

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 11 Overview 2024-25 – Physical Education (Cambridge National)

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment																										
8 weeks (38Days)																														
2-Sep	A	1	R187 Increasing awareness of outdoor and adventurous activities.	<div style="border: 1px solid black; padding: 5px;"> Practical delivery – Student to produce two log books throughout the year. This must be for two different sports. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Month</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>Sept - Oct</td> <td>Outdoor activities</td> </tr> <tr> <td>Nov - Dec</td> <td>Outdoor activities</td> </tr> <tr> <td>Jan - Feb</td> <td>Outdoor activities</td> </tr> <tr> <td>March</td> <td>Revisit</td> </tr> <tr> <td>April - June</td> <td>Exam preparation</td> </tr> </tbody> </table> </div>	Month	Activity	Sept - Oct	Outdoor activities	Nov - Dec	Outdoor activities	Jan - Feb	Outdoor activities	March	Revisit	April - June	Exam preparation														
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Half-Term **7 weeks (35 Days)**

4-Nov	A	9	<p>9. WALT - Understand the provision for the third OAA activity. (2-2)</p> <p>Single – R184 REVISIT - Topic Area 3 Positive and negative pre, during, post event of hosting a major sporting event.</p> <table border="1"> <tr> <td>GW</td> <td>The role of NGBs</td> </tr> <tr> <td>BI</td> <td>Knowledge of how NGBs contribute towards sport in a variety of ways.</td> </tr> <tr> <td>EW</td> <td>Understanding of the crucial role that NGBs have working alongside other organisations to help sports to develop.</td> </tr> </table> <p>10. TASK 2 WALT – Understand the equipment needed for the first named OAA. What it is, how it used, how it benefits.</p>	GW	The role of NGBs	BI	Knowledge of how NGBs contribute towards sport in a variety of ways.	EW	Understanding of the crucial role that NGBs have working alongside other organisations to help sports to develop.	<table border="1"> <tr> <th colspan="2">Practical delivery – Student to produce two log books throughout the year. This must be for two different sports.</th> </tr> <tr> <th>Month</th> <th>Activity</th> </tr> <tr> <td>Sept - Oct</td> <td>Outdoor activities</td> </tr> <tr> <td>Nov - Dec</td> <td>Outdoor activities</td> </tr> <tr> <td>Jan - Feb</td> <td>Outdoor activities</td> </tr> <tr> <td>March</td> <td>Revisit</td> </tr> <tr> <td>April - June</td> <td>Exam preparation</td> </tr> </table> <table border="1"> <tr> <td>Foundational Concepts</td> <td>Organisation, estimating, pacing, team work, understanding of the sports development continuum.</td> </tr> </table> <table border="1"> <tr> <td> <p>WALT Understand the equipment needed for three named OAA. Topic Area 3: Positive and negative pre, during, post event of hosting a major sporting event. Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport. Understand the clothing, safety procedures needed for three OAA activities.</p> </td> </tr> </table>	Practical delivery – Student to produce two log books throughout the year. This must be for two different sports.		Month	Activity	Sept - Oct	Outdoor activities	Nov - Dec	Outdoor activities	Jan - Feb	Outdoor activities	March	Revisit	April - June	Exam preparation	Foundational Concepts	Organisation, estimating, pacing, team work, understanding of the sports development continuum.	<p>WALT Understand the equipment needed for three named OAA. Topic Area 3: Positive and negative pre, during, post event of hosting a major sporting event. Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport. Understand the clothing, safety procedures needed for three OAA activities.</p>
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		<p>11. TASK 2 WALT – Understand the equipment needed for the second named OAA. What it is, how it used, how it benefits.</p> <p>Single – R184 Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport. Participation, infrastructure, organise tournaments and competitions, rules and disciplinary procedures., safety within the sport.</p> <p>12. TASK 2 WALT – Understand the equipment needed for the third named OAA. What it is, how it used, how it benefits.</p> <p>13. TASK 2 WALT – Ensure all three equipment sections are completed What it is, how it used, how it benefits.</p> <p>Single – R184 Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport. Recap on previous. Support and technical guidance, policies and initiatives, lobby for funding, distribution of funds, advice on funding.</p> <p>14. TASK 3 WALT – Understand the clothing, safety procedures needed for the first named OAA activity</p> <p>15. TASK 3 WALT - Understand the clothing, safety procedures needed for the second named OAA activity</p> <p>Single – R184 Topic Area 5: The use of technology in Sport. To enhance performance - Equipment, clothing, analysis, recovery and rehab, accessibility.</p> <table border="1" data-bbox="414 1780 877 2016"> <tr> <td data-bbox="414 1780 566 1892">GW</td> <td data-bbox="566 1780 877 1892">Identify at least two different forms of technology in each of the categories.</td> </tr> <tr> <td data-bbox="414 1892 566 2016">BI</td> <td data-bbox="566 1892 877 2016">Can explain the role that each of the identified forms of technology has in developing sports.</td> </tr> </table>	GW	Identify at least two different forms of technology in each of the categories.	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			EW	Ability to contrast both positive and negative aspects of the technology.	
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Christmas Holiday 6 weeks (30 Days)

