



Physical Education Department

Long-term sequencing Year 11 Concept PE

The concept curriculum (CC) is an approach to curriculum design that incorporates “big ideas” that span multiple subject areas or disciplines. A conceptual approach offers an alternative to the traditional sport and skills-based approach to PE curriculum design and delivery. The sport and physical activity therefore become the vehicle through which the concept is delivered or developed. By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that truly harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every child. By undertaking the concept curriculum, all students have the opportunity to engage in relevant and meaningful learning that can then build a stronger connection with our subject. Thus, better nurturing physical literacy and increasing the chances of lifelong participation. In year 11, students will focus on being active for life. Exploring concepts such as ‘Health and Wellbeing’, ‘Engagement Post 16’ and ‘Remaining Active’, students will gain a greater understanding of the importance of being active throughout their life.

<p>HALF TERM 1: STUDENTS MUST KNOW:</p> <p>Being Active for Life. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Health and Well-being through Invasion – Health and fitness, aerobic and anaerobic exercise, activity and social health, activity and mental health, short-term effects of exercise, long-term effects of exercise • Girls – Engagement Post-16 through Net and Wall – Competition, personal fitness, socially active, training for purpose, maintaining health, enjoyment • Mixed – Remaining Active through HRE – Self-identity, habits, attitudes and motivators, physical literacy, positive approaches to physical activity, what motivates you to engage in physical activity? <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 2: STUDENTS MUST KNOW:</p> <p>Being Active for Life. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Health and Well-being through Invasion – Health and fitness, aerobic and anaerobic exercise, activity and social health, activity and mental health, short-term effects of exercise, long-term effects of exercise • Girls – Engagement Post-16 through Net and Wall – Competition, personal fitness, socially active, training for purpose, maintaining health, enjoyment • Mixed – Remaining Active through HRE – Self-identity, habits, attitudes and motivators, physical literacy, positive approaches to physical activity, what motivates you to engage in physical activity? <p>Being Active for Life. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Remaining Active through HRE – Self-identity, habits, attitudes and motivators, physical literacy, positive approaches to physical activity, what motivates you to engage in physical activity? • Girls – Health and Well-being through Invasion – Health and fitness, aerobic and anaerobic exercise, activity and social health, activity and mental health, short-term effects of exercise, long-term effects of exercise • Mixed – Engagement Post-16 through Net and Wall – Competition, personal fitness, socially active, training for purpose, maintaining health, enjoyment <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 3: STUDENTS MUST KNOW:</p> <p>Being Active for Life. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Remaining Active through HRE – Self-identity, habits, attitudes and motivators, physical literacy, positive approaches to physical activity, what motivates you to engage in physical activity? • Girls – Health and Well-being through Invasion – Health and fitness, aerobic and anaerobic exercise, activity and social health, activity and mental health, short-term effects of exercise, long-term effects of exercise • Mixed – Engagement Post-16 through Net and Wall – Competition, personal fitness, socially active, training for purpose, maintaining health, enjoyment <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>
---	--	---

Stuart Bathurst Catholic High School

<p>HALF TERM 4: STUDENTS MUST KNOW:</p> <p>Being Active for Life. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Engagement Post-16 through Net and Wall – Competition, personal fitness, socially active, training for purpose, maintaining health, enjoyment • Girls – Remaining Active through HRE – Self-identity, habits, attitudes and motivators, physical literacy, positive approaches to physical activity, what motivates you to engage in physical activity? • Mixed – Health and Well-being through Invasion – Health and fitness, aerobic and anaerobic exercise, activity and social health, activity and mental health, short-term effects of exercise, long-term effects of exercise <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 5: STUDENTS MUST KNOW:</p> <p>Being Active for Life. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Engagement Post-16 through Net and Wall– Competition, personal fitness, socially active, training for purpose, maintaining health, enjoyment • Girls – Remaining Active through HRE – Self-identity, habits, attitudes and motivators, physical literacy, positive approaches to physical activity, what motivates you to engage in physical activity? • Mixed – Health and Well-being through Invasion – Health and fitness, aerobic and anaerobic exercise, activity and social health, activity and mental health, short-term effects of exercise, long-term effects of exercise <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 6:</p> <p style="text-align: center;">Exams</p>
<p>Home learning set will consist of a combination of: Embedding this knowledge can be supported at home by attending as many extra-curricular sporting activities and teams as possible and participating in sports teams and clubs outside of school. Students should aim to undertake 60 minutes of physical activity each day, to support a healthy, active lifestyle. According to Government advice, on 3 days a week, these activities should involve exercises for strong muscles and bones such as push-ups and running and jumping.</p>		