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| **Year 11 Curriculum Overview [2024-2025]** **PE**  |
|  **Autumn Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
|  | Physical Training  | Health and fitness recapThe components of fitnessLinking sports and activities to components Reasons/limitations of fitness testing Measuring components and how data is collected The principles of Training and progressive overloadApplying the principles of training Types of training and intro of analysis/evaluation coursework taskTypes of training Calculating intensity Injury prevention High altitude and seasonal aspects Warm/cool downApplication of the above on the coursework task | DO IT NOW task linked to previously learned knowledge  | Use of KO and vocab lists in ‘Do Now’ tasks.Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording resultsUse of task and technique cards, using keywords and vocabulary.Scorecards and analysis sheets | * Service
* Ambition
* Compassion
* Respect
* Equality
* Determination
* Cooperation
* Supporting others
* Self improvement
* Resilience
* Self-reflection determination
* Teamwork
* Leadership
* Respect
* Adhering to rules
* Coaching
* Analysis
* Giving feedback
* Presenting/performing
* Safety consciousness
* Health consciousness
* Decision making
 | MCQFormative assessment through small sided gamesSummative assessment through full sided games where possible |
| **Year 9 Curriculum Overview**  **PE** |
| **Spring****Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
|  | Socio-Cultural Influences and Well-Being  |  Examples of feedback and guidance Arousal and the inverted U theory Optimal arousal and stress management techniques Aggression and personality Intrinsic/extrinsic motivation Engagement patterns Commercialisation and sponsorshipPositive and negative effects of the mediaPositive and negative impacts of technologyIntroduction the drugsSporting examples of drug taking Advantages/disadvantages to the performer of taking PEDsSpectator behaviour and hooliganism  |  |  | * Service
* Ambition
* Compassion
* Respect
* Equality
* Determination
* Cooperation
* Supporting others
* Self improvement
* Resilience
* Self-reflection determination
* Teamwork
* Leadership
* Respect
* Adhering to rules
* Coaching
* Analysis
* Giving feedback
* Presenting/performing
* Safety consciousness
* Health consciousness

Decision making | MCQFormative assessment through small sided gamesSummative assessment through full sided games where possible |
| **Year 9 Curriculum Overview**  **Subject**  |
| **Summer** **Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
|  |  | Revision and exam technique  |  | Use of KO and vocab lists in ‘Do Now’ tasks.Use of whiteboards and mini whiteboards for identifying keywords/analysing performances/recording resultsUse of task and technique cards, using keywords and vocabulary.Scorecards and analysis sheets | * Service
* Ambition
* Compassion
* Respect
* Equality
* Determination
* Cooperation
* Supporting others
* Self improvement
* Resilience
* Self-reflection determination
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Decision making | MCQFormative assessment through small sided gamesSummative assessment through full sided games where possible |