

Physical and Health Education Subject Group Overview

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
6	Strengths & Strategies Concepts: Change, Adaptation, Interaction Global Context: Identities & Relationships Inquiry: We can adapt our skills and change how we interact with others to find a good balance between competitive play and cooperative teamwork. Assessment: 1. Criteria C - Applying and performing 2. Criteria D - Demonstrating and improving interpersonal skills ATL skills: Communication and Thinking skills Content summary: * Teamwork, fair-play, Interpersonal skills: identifying strategies that work and applying them to	Racket Sports Concepts: Relationships, Adaptation, Movement, Space Global Context: Orientation in Space and Time Inquiry: We adapt and time our movement on the court in relation to the size of the space we are playing in. Assessment: 1. Criteria A - Knowledge and Understanding ATL skills: Social and Self Management skills Content summary: *Proper techniques: Holding the racket/bat correctly, serving and the range of basic shots - backhand, forehand and overhead. *Player position on the court in relation to their racket, partner and or the net, ready position	Health & Fitness Concepts: Relationships, Balance, Choice Global Context: Identities & Relationships Inquiry: An active and healthy lifestyle can be achieved through different methods but always directly related to a balance in the personal choices we make. Assessment: 1. Criteria B - Goal setting and planning for performance 2. Criteria D - Reflecting and improving performance ATL skills: Thinking skills Content summary: * The link between a healthy mind and a healthy body. * Understanding the importance of maintaining a balanced lifestyle, between home, school and free time.	Floor It Concepts: Change, Adaptation, Refinement Global Context: Fairness & Development Inquiry: Adapting and changing the rules and conditions of a game creates new physical and strategic challenges and helps to refine our skills. Assessment: 1. Criteria C - Applying and Performing ATL skills: Communication and Social skills Content summary: * Adapting rules, adjusting skills, modifying games, working with different people, adjusting from attack to defense, adapting to the different ball, * Position on court in relation to the goal, other players, the ball, restricting and	Whack It Concepts: Change, Refinement, Function Global Context: Scientific & Technical Innovation Inquiry: Refining and developing our skills can change the way we function in the different striking games. Assessment: 1. Criteria C - Applying and Performing ATL skills: Self management and Thinking skills Content summary: * Understanding how individuals and teams change strategies and tactics in response to stimuli from other players and the environment. * Demonstrating how we adjust skills, techniques, strategies or tactics in order to meet the needs of a situation.	Team Challenge Concepts: Communication, Choice, perspectives Global Context: Identities & Relationships Inquiry: Effective communication and shared perspectives can inform the choices a team makes and improve the way a team functions when solving problems and challenges. Assessment: 1. Criteria D - Demonstrating and improving interpersonal skills 2. Criteria B - Goal setting for performance 3. Criteria A - Problem solving ATL skills: Social and Thinking skills Content summary: * Sharing ideas in appropriate ways. Giving and receiving information. Processing ideas	Move-It Concepts: Development, Form, Perspective Global Context: Personal & Cultural Expression Inquiry: Individual passions and personal perspectives can inspire the form and development of a movement sequence. Assessment: 1. Criteria B - Planning for performance 2. Criteria C - Performing a range of movement concepts 3. Criteria D - Reflecting and improving performance ATL skills: Self management and thinking. Content summary: * Students will create an aesthetic	Spring Choice Concept: Relationships, Choice, Interaction Global Context: Fairness & Development Inquiry: The games we choose to share should have a good relationship between fun and fairness to ensure maximum participation and positive interactions. Assessment: 1. Criteria C - Applying and performing ATL skills: Social and Communication skills Content summary: * Students will share games of their own choosing, ensuring all have the opportunity to participate and enjoy. * Through a variety of fun	

	a range of challenges * Ball games and related activities: transferring and improving basic ball skills, movement on court - with and without ball, introduction to defensive and offensive strategies, positional and tactical play.	*Fundamental rules of the game of badminton, short tennis and table tennis. *Making connections between movement + position in a racket sport.	* Identify own fitness and motivation levels - identify some realistic goals and plan strategies that will help achieve their goals. * Understand the long term impact of healthy choices. * Understanding the nutritional value of different food types * Planning own recipe for healthy energy balls	expanding the playing field * Using the range of modified floor games to fine-tune and improve skills, develop a sense of team and fair play when engaged in games.	* Connecting how and where the ball moves when we hit or throw it impacts how we as individuals move, both in the role of fielder and as a runner trying to score points. * Modifying and improving skills so we can contribute more effectively in the different bat and ball games and challenges.	and creating solutions. * Making informed choices by evaluating the challenges and considering the options available. * Using others ideas to develop and adapt solutions, developing an understanding and consideration of others opinions. * Understanding the different components of each challenge and using effective strategies to create solutions.	sequence of movement. They will use their own interests/strengths to create a group or individual performance. * The movement sequence will develop, evolve and improve over time using self and peer review * The movement sequence should be controlled and aesthetic, using personal interests or strengths as a form of motivation.	games we will develop and reflect on a wide variety of personal and social relationships in order to improve our interpersonal skills. * The games we choose to share should be team based intended to provide multiple opportunities to work with different people. * Modifying the rules of games and having additional backup rules ensures the games are challenging and fun for all.	
