

Physical and Health Education Subject Group Overview

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
6	Strengths & Strategies Concepts: Connections, 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.1 Applying and performing 2. Criteria D.1 Demonstrating and improving interpersonal skills ATL skills: Communication skills: C1: I can listen actively to understand information and ideas. S4: I can consider and take responsibility for the impact of my actions on others. Content summary: * Teamwork, fair-play, Interpersonal skills: identifying	Racket Sports Concepts: Relationships, Movement 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. 1,2,3 Knowledge and Understanding ATL skills: C2: I can express clear, concise, and relevant ideas using subject-specific language. 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 *Fundamental rules of the game of badminton, short	Health & Fitness Concepts: Development, 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. 1,2 Goal setting and planning for performance 2. Criteria D. 2,3 Reflecting and improving performance ATL skills: T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content summary: * The link between a healthy mind and a healthy body. * Understanding the importance of maintaining a balanced lifestyle, between home,	Floor It Concepts: Systems, Function, 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. 1,2,3 Applying and Performing ATL skills: S2: I can build relationships and work effectively with diverse peers. C3: I can engage meaningfully in discussions to explore ideas critically and creatively. Content summary: * Adapting rules, adjusting skills, modifying games, working with different people, adjusting from attack to defense, adapting to the	Whack It Concepts: Connections, Adaptation, Environment 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 A. 1,2,3 Knowledge and Understanding ATL skills: T2: I can interpret, analyse, and synthesise information to form evidence-based conclusions. 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.	Move-It Concepts: Aesthetics, 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.2 Planning for performance 2. Criteria C.2 Performing a range of movement concepts 3. Criteria D.2,3 Reflecting and improving performance ATL skills: SM1: I can maintain focus and overcome distractions. SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. Content summary: * Students will create an aesthetic sequence of	Team Challenge Concepts: Communication, Interaction 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.1 Demonstrating and improving interpersonal skills 2. Criteria B.2 Goal setting for performance 3. Criteria A.2 Problem solving ATL skills: C4: I can give and respond to feedback with awareness of others' feelings and perspectives. SM4: I can set ambitious goals and stay motivated and resilient during setbacks. Content summary:	Spring Choice Concepts: Relationships, Choice, Function 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.1,2,3 Applying and performing ATL skills: C2: I can express clear, concise, and relevant ideas using subject-specific language. S3: I can support others to participate and succeed through inclusive and productive collaboration. Content summary: * Students will share games of their own choosing, ensuring all have the opportunity to

	strategies that work and applying them to 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.	tennis and table tennis. * Making connections between movement + position in a racket sport.	school and free time. * 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	different ball, stick versus foot, * Position on court in relation to the goal, other players, the ball, restricting and 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.	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.	* Sharing ideas in appropriate ways. Giving and receiving information. Processing ideas 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.	participate and enjoy. * Through a variety of fun 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.
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Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
7	Synergy and Teamwork Concepts: Interaction & Perspective Global Context: Identities and Relationships Inquiry: Interacting and cooperating with each other and contributing different perspectives helps build healthier relationships in our community. Assessment: Criteria C 123- Applying and Performing Criteria D1- Demonstrating and improving interpersonal skills ATL skills: Social S2: I can build relationships and work effectively with diverse peers. 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:	Racquet Sports Concepts: Function & Adaptation Global Context: Orientation in space and time Inquiry: Analysing and discussing the role and application of rules, skills and strategies in a game situation can help athletes understand and adapt their own game for improved performance. Assessment: Criteria A123 - Knowledge and Understanding Criteria D3 - Reflecting and improving performance ATL skills: Communication skills: C2: I can express clear, concise, and relevant ideas using subject-specific language. 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	Health and Fitness Concepts: Balance & Energy Global Context: Scientific and technical innovation Inquiry: Balanced fitness plans can be designed and adapted to meet the needs, wants, goals and energy levels of individuals. Assessment: Criteria B12 - Planning and goal setting for performance Criteria D2 - Reflecting and improving performance ATL skills: Self Management skills: SM4: I can set ambitious goals and stay motivated and resilient during setbacks. 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	Floor It Games Concepts: Environment + Interaction Global Context: Identities and Relationships Inquiry: How I contribute as an individual when interacting and performing can positively impact how a team functions Assessment: Criteria C123 - Applying and Performing Criteria D1 - Demonstrating and improving interpersonal skills ATL skills: Self Management SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. 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	Placement and Accuracy Concepts: Adaptation & Refinement Global Context: Identities and Relationships Inquiry: Refining fundamental skills and strategies will help improve performance when adapting to changing game situations. Assessment: Criteria A123 - Knowledge and Understanding Criteria C123 - Applying and Performing ATL skills: Communication: C1: I can listen actively to understand information and ideas. Content summary: Focus on placement and accuracy: *Fundamental skills and strategies: throwing, catching, fielding, bowling, pitching, batting, (student demonstrations) *Accuracy V's Speed *Summation of force *Modified games	Coach for a Day Concepts: Communication, Choice & Global Context: Fairness and developing Inquiry: Effective communication is key for positive interactions when taking on a leadership role to introduce an activity of our choice. Assessment: Criteria B12 - Planning and goal setting for performance Criteria D12 - Reflecting and improving performance ATL skills: Self Management skills: SM3: I can apply organisational strategies to manage time and resources effectively. 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	Create It Concepts: 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. Assessment: Criteria C123 - Applying and Performing Criteria D3 - Reflecting and improving performance ATL skills: *Thinking skills: T1: I can explore concepts and develop solutions with curiosity and creativity. 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	Transferable Skills Concepts: Adaptation & function 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. Assessment: Criteria C123 - Applying and Performing ATL skills: Social & Thinking skills: T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. 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

