

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 10 Overview 2023-24 – Cambridge Physical Education				
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (8 Lessons) (38 Days)				
Tues 5-Sep	A	1		
11-Sep	B	2	Identify skills and techniques Examples of tests shown (Homework-complete 3 tests of the table)	<div>Foundational Concepts</div> <div>Participation in sport.</div> <div>WALT Identify strengths in skill performance and its impact Identify weaknesses in skill performance and its impact How technology can aid performance</div>
18-Sep*	A	3	Continue with table and adapt from EBI (Homework-to complete table) Single-How to be an effective leader STEP (practice/practical)	<div>Tier 2/3 Vocabulary</div> <div>Anabolic steroids, Beta blockers, Erythropoietin, Narcotic analgesics, Peptide hormones, Stimulants, etiquette, sportsmanship, gamesmanship.</div>
25-Sep	B	4	Identify what video footage will be used on identifying strengths and weaknesses in performance? Explain how and why it would help you. (homework-explain what type of video footage is being used and why)	<div>Etymology</div> <div>Etiquette – list of ceremonial observances (French)</div> <div>EDI</div> <div>Physical strength and men Transgender in sport</div> <div>Assessment of Progress</div> <div>Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.</div>
2-Oct	A	5	Identify strengths from video footage and table and explain why they impact performance. (Complete 1 strength for homework) Single-How to be an effective leader (practice/practical)	<div>History</div> <div>Rugby is said to have originated at Rugby School in Warwickshire, in 1823 when during a game of football, William Webb Ellis decided to pick up a ball and go with it. Rugby World Cup Trophy is now named after William Webb Ellis.</div>
9-Oct	B	6	Identify strength 2 and 3 from video footage and table and explain why they impact performance. (Complete strength 2 and 3 for homework)	<div>Careers Links</div> <div>Sports media, police, WADA.</div> <div>Misconceptions</div> <div>Women are not as good at sport as men.</div>
16-Oct	A	7	Identify strength 4 and 5 from video footage and table and explain why	

			they impact performance. (Complete strength 4 and 5 for homework) Single-Plan warm up													
23-Oct	B	8	Identify strength 6 and Summary from video footage and table and explain why they impact performance. *Strength deadline *Warm up deadline													
<table><tr><th>Prior</th><th>Current</th><th>Next</th></tr><tr><td>Leading own warm up at KS3</td><td>How to be effective leader Identify skill strengths</td><td>Deliver the session Identify skill weaknesses</td></tr></table> <table><tr><td>GW</td><td>To know how to plan a session</td></tr><tr><td>BI</td><td>To know how to identify skill strengths.</td></tr><tr><td>EW</td><td>Explain why it is a strength</td></tr></table>					Prior	Current	Next	Leading own warm up at KS3	How to be effective leader Identify skill strengths	Deliver the session Identify skill weaknesses	GW	To know how to plan a session	BI	To know how to identify skill strengths.	EW	Explain why it is a strength
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Half-Term7 weeks (7 lessons) (34 Days)																
6-Nov	A	9	Respond to EBI’s for strengths Single-Plan drill one Single-EBI responses to risk assessment	<table><tr><td>Foundational Concepts</td><td>How to improve performance</td></tr></table>	Foundational Concepts	How to improve performance										
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13-Nov	B	10	Identify weaknesses from video footage and table and explain why they impact performance. (Complete 1 weakness for homework)	<table><tr><td>WALT<ul style="list-style-type: none">Continue to evaluate performanceHow to plan for a session planHow to be an effective leaderHow to adapt sessionsHow to be organised with Space, Time, Equipment and Practices (STEP)</td></tr></table>	WALT <ul style="list-style-type: none">Continue to evaluate performanceHow to plan for a session planHow to be an effective leaderHow to adapt sessionsHow to be organised with Space, Time, Equipment and Practices (STEP)											
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20-Nov	A	11	Identify weakness 2 and 3 from video footage and table and explain why they impact performance. (Complete weakness 2 and 3 for homework) Single-Plan drill two	<table><tr><td>Tier 2/3 Vocabulary</td><td>Teaching points, adapted teaching DOMS, aerobic, anaerobic.</td></tr></table> <table><tr><td>Etymology</td><td>Kindynos-risk</td></tr></table>	Tier 2/3 Vocabulary	Teaching points, adapted teaching DOMS, aerobic, anaerobic.	Etymology	Kindynos-risk								
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27-Nov	B	12	Identify weakness 4 and 5 from video footage and table and explain why they impact performance. (Complete weakness 4 and 6 for homework)
4-Dec	A	ST1	Identify weakness 6 and summary from video footage and table and explain why they impact performance. (Complete weakness 2 and 3 for homework) Single-plan game and cool down
11-Dec	B	ST1	Plan-warm up for session plan
18-Dec	A	15	Plan drill 1 for session plan and evaluate Single-Respond to EBI's of session plan

