

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 2024-25 – Physical Education (Cambridge National)

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment														
8 weeks (38Days)																		
2-Sep	A	1	<p>R185 Performance and leadership in sports activities.</p> <p>In this unit students will learn how to develop their skills as both a performer, in two different sporting activities and as a leader in one activity. As a leader students will have the opportunity to plan, lead and review safe and effective sporting activity sessions themselves.</p> <p><u>NB Log book to be completed at the start of every lesson. To include date, WALT, www and ebi.</u></p> <p>TOPIC AREA 1/2</p> <p>1.</p> <p>WALT – Explore the use of developing skills test to analyse performance.</p> <ul style="list-style-type: none"> Identify skills and techniques and the variation between both. Examples of tests shown and the need for a measurable method. (Homework- create and complete 3 skills on the table including description and diagram) <p>2.</p> <p>WALT – Developing effective skills tests</p> <ul style="list-style-type: none"> Continue with table and adapt from EBI (Homework-to complete table 8-10 test) Single-How to be an effective leader STEP – SPACE/TASK/EQUIPMENT/PEOPLE (theory practice/practical examples) <p>3.</p> <p>WALT – Analysing sports performance</p> <ul style="list-style-type: none"> Identify what analysis methods (Video/diary/ Peer-coach-teacher feedback) will be used on identifying 	<p>Practical delivery – Student to produce two log books throughout the year. This must be for two different sports.</p> <table border="1"> <thead> <tr> <th>Month</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>Sept - Oct</td> <td>Table tennis/ Trampolineing</td> </tr> <tr> <td>Nov - Dec</td> <td>Netball</td> </tr> <tr> <td>Jan - Feb</td> <td>Handball</td> </tr> <tr> <td>March</td> <td>Football</td> </tr> <tr> <td>April - June</td> <td>Athletics</td> </tr> <tr> <td>July</td> <td>OAA</td> </tr> </tbody> </table> <p>Foundational Concepts Participation in sport, tactical awareness, knowledge of rules, movement patterns.</p> <p>WALT Explore the use of developing skills test to analyse performance Developing effective skills tests Analysing sports performance TESTING and Personal analysis on sporting performance (Strengths) Personal analysis on sporting performance (Strengths) Personal analysis on sporting performance (Weaknesses)</p> <p>Tier 2/3 Vocabulary Anabolic steroids, Beta blockers, Erythropoietin, Narcotic analgesics, Peptide hormones, Stimulants, etiquette, sportsmanship, gamesmanship.</p> <p>Etymology Etiquette – list of ceremonial observances (French)</p> <p>EDI Physical strength and men Transgender in sport</p> <p>Assessment of Progress Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.</p> <p>History Rugby is said to have originated at Rugby School in Warwickshire, in</p>	Month	Activity	Sept - Oct	Table tennis/ Trampolineing	Nov - Dec	Netball	Jan - Feb	Handball	March	Football	April - June	Athletics	July	OAA
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July	OAA																	
9-Sep	B	2																
16-Sep*	A	3																
23-Sep	B	4																
30-Sep	A	5																
7-Oct	B	6																
14-Oct	A	7																
21-Oct	B	8																

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)

4.

WALT – TESTING and Personal analysis on sporting performance (Strengths)

- Complete tests created and record results.
- Constructing work through reference to : Techniques/teaching points, tactics and strategy.
- Identify strengths from the video footage and table and explain why they impact performance.
- (Complete 1 strength for homework)
- Single-How to be an effective leader (practice/practical)

5.

WALT – Personal analysis on sporting performance (Strengths)

- Identify strength 2/3 and 4 from video footage and table and explain why they impact performance.
- (Complete strength 2 - 4 for homework)

Strength deadline

6.

WALT – Personal analysis on sporting performance (Weakness)

- Identify weakness 1 and 2 from video footage and table and explain why they impact performance. (Complete weakness 1 and 2 for homework)
- Single - Introduce stages of a warm up and the need for variation dependent on audience.

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.

Careers Links

Sports media, police, WADA.

Misconceptions

Women are not as good at sport as men.

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7.

WALT – Personal analysis on sporting performance (Weakness)

- Identify weakness 3 and 4 from table. Summary from video footage and table and explain why they impact performance.

8.

WALT – Personal analysis on sporting performance (Weakness)

- Identify weakness 5 and 6 and complete summary on the impact on performance.
- Single - Introduce APES principles (ACTIVE, PROGRESS, ENJOYABLE, SAFE)
Weakness deadline

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 be able to identify strengths and weaknesses
EW	To plan effective progressive sessions to develop weaknesses.

Half-Term 7 weeks (35 Days)

4-Nov	A	9
11-Nov	B	10
18-Nov	A	11
25-Nov	B	12
2-Dec	A	13
9-Dec	B	14

9.

