



Curriculum Plan *PE (Cambridge)*



Year 11	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	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?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
	R187 – Plan for, & be able to demonstrate knowledge & skills during an outdoor & adventurous activity Plan for one outdoor adventurous activity Risk assessment	On going written coursework	Students need to be able to write a written plan for participating / leading one activity. This plan must include a risk assessment	Students need to be able to write in detail a plan and risk assessment for leading one outdoor adventurous activity	Students often struggle to contain enough detail in the risk assessment	Risk Severity Likelihood	
Term 2	R187 – Evaluate participation in an outdoor adventurous activity Physical benefits of exercise Social benefits of exercise Emotional benefits of exercise Intellectual benefits of exercise	On going written coursework	Students need to be able to evaluate their performance in an outdoor adventurous activity. They must review what they did well, what they did not do well, and what they could improve. They must also explain the physical, social, emotional and intellectual benefits of exercise	Students need to be able to evaluate in detail their own performance	Students often don't go into enough detail in their evaluations	Physical Social Emotional Intellectual Evaluate	
Term 3	R184 – Issue which affect participation in sport Different user groups & barriers to participation Solutions to barriers Popularity of sport in the UK	End of topic tests & progress checks Microsoft quizzes	Students need to know & understand the different user groups, e.g. disabled & know what barriers they face which impacts their ability to participate in sport. Students need to know what solutions	Students need to be able to recall key PO1 knowledge, and they must be able to apply this knowledge to different exam questions	Students often struggle to recall all PO1 knowledge, such as definitions	Role models Initiatives Promotions Access	



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	Emerging new sports Promoting values		are available to combat barriers for different user groups. Students need to know what factors impact the popularity of sport and what emerging sports are gaining popularity			
	R184 – The role of sport in promoting values The Olympic & Paralympic movement Sporting values, initiatives & campaigns The importance of sporting behaviour Performance enhancing drugs (PEDS) Major sporting events	End of topic tests & progress checks Microsoft quizzes	Students need to know and recall the Olympic & Paralympic values. Students need to have an understanding about the Olympics and Paralympic games. Students need to be able to recall the Olympic creed and know the format & colours of the 5 interlocking rings. Students need to be able to define the key terms: Sportsmanship Etiquette Gamesmanship Sporting behaviour They also need to be able to apply sporting examples and say why sportsmanship and etiquette is important. Students need to be able to name and describe different sporting initiatives & campaigns, including: This Girl Can Kick it Out Rainbow laces (LGBT+) Sporting Equals Students need to be able to name some examples of PEDS and what they do to performance and the human body – both positive & negative. Students need to understand	Students need to be able to recall key PO1 knowledge, and they must be able to apply this knowledge to different exam questions	Students often struggle to recall all PO1 knowledge, such as definitions	Spirit Excellence Inclusion Pride Tolerance Citizenship Friendship Respect Courage Determination Equality Inspiration Olympics Paralympics Initiatives / Campaigns Sportsmanship Etiquette Gamesmanship WADA (world anti-doping agency)



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			the reasons why performers take PEDS; the sanctions for taking PEDS & the role of WADA				
Term 4	R184 – The implications of hosting a major sporting event for a city or country Types of events Positive & negative aspects of hosting a major event (pre-event / during the event / post event)	End of topic tests & progress checks Microsoft quizzes	Students need to know the difference between regular, one-off and reoccurring events. Students need to know various positive and negative aspects of hosting a major sporting event. These positives and negatives and split between: Pre-event During Post event – immediate & long term	Students need to be able to recall key PO1 knowledge, and they must be able to apply this knowledge to different exam questions	Students often struggle to recall all PO1 knowledge, such as definitions	Bidding Financial Commercial Sponsorship Regular Re-occurring Infrastructure	
	R184 – The role that National Governing Bodies play in the development of sport What NGB's do for their sport	End of topic tests & progress checks Microsoft quizzes	Students need to know the role of NGB's, including: Promote participation Develop coaching and officiating Amend rules Ensure safety within the sport Develop policies Lobby for funding	Students need to be able to recall key PO1 knowledge, and they must be able to apply this knowledge to different exam questions	Students often struggle to recall all PO1 knowledge, such as definitions	Participation Officiating Policies Disciplinary	
	R184 – The use of technology in sport The role of technology in sport	End of topic tests & progress checks Microsoft quizzes	Students need to know: How technology can enhance performance. How technology can enhance safety. How it can increase fair play & accuracy of officiating. How it can enhance spectatorship.	Students need to be able to recall key PO1 knowledge, and they must be able to apply this knowledge to different exam questions	Students often struggle to recall all PO1 knowledge, such as definitions	Spectatorship	



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Term 5							
Term 6							