Prior	Current	Next
Planned a warmup	Plan a skills session	Exercise Physiology at A'Level.

GW	Identify a skill weakness
BI	Plan skill session
EW	Explain why the skill is a weakness

EDI	How menstrual cycle affect performance
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Assessment of Progress	Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.
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History	How the level of risk taking has changed over time. How risk assessments and laws have been adapted
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Careers Links	Physiotherapist, sports masseur, sports scientist, teacher.
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Misconceptions	How sessions need to be adapted to meet all needs
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Christmas Holiday			
6 weeks (6 lessons) (30 Days)			
8-Jan	B	16	Plan drill 2 for session plan and evaluate
15-Jan	A	17	Plan drill 3 for session plan and evaluate Single -Identify hazards and the level. Identify measures to reduce them.
22-Jan	B	18	Plan drill 4 for session plan and evaluate
29-Jan	A	19	Plan drill 5 for session plan and evaluate

			<div>Single-Identify hazard and risk in own risk assessment.</div> <div>(homework set 3 hazards with control measures to reduce the risk.</div>													
5-Feb	B	20	Plan drill 6 for session plan and evaluate													
12-Feb	A	21	Plan drill 1 for session plan and evaluate Single-Adapt from EBI and continue to identify hazard and risk in own risk assessment (homework set)													
<table><tr><td>Prior</td><td>Current</td><td>Next</td></tr><tr><td>Planned a warmup</td><td>Plan a skills session to improve weakness Complete risk assessment</td><td>Evaluate the effectiveness of the session plan</td></tr></table> <table><tr><td>GW</td><td>Identify hazards</td></tr><tr><td>BI</td><td>Identify measures to limit risk</td></tr><tr><td>EW</td><td>Carry out risk assessment</td></tr></table>					Prior	Current	Next	Planned a warmup	Plan a skills session to improve weakness Complete risk assessment	Evaluate the effectiveness of the session plan	GW	Identify hazards	BI	Identify measures to limit risk	EW	Carry out risk assessment
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EW	Carry out risk assessment															
Half-Term5 weeks (5 lessons) (24 Days)																
26-Feb	B	22	Plan drill 2 for session plan and evaluate													
4-Mar	A	23	Plan drill 3 for session plan and evaluate Single-Deliver session and evaluate													
11-Mar	B	24	Plan drill 4 for session plan and evaluate													
18-Mar	A	25	Plan drill 5 for session plan and evaluate Single-Deliver session and evaluate													
25-Mar*	B	26	Plan drill 6 for session plan and evaluate													
Easter Holiday6 weeks (?? lessons) (29 Days)																
15-Apr	A	27	Logbook complete x1 Single-EBI responses -evaluation	<div>Foundational Concepts</div> <div>Evaluation of practise</div>												
22-Apr	B	28	Logbook complete x2													