WALT – Introduction to the 6 week progressive plan to develop two chosen weaknesses.

- Key principles of a program – progression and types of practice – whole part whole/fixed/varied/progressive.
- Model example explained with a basic structure of two progressive drills per week.

Practical delivery – Student to produce two log books throughout the year. This must be for two different sports.

Month	Activity
Sept - Oct	Table tennis/ Trampolining
Nov - Dec	Netball
Jan - Feb	Handball
March	Football
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July	OAA

16-Dec	A	<p>10.</p> <ul style="list-style-type: none"> Weakness 1 – 3 weeks of training and 6 practices. To include description, coaching points, diagram and evaluation. Complete Week 1 (2 practices) for homework. <p>WALT – Produce week 2 of Weakness 1.</p> <ul style="list-style-type: none"> Complete during lesson time as in previous week. Single lesson – Measuring improvement (Qualitative and Quantitative, Videoing, Coaches eye, Peer feedback, monitoring competition results, Coach/Teacher feedback) <p>11.</p> <p>WALT – Produce week 3 of Weakness 1.</p> <ul style="list-style-type: none"> Complete during lesson time as in previous week. Include retesting and score achieved <p>12.</p> <p>WALT – Produce Week 1 of Weakness 2</p> <ul style="list-style-type: none"> Single lesson – Start of R184 Contemporary issues in sport. TA1 Issues affecting participation in sport. 1.1/1.2 User groups and barriers. <p>13.</p> <p>WALT – Produce Week 2 of Weakness 2</p> <p>14.</p> <p>WALT – Produce Week 3 of Weakness 2.</p> <ul style="list-style-type: none"> Include retesting and score achieved Single lesson – R184 Contemporary issues in sport. TA1 Issues affecting participation in sport. 1.1/1.2 recall and 1.3 Barrier solutions. <p>Deadline for analysis week commencing 9th Dec</p> <p>15.</p> <p>WALT – Cambridge v GCSE internal practical moderation. Opportunity for catch up for anyone behind.</p>	<table border="1"> <tr> <td>Foundational Concepts</td> <td>Leadership experience, understanding of the coaching principles (APES) and (STEP), appreciation of safety and injury prevention.</td> </tr> <tr> <td colspan="2"> WALT Introduction to the 6 week progressive plan to develop two chosen weaknesses. Produce weakness 1 plan Produce weakness 2 plan </td> </tr> <tr> <td>Tier 2/3 Vocabulary</td> <td>User groups, role models, barriers, physiological, stereotyping, provision, self esteem, ethnicity, dependants, progression, challenge, support, technique, development, skill rehearsal.</td> </tr> <tr> <td>Etymology</td> <td>Kindvnos-risk</td> </tr> <tr> <td>EDI</td> <td>How menstrual cycle affect performance</td> </tr> <tr> <td>Assessment of Progress</td> <td>Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.</td> </tr> <tr> <td>History</td> <td>How the level of risk taking has changed over time. How risk assessments and laws have been adapted</td> </tr> <tr> <td>Careers Links</td> <td>Physiotherapist, sports masseur, sports scientist, teacher.</td> </tr> <tr> <td>Misconceptions</td> <td>How sessions need to be adapted to meet all needs</td> </tr> </table>	Foundational Concepts	Leadership experience, understanding of the coaching principles (APES) and (STEP), appreciation of safety and injury prevention.	WALT Introduction to the 6 week progressive plan to develop two chosen weaknesses. Produce weakness 1 plan Produce weakness 2 plan		Tier 2/3 Vocabulary	User groups, role models, barriers, physiological, stereotyping, provision, self esteem, ethnicity, dependants, progression, challenge, support, technique, development, skill rehearsal.	Etymology	Kindvnos-risk	EDI	How menstrual cycle affect performance	Assessment of Progress	Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.	History	How the level of risk taking has changed over time. How risk assessments and laws have been adapted	Careers Links	Physiotherapist, sports masseur, sports scientist, teacher.	Misconceptions	How sessions need to be adapted to meet all needs
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EW	Utilising a range of coaching approaches within sessions.																	
Christmas Holiday			6 weeks (30 Days)															
6-Jan	B	16	<p>16.</p> <p>WALT – Methods of evaluation and results analysis</p> <ul style="list-style-type: none"> REVISITING : Measuring improvement (Qualitative and Quantitative, Videoing, Coaches eye, Peer feedback, monitoring competition results, Coach/Teacher feedback) Complete relevant area in coursework. 	<table border="1"> <tr> <th>Month</th> <th>Activity</th> </tr> <tr> <td>Sept - Oct</td> <td>Table tennis/ Trampolining</td> </tr> <tr> <td>Nov - Dec</td> <td>Netball</td> </tr> <tr> <td>Jan - Feb</td> <td>Handball</td> </tr> <tr> <td>March</td> <td>Football</td> </tr> <tr> <td>April - June</td> <td>Athletics</td> </tr> <tr> <td>July</td> <td>OAA</td> </tr> </table>	Month	Activity	Sept - Oct	Table tennis/ Trampolining	Nov - Dec	Netball	Jan - Feb	Handball	March	Football	April - June	Athletics	July	OAA
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13-Jan	A	17																
20-Jan	B	18																
27-Jan	A	19																
3-Feb	B	20																
			<p>17.</p> <p>WALT – Utilising a range of strategies to enable a more successful and productive program.</p> <ul style="list-style-type: none"> Include recommendations section within work, taking into account what tweaks students could make or add into the program if they were to complete it again. <p>Deadline for evaluation and recommendations week commencing 20th January.</p> <ul style="list-style-type: none"> Single lesson –R184 Contemporary issues in sport. TA1 Issues affecting participation in sport. 1.4 Popularity of sports. <p>TOPIC AREA 3 Organising and planning a sports activity session</p>	<table border="1"> <tr> <td>Foundational Concepts</td> <td>Analysis of performance to ensure that success can be built on – understanding on what makes an effective performance and how to identify methods to develop areas of weakness in a progressive manner.</td> </tr> </table>	Foundational Concepts	Analysis of performance to ensure that success can be built on – understanding on what makes an effective performance and how to identify methods to develop areas of weakness in a progressive manner.												
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10-Feb	A	21	<p>18</p> <p>WALT – Designing a session plan</p>	<p>WALT</p> <ol style="list-style-type: none"> Methods of evaluation and results analysis Utilising a range of strategies to enable a more successful and productive program. Designing a session plan Develop an understanding of the need for a contingency plan and emergency procedures and produce one for your session. Complete a risk assessment for your session. Designing a session plan Develop an understanding of the need for a contingency plan and emergency 														

