

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

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Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment											
8 weeks (8 Lessons) (38 Days)															
2-Sep	A	1	Considerations to prevent injury	See end of Year 10 Overview for key concepts, assessment and learning outcomes – last 3 lessons of Unit 3.											
9-Sep	B	2	Specific training techniques – high altitude training as a form of aerobic training.												
16-Sep*	A	3	Seasonal aspects												
23-Sep	B	4	Warming up and cooling down												
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment											
30-Sep	A	5	Classifications of skill	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Foundational Concepts</td> <td style="width: 50%;">Sport psychology</td> </tr> </table>	Foundational Concepts	Sport psychology									
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7-Oct	B	ST1	Definitions of types of goals												
14-Oct	A	ST1													
21-Oct	B	ST1		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px;"> <ul style="list-style-type: none"> Understand how to classify different skills. Understand the use of goal setting to improve/optimize performance Understand the basic information processing model. Understand the use of guidance in sport and physical activity. Understand how arousal impacts on sports performance. Understand how aggression impacts on sports performance. Understand how the personality type of a performer might affect their suitability for different sports. Understand how motivation affects sporting performance. Understand the use of feedback in sport and physical activity. </td> <td style="width: 50%;"></td> </tr> </table>	<ul style="list-style-type: none"> Understand how to classify different skills. Understand the use of goal setting to improve/optimize performance Understand the basic information processing model. Understand the use of guidance in sport and physical activity. Understand how arousal impacts on sports performance. Understand how aggression impacts on sports performance. Understand how the personality type of a performer might affect their suitability for different sports. Understand how motivation affects sporting performance. Understand the use of feedback in sport and physical activity. 										
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Half Term 7 weeks (7 lessons) (34 Days)															
4-Nov	A	9	Basic information processing model												
11-Nov	B	10	Guidance												
18-Nov	A	11	Feedback												
25-Nov	B	12	Arousal												
2-Dec	A	13	Aggression												
9-Dec	B	14	Personality Types												
16-Dec	A	15	Motivation												
Christmas Holiday 6 weeks (6 lessons) (30 Days)															
6-Jan	B	16	Health, Well-being and Fitness	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Tier 2/3 Vocabulary</td> <td style="width: 50%;">Skill, ability, continuum, performance goals, outcome goals, feedback, arousal, introvert, extrovert, intrinsic, extrinsic.</td> </tr> </table>	Tier 2/3 Vocabulary	Skill, ability, continuum, performance goals, outcome goals, feedback, arousal, introvert, extrovert, intrinsic, extrinsic.									
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- GCSE/Exam Links
<https://thepeclassroom.com/gcse-pe-pupil-quizzes/>

forgetting during lesson, homework.

History
Haka - originally performed by warriors before a battle, proclaiming their strength and prowess in order to intimidate the opposition. Maori origins.

Careers Links Sports psychologist, teacher.

Misconceptions Sport psychology plays a minor role in sport.

13-Jan	A	17	The consequences of a sedentary lifestyle.
20-Jan	B	ST2	
27-Jan	A	ST2	
3-Feb	B	ST2	
10-Feb	A	21	Somatotypes
Half-Term 5 weeks (5 lessons) (24 Days)			
26-Feb	B	22	Energy use
4-Mar	A	23	A Balanced Diet
11-Mar	B	24	Maintaining Water Balance
18-Mar	A	25	Exam practise/review topics
25-Mar*	B	26	Exam practise/review topics

Foundational Concepts Health

- Understand the contribution that participating in physical activity, exercise and sport can make to physical, emotional and social health and well-being.
- Understand the consequences of leading a sedentary lifestyle.
- Understand the links between body type and how this might affect the suitability for particular activities.
- Understand energy use and performance.
- Understand the components of a healthy diet.
- Understand the need to maintain water balance.

Prior	Current	Next
Yr 7/8 – Aspects of Unit 6 Yr 9 – Unit 6	Health, fitness and participation in physical activity.	Exercise physiology – A-Level.

Tier 2/3 Vocabulary
Health, fitness, sedentary, obesity, somatotype, endomorph, ectomorph, mesomorph, carbohydrates, fats, proteins, vitamins, minerals, dehydration, hydration.

GW	Knowledge of health, fitness and well-being.
BI	Apply knowledge of health and fitness to physical activity and the sport.
EW	Explain how knowledge of aspects of health and fitness can be used to improve athletic performance.

Etymology Somato – body (Greek)
Morph – shape (Greek)

EDI Link between inclusion and obesity.

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Assessment of Progress Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.

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Easter Holiday 6 weeks (6 lessons) (29 Days)										
15-Apr	A	27	Exam practise/review topics							
22-Apr	B	28	Exam practise/review topics							
29-Apr	A	29	Exam practise/review topics							
6-May*	B	30	Exam practise/review topics							
13-May	A	GCSE								
20-May	B	GCSE								
Half-Term 7 weeks (7 lessons) (35 Days)										
3-Jun	A	GCSE								
10-Jun	B	GCSE								
17-Jun	A	GCSE								
24-Jun	B	Contin gency								
(Total: 190 Days)										

* Bank Holidays

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?

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)