6-Jan	B	16	16. TASK 3 WALT - Understand the clothing, safety procedures needed for the third named OAA activity
13-Jan	A	17	
20-Jan	B	18	17. TASK 3 WALT – Complete outstanding clothing, safety procedures for all OAA.
27-Jan	A	19	
3-Feb	B	20	Single – R184 Topic Area 5: The use of technology in Sport. To increase the safety of participants – Helmets, Gloves, protective padding and guards, mouth guards and formula 1.
			18. TASK 3 WALT – Complete outstanding clothing, safety procedures for all OAA. Single – R184 Topic Area 5: The use of technology in Sport. To increase fair play and increase the accuracy of officiating – VAR, Television match official, hawkeye, hotspot, times/ distances and at the line, post event disciplinary action.
			19. TASK 3 PRACTICAL – Trial run through and final preparations for practical assessment next week.
			20. TASK 3 PRACTICAL WALT – Split into two groups. Group 1 will take part in practical and Group 2 will complete the theory. Single - R184 WALT – Enhancing spectatorship through the use of technology. Video replays, decision making, scores and information.
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10-Feb	A	21	R184

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Nov - Dec	Outdoor activities
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April - June	Exam preparation

Foundational Concepts	Safety awareness, tactical appreciation, technology evolution
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WALT Understand the clothing, safety procedures needed for all three named OAA activities. Technology to increase safety of participants Technology to increase fair play and accuracy of officiating. Practical assessment preparation Enhancing spectatorship through the use of technology
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Tier 2/3 Vocabulary	Compression, aerodynamic, accessibility, drag, rehabilitation, cryotherapy, recovery, disciplinary, affordability, enhanced.
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Etymology	Techne-technology
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EDI	Respecting and promoting the rights, responsibilities and dignity of individuals. All students acting as leaders with equal opportunities to map read and plan their own route. WADA used to ensure there is equality within performance in Sport.
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Assessment of Progress	Coursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting
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17-Mar	A	25	TASK 3 PRACTICAL																									
24-Mar	B	26	WALT – RESERVE DATE IF NEEDED. Practical assessment. If needed those students not getting assessed use the time to refine TASK 1-3.																									
31-Mar			<p>Single – TASKS 1-3, complete outstanding work.</p> <p>23. R187 Task 4 Evaluation WALT – Review planning, preparation and performance in the activity.</p> <p>Single - WALT Positive and negative effects of technology in sport. Positives – enhanced performance, lower risk of injury, quicker recovery from injury, more accurate decisions. Negatives – Unequal access, increased cost, availability and affordability, changes to the nature of the sport, decisions influenced by technology.</p> <p>Single – R184 Topic Area 5: The use of technology in Sport. Positive and negative effects of technology on the spectator experience. Positives – Increased understanding, fairness, action replays, 24/7 coverage. Negatives – Changing nature of sport, hold ups in play, technology over natural talent, lessens excitement.</p> <p>24. TASK 4 R187 Task 4 Evaluation Single – Theory preparation</p> <p>25. WALT – Respond to any verbal and generic EBI ahead of final hand in.</p>																									
	A	27																										

			<p>Deadline R187 TASK 1-4 Final hand in 21st March 28th March internal moderation of R187</p> <p>26. WALT – Revisit TOPIC AREA 1. Include quick fire recall ALL UNITS. Single – EXAM structure PEE and exam questions.</p> <p>27. WALT – Revisit TOPIC AREA 2. Include quick fire recall ALL UNITS.</p>	<table border="1"> <tr> <td></td> <td>funding and sponsorship opportunities.</td> </tr> <tr> <td>Assessment of Progress</td> <td>Coursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting forgetting during lesson, interleaving, homework.</td> </tr> <tr> <td>History</td> <td>Origin of sports, technological advances.</td> </tr> <tr> <td>Careers Links</td> <td>Sports coach, event organiser, Physiotherapist, sports masseur, sports scientist, teacher.</td> </tr> <tr> <td>Misconceptions</td> <td>Technology has always been there and has not developed</td> </tr> </table>		funding and sponsorship opportunities.	Assessment of Progress	Coursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting forgetting during lesson, interleaving, homework.	History	Origin of sports, technological advances.	Careers Links	Sports coach, event organiser, Physiotherapist, sports masseur, sports scientist, teacher.	Misconceptions	Technology has always been there and has not developed
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Easter Holiday			5 weeks (23 Days)											
22-Apr	B	28	Easter Monday 21st											
28-Apr	A	29	Early May bank hol 6/5											
5-May	B	30	28. WALT – Revisit TOPIC AREA 3. Include quick fire recall ALL UNITS.											
12-May	A	ST2	29. WALT – Revisit TOPIC AREA 4/5. Include quick fire recall ALL UNITS.											
19-May			30. WALT - Interactive games focusing on ACRONYMS and application to exam questions.											
	B	ST2												
Half-Term			7 weeks (34 Days)											
2-Jun	A	33	GCSE Exams	<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i> 										
9-Jun	B	34												
16-Jun	A	35												
23-Jun	B	36												
30-Jun	A	37												
7-Jul	B	38												
14-Jul	A	39												
(Total: 189 Days)														

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)