

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. Key considerations e.g. licensing, supplies and shelter.	Practical delivery – Student to produce two log books throughout the year. This must be for two different sports. <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	Lesson 2 – Task 3 – Plan Outdoor Activities. Completing a risk assessment highlighting hazards and planning how to minimise the risk. Lesson 3 - Task 3 – Plan Outdoor Activities. Plan specific emergency procedures to consider. For example, first aid and rescue.													
15-Sep (INSET Friday)	A	3	Lesson 1 – Task 3 – Ensure route cards are complete and finalise the plan for Hillwalking.	Foundational Concepts Organisation, estimating, pacing, team work.												
22-Sep	B	4	Lesson 2 – Attend the Hill trekking Trip demonstrating safe practice, communication skills and team-working skills. Lesson 3 -Topic 1 - <i>Solutions to barriers Emerging /new sports in the UK. The role in sport in promoting values.</i>													
29-Sep	A	5	Lesson 1 - Task 4 – Evaluation including WWW of the Hill walking Assessment.	WALT 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.												
6-Oct	B	ST1	Lesson 2 - Task 4 – Evaluation including EBI’s of the Hill walking Assessment and the benefits of outdoor activities. Lesson 3 – <i>Topic 1 – exam questions. Acronyms related to Topic 1, 2, 3, 4 and 5.</i>													
13-Oct	A	ST1	Lesson 1 – Task 4 – Evaluation including WWW and EBI’s of the Hill walking Assessment and the benefits of outdoor activities.	Tier 2/3 Vocabulary Belay, exploration, pitch, abseiling, personal location beacon, collaborative, contingency, mountaineering.												
20-Oct	B	8	Lesson 2 – Task 4 – Evaluation including WWW and EBI’s of the Hill walking Assessment and the benefits of outdoor activities. Lesson 3 – Formal feedback given from ST1													
				Etymology Kindvnos-risk												
				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, homework.												
				History Olympic games, technology in sports, failed drugs tests – Lance Armstrong, Dwain Chambers.												
				Careers Links Sports coach, event organiser, Physiotherapist, sports masseur, sports scientist, teacher.												

				Misconceptions Drug testing procedures. The Technology has always been here and has not developed. Olympic games hosting is always a success.
Half-Term 7 weeks (?? lessons) (35 Days)				
3-Nov	A	9	Lesson 1 – Task 4 – Evaluation including WWW and EBI's of the Hill walking Assessment and the benefits of outdoor activities. Lesson 2 - Task 4 – Evaluation including WWW and EBI's of the Hill walking Assessment and the benefits of outdoor activities. Lesson 3 – Topic 2 – 2.1 Promoting sports values; Team Spirit, Fair play, Community, Tolerance and Respect	Foundational Concepts Organisation, estimating, pacing, team work, citizenship, initiatives, campaigns,
10-Nov	B	10		WALT 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.
17-Nov	A	11	Lesson 1 – EBI's for R185 and R187. Lesson 2 – EBI's for R185 and R187. Lesson 3 – Topic 2 – 2.2 Olympic and paralympic movement and values; Excellence, Respect, Friendship, Courage, Determination, Inspiration and equality.	Tier 2/3 Vocabulary Belay, exploration, pitch, abseiling, personal location beacon, collaborative, contingency, resolution.
24-Nov	B	12		Etymology Kindvros-risk
1-Dec	A	13	Lesson 1 – EBI's for R185 and R187. Ensure coursework includes key terminology and vocabulary. Lesson 2 – EBI's for R185 and R187. Ensure coursework includes key terminology and vocabulary. Lesson 3 – EBI's for R185 and R187. Ensure coursework includes key terminology and vocabulary. (Handout AO1/AO2/AO3 questions for Topic 1 and AO1 questions for Topic 2/3/4/5.)	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.
8-Dec	B	14		Assessment of Progress Coursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting forgetting during lesson, interleaving, homework.
15-Dec	A	15	Lesson 1 - EBI's for R185 and R187. Ensure coursework includes key terminology and vocabulary. Log books complete. Lesson 2 - Formal feedback given from homework	History Olympic games, technology in sports, failed drugs tests – Lance Armstrong, Dwain Chambers.
				Careers Links Sports coach, event organiser, Physiotherapist, sports masseur, sports scientist, teacher.
				Misconceptions National Governing Bodies have limited impact on a sport, Olympic games hosting is always a success.
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		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.
12-Jan	A	17	Lesson 3 – Topic 2 2.3 sports values, local, regional and national initiatives and campaigns. For example, THE GIRL CAN, Rainbow Laces.			
19-Jan	B	ST2	Lesson 1 – Topic 2 2.4 importance of etiquette and sporting behaviour. Including Sportsmanship, gamesmanship, fair and safe behaviour and spectators' behaviour.		WALT	Explore positives and negatives of pre-event, bidding and hosting a major event.
26-Jan	A	ST2	Lesson 2 Topic 2 2.5 the use of PED's and how it improves performance, gives unfair advantage and the impacts of WADA. Lesson 3 Topic 2 2.5 the use of PED's. Including educational strategies that can prevent drug use and how it negatively impacts the sport.		Tier 2/3 Vocabulary	Infrastructure, Indirect tourism, Legacy,
2-Feb	B	20	Lesson 1 – Topic 3.1 – features of a major sporting event. Including, regular, one-off and regular and recurring events.		Etymology	Techno-technology
9-Feb	A	21	Lesson 2 3.2 pre-event positive and negative impacts of hosting a major event. Including the bidding process for sporting events, developing infrastructure, global investment, employment opportunities and local and national objections. Lesson 3 3.3 positive and negatives of hosting a major sporting event. Including and positives and negatives, for example, improved infrastructure, improved national morale, increased media coverage, global reputation and national interest in sport.		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.
Half-Term				6 weeks (?? lessons) (28 Days)	Assessment of Progress	Coursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting forgetting during lesson, interleaving, homework.
23-Feb	B	22	Lesson 1 – Topic 3.1 features of a major sporting event – post effect. For example, improved sports facilities, increased financial investment and global reputation.		History	Looking back at how sporting values has developed to bring sport to its current levels.
2-Mar	A	23	Lesson 2 – 4.1 NGB's. The responsibilities they have e.g. participation, developing coach and officials and		Careers Links	Sports coach, event organiser, Physiotherapist, sports masseur, sports scientist, teacher.
					Misconceptions	Promoting values through sport is a good thing.
					Foundational Concepts	The positives and negatives of technology in sport. Impacts technology can have on the player, coach, sport and spectator.
					WALT	Positive and negative effects of technology in Sport Positive and negative effects of technology on the spectator experience Exam structure and utilising PEE effectively.