7	Synergy and Teamwork Concepts: Relationships, Interaction & Perspective Global Context: Identities and Relationships Inquiry: Interacting and cooperating with each other and contributing different perspectives helps build healthier	Racquet Sports Concepts: Relationships, Adaptation & Space Global Context: Orientation in space and time Inquiry: The application of skills, adaptation of tactics and use of space by players are in relation to the skill level, strengths/weaknesses and court	Health and Fitness Concepts: Change, Balance & Energy Global Context: Scientific and technical innovation Inquiry: Balanced fitness plans can be designed, changed and adapted to meet the needs, wants, goals and energy levels of individuals	Floor It Games Concepts: Change, Function & Perspective Global Context: Scientific and technical innovation Inquiry: Understanding different perspectives can help us when changing our strategies to function better as a team Assessment:	Placement and Accuracy Concepts: Change, Adaptation & Refinement Global Context: Scientific and technical innovation Inquiry: Refining fundamental skills and strategies will help improve performance when adapting to	Create It Concepts: Development, Balance & Movement Global Context: Personal and cultural expression Inquiry: Developing and performing a balanced movement sequence can be an effective medium to express our creativity.	Coach for a Day Concepts: Communication, Choice & Interaction Global Context: Identities and Relationships Inquiry: Effective communication is key for positive interactions when taking on a leadership	Transferable Skills Concepts: Development, Adaptation & refinement Global Context: Orientation in space and time Inquiry: Developing and refining skills allows us to adapt to changing game situations with more confidence and success.	

	relationships in our community. Assessment: Criteria C - Applying and Performing Criteria D - Demonstrating and improving interpersonal skills ATL skills: Social Skills: Content summary: Activities that promote Interpersonal Skills: *Being inclusive, respectful listening and speaking *Collaborative: Contributing and working with others to achieving common goals *Good sportsperson: Balance of competition and enjoyment	positioning of the opponent. Assessment: Criteria A - Knowledge and Understanding Criteria D - Reflecting and improving performance ATL skills: Communication skills: Content summary: *Skills and strategies: understanding of the fundamental skills and strategies of the games with 'In game' discussions to reinforce and elaborate on them *Knowledge: an understanding of the rules of the games during introductions and closures as well as during game conversations *Making connections and seeing relationships regarding: use of court space, positioning of opponent, adapting to opponents style of play, skill level, strengths and weaknesses, positioning on court, movement patterns, fitness	Assessment: Criteria B - Planning and goal setting for performance Criteria D - Reflecting and improving performance ATL skills: Self Management skills: Content summary: Focus on: *Appropriate form and pace *Goal setting and planning skills *Ongoing reflection on strengths and weaknesses *Self-Motivation *Investigate a range of training methods to improve health/fitness (interval, continuous, circuit, resistance, partner) with different work:rest ratios, purposes *Make connections between activities and fitness goals *Make connections between active lifestyles and quality of life	Criteria C - Applying and Performing ATL skills: Self Management skills & Thinking skills: Content summary: Focus on *Learning through individual, partner and small group activities and games *Attack, defence and in dispute *Positioning, movement and use of space *Anticipation and reaction skills *Rules and strategies Transfer of skills to different games *Fundamental skills of dribbling, trapping, passing, shooting, juggling, shielding *Reducing attention on the ball *Redirecting attention to surroundings *Challenging self to increase	changing game situations. Assessment: Criteria A - Knowledge and Understanding Criteria C - Applying and Performing ATL skills: Thinking Skills: Content summary: Focus on placement and accuracy: *Fundamental skills: throwing, catching, fielding, batting, (grip, stance, movement patterns using student demonstrations) *Bowling & pitching techniques *Strategies: batting and fielding *Accuracy V's Speed activity *Summative force activity *Play modified games	Assessment: Criteria C - Applying and Performing Criteria D - Reflecting and improving performance ATL skills: *Self Management & Thinking skills: Content summary: *Intro to 'Movement Patterns' *GRASP Framework *Explore and identify interests, experience and strengths *Drafting process/film review *Use Youtube and Music clips for movement inspiration *Peer share and feedback *Teacher feedback Learning/creating movement sequence Giving and receiving feedback	role to introduce an activity of our choice. Assessment: Criteria B - Planning and goal setting for performance Criteria D - Reflecting