



PE SCHOLAR

# PE Concept Curriculum

## User Guide

### **Thank you**

Thank you for your interest in the Concept Curriculum. We are incredibly passionate about the impact conceptual learning can have on your students through your PE lessons.

### **Time for change**

The fact that you are reading this means that you agree that PE is so much more than sport. For far too long students (and others) have been put off physical activity because of sport-driven, technique focused and performance obsessed PE lessons.

It's time to change! PE is in a unique position in that it can directly influence the health and well-being of an individual for the rest of their lives. We can deliver relevant and meaningful learning that will better prepare them for life and promote positive attitudes towards physical activity. We believe this Concept Curriculum can do just that.

### **Curriculum design**

The resources have been designed to work alongside existing sport/activity schemes of work and each unit, comprising of 9 lessons, can be delivered in the order the teacher decides best work with the practical activity.

Depending on how the hours of PE are allocated within your school, the method of delivery can vary. If you have two individual hours of PE per week then this curriculum can form one hour per week. There is enough content to be delivered for a double lesson (2 hours) if required. Termly swaps, fortnightly or any other variations of delivery can also be implemented effectively.



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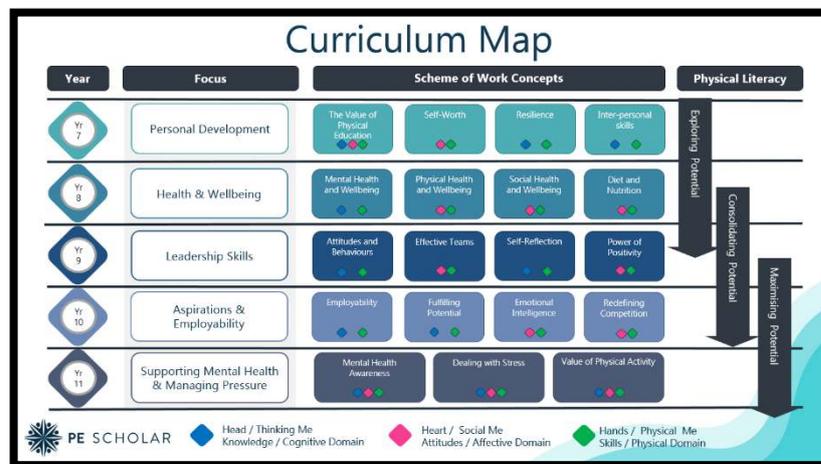
## Contents

This resource contains the following:

- Curriculum Map
- Year Curriculum Road Map
- 19 individual Units of Work
- 171 individual lesson plans
- Templates to create your own Concept Curriculum Unit

The following is an overview of these resources.

## Curriculum map



The curriculum map outlines every Scheme of Work that is to be delivered over the course of each year. Each year group has a focus and the concepts for that year group relate to the respective focus. The curriculum map identifies the areas of development (cognitive, affective and physical) for which each scheme of work is designed. The physical literacy phases of development are also outlined as students' progress through the curriculum.



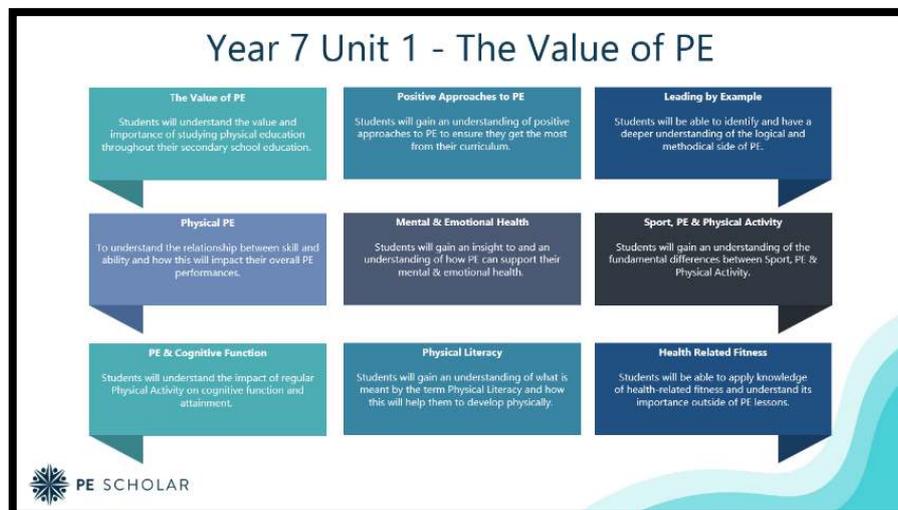
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## Scheme of work



Every year group has a focus. As can be seen on the above, the focus for Year 7 is Personal Development. Every year is divided into 4 units focusing on individual concepts, and these units consist of 9 lessons that will deliver the learning related to these concepts. Every unit is designed to be delivered alongside existing practical schemes of work e.g. Resilience with Basketball or Inter-personal skills with Dance.

