



Course Outline

Physical Education Year 10

Inspiring excellence, empowering global minds

Overview

The Physical Education syllabus at GEMS Wesgreen International School aims to promote skill development in competitive games and situations. Children are encouraged to be independent learners by taking on different roles within a team. Children will have to lead groups in different parts of the lesson and learn how to coordinate and design activities. They will also develop transferable skills such as patience, trust and accountability. A high-quality physical education curriculum inspires all learners to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for all to become physically confident in a way, which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Learning Outcomes

Children will tackle complex and demanding physical activities. They will participate in a range of activities that develop personal fitness and promotes an active, healthy lifestyle. Children use and develop a variety of tactics and strategies to overcome opponents in team. They will develop their technique and improve their performance in other competitive sports. Children will take part in outdoor and adventurous activities in a range of environments, which present intellectual and physical challenges. They will work in a team, building on trust and developing skills to solve problems. Children will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. They will take part regularly in competitive sports and activities outside school through community links or sports clubs.

In physical education, the national curriculum focusses on the skills to,

- Analyse the performance of selected movement skills according to proper form and technique.
- Analyse movement concepts related to strategies for individual physical activities.
- Demonstrate an understanding of rules associated with selected sports while participating and officiating.
- Apply the terminology associated with the skills and rules.
- Analyse the effectiveness of offensive and defensive strategies in a variety of specific games and sport situations.
- Examine moral and ethical conduct in specific sport situations.

- Select and refine manipulation skills, applying mechanical principles related to activity-specific physical activity skills.
- Apply and refine selected activity-specific movement skills and variations in physical activities, including individual and dual type activities.
- Demonstrate the ability to keep score and officiate in selected organised sports.
- Investigate the body's response to increased activity levels.
- Design and implement effective warm-up and cool-down routines for specific individual and dual-type physical activities.
- Participate in different types of training and conditioning activities that contribute to personal fitness development.
- Participate at a level consistent with planned and self-directed aerobic activities.
- Demonstrate use of heart rate monitoring in personal fitness training.
- Assess current personal physical fitness levels using appropriate fitness tests and information technology.
- Analyse own fitness test results and determine the factors that contributed to the results.

Ongoing Objectives

The aims of the Physical Education Syllabus are to encourage and enable students to,

- Review safety rules, routines, and procedures prior to participating in physical activity.
- Explain the reasons for appropriate dress for selected indoor and outdoor activities.
- Identify safety and risk factors, for selected activities, related to people, facilities and equipment.
- Apply rules and procedures for safe and responsible participation and use of equipment.
- Assess personal attributes and talents across a variety of domains and assess how each contributes to self-esteem and self-confidence.
- Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and for changing a behavior.
- Analyse factors that influence personal and group decisions for active, healthy lifestyles.
- Evaluate the benefits of effective communication skills for getting along with family, friends, and peers in school, community, and the workplace.
- Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices.
- Design, implement, evaluate, and revise an action plan for making a personal and a group decision.
- Apply stress-management strategies and communication skills for stress reduction for self and others in case scenarios related to stressful situations.

- Examine ways technology may enhance and support a physically active lifestyle, such as fitness aids, improved equipment and facilities for training.

Unit Overview

Term 1

Unit 1 - Athletics

Approximate length: 4 weeks

Children will explore their fitness capabilities by improving their cardiovascular endurance, muscular strength and power. The skills of throwing, jumping and running, form the focal point of delivery, as well as combined multi events and relays for competition. Mathematical, scientific and geographical skills will be also be combined in calculating results.

Specific National Curriculum Objectives Covered:

- To accurately replicate sprinting technique adjusting small elements to improve overall performance.
- To accurately replicate and maintain an effective running technique.
- To accurately replicate the technique for an effective long jump.
- To perform and accurately replicate the shuffle technique for shot putt.

Unit 2 - Basketball

Approximate length: 4 weeks

Children will explore the skills within the sport of Basketball. They develop their dribbling, shooting and passing abilities by breaking down the motor programmes and fundamental components of the different aspects of each skill, such as hand eye coordination. These skills will develop through a series of activities and conditioned games, which encourage progression and improve their knowledge and understanding of the game.

Specific National Curriculum Objectives Covered:

- To be able to replicate strategies for attack, such as screens and posts.
- To understand the need to create space to shoot and begin to work on this in a game situation.
- To understand and perform attacking movements as a unit incorporating the use of width and speed
- To perform defensive strategies including man to man and zone.

Unit 3 - Volleyball**Approximate length: 4 weeks**

Children will explore the skills within the sport of Volleyball. They develop the strength and co-ordination of their hands and arms as well as the major muscle groups in the upper body, to perform digging, setting and spiking shots with improved accuracy and power. The key techniques and drills performed allow skills to be refined through repetitive practice and conditioned games. This enables the techniques to improve in consistency and accuracy as well as progressing over time.

Specific National Curriculum Objectives Covered:

- To be able to confidently perform with accuracy, a technically correct volley accurately along the net.
- To be able to move to the ball and accurately replicate and perform a volley.
- To be able to use the volley in a small-sided game.
- To be able to analyse performances, identifying strengths and weakness in performances, components, strategies and tactics.

Unit 4 - Football**Approximate length: 4 weeks**

Children will explore the skills within the sport of Football. They will participate in activities that develop their lower body co-ordination. As these are completed, children will improve their passing, shooting and dribbling skills. They explore the challenging activities and success criteria, which develop their speed and strength in this popular unit of work. Opportunities to act upon constructive feedback received, from other children and teachers, help to develop their skills further. A series of activities and conditioned games, develop timing, co-ordination and self-awareness, which helps children's progress.