and improving performance ATL skills: Communication & Self Management skills: Content summary: *Students will work in small groups when choosing their activity and presenting *Groups will take turns to lead their activity for their peers * 'Leaders' will exercise their planning, creative and collaboration skills through the presentation of their activity *Students will explain their activity, answer questions and oversee their activity	Assessment: Criteria C - Applying and Performing ATL skills: Social & Thinking skills: Content summary: *Focus: refining fundamental skills for throwing and catching activities. Skills will be practised, adapted and applied to different game situations each lesson *As the games will be different each lesson, the recall of prior experience will be directly transferred to games through the application of skills and strategies *The manipulated variables will include but is not limited to: playing space, objects to be thrown, method of scoring	
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		level, use of tactics							
8	Game Changer Concept: Relationships, Communities, Connections Global Context: Identities and Relationships Inquiry: Being a game changer means using our attitudes, behaviours, and actions to positively influence relationships, strengthen connections, and build inclusive communities where everyone feels safe and a sense of belonging. Assessment: B Plan D Interpersonal skills ATL skills: Help others participate, contribute and succeed Content: -Discussions and activities exploring attitude, behaviour and action -Taking responsibility -Building community	Real connections Concept: Connections Perspective Global Context: Personal and Cultural Expression Inquiry: Understanding different perspectives helps us build authentic connections, establish respectful boundaries, and foster healthy relationships through effective communication Assessment: A Knowing and understanding ATL skills: Consider ideas from multiple perspectives Content: -exploring various topics relatable to teens; -taking part in discussions; -recording podcast addressing chosen topic	Transferring Skills Concept: Relationships Adaptation, Perspective Global Context: Scientific and technical innovation Inquiry: Adapting to different games and activities requires us to consider all perspectives and find relationship between them Assessment: C Performing ATL skills: Help others participate, contribute and succeed Content: - ball games -transfering skills	Healthy Body Image Concept: Communication Perspective, Balance Global Context: Personal and Cultural Expression Inquiry: Knowing that "perfect body" is a social construct, can help us to understand different perspectives and find a balance in the way that we communicate around body image Assessment: A Knowing and understanding ATL skills: Analyse complex information Content: -Body image throughout history -Body image in different cultures -Representation in social media -Positive, negative and healthy body image -Describing and explaining body image related	Express Yourself Concept: Communication Movement, Energy Global Context: Personal and Cultural Expression Inquiry: Through movement and performance, individuals communicate ideas and emotions, using feedback and reflection to improve skills and express themselves with purpose and energy Assessment: B Goal setting C Performing D Reflecting and improving performance ATL skills: Provide respectful, meaningful feedback Receive and carefully consider feedback Content: -exploring different forms of movement expression;	Do It For Life Concept: Form, Choice, Function Global Context: Scientific and technical innovation Inquiry: To make a workout meaningful, we need to know and understand the function of fitness exercises of our choice and perform them in a proper form Assessment: B Planning for performance C Performing D Reflecting and improving performance ATL skills: Set goals that are challenging and realistic Content: -Participating in various interval trainings -Goal setting -Planning interval training -Performing planned interval training -Reflecting on the plan and performance	Effective Team Play Concept: Development, Systems Global Context: Scientific and technical innovation Inquiry: To function effectively as a team, everyone need to understand and apply agreed offensive and defensive system in the games Assessment: C Performing ATL skills: Content: -Developing and improving skills in ball games -Developing offensive and defensive system of play -Practicing team spirit	Fueling For Sports Concept: Energy, Adaptation Global Context: Scientific & Technical Innovation Inquiry: Understanding how the body uses energy and adapts to physical demands helps us make informed nutrition choices that support performance and recovery in sports. Assessment: A Knowing and understanding ATL skills: Identify connections (patterns, trends and relationships) Content: -learning about macronutrients and their function; -reasons behind different diets; -analyzing snacks in the canteen; -sharing knowledge by explaining pre or post workout	Game Lead Concept: Connections Choice Global Context: Scientific and Technological Innovation Inquiry: Making thoughtful choices and building strong interpersonal connections allows individuals to lead games effectively, encouraging inclusive participation and shared success in physical activity. Assessment: D Interpersonal skills ATL skills: Use group roles to clarify and organize individual responsibilities Content summary: -Students led and organised activities

