


Year: 10 Subject: Core PE	Curriculum Intent: Through the Head, Heart and Hands concept curriculum, learners will use sport and exercise as a vehicle to develop an array of skills that can help them within sporting contexts and crucially in the wider world. Learners will use key concept skills that they have been developing in Years 7- 9 to begin to focus on three particular areas: Resilience, Tactics and Feedback. Rather than demonstrating their ability in the designated sports and activity timetable of Year 7-9, student are provided with a specific location for each half term. This allows learners to work with their teacher to select and apply which sport or activities are performed each lesson so that each student has more of a say in how they can best demonstrate their learnt skills through the Year 7-9 curriculum.					
	Term 1		Term 2		Term 3	
Topic Titles	Heart & Hands	Head & Heart	Head & Hands	Head & Heart	Heart & Hands	Head & Hands
Key concepts	Resilience Perseverance with difficult/challenging tasks/learning conditions. Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.	Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback. Resilience Perseverance with difficult/challenging tasks/learning conditions.	Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback. Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.	Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback. Resilience Perseverance with difficult/challenging tasks/learning conditions.	Resilience Perseverance with difficult/challenging tasks/learning conditions. Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.	Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback. Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.
Learning vehicles	Lesson Locations Field Astro Sports Hall Gym Hard Courts	Lesson Locations Field Astro Sports Hall Gym Hard Courts	Lesson Locations Field Astro Sports Hall Gym Hard Courts	Lesson Locations Field Astro Sports Hall Gym Hard Courts	Lesson Locations Field Astro Sports Hall Gym Hard Courts	Lesson Locations Field Astro Sports Hall Gym Hard Courts
Assessment	Grade 7-9 I demonstrate courage and a desire to improve my practical performance and understanding through inquisitive questions. I	Grade 7-9 I have a secure knowledge and understanding of what makes high quality feedback. Across all sporting contexts, I am	Grade 7-9 I have a secure knowledge and understanding of what makes high quality feedback. Across all sporting contexts, I am	Grade 7-9 I have a secure knowledge and understanding of what makes high quality feedback. Across all sporting contexts, I am	Grade 7-9 I demonstrate courage and a desire to improve my practical performance and understanding through inquisitive	Grade 7-9 I have a secure knowledge and understanding of what makes high quality feedback. Across all sporting contexts, I am

	<p>embrace challenges and see setbacks as a learning opportunity. I demonstrate a consistently positive attitude and I exert effort in all activities in Physical Education. I am able to lead and coach my peers. My resilience and effort levels are exemplary and I see failure as a learning experience.</p> <p>I have excellent problem-solving skills. I can select and apply a wide range of advanced tactics and strategies within most sporting contexts. Such tactics can be applied to my own individual performance but also by showing leadership and teamwork to select and apply tactics in team/group contexts.</p>	<p>able to provide prompt, detailed, accurate and specific feedback to my peers. I am able to receive constructive feedback in a mature manner and act upon such feedback to improve my performance.</p> <p>I demonstrate courage and a desire to improve my practical performance and understanding through inquisitive questions. I embrace challenges and see setbacks as a learning opportunity. I demonstrate a consistently positive attitude and I exert effort in all activities in Physical Education. I am able to lead and coach my peers. My resilience and effort levels are exemplary and I see failure as a learning experience.</p>	<p>able to provide prompt, detailed, accurate and specific feedback to my peers. I am able to receive constructive feedback in a mature manner and act upon such feedback to improve my performance.</p> <p>I have excellent problem-solving skills. I can select and apply a wide range of advanced tactics and strategies within most sporting contexts. Such tactics can be applied to my own individual performance but also by showing leadership and teamwork to select and apply tactics in team/group contexts.</p>	<p>able to provide prompt, detailed, accurate and specific feedback to my peers. I am able to receive constructive feedback in a mature manner and act upon such feedback to improve my performance.</p> <p>I demonstrate courage and a desire to improve my practical performance and understanding through inquisitive questions. I embrace challenges and see setbacks as a learning opportunity. I demonstrate a consistently positive attitude and I exert effort in all activities in Physical Education. I am able to lead and coach my peers. My resilience and effort levels are exemplary and I see failure as a learning experience.</p>	<p>questions. I embrace challenges and see setbacks as a learning opportunity. I demonstrate a consistently positive attitude and I exert effort in all activities in Physical Education. I am able to lead and coach my peers. My resilience and effort levels are exemplary and I see failure as a learning experience.</p> <p>I have excellent problem-solving skills. I can select and apply a wide range of advanced tactics and strategies within most sporting contexts. Such tactics can be applied to my own individual performance but also by showing leadership and teamwork to select and apply tactics in team/group contexts.</p>	<p>able to provide prompt, detailed, accurate and specific feedback to my peers. I am able to receive constructive feedback in a mature manner and act upon such feedback to improve my performance.</p> <p>I have excellent problem-solving skills. I can select and apply a wide range of advanced tactics and strategies within most sporting contexts. Such tactics can be applied to my own individual performance but also by showing leadership and teamwork to select and apply tactics in team/group contexts.</p>
<p>Grade 4-6 I demonstrate a consistently positive attitude and I exert effort in most activities in Physical Education but not all. My resilience levels are good across most activities and are very rarely affected by things such as the weather or challenging learning tasks.</p>	<p>Grade 4-6 I have good knowledge and understanding of what makes high quality feedback. I am able to provide prompt, detailed, accurate and specific feedback to my peers but the quality if such feedback varies in different sporting contexts. I am able to receive constructive feedback in a mature manner and sometimes</p>	<p>Grade 4-6 I have good knowledge and understanding of what makes high quality feedback. I am able to provide prompt, detailed, accurate and specific feedback to my peers but the quality if such feedback varies in different sporting contexts. I am able to receive constructive feedback in a mature manner and</p>	<p>Grade 4-6 I have good knowledge and understanding of what makes high quality feedback. I am able to provide prompt, detailed, accurate and specific feedback to my peers but the quality if such feedback varies in different sporting contexts. I am able to receive constructive feedback in a mature manner and</p>	<p>Grade 4-6 I have good knowledge and understanding of what makes high quality feedback. I am able to provide prompt, detailed, accurate and specific feedback to my peers but the quality if such feedback varies in different sporting contexts. I am able to receive constructive feedback in a mature manner and</p>	<p>Grade 4-6 I demonstrate a consistently positive attitude and I exert effort in most activities in Physical Education but not all. My resilience levels are good across most activities and are very rarely affected by things such as the weather or challenging learning tasks.</p>	<p>Grade 4-6 I have good knowledge and understanding of what makes high quality feedback. I am able to provide prompt, detailed, accurate and specific feedback to my peers but the quality if such feedback varies in different sporting contexts. I am able to receive constructive feedback in a mature manner and sometimes</p>

