

Implementing from September 2024

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
Fundamental movement and skill application	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 core skills are improved to further improve a students ability.
Rules, regulations and tactical awareness	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.
Character development	Umbrella term that encompasses aspects such as leadership, communication, respect, resilience, effort and confidence.	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.
Physical health	General health and wellbeing including cardiovascular health, components of fitness and methods of training.	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.

At Gloucester Academy we focus our teaching on three specific aspects. We call these aspects Head, Heart and Hands. Head encompasses the elements of knowledge required to improve and be successful in sport and physical activity. It includes six areas: rules, regulations, tactics, components of fitness, analysis of performance and the effects of exercise. Heart involves the students attitude towards sport and physical activity as well as the transferable skills gained through participation in sport. We have selected six aspects within this aspect: communication, leadership, respect, resilience, effort and confidence. Hands focuses on the students skills and their ability to apply these skills in competitive situations.

Year	Summary of study	Narrative & Rationale
7	Netball Football Rugby Rounders Cricket Athletics Softball Badminton Basketball Dance Gymnastics American football Fitness OAA Lacrosse Table Tennis Ultimate Frisbee Tag Rugby	<p>Throughout Year 7, students will experience a range of sporting activities with focus spread throughout our three key aspects of Head, Heart and Hands. Within the head aspect, students will be introduced to the basic rules and regulations of the sports as well as the basic effects of exercise on the body systems. Students will also be introduced to the components of fitness and how these impact their performance. Within the heart aspect, students will be introduced to the transferable skills that can derive from participation in sport and can support success both in and out of sport. Communication and confidence are introduced 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 and their communication skills. Within the Hands aspect of our curriculum, students will be first introduced to fundamental movement and core skills within the sporting activities. Each of these movements is a pillar to successful participation and enjoyment in sport as well as remaining physically healthy. Often, these skills can be transferable to most sports or disciplines and identifying these allows students to start their journey to transferring the knowledge from sport to sport. 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>

Year	Summary of study	Narrative & Rationale
8	Netball Football Rugby Rounders Cricket Athletics Softball Badminton Basketball Dance Gymnastics American football Fitness OAA Lacrosse Table Tennis Ultimate Frisbee Tag Rugby	<p>In Year 8 Students will start to fine tune their skills and make decisions about the sports they want to focus their attention on and take further. Throughout Year 8, students will experience a range of sporting activities, again, with a focus on the Head, Heart and Hands aspects of our curriculum. This year is focused around honing the skills and disciplines from Year 7 and introducing students to sports they may not have covered in Year 7. Within the head aspect, we focus on a student's ability to not only know the rules, regulations and basic tactics, but be able to apply them into isolated situations effectively. At this stage, students will also have the knowledge to be able to analyse their own performance of core skills and the performance of others and make self-improvements to their performance in these areas. Within Year 8, we will build upon the students' leadership abilities developed through Year 7 to ensure they are able to communicate well in a team and to create a respectful environment within the game. As previously mentioned, Year 8 will have a focus on honing their skills from Year 7. The hands aspect moves to focus on developing motor competence and demonstrating skills with more consistency and accuracy.</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>

Year	Summary of study	Narrative & Rationale
9	Netball Football Rugby Rounders Cricket Athletics Softball Badminton Basketball Dance Gymnastics American football Fitness OAA Lacrosse Table Tennis Ultimate Frisbee Tag Rugby	<p>In Year 9, the heart aspect is centred around resilience and effort. These aspects are important to develop and retain at this point in a students schooling career as this is when we start to see students becoming affected by puberty, embarrassment and other external pressures. These foci are also vitally important to maintain students' enjoyment and participation in sport and physical activity as they move further into adolescence. 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. The 'head' aspect aims to develop knowledge of physical fitness, components of fitness and the effects of exercise. Although taught in the previous years, in Year 9, students will be able to use this knowledge to improve their performance. 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. While developing fitness and physical health is important, they are not maintained without resilience and effort. Students will be given a wide range of opportunities to increase engagement and find interests that they will like to continue after education. For example, we offer more variety of sports disciplines in Year 9 like Step Aerobics, Strength training, Circuit training so that students are able to enter a gym and feel confident to participate in classes or work out in front of others with some basic previous knowledge. 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>

Year	Summary of study	Narrative & Rationale
10	Netball Football Rugby Rounders Cricket Fitness Badminton Softball Volleyball	<p>During Year 10, students will be allocated to one of two pathways. These are Performance and Lifestyle. Each pathway is tailored to suit the different learners' needs and interests and builds from the knowledge they have gained in Key Stage 3. Students must use this knowledge to make a logical decision about the pathway they wish to participate in. 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 such as step aerobics, zumba and yoga as well as sports to ensure they have the confidence to attend sessions outside of school as and when they wish such as badminton, tennis, netball and lacrosse. The Performance pathway enables those that would like to continue with external performance outside of GA to have an opportunity to hone their skills. 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 in football, rugby, netball and basketball. Within each pathway, we aim to continue to support the students' development of head, heart and hands. Year 10 is often a time where students start to make decisions that will impact the way they are perceived and the way they treat others. We feel it is important to ensure students have the ability to be resilient and confident and demonstrate their communication skills. At this age, students are also heavily influential on the younger students in the school. We use sport to ensure they have the leadership skills to use this responsibility positively and influence the next generation of leaders at Gloucester Academy. Linked to the attribute of resilience, being able to challenge yourself and not give up when faced with adversity is a skill required to be successful in life. Students are encouraged to be in situations that stretch their comfort zone and learn the tools or perseverance, supporting their ability when they are faced with challenges once leaving education.</p>



Year	Summary of study	Narrative & Rationale
11	Life-long participation and enjoyment through: Fitness Netball Football Badminton Dance Table Tennis Basketball	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. In year 11, as with year 10, students will choose a lifestyle or performance pathway. 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. 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. In order to complete this successfully, students will also be taught how to self-motivate and inevitably become independent participants in life-long sport.