	-Playing various team games -Interpersonal skills -Planning solid actions to positively contribute to community			issue, suggest strategies to develop/maintain healthy body image	-creating movements sequence with a message; -introducing performance; -performing; -evaluating performance;			snack (when and why should be eaten, what does it contain and what is it function in body)	-Interpersonal skills
9	Playing and Analysing Concept(s): Development, Movement, Refinement Global Context: Orientation in space and time Inquiry: Meaningful feedback between individuals accompanied by practice and perseverance allow us to develop and refine technical and tactical skills. Assessment: 1. Applying and performing (Criteria C) 2. Analysis of performance (Criteria D) ATL skills: Communication skills: Thinking skills: Content summary: -Practical skills in net games Movement and positioning	Introduction to Fitness & Personal Training Concept(s): Related Concept(s): Balance, Choice Global Context: Identities and Relationships SOI: Understanding how to use fitness equipment safely and effectively empowers students to make informed choices about health and wellbeing. Assessment: 1. Knowing and understanding (Criteria A) ATL skills: Self-management skills: Thinking Skills: Content summary: -Guided Discovery -Problem Solving -Peer-Feedback and Support - Safety during Fitness Training	Team games Concept(s): Communication, Adaptation, Interaction Global Context: Identities & Relationships Inquiry: Effective communication, tactical decision-making and our ability to adapt to the situation impacts the team's success. Assessment: 1. Applying and performing (Criteria C) 2. Interpersonal skills (Criteria D) ATL skills: Communication skills: Social skills: Content summary: - Defensive and offensive strategies - Formations - Positioning and roles - Interpersonal skills to improve performance	Tournament planning Concept(s): Systems, Function, Space Global Context: Orientation in space and time Inquiry: Different systems can be used to organise and play a tournament, depending on available time and space. Assessment: 1. Planning for performance (Criteria B) 2. Reflecting on performance (Criteria D) ATL skills: Social skills: Self-management skills: Content summary: - Tournaments lay out - Competition management - Sports regulations	Fitness training & mental health Concept(s): Relationships, Choice, Balance Global Context: Identities & Relationships Inquiry: Understanding the relationship between physical activity and mental health helps us make healthier choices for a balanced and active lifestyle. Assessment: 1. Planning for performance (Criteria B) 2. Reflecting on performance (Criteria D) ATL skills: Self-management skills: Thinking skills: Content summary: - Connection between physical and mental health - Training methods	Goal setting & planning Concept(s): Development, Refinement & Choice Global Context: Orientation in space and time Inquiry: Setting realistic and achievable goals and planning exercises to achieve them enhances the process of individuals' skill acquisition, development and refinement. Assessment: 1. Planning for performance (Criteria B) 2. Applying and performing (Criteria C) ATL skills: Self-management skills: Content summary: - Floor discipline - Apparatus discipline - Rings discipline	Justice in sport Concept(s): Change, Systems, & Environment Global Context: Fairness and development Inquiry: Understanding multiple perspectives and thinking critically about how systems work enables us to bring change for a more just world. Assessment: 1. Knowing and understanding (Criteria A) ATL skills: Thinking skills: Research skills: Content summary: - Disability in sport - Salary gap		

	-Ball placement Drills for specific skills -Interpersonal skills	- Planning and Execution -Progression, Reflection and Adaptation			- Impact of physical activity to our body	- Balance exercises - How to spot someone - Safety procedures	- Racism in sport - Gender issues in sport - Doping and its implications on performance		
