

## Core/Elite Sport Curriculum Intent

### Our ambitious aims

***By the end of their time with us at Gloucester Academy, our students will be able to:***

- Demonstrate motor competence and a deep understanding of the range of movements required to be successful in sport.
- Have a concrete understanding of the rules, strategies and tactics required to participate in competitive sport.
- Have knowledge of the physiological, psychological and socio-cultural aspects of physical activity in order to enjoy life-long participation in sport.
- Make a positive contribution to society

### Big ideas

***To achieve our aims, students will be exposed to and develop a deep understanding of several powerful Core/Elite Sport concepts***

Concept	Definition	Rationale
<b>Fundamental movement</b>	The underlying foundation skills that transfer to all sports e.g. running, jumping, catching, stopping, balance, throwing, weight transfer, acceleration, coordination.	This has been chosen in response to raising the physical ability of students as they transfer into secondary school . The wider subject community has a clear focus on ensuring fundamental movement skills and physical literacy are improved to further improve a students ability.
<b>Rules, regulations and tactical awareness</b>	Rules & regulations - Set of instructions that must be adhered to when participating in sport to ensure participants play correctly, safely and fairly. Tactical awareness - Actions and strategies that lead to the overall objective of winning the game.	Learning the rules and regulations can allow a student to participate more, officiate more and be able to gain the confidence to join an external club to improve even further. They ensure the game is played correctly for all involved. Having knowledge to be an effective competitive team or solo player to help improve the effectiveness for their team. Decision making is a key focus in order to apply tactics successfully.
<b>Character development</b>	Umbrella term that encompasses aspects such as leadership, teamwork, resilience, self-discipline, problem-solving, confidence, decision-making etc.	To develop the student in a wholesome manner creating a well rounded individual who is resilient, a team player, can deal with challenge and stress.
<b>Components of fitness</b>	Areas of fitness, both physical and skill related, that are the foundation for being able to access and play different sports e.g. cardiovascular endurance and agility.	To develop a deeper understanding of fitness components and how they can be improved to help create a balanced, active and healthy lifestyle. To promote a lifelong participation whilst readying them for further studies within our subject.
<b>Physical health</b>	General health and wellbeing including weight management, cardiovascular health.	Having the knowledge to recognise and work to improve poor health. The ability to participate in sport with less struggle to be more competitive and aware of one's health. Whilst having the knowledge to make a positive change for both themselves and family.

## Curriculum journey

***In Core and Elite sport, our students will study an ambitious curriculum that is both challenging for all and broad and balanced in scope.***

**Students will experience a range of sports focusing on four areas of development, Physical, Cognitive, Social and Emotional development**

Year	Summary of study	Narrative & Rationale
7	<p>Netball Football Rugby Rounders Cricket Athletics Softball Badminton Basketball Dance Gymnastics American football Fitness OAA Swimming Trampolining</p> <p><b><u>Physical</u></b> - Movement <b><u>Cognitive</u></b> - Problem-solving <b><u>Emotional</u></b> - Confidence <b><u>Social</u></b> - Collaboration</p>	<p>The skills and knowledge learnt in Year 7 build on from the Key Stage 1 and 2 National Curriculum. Many students enter secondary school with differing levels of knowledge and ability within sport.</p> <p>Throughout Year 7, students will experience a range of sporting activities with four clear foci: Movement, Problem-solving, Confidence and Collaboration. Each focus will be highlighted in each sport throughout the year.</p> <p>To begin with in Year 7, students start with a unit to develop their fundamental movements of acceleration, agility, receiving, passing, jumping and running. Each of these movements is a pillar to successful participation and enjoyment in sport as well as remaining physically healthy. These skills are transferable to most sports or disciplines and identifying these allows students to transfer the knowledge from sport to sport.</p> <p>Problem-solving is an essential element of successful sports performance and holistic development. We encounter problems and challenges throughout life. Students will be prompted to address the issues of problem solving and the elements needed to overcome the challenge. Students will be taught the skills of the activity but with the element of challenge as the focus, understanding that challenge will need to be overcome in all areas of life and so this unit aims to equip the students with the skills to overcome when encountered.</p> <p>Confidence is taught early in the students' school journey as it will have a positive impact on all other areas of their education. Students will be given opportunities to learn, practice and perfect skills in a range of sports, contributing to their self-confidence. Students will also be placed in new environments and situations to build confidence.</p> <p>Working as part of a team is again, essential both in and out of sport. Collaboration gives the students the positive environment to learn the skills necessary to work successfully in groups and as part of a team, understanding that all roles within a group are important and everyone should feel valued.</p> <p>Students will also have an elite sport curriculum in their 'games afternoon'. Within these lessons they will focus on Football, Netball, Rugby, Rounders and Cricket and have the opportunity to compete against other schools. These lessons have a focus on skill competency, movement, attacking and defending principles, tactical awareness and positional play.</p>

