



Dallam School

Curriculum Overview

Department: Physical Education
Year Group: 10
Focus: Managing pressure and mental health

AUTUMN	SPRING	SUMMER
<p>Half term 1 Half term 2</p>	<p>Half term 3 Half term 4</p>	<p>Half term 5 Half term 6</p>
<p>Theme / Activity Invasion Games taught through Rugby, Football, Netball & Hockey Net & Wall Games taught through Badminton</p>	<p>Theme / Activity Invasion Games taught through Handball, Tchoukball, Basketball Health, Fitness & Wellbeing</p>	<p>Theme / Activity Fielding & Striking taught through Cricket & Rounders Athletics</p>
<p>By the end of this term pupils will know (thinking) <i>(key knowledge, including tier 3 vocabulary)</i></p>	<p>By the end of this term pupils will know (thinking) <i>(key knowledge, including tier 3 vocabulary)</i></p>	<p>By the end of this term pupils will know (thinking) <i>(key knowledge, including tier 3 vocabulary)</i></p>
<p>How to</p> <ul style="list-style-type: none"> ➤ monitor exercise and fitness levels, for themselves and/or others, related to performance in the game ➤ to devise, implement and monitor their own and/or others' exercise and fitness programmes based on the principles of safe, effective exercising ➤ to recognise and evaluate the impact that fitness has on performance and that activity has on fitness ➤ to improve their ability to analyse, and to develop their own and others' performance as a result of the analysis ➤ to develop leadership and more advanced collaborative skills <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Analysis, Creativity, Knowledge, Leadership, Tactics ➤ Compassion, Courage, Endeavour, Integrity, Respect ➤ Competitive, Fitness, Movement, Skill Development, Technique 	<p>How to</p> <ul style="list-style-type: none"> ➤ monitor exercise and fitness levels, for themselves and/or others, related to performance in the game ➤ to devise, implement and monitor their own and/or others' exercise and fitness programmes based on the principles of safe, effective exercising ➤ to recognise and evaluate the impact that fitness has on performance and that activity has on fitness ➤ to improve their ability to analyse, and to develop their own and others' performance as a result of the analysis ➤ to develop leadership and more advanced collaborative skills <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Analysis, Creativity, Knowledge, Leadership, Tactics ➤ Compassion, Courage, Endeavour, Integrity, Respect ➤ Competitive, Fitness, Movement, Skill Development, Technique 	<p>How to</p> <ul style="list-style-type: none"> ➤ monitor exercise and fitness levels, for themselves and/or others, related to performance in the game ➤ to devise, implement and monitor their own and/or others' exercise and fitness programmes based on the principles of safe, effective exercising ➤ to recognise and evaluate the impact that fitness has on performance and that activity has on fitness ➤ to improve their ability to analyse, and to develop their own and others' performance as a result of the analysis ➤ to develop leadership and more advanced collaborative skills <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Analysis, Creativity, Knowledge, Leadership, Tactics ➤ Compassion, Courage, Endeavour, Integrity, Respect ➤ Competitive, Fitness, Movement, Skill Development, Technique