- Venue – Location, size, weather
- Equipment – Type Amount required
- Timing – Age appropriate, Progression
- Supervision – number of participants, group size
- Warm up – 4 stages
- Skills practice x2
- Games
- Cool down

19

WALT – Develop an understanding of the need for a contingency plan and emergency procedures and produce one for your session.

Safety

- Contingency plan
- Emergency procedures

Single – Identify the risk and method of prevention

20/21.

WALT – Cambridge v GCSE internal practical moderation.

Opportunity for catch up for anyone behind.

procedures and produce one for your session.

8. Complete outstanding work and prepare for practical coaching session.

Tier 2/3 Vocabulary Teaching points, adapted teaching DOMS, aerobic, anaerobic, supervision, progression, hazard, anticipate, anxiety, mental rehearsal.

Etymology Kindvnos-risk

EDI How menstrual cycle affect performance

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

History How the level of risk taking has changed over time.
How risk assessments and laws have been adapted

Careers Links Physiotherapist, sports masseur, sports scientist, teacher.

Misconceptions Everyone is not capable of taking part – how we can adapt sessions to remove this misconception.

Half-Term **6 weeks (29 Days)**

25-Feb	B	22	INSET 24th Feb
3-Mar	A	23	22
10-Mar	B	24	
17-Mar	A	25	WALT – Complete a risk assessment for your session.
24-Mar	B	26	<ul style="list-style-type: none"> • Risk assessment – potential risk, level of risk, preventative measures, responsibilities. Activity specific risks, facilities, equipment, clothing, child protection.
31-Mar	A	ST1	

23

WALT – Complete outstanding work and prepare for practical coaching session.

Deadline for Contingency plan, emergency procedure and risk assessment.

- **Single lesson – R184 Contemporary issues in sport.**

Practical delivery – Student to produce two log books throughout the year. This must be for two different sports.

Month	Activity
Sept - Oct	Table tennis/ Trampolineing
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July	OAA