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29-Apr	A	29	EBI responses for table and video footage Single-EBI responses -session plan	<div>WALT</div> <ul style="list-style-type: none">Evaluate areas of strengthEvaluate areas of weaknessIdentify how to improveIdentify the impact on the above.Set small achievable goals for the future												
6-May*	B	30	EBI responses-strength section													
13-May	A	31	EBI responses-weakness section Single-EBI responses -Risk assessment- Final submission													
<div><table><tr><td>Prior</td><td>Current</td><td>Next</td></tr><tr><td>Skill strength and weaknesses evaluation</td><td>Evaluate effectiveness of sessions</td><td>Evaluate effectiveness of carrying out an OAA session</td></tr></table> <table><tr><td>GW</td><td>Identify areas to develop</td></tr><tr><td>BI</td><td>Explain how to improve weaknesses</td></tr><tr><td>EW</td><td>Explain the impact on the session if improved</td></tr></table></div>					Prior	Current	Next	Skill strength and weaknesses evaluation	Evaluate effectiveness of sessions	Evaluate effectiveness of carrying out an OAA session	GW	Identify areas to develop	BI	Explain how to improve weaknesses	EW	Explain the impact on the session if improved
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20-May	B	ST2		<div>Tier 2/3 Vocabulary</div> <div>Evaluate The importance of spelling for final assessment</div> <div>Etymology</div> <div>Assessment of Progress</div> <div>Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.</div> <div>History</div> <div>Etienne Jules-Marey studied human movement (ie, walking, running, jumping, etc.) by photographing subjects on a black background.</div> <div>Careers Links</div> <div>Sports biomechanicist, physiotherapist, human movement analyst.</div> <div>Misconceptions</div> <div>Human body mechanically efficient.</div>												
Half-Term 7 weeks (7 lessons) (35 Days)																
3-Jun	A	ST2		<div>Foundational Concepts</div> <div>Health and Fitness</div>												
10-Jun	B	ST2														
17-Jun	A	35	Identify outdoor activity sports and explain their impact Single- Barriers affecting participation (exam)	<div>Waits</div> <ul style="list-style-type: none">Understand how components of fitness relate to sports performance.Understand the need for testing.Understand how to apply the principles of training.Understand how to use intensities of exercise to optimise athletic performance.Understand how to use different training methods to improve components of fitness.Understand the safety considerations necessary to reduce the risk of injury.Understand different training techniques – high altitude training.Understand how training can be structured into seasons.Understand the reasons for warming up and cooling down.												
24-Jun	B	36	Compete provision for OAA 1													
1-Jul	A	37	Complete provision for OAA 2 Single- Barriers affecting participation (exam)													
8-Jul	B	38	Complete provision for OAA 3													
15-Jul	A	39	Respond to EBI for sport 1 and 2 Single- Barriers affecting participation (exam)													

Prior	Current	Next
Orienteering in KS3	Identify and describe the provision for 3 OAA.	Exercise physiology – A-Level.

GW	Can identify 3 OAA activities
BI	Explain the provision of 3 OAA
EW	Explain the distance of 3 OAA to you

Tier 2/3 Vocabulary	Overload, Reversibility, Tedium, Hypoxic, threshold, aerobic, anaerobic.
Etymology	Tedium – taedere (Latin) – be weary of. Fartlek – speed play (Swedish)
EDI	Kenyan and Ethiopian distance-running – altitude. Ethical factors surrounding fitness testing.
Assessment of Progress	Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.
History	Swedish coach Gösta Holmér developed fartlek in 1930.
Careers Links	Sports coach, personal trainer, fitness instructor.
Misconceptions	Stretching prevents injury, FITT is a separate principle

(Total: 190 Days)

* Bank Holidays

Overview of Year 11	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 10, students will have learned
GW: (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
BI: (E.g. Grades 2-3M)	<i>Students can recognise</i>
EW: (E.g. Grades 3U-4L)	<i>Students can understand information from a variety</i>

Prompt Questions

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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

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- 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)