They will understand (feeling) <i>(key concepts)</i>	They will understand (feeling) <i>(key concepts)</i>	They will understand (feeling) <i>(key concepts)</i>
<ul style="list-style-type: none"> ➤ Compassion – Value the contribution of all to successful performance ➤ Courage – describe to others where you succeeded and where you went wrong. To try the difficult skills in order to progress ➤ Endeavour – Use problem solving skills to progress independently. Be resilient and determined in all activities. ➤ Integrity - Take ownership of your behaviour. Be honest when performing, refereeing or umpiring ➤ Respect – Follow the rules of the game. Be supportive and respond positively to the contributions of teammates and opponents in games and your peers in gymnastics. Ensure learning proceeds smoothly by being on time and with all PE uniform 	<ul style="list-style-type: none"> ➤ Compassion – Value the contribution of all to successful performance ➤ Courage – describe to others where you succeeded and where you went wrong. To try the difficult skills in order to progress ➤ Endeavour – Use problem solving skills to progress independently. Be resilient and determined in all activities. ➤ Integrity - Take ownership of your behaviour. Be honest when performing, refereeing or umpiring ➤ Respect – Follow the rules of the game. Be supportive and respond positively to the contributions of others in games and dance when watching/appraising performances. Ensure learning proceeds smoothly by being on time and with all PE uniform 	<ul style="list-style-type: none"> ➤ Compassion – Value the contribution of all to successful performance ➤ Courage – describe to others where you succeeded and where you went wrong. To try the difficult skills in order to progress ➤ Endeavour – Use problem solving skills to progress independently. Be resilient and determined in all activities. ➤ Integrity - Take ownership of your behaviour. Be honest when performing, refereeing or umpiring ➤ Respect - Follow the rules of the game. Be supportive and respond positively to the contributions of others. Ensure learning proceeds smoothly by being on time and with all PE uniform
They will know how to (doing) <i>(key skills)</i>	They will know how to (doing) <i>(key skills)</i>	They will know how to (doing) <i>(key skills)</i>
<ul style="list-style-type: none"> ➤ make a positive contribution to team play in competitive games, playing in various positions ➤ use a range of techniques/tactics and adapt game plans as the games develop and situations change ➤ read the game and take good decisions to affect it ➤ work confidently and collaboratively in groups/teams to design, implement and monitor programmes, helping to improve the quality of play ➤ evaluate the quality of their own and others' individual and team play and prioritise action that leads to improvement ➤ take a number of roles in a team and show some sound planning and leadership skills ➤ know and understand how invasion games can contribute to an active lifestyle ➤ perform in various roles in net/wall games, demonstrating consistency, accuracy and fluency in the execution of technique ➤ improvise when required in order to achieve the desired game outcomes ➤ perceive patterns of play as they unfold and respond accordingly ➤ lead and work effectively as a team member in competitive situations and plan and evaluate their own and others' exercise and activity programmes ➤ use analysis to develop targets for improved performance and fitness 	<ul style="list-style-type: none"> ➤ make a positive contribution to team play in competitive games, playing in various positions ➤ use a range of techniques/tactics and adapt game plans as the games develop and situations change ➤ read the game and take good decisions to affect it ➤ work confidently and collaboratively in groups/teams to design, implement and monitor programmes, helping to improve the quality of play ➤ evaluate the quality of their own and others' individual and team play and prioritise action that leads to improvement ➤ take a number of roles in a team and show some sound planning and leadership skills ➤ know and understand how invasion games can contribute to an active lifestyle ➤ apply principles of safe exercise and training ➤ evaluate aspects of fitness and describe the effects of fitness on the quality of skills at various stages of an event or competition ➤ design programmes that improve skills and fitness based on their own and others' needs ➤ monitor their own and others' progress 	<ul style="list-style-type: none"> ➤ perform in various roles in striking/fielding games, demonstrating consistency, accuracy and fluency in the execution of technique ➤ improvise when required in order to achieve the desired game outcomes ➤ perceive patterns of play as they unfold and respond accordingly ➤ lead, and work effectively as a team member, in competitive situations; plan and evaluate their own and others' exercise and activity programmes; use analysis to develop targets for improved performance and fitness ➤ select and combine advanced techniques and adapt them to the demands of athletic activity ➤ modify their technique in the light of changing circumstances ➤ analyse and judge the effectiveness of their own and others' performance, showing an understanding of the relationship between technique, fitness and quality performance in athletics ➤ plan, implement and monitor ways in which their own and others' performance or training programmes may be adjusted to achieve specified performance or health outcomes ➤ explain the benefits of a balanced exercise programme on health and fitness, and monitor their own exercise programmes



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<ul style="list-style-type: none"> ➤ have a wide repertoire of advanced techniques, tactics and strategies, which they draw upon with flair and originality ➤ play competitive games with speed, precision and a variety of responses to changing situations, showing a high degree of awareness and anticipation of what is happening ➤ have clear ideas about what to do to improve, prioritising action and implementing effective ideas that improve their own and others' performance ➤ have the knowledge and understanding to give them the confidence to lead and direct others, both in formal practice and training sessions, and during competitive games ➤ coach others with guidance, and establish an activity programme that improves team or individual performance safely ➤ demonstrate high levels of consistency, precision and flair in the selection and execution of appropriate shots or strokes in competitive net/wall games ➤ show an understanding of the relationship between strategy, tactics and technique ➤ reach judgements independently about how their own or others' performance may be improved, and prioritise aspects of performance for further development 	<ul style="list-style-type: none"> ➤ have a wide repertoire of advanced techniques, tactics and strategies, which they draw upon with flair and originality ➤ play competitive games with speed, precision and a variety of responses to changing situations, showing a high degree of awareness and anticipation of what is happening ➤ have clear ideas about what to do to improve, prioritising action and implementing effective ideas that improve their own and others' performance ➤ have the knowledge and understanding to give them the confidence to lead and direct others, both in formal practice and training sessions, and during competitive games ➤ apply principles of safe exercise and training ➤ evaluate aspects of fitness and describe the effects of fitness on the quality of skills at various stages of an event or competition ➤ design programmes that improve skills and fitness based on their own and others' needs ➤ monitor their own and others' progress 	<ul style="list-style-type: none"> ➤ coach others, with guidance, and establish an activity programme that improves team or individual performance safely ➤ demonstrate high levels of consistency, precision and flair in the selection and execution of appropriate shots or strokes in competitive striking/fielding games ➤ show an understanding of the relationship between strategy, tactics and technique ➤ reach judgements independently about how their own or others' performance may be improved, and prioritise aspects of performance for further development ➤ perform in a wide range of events showing good technique and consistently high standards of accuracy, control and fluency ➤ evaluate their own work and independently adjust technique in response to changing circumstances ➤ plan ways in which their own and others' performance can be improved, devising action plans with achievable targets ➤ use their knowledge of training programmes to monitor, evaluate and develop their own and others' progress towards health or performance-based targets