## Unit plan



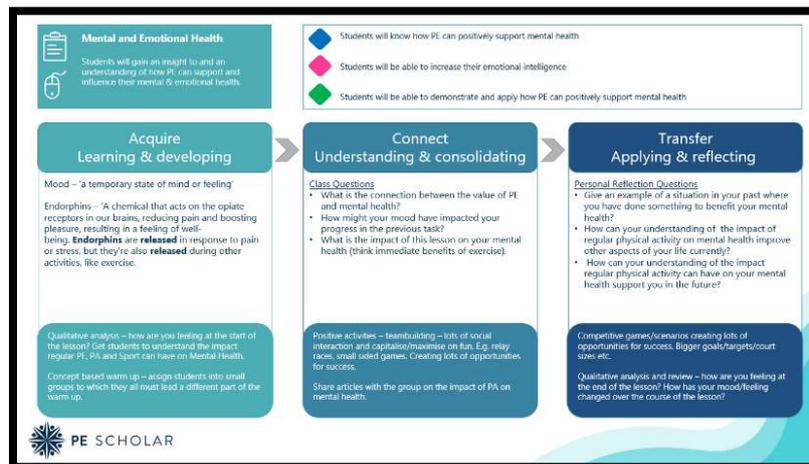
As can be seen above, each unit is broken down into 9 lessons. These can be delivered in any order to suit the activity. For example, the concept of



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'Leading by Example' might work better with a games focused lesson and therefore teachers may decide to move this lesson until later in the unit to better meet the delivery of the chosen practical activity.

### Lesson plans

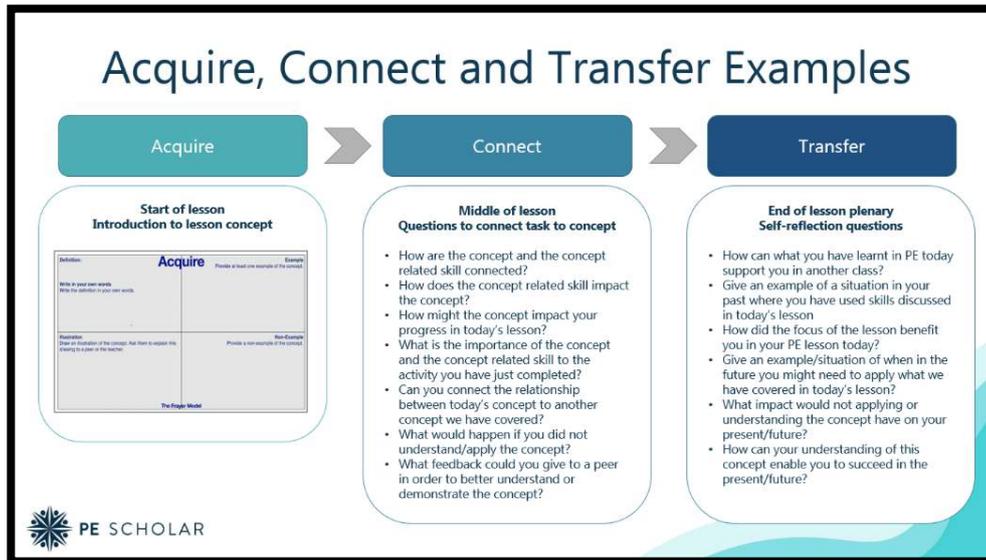


Every lesson plan includes a concept focused lesson objective, shifting the focus of the lesson from sport specific skills to that of more relevant learning. Every child has the opportunity to build a positive connection to their PE lessons whilst meeting the objective of the lesson. Three ideas as to how these might be applied to practical lessons. These lessons have been designed with the Learning Transfer Mental Model (Stern, 2021) in mind. In this model three phases of learning have been identified: Acquire, Connect and Transfer.



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### Acquire, connect and transfer



All educators hope their lessons will provide students with the knowledge to apply their learning outside of their context. The Learning Transfer Mental Model and the three phases enhances the student's ability to understand, relate and apply the concepts to previous experiences, current and future similar and dissimilar situations. For the concept to be taught effectively, it must be acquired and fully understood by students. We are enabling students to make meaning of individual concepts. This might be through definitions, examples, and non-examples.

