

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 2025-26 – Subject

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment												
8 weeks (?? Lessons) (38Days)																
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	Lesson 1 – Task 3 – Plan Outdoor Activities Lesson 2 – Task 3 – Plan Outdoor Activities Lesson 3 - Task 3 – Plan Outdoor Activities	<div>Practical delivery – Student to produce two log books throughout the year. This must be for two different sports.</div> <table><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>	Month	Activity	Sept - Oct	Outdoor activities	Nov - Dec	Outdoor activities	Jan - Feb	Outdoor activities	March	Revisit	April - June	Exam preparation
Month	Activity															
Sept - Oct	Outdoor activities															
Nov - Dec	Outdoor activities															
Jan - Feb	Outdoor activities															
March	Revisit															
April - June	Exam preparation															
8-Sep	B	2														
15-Sep (INSET Friday)	A	3	Lesson 1 – Task 3 – Plan Outdoor Activities Lesson 2 – Hill trekking Trip													
22-Sep	B	4	Lesson 3 -Topic 1 - Solutions to barriers Emerging /new sports in the UK. The role in sport in promoting values.													
29-Sep	A	5	Lesson 1 - Task 4 – Evaluation	<div>Foundational Concepts</div> <div>Organisation, estimating, pacing, team work.</div>												
6-Oct	B	ST1	Lesson 2 - Task 4 – Evaluation Lesson 3 – Topic 1 – exam questions. Acronyms related to Topic 1, 2, 3, 4 and 5.	<div>WALT</div> <div>Understand the provision for three OAA activity. Understand the equipment needed for three named OAA. Understand the clothing, safety procedures needed for three OAA activities. Evaluate OAA.</div>												
13-Oct	A	ST1	Lesson 1 – Task 4 – Evaluation													
20-Oct	B	8	Lesson 2 – Task 4 – Evaluation Lesson 3 – Formal feedback given from ST1													
				<div>Tier 2/3 Vocabulary</div> <div>Belay, exploration, pitch, abseiling, personal location beacon, collaborative, contingency, mountaineering.</div>												
				<div>Etymology</div> <div>Kindvnos-risk</div>												
				<div>EDI</div> <div>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.</div>												
				<div>Assessment of Progress</div> <div>Coursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting forgetting during lesson, homework.</div>												
				<div>History</div> <div>Olympic games, technology in sports, failed drugs tests – Lance Armstrong, Dwain Chambers.</div>												
				<div>Careers Links</div> <div>Sports coach, event organiser, Physiotherapist, sports masseur, sports scientist, teacher.</div>												

				<div>Misconceptions</div> <div>Drug testing procedures. The Technology has always been here and has not developed. Olympic games hosting is always a success.</div>
Half-Term				7 weeks (?? lessons) (35 Days)
3-Nov	A	9	Lesson 1 – Task 4 – Evaluation Lesson 2 – Task 4 – Evaluation Lesson 3 – Topic 2 – 2.1 Sports values	<div>Foundational Concepts</div> <div>Organisation, estimating, pacing, team work, citizenship, initiatives, campaigns,</div>
10-Nov	B	10		<div>WALT</div> <div>Topic Area 2: The role of sport promoting values R187 - Evaluate participation in an outdoor and adventurous activity. Evaluate the value of participating in outdoor activities.</div>
17-Nov	A	11		<div>Tier 2/3 Vocabulary</div> <div>Belay, exploration, pitch, abseiling, personal location beacon, collaborative, continency, resolution.</div>
24-Nov	B	12	<div>Etymology</div> <div>Kindvnos-risk</div>	
1-Dec	A	13	Lesson 1 – Task 4 – Evaluation Lesson 2 – Task 4 – Evaluation Lesson 3 – Topic 2 – 2.2 Olympic and paralympic movement	<div>EDI</div> <div>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.</div>
8-Dec	B	14		<div>Assessment of Progress</div> <div>Coursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting forgetting during lesson, interleaving, homework.</div>
15-Dec	A	15	Lesson 1 – EBI for R187 Lesson 2 – Formal feedback given from homework	<div>History</div> <div>Olympic games, technology in sports, failed drugs tests – Lance Armstrong, Dwain Chambers.</div>
Christmas Holiday				6 weeks (?? lessons) (30 Days)