Foundational Concepts Developing a safe and effective session plan

WALT
Complete a risk assessment for your session.
Designing a session plan

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			<p>TA1 Issues affecting participation in sport. 1.5 Emerging new sports in the UK.</p> <p>TOPIC AREA 4 Delivering a sports activity session</p> <p>24/25</p> <p>WALT – Successfully delivering your pre planned coaching session.</p> <p>Students will deliver their sessions over a 3 week period at a nearby Primary School. Each student will deliver to a small group of 5-8 students.</p> <p>TOPIC AREA 5 Reviewing your own performance in planning and leading a sports activity session.</p> <p>25/26</p> <p>WALT – Evaluation of the delivered session.</p> <ul style="list-style-type: none"> • Planning/ Leading/ Improvements. What were the areas of strength and areas to improve. <p>Deadline for delivery and evaluation week commencing 19th May.</p> <ul style="list-style-type: none"> • Single lesson –R184 Contemporary issues in sport. TA1 Issues affecting participation in sport. Revisit learning and consolidate. 	<p>Develop an understanding of the need for a contingency plan and emergency procedures and produce one for your session. Complete outstanding work and prepare for practical coaching session.</p> <p>Tier 2/3 Vocabulary Evaluation, action planning, fixed practice, variable practice, Teaching points, adapted teaching, risk assessment, preventative, contingency, Citizenship, tolerance and respect, national pride and excellence.</p> <p>Etymology Kindvnos-risk</p> <p>EDI The cultural link to specific sports and activities, creating equality within delivery in that everyone has equal opportunities.</p> <p>Assessment of Progress Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.</p> <p>History How the level of risk taking has changed over time. How risk assessments and laws have been adapted</p> <p>Careers Links Sports coach, event organsior, Physiotherapist, sports masseur, sports scientist, teacher.</p> <p>Misconceptions How sessions need to be adapted to meet all needs</p>														
Easter Holiday			5 weeks (23 Days)															
22-Apr	B	ST1	27 -29.	<p>Practical delivery – Student to produce two log books throughout the year. This must be for two different sports.</p> <table border="1"> <thead> <tr> <th>Month</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>Sept - Oct</td> <td>Table tennis/ Trampolineing</td> </tr> <tr> <td>Nov - Dec</td> <td>Netball</td> </tr> <tr> <td>Jan - Feb</td> <td>Handball</td> </tr> <tr> <td>March</td> <td>Football</td> </tr> <tr> <td>April - June</td> <td>Athletics</td> </tr> <tr> <td>July</td> <td>OAA</td> </tr> </tbody> </table> <p>Foundational Concepts Delivering an APES session, creating an inclusive environment.</p>	Month	Activity	Sept - Oct	Table tennis/ Trampolineing	Nov - Dec	Netball	Jan - Feb	Handball	March	Football	April - June	Athletics	July	OAA
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July	OAA																	
28-Apr	A	ST1	Exams															
5-May	B	30	30.															
12-May	A	31	R184															
19-May			<p>TOPIC AREA 2 : The role of Sport in Promoting values</p> <p>WALT – 2.1 Values that can be promoted through Sport.</p> <ul style="list-style-type: none"> • Definition, how the value can be seen and examples to support. <p>Single – R185: Respond to generic feedback and make any changes to coursework for final submission.</p>															
	B	32	31.															

WALT – 2.2 The Olympic and paralympic movement.

- The Creed, symbol and values

32.

WALT – 2.3 Sporting values, initiatives and campaigns.

- Local, regional and national initiatives.

Single – R185: Final opportunity to make any changes to coursework for final submission. 4th July

WALT
Values that can be promoted through Sport.
The Olympic and paralympic movement.
Sporting values, initiatives and campaigns.

Tier 2/3 Vocabulary	Determination, inspiration, courage, equality, respect, excellence, friendship, pathways, safeguarding, technical.
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Etymology	Kindvnos-risk
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EDI	Mulicultural, multi national competitions, Olympic values, Olympic creed.
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Assessment of Progress	Coursework and whiteboards within theory delivery.
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History	Olympic/ paralympic history. Meaning of the Olympic rings.
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Careers Links	Sports coach, event organsior, Physiotherapist, sports masseur, sports scientist, teacher.
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Misconceptions	Olympic games is simply about winning medals. Paralympic athletes are unable to compete in all sports.
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Half-Term 7 weeks (34 Days)

2-Jun	A	33
9-Jun	B	34
16-Jun	A	35
23-Jun	B	36
30-Jun	A	37
7-Jul	B	38
14-Jul		
	A	39

SJBF INSET 4/7

33.

WALT – 2.4 The importance of etiquette and sporting behaviour.

- Etiquette, sportsmanship, gamesmanship, spectator etiquette.

Internal moderation of work R185 (18th June)

34/35.

WALT – 2.5 The use of performing enhancing drugs, the reasons performers use and the reasons they should not. WADA and the whereabouts rule.

***Dwain Chambers interview as a point of discussion.

36/37.

WALT – 2.5 The use of performing enhancing drugs, WADA whereabouts rule, testing methods, sanctions to prevent the use of PEDs.

Single – R184 2.5 The use of performing enhancing drugs, educational strategies to prevent the use of PEDs. The impact of the use of PEDs on the Sport.

Practical delivery – Student to produce two log books throughout the year. This must be for two different sports.

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Sept - Oct	Table tennis/ Trampolineing
Nov - Dec	Netball
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Foundational Concepts	Creating an ethically safe environment for sport and physical activity.
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WALT
The importance of etiquette and sporting behaviour.
The use of performing enhancing drugs, the reasons performers use and the reasons they should not.
WADA and the whereabouts rule.
Testing methods, sanctions to prevent the use of PEDs.

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(Total: 189 Days)																		

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)