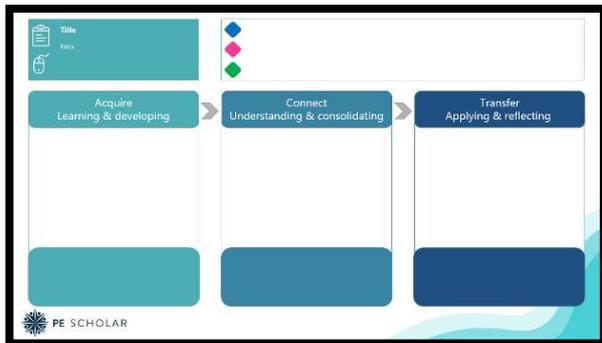
Every lesson plan includes the knowledge that should be acquired by the students to fully understand the concept. Asking students to elaborate of definitions or to provide examples or non-examples of the concept support this learning. Once students have understood what is meant by the concept, we can then encourage them to make connections and understand the relationships between their PE lesson and different concepts. This will enable a deeper level of thinking and learning. Every lesson plan includes questions that can be asked during group discussions to enable deeper connections to the concepts and their PE lesson. The final stage of the Learning Transfer Mental Model is transfer. Here we encourage students to apply their understanding of a concept and transfer it to a different and more complex or unfamiliar context. Students should be given the opportunity to transfer their new learning to past experiences, where they could use it in other areas



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of their current lives and where in the future their knowledge of the concept might help them. Every lesson plan includes personal reflection questions that will support this transfer to a student's past, present or future.

### Templates



We understand that every school is different, as is the needs of the students within them. Therefore, we have included some templates to enable departments to create their own unit plans around the concepts they feel would best meet their student's needs. The resource is also **fully editable** so you can make changes to suit your students with ease.

### For PE Teachers By PE Teachers

The authors of this resource are all physical education teachers that understand the contemporary educational landscape. They share a common mission and goal to be more effective in delivering physical education experiences that are more positive, inclusive and meaningful.

### More information and further courses and resources

For more information regarding this resource or other courses and resources please visit [www.pescholar.com](http://www.pescholar.com) or contact us via [support@pescholar.com](mailto:support@pescholar.com)

In particular we recommend our PE curriculum design course which has been designed to “*enable existing and aspirant subject leaders of physical*



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*education to challenge and transform their PE offer to be fit for every 21st century learner in their school”.*

### **Dean Woodham**

Partnership Manager, North Oxfordshire School Sport Partnership

### **The 1-2-1 sessions are of real value**

*I would recommend every PE leader to complete this Curriculum Design in PE course. It is a transformative CPD journey that will challenge, engage and stimulate in equal measure. Will's delivery is fantastic; passionate, knowledgeable and personable. The 1-2-1 sessions are of real value as it enables you to bring the learning to life ensuring maximum impact in your individual school context. The staff in our team felt it was the best CPD they have ever had. It is excellent value for money; making a real difference to the quality of PE delivery and the experience of young people within the schools they work with.*

Please visit <https://www.pescholar.com/courses/> for more information.

### **Closing thoughts**

We really hope this resource supports you in transforming your curriculum offer and ultimately making a bigger difference to more children and young people's lives.

### **Further Reading**

- Chambers, F, Aldous, D and Bryant, A. (2021). *Threshold Concepts in Physical Education: A Design Thinking Approach*. Routledge
- Durden-Myers, E.J. (2018). *Physical Literacy: A Guide for Educators*. Scholarly
- Erickson, H. Lynn. (2007). *Concept-Based Curriculum and Instruction for the Thinking Classroom*. Corwin
- Harris, Jo. And Cale, Lorraine. (2019). *Promoting Active Lifestyles in Schools*. Human Kinetics
- Kirk, D. (2010). *Physical education futures*. Routledge.
- Sinek, Simon. (2009). *Start with Why*. Penguin



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- Stern, Julie., Ferraro, Krista., and Mohnkern, Juliet. (2017). *Tools for Teaching Conceptual Understanding: Designing Lessons and Assessments for Deep Learning*. Corwin
- Stern, Julie., Ferraro, Krista., Duncan, Kayla., Aleo, Trevor. (2021). *Learning That Transfers: Designing Curriculum for a changing World*. Corwin
- Sullivan, Lee. (2021). *Is PE in Crisis? Leading Meaningful Change in Physical Education*. Scholarly, UK.