote safe risk taking. Within touch rugby, students will develop a basic understanding of the principles of play when defending and attacking. Students will develop the skills necessary to outwit opponents in order to achieve success in scoring. Passing and receiving will be developed through small-sided games. In badminton, students are introduced to the basic principles of the game, including rules, scoring and the use of basic shots including a serve, overhead clear and drop shot. They will be able to develop cooperative rallying in order to improve their shuttle control and technique	Head, Heart, Hands (knowledge, understanding, confidence) Passing & receiving in rugby (static) Cooperative rally in badminton
3	Students are taught to use transferrable skills, techniques and tactics across new activity areas. Students will lead an effective warm-up applying different methods of communication. They will develop a further understanding of the importance of a warm-up, considering which warm up activities are relevant to the activity they are taking part in, and the benefits of taking part in regular physical activity. Within fitness, students will carry out investigations into the body's ability to exercise and the reasoning behind such principles, through a variety of fitness activities including an induction in the fitness suite and use of cardio and resistance machines. Students will reflect on the benefits that fitness events give to an individual and implications for future life. They will measure heart rate and understand why it changes during exercise. Within gym/dance activities, students will develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas. Students will learn to select, combine and perform skills; actions and balances including some that are inverted and will understand the physics of balance and centre of mass/gravity.	Head (knowledge, understanding, confidence, analysis, feedback) MSFT Coordination test Sit up test 5 skill routine

4	Students continue to develop knowledge of rules and skills associated with an increasing range of sports and activities. They will develop the skills necessary to compete in competitive game situations and gain a baseline experience within activities that involves sustained physical work. Students will develop a resilient attitude, making them willing to accept challenges. They will learn to categorize short and long-term effects on the body and describe how the body adapts from regular exercise. Within basketball and handball, students will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Passing, receiving, outwitting defenders, dribbling, and shooting will be developed through small-sided games and conditional situations. Students will gain a basic understanding of the rules of the games and will have the opportunity to referee/coach individuals or small groups in order to develop communication and decision-making skills.	Head (knowledge, understanding, demonstrating) Passing and dribbling within practice situations
5	During summer term 1a, students will be introduced to their first two summer specific sports, rounders and athletics. They will take part competitively, within a positive and supportive teaching and learning environment and apply resilience and determination to challenge themselves to achieve their best performance. Target setting will be used to motivate and assess individual performance and students will have the opportunity to access this further through extra-curricular opportunities both in school and within the local community, against a range of local schools. They will be introduced to basic athletic skills and develop an accurate replication. They will develop the skills of sprinting, sustained running, jumping and throwing and will record and assess their performance in each event. Within rounders, students will be introduced to the rules and scoring system of the game and will replicate and improve individual technique in batting, bowling and fielding, working on improving the quality of their skills with the intention of outwitting opponents	Heart, Hands (knowledge, understanding, confidence, demonstrate, belonging) Times and distances within all athletic events Throwing and catching and batting within rounders
6	Students continue to develop knowledge and understanding of the rules, regulations and scoring systems used within summer team sports. They will lead and officiate matches and show a good understanding of how to carry this out effectively. Students will be able to justify advantages of following a healthy and active lifestyle on physical, mental and social well-being and identify these benefits within some of the activities covered during Year 7. In cricket, students will replicate and improve individual technique in batting, bowling and fielding. They will work on improving the quality of their skills with the intention of outwitting opponents. In tennis, students will develop their understanding of basic rules and scoring systems and will play shots within a rally more effectively and consistently.	Head, Heart, Hands (knowledge, understanding, responsibility, demonstrate) Cooperative rallying within tennis Throwing and catching and batting in cricket
<p>Cross-curricular links in Y7:</p> <p>Science – subject specific tier 3 vocabulary (major muscle groups e.g. hamstrings, quadriceps, gastrocnemius, biceps, triceps, deltoids), short term effects of exercise on the cardiorespiratory and musculoskeletal systems.</p> <p>Maths – calculating HR, use of technology to time events/activities, measuring distances in athletics and looking at distances achieved by previous Lakelands students (school records) and professional athletes.</p> <p>English – communication skills through leadership, encouraging clear and concise delivery, using appropriate teaching points and demonstrations.</p>		
<p>Careers – Armed forces, public services such as police, fire brigade. Fitness level requirements</p>		