Specific National Curriculum Objectives Covered:

- To be able to perform the basic dribbling movements with control.
- To be able to replicate passes in a space with a changing environment.
- To be able to accurately replicate the core skills of passing and receiving.
- To demonstrate a controlled shooting motion at a goal.

Unit 5 - Rugby**Approximate length: 4 weeks**

Children will explore the skills within the sport of Rugby. They are given the opportunity to co-ordinate their upper body in line with their lower body, as they improve their catching, throwing, passing and running with the ball. Different aspects of each of the skills are broken down for each child, to present success criteria for them to improve. They assess their progress upon the received constructive feedback, from other children and staff, in order to develop these skills through a series of activities and conditioned games.

Specific National Curriculum Objectives Covered:

- To comprehend and grasp the concept of running forwards and passing backwards.
- To comprehend and grasp how to score a try and the laws that govern this technique.
- To develop the skills for moving with the ball.
- To be able to outwit opponents with passing and movement skills.

Unit 6 - Rounders**Approximate length: 4 weeks**

Children will explore the skills within the sport of Rounders. Practicing the skills of catching, throwing, fielding, bowling and batting, develop transferable skills, such as teamwork and communication. As well as these holistic values, more complex skills are linked together with timing and strategy to allow children to enjoy a different type of competition. Across the unit, the practiced activities and conditioned games provide opportunities to develop tactics, leadership and captaincy.

Specific National Curriculum Objectives Covered:

- To improve the fielding skills at the posts in Rounders.
- To comprehend and grasp how to catch each delivery and stump the post correctly.
- To be able to outwit opponents when fielding and returning to the posts for run outs.

Unit 7 - Dodgeball**Approximate length: 4 weeks**

Children will explore the skills within the sport of Dodgeball. They build upon their throwing and catching skills by further developing their moving and dodging skills. Dodgeball also provides students the opportunity to problem solve in a fun, safe environment whilst refining their persistence, honesty and sportsmanship abilities, which are essential across the unit.

Specific National Curriculum Objectives Covered:

- To improve running, jumping, throwing and catching in isolation and in combination.
- To apply a working knowledge of the rules of dodgeball.
- To employ various forms of throwing and movement in a competitive game.

Term 2**Unit 8 - Badminton****Approximate length: 4 weeks**

Children will explore the skills within the sport of Badminton in this unit. They practice a range of different models to develop the skills of serving, clearing and smashing. Different equipment and

differentiation helps students to access and refine the complex skills needed to take part in small games. This unit also allows us to explore the use of rules and ethics of sportsmanship and gamesmanship, as well as develop children's scoring and umpiring abilities.

Specific National Curriculum Objectives Covered:

- To be able to use the clear to move an opponent around the court.
- To be able to play, accurately replicate and perform the forehand drive using the correct technique.
- To explore the tactic of playing the shuttle into space away from your opponent.
- To understand the importance of moving back to midcourt position after each shot.

Unit 9 - Cricket

Approximate length: 4 weeks

Children will explore the skills within the sport of Cricket in this unit. Catching, throwing, fielding, bowling and batting skills complement and expand the development of the learning experience. Concentration and reaction time underpin the key learning processes and form the focal point of the progress. Tactical skills such as organization and motivation ensure that a range of different situations, develop transferable leadership and communication skills.

Specific National Curriculum Objectives Covered:

- To improve the catching in the slips.
- To develop the use of spin whilst bowling.
- To develop the precision, control and fluency of batting.

Term 3

Unit 10 - Netball

Approximate length: 4 weeks

Children will explore the skills within the sport of Netball in this unit. They learn the fundamentals of footwork, shooting and passing, which challenge and develop children physically. This unit also facilitates cognitive development by applying agility, blocking and intercepting skills, in small-sided games. Maximum involvement ensures, whilst providing good opportunities for teacher and peer feedback and reflection, fun and progress are at the forefront of the learning experience.

Specific National Curriculum Objectives Covered:

- To confidently perform with accuracy, the step and shoot technique in Netball.
- To develop the variety of shooting skills around the shooting area.
- To explore overhead passing in different situations.

Unit 11 - Hockey**Approximate length: 4 weeks**

Children explore the skills of dribbling, shooting and passing with different surfaces, goals and equipment. Predominantly developing their hand eye coordination the trapping, slapping and hitting abilities, allow children to develop a tactile feel for motor development, which provides them with a unique learning experience to enjoy.

Specific National Curriculum Objectives Covered:

- Evaluating the effectiveness of dribbling around opponents.
- Apply the push pass effectively to maintain team possession.
- To read the game to intercept different passes in different situations.

Assessment

Formative: Assessment and questioning describes previous performances, knowledge and level of skill and develops goal-orientated performances. An applied model of coaching delivery and sports leadership is reflected upon. Children are given feedback on their refereeing and umpiring skills across the different sports units. They are also guided through the responsibilities for taking ownership of their health and safety. Observations and oral feedback are ongoing throughout each lesson and each unit to ensure learners are continuing to enjoy and participate in sport. They are challenged to be positive role models for the wider school community to demonstrate levels of good conduct, good sportsmanship and good citizenship throughout.

Summative: At the end of each episode, lesson, unit and term students are given summative feedback on their participation, sportsmanship, coaching and their refereeing. Children actively compete against each other in teams and houses to develop their team-orientated skills of motivation and comradery. This allows us to track progression throughout the term and across the year within the different sporting situations.