<p>8</p>	<p>           Netball            Football            Rugby            Rounders            Cricket            Athletics            Softball            Badminton            Basketball            Dance            Gymnastics            American football            Fitness            OAA            Swimming            Trampolining         </p> <p> <b>Physical</b> - Competence  <b>Cognitive</b> - Decision-making  <b>Emotional</b> - Self-reflection  <b>Social</b> - Communication         </p>	<p>Throughout Year 8, students will experience a range of sporting activities with four clear foci: Competence, Decision-making, Self-reflection and Communication. Each focus will be highlighted in each sport throughout the year.</p> <p>To begin with in Year 8, students start with a unit to develop competence of their fundamental movements of acceleration, agility, receiving, passing, jumping and running. Each of these movements is a pillar to successful participation and enjoyment in sport as well as remaining physically healthy. These skills are transferable to most sports or disciplines and identifying these allows students to transfer the knowledge from sport to sport.</p> <p>Decision-making is required to be successful in all sporting activities. Students will be taught the various skills of the activity and be required to select the best decision for the situation. Students are then able to use this skill throughout life when presented with a decision.</p> <p>In Year 8, students are also directed to focus on self-reflection. This is within their performance, attitude, confidence, motivation and many others. This skill supports students' ability to be independent. Teaching students how to self-reflect through sport also allows them the ability to adopt this when encountering a situation of difficulty in life.</p> <p>Communication in sport is crucial. Even in individual sports, performers have a team of coaches which they have to communicate successfully with. Communication skills will be taught in all sports covered in Year 8. Students will be introduced to the different methods of communication and how to get the best out of the team. Again, this skill is transferable to life so is an essential quality students must learn.</p> <p>Students will also have an elite sport curriculum in their 'games afternoon'. Within these lessons they will focus on Football, Netball, Rugby, Rounders and Cricket and have the opportunity to compete against other schools. These lessons have a focus on skill competency, movement, attacking and defending principles, tactical awareness and positional play.</p>
<p>9</p>	<p>           Netball            Football            Rugby            Rounders            Cricket            Athletics            Softball            Badminton            Basketball            Dance            Gymnastics            American football            Fitness            OAA            Swimming            Trampolining         </p> <p> <b>Physical</b> - Physical health  <b>Cognitive</b> - Components of fitness  <b>Emotional</b> - Resilience  <b>Social</b> - Engagement         </p>	<p>Throughout Year 9, students will experience a range of sporting activities with four clear foci: Physical health, Components of fitness, Resilience and Engagement. Each focus will be highlighted in each sport throughout the year. These foci are vitally important to maintain students' enjoyment and participation in sport and physical activity as they move further into adolescence.</p> <p>Fitness and physical health are the underlying foundation for all sporting performance so ensuring that our students have the ability to run, jump and throw is hugely important. Students will learn about all aspects of physical fitness, including nutrition and components of fitness. Teaching our students how to apply components of fitness and how to train to improve them will enable them to be more effective whilst performing.</p> <p>While developing fitness and physical health is important, they are not maintained without resilience and engagement. Students will be given a wide range of opportunities to increase engagement and find interests that they will like to continue after education. Students will also be taught the importance of resilience in both sport and life and how to develop resilience within a number of situations. Students will then take these skills into their GCSEs and life when presented with difficult situations or challenges.</p> <p>Students will also have an elite sport curriculum in their 'games afternoon'. Within these lessons they will focus on Football, Netball, Rugby, Rounders and Cricket and have the opportunity to compete against other schools. These lessons have a focus on skill competency, movement, attacking and defending principles, tactical awareness and positional play.</p>



<b>10</b>	<p>Netball Football Rugby Rounders Cricket Athletics Trampolining Fitness Tennis Volleyball Badminton American football</p> <p><b>Physical</b> - Challenge yourself <b>Cognitive</b> - Methods of training <b>Emotional</b> - Emotional intelligence <b>Social</b> - Leadership</p>	<p>During Year 10, for their core lesson, one hour a fortnight, students will be allocated to one of three pathways. These are Leadership, Performance and Lifestyle. Each pathway is tailored to suit the different learners.</p> <p>The Leadership pathway follows the Level 2 Qualification in Community Sports Leadership. This is a nationally recognised qualification that enables successful learners to lead safe, purposeful and enjoyable sport/physical activity, under indirect supervision.</p> <p>The Lifestyle pathway gives students knowledge to enjoy lifelong participation in sport and physical activity. They will gain experience in a range of fitness classes as well as sports to ensure they have the confidence to attend sessions outside of school as and when they wish.</p> <p>The Performance pathway enables those that would like to continue with external performance outside of GA. This is important for both their sporting development but also their personal development. They will participate in competitive situations to ensure they have the ability and confidence to play competitive sport.</p> <p>Students will also have an elite sport curriculum in their 'games afternoon'. Within these lessons they will focus on Football, Netball, Rugby, Rounders and Cricket and have the opportunity to compete against other schools. These lessons have a focus on skill competency, movement, attacking and defending principles, tactical awareness and positional play.</p>
<b>11</b>	<p>Fitness Netball Football Badminton Rugby Yoga Trampolining Step Aerobics Volleyball</p> <p><b>Physical</b> - Life-long participation <b>Cognitive</b> - Target setting <b>Emotional</b> - Self-motivation <b>Social</b> - Independence</p>	<p>Life-long participation in sport and physical activity is crucial to support a healthy and active society. Students will leave Gloucester Academy with the confidence, competence and motivation to participate in a form of physical activity.</p> <p>Students will choose a lifestyle or performance pathway. Both pathways will have four clear foci: Life-long participation, Target setting, Self-motivation and Independence.</p> <p>The performance pathway will complete team sports in a competitive situation while the lifestyle pathway will complete fitness classes and individual and team sports in a less competitive setting.</p> <p>Life-long participation in sport and physical activity is the overall aim of school sport. For students to continue to have the drive and motivation to play sport for pleasure.</p> <p>Target-setting enables students to understand how to create achievable targets and how to achieve them. This is crucial for life-long participation. In order to complete this successfully, students will also be taught how to self-motivate and inevitably become independent participants in life-long sport.</p>