Year 8 Curriculum Implementation

In Year 8, our students will build upon their knowledge, skills and understanding to perform with further confidence and competence across the range of team/individual games and activities. Students continue to develop leadership skills through further opportunities to deliver warm ups and officiate. Key values such as respect and fairness continue to underpin each topic. There is a greater emphasis on outwitting opponents within attack and defence in competitive games and students begin to focus on simple strategies in addition to skill development. Students continue to be assessed through the 3 strands: 'Head', 'Heart' and 'Hands', to allow them to develop understanding of their own learning journey and development of skills across the curriculum

	Knowledge and skills	Assessment
1	<p>Students will know the purpose of fitness testing in relation to the Cooper Test and use prior testing scores to assess current fitness levels and consider results. Students will be able to describe aerobic endurance as a component of fitness. During games activities, students will focus on developing team attacking and defending strategies and techniques. They will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. Students will continue to develop their knowledge and understanding of rules and regulations and will have opportunity to put officiating skills into practice. Within netball/flag football and football, students will further develop the ability to outwit opponents and teams using strategic play and tactics. They will gain confidence in their ability to choose, combine and perform more advanced skills with consistency and accuracy. Through continual refinement of skills, students will contribute to producing improved performances & techniques. In football, passing, shooting, control and heading will be developed through small-sided games and conditional situations. NFL values of respect, resilience, responsibility and integrity will be embedded as students develop their knowledge and understanding of the rules and regulations of the game.</p>	<p>Head, Heart, Hands (knowledge, understanding, confidence, demonstrating) Cooper Test Passing & receiving in netball, football, flag football (active)</p>
2	<p>Students will develop the skills necessary to outwit opponents within invasion games and net/wall games. Passing, receiving, tackling and beating an opponent will be developed through small-sided games and conditional situations within touch rugby, where students will learn to identify and recognise similarities in principles of attack and defence. Students will implement strategic and tactical decisions based on movement of the ball into space. They will learn to choose, combine and perform rugby skills more fluently, consistently and with greater accuracy in order to outwit the opposition. Opportunities to referee/coach pupils or small groups will develop communication and decision-making skills.</p> <p>In badminton, students will aim to demonstrate consistent technique throughout. They will focus on accurate replication of skills and refining game strategies with the intention of outwitting their opponents. Decision-making in response to the movement of the shuttle and choice of skill execution will be evaluated in order to improve performance. Students will develop confidence in scoring and officiating badminton games.</p>	<p>Head, Heart, Hands (knowledge, understanding, confidence) Passing & receiving in rugby (active)</p> <p>Serve Overhead clear</p>
3	<p>(Fitness/gym & dance)</p> <p>Students will demonstrate further skills and agilities, individually and in combination. They will incorporate control and precision, applying their understanding of balance and centre of gravity into sequences, showing creativity. Students will evaluate and assess movements to improve sequences within a dance/gymnastics setting, helping them to develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas along with the introduction of rotation and flight-based movements. Pupils will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne.</p>	<p>Head, Heart, Hands (knowledge, understanding, confidence, analysis, feedback) MSFT Coordination test Sit up test 5 skill routine</p>

	During fitness lessons in Year 8, students will develop knowledge and understanding of how the heart and lungs are affected by exercise and what happens to them over time. They will develop knowledge and understanding of the physical components of fitness including muscular endurance, muscular strength, flexibility, aerobic endurance, body composition and speed, through a variety of practical activities, and will learn how they affect performance in sport.	
4	In both basketball and handball, students will focus on developing team attacking and defending strategies and techniques. They will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. Students will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, receiving, outwitting defenders, dribbling, and shooting will be developed through small-sided games and conditional situations. Students will recognise the benefits to their health of regular exercise and the benefits of being active.	Head, Heart, Hands Passing & receiving in basketball and handball (active)
5	Students will begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. They will develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy. Within rounders, students will focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. They will further work on the skill of outwitting opponents. Opportunities to umpire/coach pupils or small groups will develop communication, leadership and decision-making skills.	Head, Heart, Hands Times and distances within all athletic events Throwing and catching and batting within rounders
6	Within tennis, students will further develop the skills necessary to outwit opponents. Shots including forehand, backhand, serve, volley, short and deep shots will be developed through games and conditional situations. They will use tennis to develop observation skills on peer performances, skills and techniques. Students will further develop the ability to outwit opponents using strategies and tactics within cricket. They will learn to apply more consistency & accuracy in timing when using techniques for batting, bowling and fielding. They should begin to develop the ability to evaluate performances within this activity. Continual development and refinement of the learnt skills will contribute to producing an improved performance.	Head, Heart, Hands (knowledge, understanding, responsibility, demonstrate) Cooperative rallying within tennis Throwing and catching and batting in cricket
Cross-curricular links in Y8: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences) Maths (scoring, measuring, recording results).		
Careers – sports performer/athlete and other roles in sport such as officials		