	<p>I have good problem-solving skills. I can select and apply basic tactics across a range of sporting contexts. I can successfully apply more advanced tactics and strategies in sporting contexts where I am most confident. Such tactics can be applied mainly to my own individual performance but in some contexts I can show leadership and teamwork to select and apply tactics in team/group performance.</p>	<p>act upon such feedback to improve my performance.</p> <p>I demonstrate a consistently positive attitude and I exert effort in most activities in Physical Education but not all. My resilience levels are good across most activities and are very rarely affected by things such as the weather or challenging learning tasks.</p>	<p>sometimes act upon such feedback to improve my performance.</p> <p>I have good problem-solving skills. I can select and apply basic tactics across a range of sporting contexts. I can successfully apply more advanced tactics and strategies in sporting contexts where I am most confident. Such tactics can be applied mainly to my own individual performance but in some contexts I can show leadership and teamwork to select and apply tactics in team/group performance.</p>	<p>sometimes act upon such feedback to improve my performance.</p> <p>I demonstrate a consistently positive attitude and I exert effort in most activities in Physical Education but not all. My resilience levels are good across most activities and are very rarely affected by things such as the weather or challenging learning tasks.</p>	<p>I have good problem-solving skills. I can select and apply basic tactics across a range of sporting contexts. I can successfully apply more advanced tactics and strategies in sporting contexts where I am most confident. Such tactics can be applied mainly to my own individual performance but in some contexts I can show leadership and teamwork to select and apply tactics in team/group performance.</p>	<p>act upon such feedback to improve my performance.</p> <p>I have good problem-solving skills. I can select and apply basic tactics across a range of sporting contexts. I can successfully apply more advanced tactics and strategies in sporting contexts where I am most confident. Such tactics can be applied mainly to my own individual performance but in some contexts I can show leadership and teamwork to select and apply tactics in team/group performance.</p>
	<p>Grade 1-3 I am beginning to demonstrate a consistently positive attitude and I exert effort in my favourite activities in Physical Education. I am developing a consistent level of confidence across a variety sports covered in PE. My resilience levels are generally OK but might be affected by things such as the weather. From time to time to lose motivation when faced with a challenging learning task.</p>	<p>Grade 1-3 I am my developing knowledge and understanding of what makes high quality feedback. I am able to provide some feedback to my peers but it often lacks in detail, accuracy and specificity. I am able to receive constructive feedback in a mature manner but rarely act upon such feedback.</p> <p>I am beginning to demonstrate a consistently positive attitude and I exert effort in my favourite activities in Physical Education. I am</p>	<p>Grade 1-3 I am my developing knowledge and understanding of what makes high quality feedback. I am able to provide some feedback to my peers but it often lacks in detail, accuracy and specificity. I am able to receive constructive feedback in a mature manner but rarely act upon such feedback.</p> <p>I am developing my problem-solving skills. I can select and apply basic tactics across some sporting contexts. Basic tactics can be applied to my</p>	<p>Grade 1-3 I am my developing knowledge and understanding of what makes high quality feedback. I am able to provide some feedback to my peers but it often lacks in detail, accuracy and specificity. I am able to receive constructive feedback in a mature manner but rarely act upon such feedback.</p> <p>I am beginning to demonstrate a consistently positive attitude and I exert effort in my favourite activities in Physical Education. I am</p>	<p>Grade 1-3 I am beginning to demonstrate a consistently positive attitude and I exert effort in my favourite activities in Physical Education. I am developing a consistent level of confidence across a variety sports covered in PE. My resilience levels are generally OK but might be affected by things such as the weather. From time to time to lose motivation when faced with a challenging learning task.</p>	<p>Grade 1-3 I am my developing knowledge and understanding of what makes high quality feedback. I am able to provide some feedback to my peers but it often lacks in detail, accuracy and specificity. I am able to receive constructive feedback in a mature manner but rarely act upon such feedback.</p> <p>I am developing my problem-solving skills. I can select and apply basic tactics across some sporting contexts. Basic tactics can be applied to my</p>

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