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5-Jan	B	16	Lesson 1 – Final EBI's for R185 and R187 Lesson 2 - Final EBI's for R185 and R187	
12-Jan	A	17	Lesson 3 – Topic 2 2.3 sports values, initiatives and campaigns	Foundational Concepts Safety awareness, tactical appreciation. Promotion of sporting values and initiatives/campaigns. Awareness of PED's in sport. Features of hosting a major sporting event.
19-Jan	B	ST2	Lesson 1 – Topic 2 2.4 importance of etiquette and sporting behaviour.	
26-Jan	A	ST2	Lesson 2 Topic 2 2.5 the use of PED's Lesson 3 Topic 2 2.5 the use of PED's ST2 – Full mock exam on topics 1/2/3/4/5.	WALT Explore positives and negatives of pre-event, bidding and hosting a major event.
2-Feb	B	20	Lesson 1 – Topic 3.1 – features of a major sporting event	Tier 2/3 Vocabulary Infrastructure, Indirect tourism, Legacy,
			Lesson 2 3.2 pre-event positive and negative impacts of hosting a major event	Etymology Techne-technology
			Lesson 3 3.3 positive and negatives of hosting a major sporting event	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.
				Assessment of Progress Coursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting forgetting during lesson, interleaving, homework.
				History Looking back at how sporting values has developed to bring sport to its current levels.
				Careers Links Sports coach, event organiser, Physiotherapist, sports masseur, sports scientist, teacher.
9-Feb	A	21		Misconceptions Promoting values through sport is a good thing.
Half-Term 6 weeks (?? lessons) (28 Days)				
23-Feb	B	22	Lesson 1 – 4.1 The role of NGB's	Foundational Concepts The positives and negatives of technology in sport. Impacts technology can have on the player, coach, sport and spectator.
2-Mar			Lesson 2 – 4.1 NGB's	
	A	23	Lesson 3 – 4.1. NGB's homework on NGB's	
9-Mar	B	24	Lesson 1 – Topic 5 – 5.1 Use of technology in sport to enhance performance	WALT Positive and negative effects of technology in Sport
16-Mar			Lesson 2 – 5.1.2 Increase the safety of participants	Positive and negative effects of technology on the spectator experience
	A	25	Lesson 3 – 5.1.3 Increase fair play and increase the accuracy of officiating	Exam structure and utilising PEE effectively.
23-Mar	B	26		

30-Mar (finish Wednesday 1 st April)			Lesson 1 – 5.1.4 Enhance spectatorship. Homework on technology in sport. Lesson 2 – 5.2 positive and negative effects of technology in sport Lesson 3 – 5.2.3 positive and negatives effects on technology on spectator experience. Formal feedback on homework on technology.	<div>Tier 2/3 VocabularyLobbying, prosthetics, hawkeye. Cryotherapy, community, National, engagement, partnerships, optimum.</div> <div>EtymologyTechne-technology</div> <div>EDIRespecting 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.</div> <div>Assessment of ProgressCoursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting forgetting during lesson, interleaving, homework.</div> <div>HistoryOrigin of sports, technological advances.</div> <div>Careers LinksSports coach, event organiser, Physiotherapist, sports masseur, sports scientist, teacher.</div> <div>MisconceptionsTechnology has always been there and has not developed</div>
Easter Holiday5 weeks (?? lessons) (24 Days)				
20-Apr	B		Lesson 1 – Mock exam	
27-Apr	A	29	Lesson 2 - Exam prep/ formal feedback from mock Lesson 3 - Exam prep	
4-May (Bank holiday Mon)	B	GCSE	Lesson 1 – Exam prep Lesson 2 – Exam prep Lesson 3 - Exam prep	
11-May	A	GCSE		
18-May	B	GCSE	Lesson 1 – Exam prep Lesson 2 – Exam prep Lesson 3 – Exam prep	
Half-Term7 weeks (?? lessons) (35 Days)				
1-Jun	A	GCSE	Exam in June	
9-Jun	B	GCSE		
16-Jun	A	GCSE		
23-Jun	B	GCSE		
(Total: 190 Days)				

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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)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?