Year 9 Curriculum Implementation

In Year 9, our students should now demonstrate more resilience, confidence and independence across a variety of sports and physical activities. They will understand the components of an activity-specific warm up and cool down in order to prepare safely for exercise and will demonstrate competence in roles other than performer, such as leader, captain or coach. Students will consolidate their understanding of rules, regulations and scoring and apply more advanced skills, strategies and tactics with confidence and consistency. Students will by now have a clear idea of their own strengths and weaknesses across the varying activity areas and which activities they enjoy to participate in the most.

	Knowledge and skills	Assessment
1	Students will further develop the ability to outwit opponents and teams using strategies and tactics within netball, flag football and football. In netball students will explore centre pass orders, backline passing and defending strategies. Teamwork and problem solving will be developed through team selection and positional ideas based on individual strengths. Students will learn to choose, combine and perform more advanced netball skills consistently and will implement more complex strategic and tactical decisions based on movement of the ball into space. In flag football, students will continue to develop their knowledge and understanding of NFL defensive and offensive rules, formations and strategies and will begin to apply these more confidently within their performance. In football, students will be able to recognise the importance of responding to changing situations within the game in attack and defence. They will respond more effectively when faced with strategic and tactical decisions based on movement of the ball into space and their choice of skill will be executed with more control and fluency.	Head, Heart, Hands (knowledge, understanding, confidence, demonstrating) Cooper Test Passing & receiving in netball, football, flag football (active with passive defender)
2	Students will continue to develop the skills necessary to outwit opponents within badminton through the replication of strokes and shots, developing further control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Students should be able to recognise the importance of responding to changing situations within the game in attack and defence based on movement of the shuttle into space and choice of skill execution. Within touch rugby, students will be able to describe the rules of touch rugby and how that might differ in other variations of the game. They will understand what the use of space means for attacking opportunities and will continue to develop knowledge and understanding of strategic play used to outwit opponents. Students will develop an understanding and knowledge of how to use effective support play. They will understand the safety aspects of 'tackling' and the rules regarding offside. Students will develop an understanding of how to form a small 3-man scrum.	Head, Heart, Hands (knowledge, understanding, confidence) Passing & receiving in rugby (active with passive defender) Serve Overhead clear Drop shot
3	Students will gain a better understanding of the effects of physical, mental and social wellbeing as a result of good fitness. They will recognise their own individual strengths and weaknesses and be able to plan and be responsible for their own fitness. Students will re-cap the physical components of fitness and will consider the effects of the skill-related components of fitness on performance. Gymnastics skills will progress further flight over, onto and from apparatus. Students will coordinate a whole class activity for flight and will perform controlled flight over a partner without making contact. Students will explore flight in twos with passive and active launches.	Head, Heart, Hands (knowledge, understanding, confidence, analysis, feedback) MSFT Coordination test Sit up test 7 skill routine
4	Students will continue to develop principles of attack and defence in basketball, using deception to create space and opportunities for others and confident decision-making for skill execution. Students will work effectively as a team while applying a set of game rules fairly, demonstrating good sportsmanship at all times. They will build upon fundamentals but increase in speed and level of challenge through more pressurised game situations to allow for tactical planning and refinement.	Head, Heart, Hands Passing & receiving in basketball and handball (active with passive defender)