			organising tournaments and competitions. Lesson 3 – 4.1.NGB's – Continued responsibilities – for example, maintaining the rules, keeping everyone safe, support and guiding members, developing policies and initiatives and raising money to fund their sport. NGB's homework on NGB's		Tier 2/3 VocabularyLobbying, prosthetics, hawkeye. Cryptotherapy, community, National, engagement, partnerships, optimum. EtymologyTechne-technology 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. Assessment of ProgressCoursework and practical assessment in R187. Starter to each lesson – recap previous learning, interrupting forgetting during lesson, interleaving, homework. HistoryOrigin of sports, technological advances. Careers LinksSports coach, event organiser, Physiotherapist, sports masseur, sports scientist, teacher. MisconceptionsTechnology has always been there and has not developed
9-Mar	B	24	Lesson 1 – Topic 5 – 5.1 Use of technology in sport to enhance performance. Including the technology in clothing, sports equipment, training methods and assistive technology. Lesson 2 – 5.1.2 Technology - Increase the safety of participants, for example – protective equipment, safety equipment, recover from injuries. Lesson 3 – 5.1.3 Increase fair play and increase the accuracy of officiating. For example – making correct decisions.		
16-Mar					
	A	25			
23-Mar	B	26			
30-Mar (finish Wednesday 1 st April)			Lesson 1 – 5.1.4 How technology has enhanced spectatorship, for example – different camera angles, Homework on technology in sport. Lesson 2 – 5.2 positive effects of technology in sport. For example – equipment, clothing, quicker recovery. Lesson 3 – 5.2.3 Negatives effects on technology. For example – unequal access, cost and interrupting the game. Formal feedback on homework on technology.		
	A				
Easter Holiday			5 weeks (?? lessons) (24 Days)		
20-Apr	B		Lesson 1 – Mock exam Lesson 2 - Exam prep/ formal feedback from mock Lesson 3 - Exam prep		
27-Apr					
	A	29			
4-May (Bank holiday Mon)	B	GCSE			
11-May	A	GCSE	Lesson 1 – Exam prep Lesson 2 – Exam prep Lesson 3 – Exam prep		
18-May					
	B	GCSE			
Half-Term			7 weeks (?? lessons) (35 Days)		

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1-Jun	A	GCSE	Exam in June	
9-Jun	B	GCSE		
16-Jun	A	GCSE		
23-Jun	B	GCSE		
(Total: 190 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)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?