



# Sport Curriculum

## Intent

### Curriculum Vision

In today's society, the need for greater awareness of sport and fitness is evident – from the childhood obesity epidemic to the degenerative conditions faced by our ageing population, physical activity plays a pivotal role in maintaining physical and mental wellbeing. Through an understanding of Sport, students learn how key concepts apply to all levels of sport, from exercising for fitness to elite competitive sports.

Students build upon their understanding of key fundamental areas within Sport, such as anatomy and physiology, fitness testing and analysis of performance, whilst being introduced to new topics such as sports psychology, skill acquisition, and sports leadership. Students develop their evidence-based research skills through journal reading, online research and essay-style writing.

The vocational nature of the course allows students not only to learn the academic principles of sport, but also to gain practical experience in their application - for example, applying their knowledge of the effects of exercise and interval training on the body as they write and lead a programme of training sessions designed to improve performance. Students develop skills such as leadership and teamwork, and act as ambassadors within the school community.

Sport is a vocation that has many avenues and is far reaching across the world. This course empowers students to become experts and participate in the global conversation of sport. The strong cross-curricular links further enhance students' learning, broadening their career opportunities.

### Concepts and Skills

The overarching concepts for Sport are:

- Anatomy and physiology
- Evaluating and improving sports performance
- Effects of exercise
- Leadership in sport
- Introductory sports business management

The overarching skills we aim to develop in Sport are:

- **Cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **Intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **Interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development
- **Academic skills:** the ability to learn independently, the ability to research actively and methodically, being able to give presentations and being active group members, reading technical texts, effective writing, analytical skills

## **Disciplinary Literacy**

### **Disciplinary approach**

In Sport we support the development of disciplinary vocabulary and the students' ability to read, write and communicate at an academic level so that they master the nuances of the curriculum. This is done through reading a range of texts including journals and websites. Students also take part in regular discussion-based work where they are required to articulate their answers and arguments using technical vocabulary.

### **Interdisciplinary approach**

To understand the depth of Sport it is vital to explore the organic connection to other disciplines, e.g. Biology, Applied Science, Business Studies and Psychology.

### **Intellectual autonomy**

In order to develop intellectual autonomy and confidence, we foster the willingness and ability of students to comprehend challenging texts, assimilate key concepts and synthesise them with prior learning. Students are equipped to think critically and apply strategies independently so that they can form their own cohesive conclusions and be able to express that in writing. This is facilitated by providing writing frameworks for students, using technical vocabulary in lessons and using independent research to extend knowledge and understanding.

Students are encouraged to engage in additional independent reading to deepen their understanding. Recommended texts include:

*Pearson BTEC National Sport Student Books 1 and 2*

Sport related online journals through Association for PE membership

*Leading* by Sir Alex Ferguson

*Strategic Management in Sport* by Danny O'Brien

*Mind Games* by Annie Vernon

*Athlete Habits* by Hadley Mannings

## **Application of Mathematics**

The curriculum recognises the need for students to be able to apply mathematics effectively. For example, when studying anatomy and physiology students use and develop their knowledge of types of joints and movements (angles and rotation) that can occur at these specific joints, e.g. ball and socket or hinge joint.

Students need to have a mathematical understanding of relationships, table and graph reading. These skills will feature throughout the course, for example when studying the mechanisms of breathing and respiratory rate.

Students also need to be able to use appropriate units of measurements when conducting fitness tests and analysing normative data.

Students develop a comprehensive knowledge regarding shape. This features when studying the structure of blood vessels. Students will need to have an understanding of what terms like 'circumference' and 'diameter' mean. Moreover, they will need to be confident when substituting numbers into an equation, e.g. when calculating their maximum heart rate.

## **Independent Study**

In Sport students undertake both directed and self-directed independent learning activities that support the strengthening of long-term memory and retrieval. Independent study helps our students achieve mastery in Sport and prepares them to work at an undergraduate level.

Directed independent learning tasks set in Sport can include background reading to build knowledge and deeper connections to the existing frame of learning, or responding to interlocking questions on a given topic across more than one text source. Self-directed independent study in Sport involves retrieval practice which is a crucial component of mastery. As students encounter challenges and learn to wrestle with demanding concepts and texts they develop not only their knowledge and understanding but also develop resilience through perseverance.

Instead of revision being perceived as something that is crammed into a few weeks, independent study supports spaced practice throughout the curriculum. By repeatedly returning to content covered, students' knowledge has time to 'rest and be refreshed'.

We recognise that not all students process material at the same rate. Students who need extra support to achieve mastery are supported by targeted intervention in Sport where a staged or 'scaffolded' process is used to enable students to move from being dependent learners to autonomous ones.

All students have access to our Academy library where a wide range of academic texts, journals and other resources are available.

## **Implementation**

### **Overview Statement**

The curriculum in Sport is sequenced coherently so that knowledge, concepts and skills are rigorously developed over time. This supports all students, including the most disadvantaged, and those with high levels of need, especially SEND. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory which support students in building secure schemas.

Interdisciplinary links and the application of mathematics are explicitly referenced and exploited in order to deepen understanding. Vocabulary is developed in Sport using the principles outlined in the Frayer Model and students are equipped to be able to read, write and speak like a leader in sport. This is done by encouraging students to read academic literature and journals and feed back to their peers on their findings. Students are also required to communicate with many stakeholders, including teachers, peers and students, so must develop their communication skills and adapt to different situations on a regular basis.

Through the use of independent study resources in Sport, students learn at greater depth so that they can become masters in Sport and in the skills required to be intellectually autonomous. This is implemented by providing students with workbooks and resource booklets for them to consolidate their knowledge learnt in lessons. Students are also expected to complete additional work experience to hone their interpersonal and leadership skills and to ensure they have gained relevant experience in the sports vocation of their choice.

Regular retrieval-based activities strengthen long-term memory and aid fluency, as do our cumulative mid-term and end-of-year assessments. Topics are planned to support students' understanding and to allow them to build on prior knowledge. For example, students learn about how people learn new skills before then planning their own activity session.

Technology is employed through the use of performance videos to analyse performance. PowerPoint and Word documents are used to present and communicate understanding, and online learning allows students to re-watch lessons in order to strengthen learning.

Learning character is developed through the various experiences students gain whilst studying Sport. Collaboration is developed through group work, participating in practical sessions and shared planning. Independence is developed through the use of deadlines and independent study sessions.

Awareness is developed by ensuring students are given feedback for them to act on from each assignment which ensures they are able to make significant progress.

## Impact

The Key Stage 5 curriculum builds upon students' initial understanding, extending their knowledge in areas such as how the body works and the effects of exercise. It also encourages students to evaluate and improve their own sports performance. Through developing their knowledge of various topics including sports psychology, sports leadership and business in sport, students are able to apply this knowledge successfully to real life scenarios, including building training programmes for individuals and leading activity sessions. Students also develop an understanding of the interdisciplinary nature of their studies and this is supported through explicit cross-curricular links in Business Studies, Applied Science, Biology, Health and Social Care and Psychology.

Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.

Academic progress in Sport is recognised through the BTEC Sport Foundation Diploma, the BTEC Sport Diploma and the BTEC Sport Extended Diploma which act as benchmarks of mastery; these provide students with the national currency needed for access to higher education and apprenticeship courses, and prepare them for a career in any workplace.