	In handball, students will develop their understanding of tactical movements and strategies to invade their opponent's half and make informed decisions about choice of techniques in each situations. Students will understand how to legally mark opponents and develop their knowledge of handball-specific fitness. They will start to increase the speed, improve fluency control and consistency of their performance and will combine previously learnt skills to beat a defender using the 3 steps before and after dribbling to continue attacking. Students will develop their confidence and accuracy when applying correct shooting technique (set shot, jump shot) and will apply attacking skills such as dodging and 'fake and drive' in order to outwit the opposition.	
5	Students will develop more advanced athletic skills and accurately replicate techniques to achieve an outcome. They will further develop the skills of sprinting, sustained running, jumping and throwing, using tactics to improve scores. Students will understand that different events demand different skill types and should be able to adapt their skills to the needs of the event. Students will describe the elements of an effective running, jumping and throwing style. They will prepare and recover from exercise safely using principles of warm up and will be encouraged to evaluate technical elements of each event, gaining an understanding of the physics of speed, linear motion, angles and drag. Within rounders, students will continue to build upon previous skills and knowledge, experimenting with stance in order to vary the direction of the ball when batting. They will understand the fitness needs and the necessary components of fitness needed within rounders, <i>i.e. coordination, reaction time, speed and agility</i> . They will develop the capacity to self-assess, assess others and to coach in order to improve success when batting. Students will extend their knowledge of rounders rules and umpire calls and will be encouraged to evaluate games, thinking about how they outwit opponents and reasons for this.	Head, Heart, Hands Times and distances within all athletic events Throwing and catching Batting and bowling
6	In cricket, students will select their shot based on where the ball is bowled and with the intention of avoiding the fielders. They will demonstrate more control and accuracy when batting and will bowl with increasing accuracy and awareness of the field placement. When fielding, students will effectively return the ball to an appropriate base position, taking an active and thoughtful part in the games. They will read the game and react to situations as they develop. Within tennis, students will experiment with a range of basic tactics, searching for strengths and weaknesses in the opposition, and be able to form a simple game plan. They will select and apply forehand, backhand and overhead strokes/shots in game situations in order to achieve particular outcomes and make adjustments where required. Students will contribute effectively to team decisions, fulfilling various roles effectively, including umpiring and basic coaching in order to improve performance.	Head, Heart, Hands (knowledge, understanding, responsibility, demonstrate) Cooperative rallying within tennis Throwing and catching and batting in cricket

Cross-curricular links in Y9: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data; comparing recordings against other bests).

[Careers – PE Teacher and the routes into teaching.](#)

Year 10 Core PE Curriculum Implementation

In Year 10, our students will continue to be physically active for sustained periods of time to contribute towards a healthy and active lifestyle. In order to achieve this, students are given more choice over which activities they choose to engage in. Students will continue to develop techniques in their chosen sports and activities and there is an emphasis on evaluating performance compared to previous ones in order to achieve a personal best. There are greater opportunities to take on other roles to further develop confidence, communication and problem-solving skills.

	Knowledge and skills	Assessment
1	Students will use a range of tactics and strategies to overcome opponents in direct competition – e.g. football, rugby, basketball, netball. They will continue to develop skills in isolation and to apply those skills to the best of their ability within pressurised/competitive situations. Students will participate in small-sided games which build to full context and will take more ownership over their own development. They will demonstrate their physical literacy and competence along with a deeper understanding of the rules and regulations within their chosen sports. Aiming high, being resilient by responding to setbacks and staying positive will continue to build students ability to learning from mistakes. Working collaboratively to form effective teams will further develop leadership skills and communication.	Participation Effort Attitude
2	Students will develop their fitness, analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best. Students will know how their body works during exercise and how it changes as exercise happens. This will enable students to improve their physical literacy and competence in making progress over time through practice. Students will have the opportunity to develop knowledge of skills in different individual fitness tests and develop understanding of how improvements can be made. This will develop resilience and self-confidence and motivate students to aim to perform at their personal best.	Participation Effort Attitude
3	Students will use a range of tactics and strategies to overcome opponents in direct competition – e.g. table tennis, tennis, badminton. Students will demonstrate their physical literacy and competence through developing a range of skills in different individual sports. They will develop understanding of the rules and regulations within their chosen sport/activities and will work with resilience to achieve a personal best performance. Students will continue to respond maturely to setbacks, staying positive when things become more difficult and learning from mistakes.	Participation Effort Attitude
4	Students will take part in physical challenges within a different chosen activity where they will be encouraged to work in a team, continuing to build on positive relationships and developing skills to solve problems, either individually or as a group This will enable students to develop problem solving and teamwork skills. They will also develop leadership and communication skills through a range of tasks. Learning from mistakes will form effective teams and there will be opportunity to further develop leadership skills and communication.	Participation Effort Attitude
5	Students will develop their technique and improve their performance in other competitive sports – e.g. athletics and gymnastics. This will enable students to develop their creativity and artistic flair. Students will critique and evaluate their own performance and the performance of others, identifying WWW / EBI in order to improve further. They will perform at their maximum potential (athletics) and use creativity within their performance.	Participation Effort Attitude
6	Students will use a range of tactics and strategies to overcome opponents in direct competition – e.g. rounders, softball, cricket. They will demonstrate their physical literacy and competence within their chosen activities and a range of skills in different team sports. Students will develop understanding of the rules and regulations of the sports in which they choose to specialize. They will learn to aim high and respond to setbacks, staying positive and learning from mistakes. Students will develop effective teamwork and leadership skills.	Participation Effort Attitude

