

Curriculum Principles

Our curriculum has been carefully thought through, and to ensure that all students develop holistically, we have designed and planned our curriculum according to the following principles:

Our curriculum is **ambitious**, offering all students access to the most powerful knowledge of each subject

For example:

We bring in external experts to deliver specific sessions: Year 7 Badminton (coaches from National Badminton Organisation), KS3/KS4 Rugby (coaches from Scunthorpe Rugby Club), KS3 & BTEC Dance (Street Beat/KPAC), Sports Science (Physiotherapists - Sports Injury Unit). This not only makes career links but also enhances subject knowledge from professionals in each field.

Staff CPD has focused around challenge and throughout the PE curriculum activities are planned to challenge and stretch students. For example, when teaching athletics, staff share event specific academy and world records with students in conjunction with use of the ESAA trackers. These provide aspirational targets for students which can be personalised. A big part of the PE curriculum is encouraging students to analyse their performance and that of others. Students are encouraged to reflect and critique performances, by identifying strengths and areas for development. In athletics throwing activities students work collaboratively with a peer to analyse technique and then use this knowledge to make improvements and achieve new personal bests.

Our curriculum is **taught to be remembered**, not merely encountered, through curriculum content that is **well sequenced** and vertically integrated

For example:

When studying fitness testing and training, students develop their knowledge and understanding from basic to advanced through content that is revisited and developed over time throughout Key Stage 3. In Year 7, students learn about, and carry out the different types of training methods used to improve different components of fitness. In Year 8 students build upon this by learning how to accurately test each component of their fitness, analysing their strengths and areas for improvement. This is developed in Year 9 when students combine their fitness test results and understanding of different training methods in order to carry out short fitness programmes in order to improve a specific component of fitness.

A further example is in Basketball, whereby the complexity in skills level is increased throughout the keystone. For example in Year 7 students are taught a static lay up shot, the skills is extended further in year 8 to include a walking lay-up, which is further developed in year 9 into a running lay-up using a layered approach to teaching and

building on prior knowledge and skills.

Our curriculum embodies our **vision and ethos** through educating for knowledge, wisdom and skills, educating for hope and aspiration, educating for community and living well together, and educating for dignity and respect

For example:

In OAA students are encouraged to work cooperatively on team building exercises. This builds resilience, and enhances communication, problem solving and leadership skills.

Within lessons we promote sportsmanship within different activities - shaking hands/3 cheers/showing resilience in adversity. Students are then able to demonstrate dignity and respect when going on to represent the academy in after school fixtures and events.

A further example for this would be the Girls Carousel event where we took a group of Year 11 Girls to the PODS as part of their core PE lessons every Friday. This made links to the local community provision and also promoted our intent of Instilling a desire to maintain a prolonged healthy and active lifestyle beyond school.

promotes the **spiritual development** of all students

For example:

Students explore creativity through a variety of activities within the PE curriculum. In dance students are encouraged to choreograph dance routines and invasion games such as basketball students are expected to create their own attacking and defensive set plays and tactics.

We offer a range of trips, events and visits in PE that give students the experience of 'Awe and Wonder'. For example taking Year 10 Sports Science students to St George's Park gave them an insight into elite level sport and an opportunity to experience first hand how elite athletes train and recover. Other trips and visits have included theatre visits, athletics stadiums, water parks, gymnastics academy - again which expose students to new environments and opportunities.

develops students' **21st century learning skills**, and is underpinned by a **literacy strategy** that supports increased vocabulary acquisition and reading fluency

For example:

In sports science students study a unit on 'The body's response to physical activity and how technology informs this.' They are able to use mobile technology within our fitness suite to monitor heart rates and work intensity levels and also use blood pressure monitors to record resting and working rates. In addition, students study the impact technology has had on sport in the 21st century, such as goal-line technology (goal decision system), wearable technology, data tracking (Gibert smart ball in rugby used to

show how fast a ball is spinning, forward passes, accuracy of kicks and much more). We deliver a literacy rich curriculum, with use of 4 keystone words (Movement, Tactics, Technique and Skill) that underpin all activities delivered across the KS3 activity programme. Focus is also given to tier 3 words to support the content of specific lessons. For example in Year 7 fitness lessons students gain an understanding of the components of fitness, which supports their progression throughout KS3 lessons and increases vocabulary acquisition in preparation for the sports science examination course at KS4. Freya models are used in theory lessons to recall previous knowledge during do it now tasks and to inform discussion points for future learning.