

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 2023-24 – Core PE				
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (8 Lessons) (38 Days)				
		11X	MT, ST,	•
		11Y	MT, ST,	•
Tues 5-Sep	A	1	Skills dev	<ul style="list-style-type: none">Foundational ConceptsTier 2/3 VocabularyLinks to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art(ists), literature?Careers linksEquality Diversity and Inclusion (EDI) links?Equality Diversity and Inclusion (EDI) links? <p>15/09-17/09 Rosh Hashanah</p> <p>23/9 International day of sign languages</p> <p>2/10-8/10 Dyslexia awareness week</p> <p>5/10 world teachers day</p> <p>6/10 World cerebal palsy day</p> <ul style="list-style-type: none">Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)
11-Sep	B	2	Rugby (F)	
18-Sep*		3	Fitness (S) Football (F/A) Trampolining (G)	
	A			
25-Sep	B	4	Boxing (S) Frisbee (A)	
2-Oct		5	Climbing (G) Gaelic Football (F)	
	A			
9-Oct	B	6	Football (F)	
16-Oct	A		Bench/dodgeball (Y/G) Yoga (S) Leadership (A)	
		ST1		
23-Oct	B		Boxing (S) Climbing (G) Parkour (G) Gaelic Football (F)	
		ST1		
Half-Term 7 weeks (7 lessons) (34 Days)				
6-Nov	A	ST1	Boxing (S) Climbing (G) Parkour (G) Gaelic Football (F)	<ul style="list-style-type: none">Equality Diversity and Inclusion (EDI) links? <p>12/11 Diwali</p> <p>12/11 Remembrance Sunday</p> <p>13/11-19/11 Transgender awareness week</p> <p>14/11 World Diabetes Day</p> <p>1/12 World AIDS day</p> <p>3/12-24-12 Advent</p> <p>25/12 Christmas Day</p> <p>Hannukah 18/12-26/12</p>
13-Nov	B	10	Gymnastics (G) Exercise to music (S) Orienteering (F) Football (A)	
20-Nov	A			
		11		
27-Nov	B	12	Tramp (G) Fitness (S) Tag Rugby (A) Team Building (C)	
4-Dec	A			
		13		
11-Dec	B	14	Orienteering (F) Fitness HIIT (S) Football (F) Leadership (A)	
18-Dec	A			
		15		
Foundational Concepts Students PE time in Year 10/11 is reduced to one hour a week and there is a shift in emphasis on the delivery in KS4. Students are offered a wider variety of activities to help students to establish activities that they enjoy whilst in school but also after leaving school and into their adult lives. There is a strong focus on reducing the effects of exam pressures and providing students with methods to reduce their anxiety and stresses				

through engaging activities. Activities repeat over the year as students can elect an option they would like to participate in. Sports chosen through student voice questionnaire.

Tier 2/3 Vocabulary

- Spin, stance, scanning, vision, coordination, speed, power, extension and flexion, front barrier, long barrier.
- Rotation, summersault, flexion, extension, abduction, adduction, power, focus, dynamic balance, transition, control, fluidity, movement
- Authority, control, management, consistency, understanding.
- Choreography, Levels, travel, formations, coordination, flexibility, posture, control, timing, rhythm, cannon, unison.
- Rotation, consistency, communication, hand signals, let,
- Spin, transfer, power, release, flexibility, drive, execution, competitive, trajectory, acceleration, technique, changeover, pacing, timing, reaction time, coordination, speed, muscular endurance, cardiovascular endurance.

How will it link to history, culture, authentic artefacts, music, art, literature?

- It wasn't until the 1840s that players and organisers sought a clarification of the rules of the sport, so it's interesting that reference to a referee was made in a match report from a Rochdale game in 1842. Having said all of that, these 'referees' didn't operate in quite the same way as we understand the role today.
- The game was invented in England in the early days of the 20th century and was originally called Ping-Pong, a trade name. The name **table tennis** was adopted in 1921–22 when the old Ping-Pong Association formed in 1902 was revived. The origins of the game can be traced to a 12th–13th-century French handball game called jeu de paume ("game of the palm"), from which was derived a complex indoor racket-and-ball game: real **tennis**.
- **Dance** is a series of support skills and fitness options that enhance every other activity a person will do. For example, spatial awareness and movement development are necessary in every sport an "elite athlete" will participate in. First archaeological proof of **dance** comes from the 9 thousand year old cave paintings in India. One of the earliest uses of structured **dance** was introduced in religious ceremonies that told the stories of ancient myths and gods. Egyptian priests used this kind of visual storytelling in their rituals.
- Trampolining was created in the early 1930s, George Nissen observed trapeze artistes performing tricks when bouncing off the safety net. He made the first modern trampoline in his garage to reproduce this on a smaller scale and used it to help with his diving and tumbling activities.
- The sport of cricket has a known history beginning in the late 16th century. Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. International matches have been played since 1844 and Test cricket began, retrospectively recognised, in 1877. Cricket is the world's second most popular spectator sport after association football (soccer). Governance is by the International Cricket Council (ICC) which has over one hundred countries and territories in membership although only twelve currently play Test cricket.
- Athletic contests in running, walking, jumping and throwing are among the oldest of all sports and their roots are prehistoric. Athletics events were depicted in the Ancient Egyptian tombs in Saqqara, with illustrations of running at the Heb Sed festival and high jumping appearing in tombs from as early as of 2250 BC.

Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?

- All students will be given the same opportunity to partake in all sports.
- Promotion of sporting stars that are having a positive effect in Sport at present e.g Raheem Stirling (anti racism campaigns). Nicola Adams (OBE) within boxing, Gareth Thomas (Wales Rugby Union, British Lions Rugby Union) and Elinor Snowsill (Wales Rugby Union) who are all strong advocates of LGBT+ community in sport.
- Promotion of sporting stars that are having a positive effect in promoting LGBT+ in Table tennis at present e.g **Kelly Sibley** (born 21 May 1988) is a former professional **table tennis** player and current coach from England. Sibley won the singles, girls doubles and mixed doubles at the UK Junior Championships and has represented England at senior level at the Commonwealth Games, European Championships and World Championships. Sibley married her wife Laura in April 2017.
- Miley Cyrus may be in a happy relationship with Hollywood star Liam Hemsworth, but the Malibu singer is a proud and outspoken member of the LGBTQ+ community.

Careers links

- All sports can be linked to careers as performers, officials or volunteers.
- The PE corridor has a board linking PE to specific carers in sport and students are signposted here.
- Careers day in school and careers evening.
- DofE and Careers visits to colleges to look at PE courses

Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)

- Students PE time in Year 10/11 is reduced to one hour a week and there is a shift in emphasis on the delivery in KS4. Students are offered a wider variety of activities to help students to establish activities that they enjoy whilst in school but also after leaving school and into their adult lives. There is a strong focus on reducing the effects of exam pressures and providing students with methods to reduce their anxiety and stresses through engaging activities.

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Christmas Holiday				6 weeks (6 lessons) (30 Days)
8-Jan	B	16	Orienteering (F) Fitness (S)	<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? 25/1 Burns night 27/1 Holocaust memorial day LGBT+ history month 1/2 World Hijab day 6/2-12/2 Children's mental health week. 7/2 Safer internet day 10/2 Chinese New Year
15-Jan	A	17	Football (F) Parkour/gymnastics (G)	
22-Jan	B	18	Boxing (S) TT(G)	
29-Jan	A	ST2	Climbing (G) Gaelic Football (F)	
5-Feb	B	ST2	TT (G) Fitness (S) Tag Rugby (A) Climbing (G)	
12-Feb	A	ST2		
Half-Term				5 weeks (5 lessons) (24 Days)
26-Feb	B	22	TT (G)	<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? Women's history month Ramadhan 10/03-08/04 Passover 22/4-30/4 Good Friday 29/3 Easter Sunday 31/3
4-Mar	A	23	Exercise to music (S) Orienteering (F) Football (A)	
11-Mar	B	24	HIIT/Yoga (S)	
18-Mar	A	25	Badminton (G) Leadership (A) Ball games (F/C)	
25-Mar*	B	26	Dodgeball/Benchball (G) Yoga/HITT (S) Ball Games (net/hand) © Frisbee (A)	
Easter Holiday				6 weeks (6 lessons) (29 Days)
15-Apr	A	27	Rounders	<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? Autism and stress awareness month. 25/4 World Malaria Day 26/4 Lesbian visibility day UK national walking month. 1/5-7/5 Deaf awareness week 23/05 Vesak
22-Apr	B	28	Cricket Tennis Softball	
29-Apr	A	29	Rounders Cricket	
6-May*	B	30	Tennis Softball	
13-May	A	GCSE	Rounders	
20-May	B	GCSE	Cricket Tennis Softball	
Half-Term				7 weeks (lessons) (35 Days)
3-Jun	A	GCSE		<ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? LGBTQ+ pride month. Gypsy, Roma and Traveller history month. 12/6 world day against child labour 18/6 autistic pride day 20/6 World refugee day
10-Jun	B	GCSE		
17-Jun	A	GCSE		
24-Jun	B	Contin gency		

(Total: 190 Days)

* Bank Holidays

Overview of Year 11	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 11, 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
- 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)