Cross-curricular links in Y10: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data; comparing recordings against other bests)

Careers – personal trainer in different settings, i.e. RAF, gym

Year 11 Core PE Curriculum Implementation

In Year 11, our students demonstrate a high level of independence when organising, officiating and leading chosen sports and activities. Again, students will opt for preferred activities to encourage maximum engagement levels. Students will understand the importance of physical activity on mental well-being during a particularly demanding time in their education.

	Knowledge and skills	Assessment
1	Students will use a range of tactics and strategies to overcome opponents in direct competition – e.g. football, rugby, basketball, netball. They will continue to develop skills in isolation and to apply those skills to the best of their ability within pressurised/competitive situations. Students will participate in small-sided games which build to full context and will take more ownership over their own development. They will demonstrate their physical literacy and competence along with a deeper understanding of the rules and regulations within their chosen sports. Aiming high, being resilient by responding to setbacks and staying positive will continue to build students' ability to learn from mistakes. Working collaboratively to form effective teams will further develop leadership skills and communication.	Participation Effort Attitude
2	Students will develop their fitness, analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best. Students will know how their body works during exercise and how it changes as exercise happens. This will enable students to improve their physical literacy and competence in making progress over time through practice. Students will have the opportunity to develop knowledge of skills in different individual fitness tests and develop understanding of how improvements can be made. This will develop resilience and self-confidence and motivate students to aim to perform at their personal best.	Participation Effort Attitude
3	Students will use a range of tactics and strategies to overcome opponents in direct competition – e.g. table tennis, tennis, badminton. Students will demonstrate their physical literacy and competence through developing a range of skills in different individual sports. They will develop understanding of the rules and regulations within their chosen sport/activities and will work with resilience to achieve a personal best performance. Students will continue to respond maturely to setbacks, staying positive when things become more difficult and learning from mistakes.	Participation Effort Attitude
4	Students will develop their technique and improve their performance in other competitive sports – e.g. athletics and gymnastics. This will enable students to develop their creativity and artistic flair. Students will critique and evaluate performance their own and the performance of others, identifying WWW / EBI in order to improve further. They will perform at their maximum potential (athletics) and use creativity within their performance.	Participation Effort Attitude
5	Students will use a range of tactics and strategies to overcome opponents in direct competition – e.g. rounders, softball, cricket. They will demonstrate their physical literacy and competence within their chosen activities and a range of skills in different team sports. Students will develop understanding of the rules and regulations of the sports in which they choose to specialize.	Participation Effort Attitude

They will learn to aim high and respond to setbacks, staying positive and learning from mistakes. Students will develop effective teamwork and leadership skills.	
Cross-curricular links in Y11: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data; comparing recordings against other bests)	
Careers – sports physiotherapist and links to human biology, sports journalist and the importance of the English language	

Year 10 BTEC Sport Curriculum Implementation		
<p>In Year 10, some of our students will opt to follow the BTEC Level 1/2 Tech Award in Sport. This course provides an introduction to vocational learning, blending both classroom and practical assignments aimed at developing sports knowledge and skills through realistic vocational contexts. Students will have the opportunity to develop applied knowledge and skills through investigating provisions for sport, planning and delivery of sports drills and sessions and fitness for sport, including fitness testing and methodology. The BTEC Sport course consists of three 'Components', with Component 1 completed during Year 10. This first Component contributes 30% towards the overall grade.</p>		
	Knowledge and skills	Assessment
1	<p>Component 1 – Preparing Participants to take part in Sport and Physical Activity (30% of overall grade)</p> <p>A1 – Types and providers of sport and physical activities Benefits of taking part in sport Outdoor activities Physical Fitness activities Provision of sport including characteristics of the sectors</p> <p>A2 – Types and needs of sport and physical activity participants Government guidelines Participants with disabilities to include visual, hearing and physical disabilities Participants with long term health conditions to include asthma, type 2 diabetes, high blood pressure and coronary heart disease (CHD) Physical, social and mental health needs</p> <p>A3 – Barriers to participation in sport and physical activity for different types of participants Cost of participation (clothing, equipment, transport) Access to sport or physical activity barriers (location, transport, resources, type available) Time (family, school, work) Personal barriers (body image, self-confidence, parental influence, limited previous participation, low fitness levels, extended time way from participation, health conditions) Cultural barriers (gender, social norms, lack of role models)</p> <p>A4 – Methods to address barriers to participation in sport and physical activity for different types of participants Cost Access Time</p>	<p>Practice assessment of Learning Aim A in preparation for Jan Component 1 assignment set by the exam board.</p>

