



Curriculum Plan *PE (Cambridge)*



Year 10	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts)				Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	<p>List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?</p> <p>R185 – Introduction to unit. Key components of performance</p> <p>Introduction to logbook Skills, tactics & strategies Decision making Arousal Mental preparation for performance</p> <p>R185 – Apply practice methods to support improvement in a sporting activity</p> <p>Identify strengths & weaknesses for a chosen sport</p>	<p>Give the name, nature/content and date of the assessment in this term.</p> <p>On going written coursework</p> <p>Practical – students are assessed in two different sports. These practical assessments are based on their ability in the sport</p>	<p>List the key facts that students need to learn. Substantive vs disciplinary knowledge</p> <p>Students must know & understand what the difference is between skill and tactics. Students must be able to identify strength & weaknesses in a sport of their choice, and they must justify why these skills / tactics are their strengths and weaknesses.</p>	<p>What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge</p> <p>Students must understand the theory of decision making and how this impacts performance in sport. They must understand arousal and how this impacts performance in sport.</p>	<p>What are the key misconceptions that students have in this curriculum area?</p> <p>Most students struggle to justify in enough detail their individual strengths & weaknesses</p>	<p>List the Tier 2 and Tier 3 words that will be encountered in this term.</p> <p>Arousal Decision making Inverted U Theory Justify</p>	<p>What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?</p>
Term 2	<p>R185 – Apply practice methods to support improvement in a sporting activity</p> <p>Classifications of skill Types of practice Progressive drills Altering the context of training to improve performance Action plan to improve skill weaknesses</p>	<p>On going written coursework</p>	<p>Students must know & understand the different classifications of skill. They should be able to apply sporting examples to each classification. Students should be able to name each type of practice and give examples of exercises used for each practice. Students must be able to design progressive drills for a sport of their choice.</p>	<p>Students must be able write an action plan to improve two skill weaknesses.</p>	<p>Students struggle to think of drills to improve skill weaknesses</p>	<p>Classifications of skill: Open / closed Simple / complex Types of practice; Whole Part Fixed Variable</p>	



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Term 3	R185 – Organising & planning a sports activity session Organising & planning a sports activity session Areas to consider when planning a session Planning drills Safety considerations Warming up & cooling down Risk assessment	On going written coursework	Students must be able to write a suitable session plan for a sport of their choice. Students should understand the safety considerations when planning a session. Student should know & understand how to warm up & cool down. Students must be able to write a risk assessment for their chosen sport	Students must be able to write a session plan independently for a sport of their choice. The session plan they write they must be able to lead to a group of students	Students often struggle to contain enough detail in their session plan and risk assessment.	Communication Delivery Enthusiasm Positioning Adaptability Demonstrations Contingency plan	
Term 4	R185 – Organising & planning a sports activity session Basic first aid Child protection Emergency procedures SMART targets Evaluating your leadership session	On going written coursework Practical leadership session – students are assessed leading a practical session to a group of students in a sport of their choice	Students must know & understand some basic first aid, such as equipment used and good practice. Students must know a& understand the importance of child protection. Students must know the emergency procedures for various situations, such as injuries, fire bell procedure and evacuations.	Students need to be able to practically lead a session plan to a group of students. Furthermore, they must write a review / evaluation about how their leadership session went.	Students often struggle with leading a session first time around. The mock practice is key to develop the necessary skills. Students struggle to write enough detail in their evaluation	Child protection: Neglect Physical Emotional Social SMART Targets: Specific Measurable Achievable Realistic Timed	
Term 5	R187 – Provision for different types of outdoor & adventurous activities in the UK Different outdoor adventurous activities NGB's Outdoor activity providers R187 – Equipment, clothing & safety aspects of participating in outdoor adventurous activities Types of clothing, equipment & technology The role of technology Types of terrain & environments	On going written coursework	Students must know the different outdoor adventurous sports available and should have a basic understanding of each sport. Students should be able to name different NGB's. Students should know some basic information about different activity providers, including: Holme Pierrepont, Tollymore Centre, Plas y Brenin. Students should be able to name the different clothing, equipment and technology needed for different activities, and the role of these items	Students need good independent research skills in order to complete the assignments for these tasks	Students often struggle with the independent research, as they are unsure of where to look.	Media Location Finance Provision Terrain Environment Personnel Licensing Location Shelter Contingency plans	



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Term 6	R187 – Equipment, clothing & safety aspects of participating in outdoor adventurous activities	On going written coursework	Students should be able to name the different clothing, equipment and technology needed for different activities, and the role of these items	Students need good independent research skills in order to complete the assignments for these tasks	Students often struggle with the justifying why specific equipment, clothing & technology is needed for different activities. The justifications often lack depth.	Media Location Finance Provision Terrain Environment Personnel Licensing Location Shelter Contingency plans	
	Types of clothing, equipment & technology						
	The role of technology						
	Types of terrain & environments						