10	Developing technical and tactical skills in team sport Concept: Relationships Space, Interaction Global Context: Orientation in Space and Time Inquiry: When teams understand and use space effectively, their relationships and interactions strengthen, leading to more strategic and adaptable play Assessment: 1. Practical performance(Criteria C) 2. Observation & analysis (Criteria D) ATL skills: Thinking skills:Analyse complex information, Generate multiple new ideas, solutions & inquiries. Content summary:	Sexual Health: Rational Decision Making Concept: Development Choice & Interaction Global Context: Identities and relationships Inquiry: Exploring personal choices in the context of sexual health, empowers students to make informed decisions for their own well-being and their sexual development Assessment: Podcast (Criteria A) ATL skills: Self - management skills: Reflect on and evaluate content learning. Thinking skills: Consider ideas from multiple perspectives, identify connections Content summary: Factors that	Coaching in Court Games Concept: Development Interaction, movement and refinement Global Context: Identity and relationships Inquiry: The interaction between coach and player can develop and refine a players skills and movement on court Assessment: 1. Planning (Criteria B) 2. Performance (Criteria C) 2. Reflection(Criteria D) ATL skills: Communication skills: Provide respectful, meaningful feedback Social skills: Help others to participate, contribute or succeed Content summary:	Mental Health & Wellbeing Concepts: Function and Interaction, Relationships Global Context: Identities & Relationships Inquiry: Awareness of the relationship between improved mental health function and wellbeing encourages individuals to make healthy lifestyle choices Assessment: Formative tasks only ATL skills: Self-management skills:Practise strategies to develop mental focus Practise self-calming strategies, reflect on and evaluate content learning Content summary: What influences our mental health & wellbeing?	Understanding the process of skill development Concept: Development Refinement Global Context: Personal & Cultural Expression Inquiry: The process of developing and refining skills is enhanced through frequent feedback, practice and repetition. Assessment: Performance & Reflection (Criteria C and D) ATL skills: Self-management skills:Set goals that are challenging and realistic Thinking skills: Generate new ideas, solutions and inquiries Content summary: Skill acquisition Stages of learning	Head Injuries in Sport Concept: Connections Choice and perspective Global Context: Orientation in space & time Inquiry: Investigating head injuries in sports involves understanding how connections between athlete choices, and stakeholder perspectives influence injury prevention and management. Assessment: Presentation proposal & debate (Criteria A) ATL skills: Thinking skills: Identify connections, Generate new ideas, solutions and inquiries, consider ideas from multiple perspectives Content summary:	Health & Fitness for life Concepts: Change, Adaptation and systems Global Context: Orientation in space and time Inquiry: A balanced training programme containing duration, frequency and variability results in a positive change and adaptation to the systems in our body. Assessment: Theory in action task (Criteria A, B) ATL skills: Social skills: Help others to succeed Thinking Skills: Generate new ideas, solutions and inquiries,	Physical & Mental Empowerment Concept: Change : Adaptation, Environment Global Context: Scientific & Technical Innovation Inquiry: Physical & mental empowerment can be enhanced through the creation of self defence responses that adapt according to our ever changing environment. Assessment: Plan & performance (Criteria B,C) ATL skills: Self-managem ent : Practice strategies to maintain focus and overcome distractions Thinking: Generate new ideas,	

	Defensive & Offensive strategies & tactics Positioning & use of space Aspects of fitness influencing implementation of tactics Observations and feedback Interpersonal skills used to be effective team member	influence decision making Consent and how it is ensured Gender and sexual representation in the media Examples of effective communication Legal knowledge about age of consent and same sex relationships	Interpersonal skills in coaches and players to maximise motivation, performance. Effective feedback Data collection methods Practical skills in net games Drills for specific skills	What is well-being? Social/emotional/physical/mental Positive & negative relationships: Sleep/self-care/time for self Food/Exercise/Social Links between mind & body: Breathing/meditation practices Exercise (High Intensity) Mindfulness activities (colouring/relaxing music) Food & mood	Practice methods Role of feedback Types of feedback Motivation	What is a concussion? CTE? Statistics & identifying reliable sources, references. Current Care Rules, Regulations & Guidelines by sport Ethical considerations Differing care by sports federation Possible solutions Minimising risk Impact of changes on stakeholders Evaluating & Debating	Content summary: Role of heart rate in planning training What training zones are and how these link with heart rate Lactic acid, lactic acid threshold and its impact Components of fitness & testing methods Methods of training Principles of training Normative data Body systems (cardiovascular /muscular)	solutions and inquiries Content summary: Mental & Physical empowerment and mindset Real-world contexts Practice expectations, respect and safety Acquiring new skills through measured risks Trips, clinches, self-protection, counter attacks, avoiding contact	
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