	Personal barriers Cultural barriers In response to Learning Aim A – learners will use knowledge required to select suitable physical activities for the case study provided considering provision available	
2	<p>B1 – Different types of sports clothing and equipment required for participation in sport and physical activity</p> Clothing Footwear Sport specific equipment Protection and safety equipment Equipment for people with disabilities or assistive technology Facilities Officiating equipment Performance analysis <p>B2 – Different types of technology and their benefits to improve sport and physical activity performance This section of the course will cover how all the various equipment and technologies listed in B1 have been developed and are used to increase performance and experience</p> <p>B3 – The limitations of using technology in sport and physical activity</p> Time Access to technology Cost of technology Accuracy of data Usability <p>In response to Learning Aim B – learners will use knowledge required to select and discuss how technology would affect provision for the case study person</p> <p>C1 – Planning a warm up</p> Types of activity in the pulse raiser Response of the cardiorespiratory system to the pulse raiser Response of the musculoskeletal system to the pulse raiser Types of activity in the mobiliser Response of the cardiorespiratory system to the mobiliser Response of the musculoskeletal system to the mobiliser Types of activity in the preparation stretches Response of the cardiorespiratory system to the preparation stretches Response of the musculoskeletal system to the preparation stretches <p>C2 – Adapting a warm up for different categories of participants and different types of physical activities</p> Adapting warm ups for different categories Adapting warm ups to make them specific to a sporting activity <p>C3 – Delivering a warm to prepare participants for physical activity</p>	<p>Practice assessment of Learning Aim B in preparation for Jan Component 1 assignment set by the exam board.</p> <p>Practical preparation tasks for assessment of leading a warm up effectively.</p>

	<p>Organisation and demonstration of activities Supporting participants as they take part</p> <p>In response to Learning Aim C, learners will demonstrate practical delivery, communication and planning by producing a warm up plan and demonstration of the warm up</p>	
3	<p>Pearson Set Assignment The exam board will release the Component 1 Brief. All assignments will be completed during this term as a controlled assessment under exam conditions. This assessment period will contribute 30% towards the overall grade and will include both written assessments and a practical delivery of a warm up.</p>	Internal assessment of PSA
4	<p>Completion of the Pearson Set Assignment during timetabled lessons, including video recording of delivery of a warm up. Internal moderation followed by external moderation of work by the exam board.</p>	Internal assessment of PSA
5	<p>Component 2 – Taking Part and Improving Other Participants’ Sporting Performance C1/C2 - Planning drills and conditioned practices to develop participants’ sporting skills. Students will learn how to work with sports participants to help them improve their sporting skills. They will learn how to select and plan different drills and conditioned practices and how to set up and support participants as they take part. They will develop confidence in delivering these planned sessions, including the use of demonstrations and teaching points to highlight correct technique and key points.</p>	Reflection and evaluation of sessions.
6	<p>B1 Techniques, strategies and fitness required for different sports Students will develop their own performance in one selected sport and be able to demonstrate a range of skills and strategies in both isolated practices and competitive situations. Students will develop their confidence of performance to show high and consistent levels of accuracy and fluency in their performance.</p>	Video recording/analysis
<p>Cross-curricular links in Y10: Literacy (key words, leadership skills), Citizenship (sportsmanship & cooperation), Science (muscle names, responses of a warm up to the musculoskeletal and cardiovascular systems), Maths (measuring when setting out equipment, timing of delivered sessions).</p>		
<p>Careers – Sports analyst, sports scientists, sports nutritionist and their role in improving performance</p>		

Year 11 BTEC Sport Curriculum Implementation

In Year 11, students continue developing their knowledge and skills through the final two Components of the course. Component 2 will be submitted before the Christmas break, leaving the remainder of the school year to develop knowledge and understanding of the exam content further. This will be delivered within the classroom with plenty of opportunity to work on past paper questions on each topic area, followed by completion of past exam papers to ensure that students are fully prepared for their final exam in May, which will contribute the final 40% of their overall grade,