	Balance of competition and enjoyment	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 level, use of tactics	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	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		and collaboration skills through the presentation of their activity *Students will explain their activity, answer questions and oversee their activity	Learning/creating movement sequence Giving and receiving feedback	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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Grade	BODY AS A TOOL	COMMUNITY ENGAGEMENT	BODY AS A TOOL	COMMUNITY ENGAGEMENT
8	UNIT 1: Do It For Life Concept: Form, Function, Choice Global Context: Scientific and technical innovation Inquiry: How does understanding energy and fitness help us choose foods and exercises for better sports performance and healthy living? Assessment: A 1,2,3 Knowing and understanding B1,2 Planning for performance C 1 Performing D 2,3 Reflecting and improving performance ATL skills: SM4: I can set ambitious goals and stay motivated and resilient during setbacks. T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content: -Participating in various interval trainings -Goal setting -Planning interval training -Performing planned interval training -Reflecting on the plan and performance -learning about macronutrients and their function; -reasons behind different diets; -analyzing snacks in the canteen; -sharing knowledge by explaining pre or post workout snack (when and why should be eaten, what does it contain and what is its function in body)	UNIT 2: Game Changer Concept: Connections, Perspectives Global Context: Identities and Relationships Inquiry: How can we use our attitudes, actions, and game skills/strategies to build inclusive communities and transfer these skills beyond the game? Assessment: C123 D1 Interpersonal skills (goal set) ATL skills: S2: I can build relationships and work effectively with diverse peers S4: I can consider and take responsibility for the impact of my actions on others. Content: -Discussions and activities exploring attitude, behaviour and action -Taking responsibility -Building community -Interpersonal skills -Planning solid actions to positively contribute to community -Ball games -Transferring skills	UNIT 3: Freedom To Express Concept: Communication Balance, Energy Global Context: Personal and Cultural Expression Inquiry: Understanding that body ideals are socially constructed helps individuals appreciate diverse perspectives, while movement and performance provide meaningful ways to communicate identity, ideas, and emotions. Assessment: A 1,2,3 Knowing and understanding B 1 Goal setting C 1,2,3 Performing D 2, 3 Reflecting and improving performance ATL skills: SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. T4: I can demonstrate reflexivity by questioning my own assumptions and biases. Content: -exploring different forms of movement expression; -creating movements sequence with a message; -introducing performance; -performing; -evaluating performance; -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 issue, suggest strategies to develop/maintain healthy body image	UNIT 4: The Roles We Play Concept: Communities, Choice Global Context: Identities and Relationships Inquiry: Success in team games comes from strategy, decision-making, and positive connections through leadership, participation, and teamwork. Assessment: C1,2,3 Performing B2 Planning for performance D1 Interpersonal skills ATL skills: C3: I can engage meaningfully in discussions to explore ideas critically and creatively. S3: I can support others to participate and succeed through inclusive and productive collaboration. Content summary: -Students led and organised activities -Interpersonal skills -Developing and improving skills in ball games -Developing offensive and defensive system of play -Practicing team spirit

