

PE Curriculum Intent

Key Stage 4 Exam PE (Tech Award 2022)

What does our curriculum aim to do?

- Our BTEC Tech award in Sport aims to give students an opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.
- They will develop knowledge of provisions for sport including equipment and facilities to enhance sport.
- It also aims to develop key skills and techniques in sports performance and in a variety of leadership roles through planning and delivery of sports sessions.
- To develop knowledge of the importance of physical health and wellbeing through sport and exercise.
- The aim of our curriculum is to build upon previous skills from KS3 and develop new ones in many areas including being reflective, developing an understanding of strengths and weaknesses, leadership, problem solving and teamwork.
- There is also an underlying focus around health and fitness and gaining an understanding around key areas within this topic including components, methods, testing and training zones.

What are the key things that our students need to learn?

Key topics that our students will learn include:

- Exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning.
- Explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology.
- Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants.
- The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.
- The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden

learners' experience and understanding of the varied progression options available to them.

Why do we order Key Stage 4 modules the way we do?

The course will run completing 3 components. These components will be completed in order, with components 1 and 2 assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. This will allow students to gain a deep knowledge of "Preparing Participants to Take Part in Sport and Physical Activity" and "Taking Part and Improving Other Participants Sporting Performance". This knowledge (along with new content) will be developed within Unit 3 which is a synoptic unit. This provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. The external assessment is based on a written assessment that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

What skills do we want our KS4 students to have improved by the end of KS4?

There are a variety of skills that we want our students to have improved upon by the end of KS4. Some of these skills are specific to particular units, however some of them are key to developing a more well rounded independent learner ready for their next educational step.

We want our KS4 students to have improved their:

- IT proficiency across various platforms.
- Ability to work independently effectively away from the classroom and manage their workload effectively.
- Ability to respond to feedback in detail and develop their comprehension of how to improve and self assess a piece of work.
- Metacognitive skills and being able to independently identify strategies that are beneficial to them as a learner when looking at revision and making the learning stick.

There are also many skills that are specific to certain units that we would expect students to have developed over the course.

Component 1

- Research skills in order to explore types and provision of sport and physical activity for different types of participant
- Examination skills for equipment and technology required for participants to use when taking part in sport and physical activity
- Preparation and leadership skills in order to be able to take part in sport and physical activity

Component 2

- Application skills linked to different components of fitness and how they are used in different physical activities
- Officiating and being able to participate in sport and understand the roles and responsibilities of officials
- Evaluation skills in order demonstrate ways to improve participants' sporting techniques.

Component 3

- Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise
- Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise
- Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise
- Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

SEND Priorities

- Quality first teaching is at the forefront of ensuring that all students are catered for effectively including those with SEND needs. This is done through the use of effective challenge, scaffold, modelling and questioning in the first instance.
- WAGOLL's produced to help with the modelling process for SEND students.
- Each member of staff works closely with the SEND department to support students who require it in the classroom, but there are also a variety of offers from PE staff outside of the classroom to help support these students in a smaller group setting. This is done through after school intervention.
- Practically, SEND Students receive additional support to others which could include some of the following:
- Organisational support (helping with kit, planners, changing spaces)

- Emotional support (through use of encouragement, motivation, team work, breaking challenges and tasks down)
- Physical support (use of resources and equipment, targets and goals)
- Links with the SEND department to integrate students back into PE where necessary.
- Wider Skill support - confidence / communication / managing emotions / working with others