	Knowledge and skills	Assessment
1	<p>A1 – The components of Physical Fitness Students will develop their knowledge and understanding of the physical components of fitness and be able to apply them to a variety of team and individual sports, outdoor activities and physical fitness activities. They will be able to discuss and explain how performance is impacted by each of the components.</p> <p>A2 – The components of Skill-related Fitness Students will develop their knowledge and understanding of the skill-related components of fitness and be able to apply them to a variety of team and individual sports, outdoor activities and physical fitness activities. They will be able to discuss and explain how performance is impacted by each of the components.</p> <p>B2 – Officials in sport Students will know the roles of different officials for one selected sport and understand the key responsibilities associated with each of these roles.</p> <p>B3 – Rules and regulations in sport Students will know the key rules and regulations of a selected sport. They will understand how these are applied, the actions an official may make if they are not adhered to and how actions may vary depending upon the situation being presented.</p>	Practice Assessment of Learning Aims A and B in preparation for Pearson Set Assignment.
2	<p>Pearson Set Assignment The exam board will release the Component 2 Brief. All assignments will be completed during this term as a controlled assessment under exam conditions. Completion of the Pearson Set Assignment takes place during timetabled lessons, including the video recording of a planned session. This session will include drills and a conditioned practice to improve the performance of others in a chosen sport. This assessment period will contribute 30% towards the overall grade.</p>	Internal assessment of PSA including video recording
3	<p>Component 3 – Developing fitness to improve other participants’ performance in sport and physical activity Students will develop knowledge and understanding of the following topics in preparation for their final exam.</p> <p>A1 – The importance of fitness for successful participation in sport A2 – Fitness training principles A3 – Exercise intensity and how it can be determined B1 – Importance of fitness testing and requirements of administration for each fitness test B2 – Fitness test methods for physical components of fitness B3 – Fitness test methods for skill-related components of fitness B4 – Interpretation of fitness test results</p>	Past paper questions

4	C1 – Requirements for fitness training methods C2 – Fitness training methods for physical components of fitness C3 – Fitness training methods for skill-related components of fitness C4 – Additional requirements for each of the fitness training methods C5 – Provision for taking part in fitness training methods C6 – The effects of long-term fitness training on the body systems D1 – Personal information to aid fitness training programme design D2 – Fitness programme design D3 – Motivational techniques for fitness programming	Past paper questions Mock exams using past papers
5	Revision and final exam takes place (40% of overall grade).	Final exam (40%) – externally marked

Cross-curricular links in Y11 BTEC: Science (muscle names, cardiovascular and musculoskeletal systems), Maths (Collating data; calculating Max Heart Rate and working out exercise intensity percentages).

Careers – Sports marketers and sports managers who promote sporting events and oversee business and administration of sports organizations

IMPACT OF THE PE CURRICULUM

PE at Lakelands allows our students to develop key life skills like teamwork, sportsmanship, self-motivation, resilience, and independence. Confidence is a key life skill, and this is something that is developed through opportunities to lead others immediately from Year 7, through to Year 11. Through frequent leaderships tasks, presented in a supportive environment, students develop confidence in their own abilities and improve communication skills through working with a variety of people within a variety of roles. Most importantly, our curriculum helps students learn the importance of exercise as a lifelong habit. Through experiencing a range of sports and physical activities in which everyone can find something that they enjoy, we aim to promote a lifelong love of being active. Students have the opportunity to participate competitively within PE lessons, against other schools within the local authority and further afield in annual competitions, such as 'Touch to Twickenham'. We work closely with the North Shropshire SGO, who is based at Lakelands. We care about what motivates our students and what factors may prevent them from being physically active. We have worked closely with the Youth Sport Trust over the last few years, engaging in many pupil voice surveys to help tailor our curriculum as much as possible to suit the needs of our students at Lakelands so that they leave in Year 11 as happy, healthy and confident young people.

WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

Personal Development within the PE curriculum

Personal Development	PE at Lakelands helps students develop important life skills, such as self-discipline, resilience, and setting goals, with the intention of working towards them and improving performance. They become aware of their own strengths and weaknesses and how to develop further. Students become independent and responsible learners, communicating well and taking into account the differences of others. They can work cooperatively as part of a team, continually developing social and emotional intelligence.
SMSC	Students will explore creativity through producing dance/gymnastic routines and will have the opportunity to create and develop own attacking and defensive set plays and tactics within team games. They will reflect and critique their own and others' performances and will complete practical tasks which develop motivation, determination and character. Throughout all PE lessons, fair play and teamwork are promoted. Teachers will encourage good sportsmanship and students will respect equipment both when using it and when storing it. They will understand the importance of following instructions and decisions made by officials and abiding by the rules, in all sporting situations. Students will show respect for their facilities and environment and listen to the teacher and peers during feedback on particular sporting skills. We will promote trust within lessons and students will have opportunities to lead others.
British Values	We work closely with the Youth Sports Trust to give our students a voice on issues such as barriers to participation and PE kit. This teaches students that we live in a democracy and encourages a heightened sense of both personal and social responsibility. Students are taught the 'rules' of the school along with the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Mutual respect is at the heart of our values and our lessons from the moment students enter the changing facilities. Staff and students treat each other with the utmost respect and courtesy.

Extracurricular & Enrichment	Extra-curricular clubs run throughout the school year, giving students the opportunity to further consolidate and develop skills being built within the curriculum. Extra-curricular clubs include different clubs each half term which are linked to the curriculum and upcoming School Games competitions within North Shropshire. Lakelands students compete in sports and activities across the key stages within netball, football, rugby, athletics, rounders, cricket, cross country and swimming, along with attending other non-competitive North Shropshire events. Our young leaders also assist in leading sporting events within the authority including a number of primary school sports days.
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Careers in the PE curriculum

Through the PE curriculum, students develop an array of physical, social and cognitive skills essential for future employment. Our curriculum helps develop resilience, empathy, confidence, and social skills. It also focuses on how important it is to communicate with others effectively in a team to achieve the best results. Year on year, the sport industry shows continued growth in employment and forecasts suggest this trend will continue. Careers in sport are visible along the PE corridors and the importance of the employability skills developed through sport are frequently referred to within core PE lessons. At KS4, for those students opting to take a qualification in sport, careers within the sports industry have a regular focus within theory lessons and students have the opportunity to attend a Careers in Sports event annually.

Cultural Capital in the PE curriculum

The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement

Students learn some of the history behind the sports they play, including how and why rules and equipment have adapted over time. They develop a mutual respect through opportunities to play within mixed sports teams and through experiencing variations of games that make sport more accessible for all, including those with disabilities. Students visit other local and regional stadiums and experience competition within a variety of sporting areas, for example the Sixways Stadium in Worcester, Twickenham in London, Shrewsbury School competing within a national football tournament and Queensway Athletics stadium to compete within athletics. Lakelands students also compete with the Chance to Shine cricket programme where they have the opportunity to win a trip to play at Edgbaston.

SEND in the PE curriculum

The PE curriculum at Lakelands Academy plays an important role in supporting students with Special Educational Needs and Disabilities (SEND) by promoting inclusion, physical health, social development and emotional wellbeing. PE lessons are made accessible, adaptive and inclusive through reasonable adjustments to ensure access for all and focus on outcomes such as independence, confidence and wellbeing. Adjustments may be made through simplifying rules or scoring systems, equipment, space and time, with PE teachers working closely alongside TA's to ensure that students work towards physical development targets. Group activities encourage taking turns and cooperation, learning to manage success and failure whilst developing emotional regulation and confidence. The curriculum may also offer parallel activities, where appropriate, such as adapted activities, leadership roles and other inclusive sports such as boccia and new age curling.

For students studying BTEC Sport at KS4, content is broken into manageable steps, with key concepts revisited to aid retention, while visual resources, structured timelines, and guided questioning help develop understanding. Opportunities for discussion, written work, and creative tasks allow students to demonstrate their knowledge in different ways, promoting confidence and engagement. Adaptations such as simplified texts, targeted support, and explicit vocabulary instruction ensure that all learners can access and succeed in the curriculum.

Safeguarding in the PE curriculum

The PE curriculum promotes safeguarding by teaching pupils how to keep themselves and others safe during physical activity. This is achieved through establishing clear routines, expectations and boundaries and ensuring consistent supervision in lessons, changing room procedures and extra-curricular activities. Through PE, students learn to warm up and cool down safely, use equipment correctly, understand rules, boundaries and fair play and recognise and manage physical risk. PE staff frequently demonstrate correct technique to ensure safe practice and talk openly about safety and safeguarding, so pupils understand expectations. Students are encouraged to speak up if they feel unsafe or uncomfortable, understand respectful behaviour in sport and know who to report concerns to (PE teacher, tutor, DSL) should they arise.