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9	Fitness & mood Concepts: Relationships, Choice, Balance Global Context: Identities & Relationships Inquiry: Understanding the relationship between physical activity and mental health helps us to make healthier choices to improve our mood. Assessment: A123 Knowing and understanding B12 Planning D2, D3 Evaluate plan and performance ATL skills: Thinking skills: T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content summary: - Connection between physical and mental health - Training methods - Impact of physical activity to our body	Beyond the Score Concepts: 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: C123 Performing D1 Interpersonal skills ATL skills: Social skills: S2: I can build relationships and work effectively with diverse peers. Content summary: - Participation and engagement in competition - Tournament design and management - Interpersonal skills	First Aid Concepts: Communication, Interaction Global Context: Scientific and technical innovation Inquiry: Understanding first aid empowers individuals to make informed decisions and take responsible action in emergency situations, helping to protect health and save lives. Assessment: Not assessed ATL skills: So S4: I can consider and take responsibility for the impact of my actions on others. Content summary: - Bandaging & Bleeding Control - CPR & Medical Emergencies - Emergency Scenarios	Flip, Plan, Reflect Concepts: 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: B12 Planning C123 Performing D23 Evaluate performance ATL skills: Self-management skills: SM4: I can set ambitious goals and stay motivated and resilient during setbacks. Content summary: - Floor discipline - Apparatus discipline - Rings discipline - Balance exercises - How to spot someone - Safety procedures	Justice in sport Concepts: 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: A123 Knowing and understanding ATL skills: Thinking skills: T1: I can explore concepts and develop solutions with curiosity and creativity. Content summary: - Disability in sport - Salary gap - Racism in sport - Gender issues in sport - Doping and its implications on performance - Coaching styles - Pressure - Biased referring	Play and Analyse Concepts: 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: C123 Performing D1 Interpersonal skills ATL skills: Communication skills: C4: I can give and respond to feedback with awareness of others' feelings and perspectives. Content summary: - Practical skills in diverse s Movement and positioning - Ball placement Drills for specific skills - Interpersonal skills

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10	Read & React 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: A1,2,3: Post-game oral questioning (live tactical responses) C1,2,3: Practical performance (small-sided games observation) D1,2,3: Live reflection & feedback application (post-game verbal response) ATL skills: Thinking skills: T1: I can explore concepts and develop solutions with curiosity and creativity . Content summary: 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	Flow State Concepts: Movement, adaptation Global Context: Personal and Cultural Expression Inquiry: The control and adaptation of movement can influence the quality of performance and how we express personal and cultural ideas, feelings and identity. Assessment: B1,2: Planning, goal setting and review C:2,3: Performance ATL skills: SM4: I can set ambitious goals and stay motivated and resilient during setbacks. Content summary: Movement composition & sequencing; Reaction and adaptation to changing performance conditions; Synchronisation; Use of space, timing, flow in movement, improvement through feedback cycles.	Reset 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: SM1: I can maintain focus and overcome distractions. Content summary: What influences our mental health & wellbeing? 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	Next Level Concepts: Adaptation, 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, reflection on training outcome (Criteria A:1,2,3: B: ATL skills: T1: I can explore concepts and develop solutions with curiosity and creativity . 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)	Timing & Risk Concepts: Time, place, space Global Context: Orientation in space and time Inquiry: Understanding how timing, accuracy, and anticipation are used helps improve performance in striking, fielding, and volleyball games Assessment: B:1,2 Create & assess a plan for improving batting /fielding performance C:1,2 ATL skills:T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content summary:Timing and anticipation; accuracy, control and consistency; reading cues and responding to play; decision-making and calculated risk; force, speed, direction and placement; volleyball serving, receiving, setting, attacking and blocking; striking, fielding, throwing, catching and running; positioning and preparation; communication and cooperation; adapting performance through feedback.	Game on: Learning new net skills Concepts: Development, adaptation Global Context: Scientific & Technical Innovation: Processes and solutions Inquiry: Understanding how skills are developed enables individuals to plan, adapt and improve performance in new activities. Assessment: C:1,2,3 D:1,2,3: Reflection on effectiveness of practice/ learning strategies ATL skills: S3:I can support others to participate and succeed through inclusive & productive collaboration. Content summary: Skill acquisition principles - Deliberate practice & feedback - Transfer of learning between activities - Peer coaching & collaboration - Performance analysis & reflection