


<p>Year: 11 Subject: Core PE</p>	<p>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. Learner will use the key concept skills that they have been developing in Years 7- 10 to independently select the Head, Heart or Hands pathway that they wish to follow for the duration of Year 11. Each pathway will then focus on three particular areas for assessment. Rather than demonstrating their ability in the designated sports and activity timetable of Year 7-9, learners are given a specific location for each half term. This allows learners to work with their teacher to select and apply which sports 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.</p>			
	<p>Head</p>	<p>Heart</p>	<p>Hands</p>	
<p>Topic Titles</p>	<p>Fitness Pathway</p>	<p>Coaching Pathway</p>	<p>Performance Pathway</p>	
<p>Key concepts</p>	<p>Knowledge & Understanding Basic rules, how to warm-up effectively, identification of muscles, coaching points for skill replication.</p> <p>Feedback Understanding the importance of feedback in sport, exercise & beyond. Developing the ability to provide and receive high quality feedback.</p> <p>Analysis Understand the importance of analysis in sport, exercise & beyond. Developing evaluative skills to be able to use a variety of techniques to analyse performance and identify strengths and areas for improvement.</p>	<p>Resilience Perseverance with difficult/challenging tasks/learning conditions.</p> <p>Leadership Understanding the importance & qualities of a leader, within sport and beyond. Developing the ability to lead peers within a variety of sport & exercise contexts.</p> <p>Communication Understand the importance of communication in sport, exercise & beyond. Developing the ability to communicate effectively across a wide range of sporting contexts.</p>	<p>Physical Ability Development and application of physical attributes for sport/exercise performance.</p> <p>Tactics Developing problem solving skills by applying a range of tactics (individual and team) within different sporting contexts.</p> <p>Competitive Taking a positive approach to competition. Understanding and applying the principles of competition, such as fair play, respect, winning and losing with grace and maturity.</p>	
<p>Learning vehicles</p>	<p>Lesson Locations Term 1 – Field, Gym Term 2 – Gym, Hard Court Term 3 – Astro, Sports Hall</p>	<p>Lesson Locations Term 1 – Gym, Astro Term 2 – Hard Court, Sports Hall Term 3 – Hard Court, Gym</p>	<p>Lesson Locations Term 1 – Sports Hall, Field Term 2 – Astro, Hard Court Term 3 – Field</p>	
<p>Assessment</p>	<p>Grade 7-9 I have excellent knowledge and understanding of rules, meaning I am confident when officiating. I am able to explain how the body works before, during and after exercise. Have extensive knowledge and understanding of the benefits of physical activity. I can make accurate and informed choices about my exercise routines inside and outside of school.</p>	<p>Grade 7-9 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</p>	<p>Grade 7-9 I have physical attributes which help me with my performance across most/all sports. Advanced skills are performed accurately within competitive situations across a wide range of sporting activities. I have excellent problem-solving skills. I can select and apply a wide range of advanced tactics and strategies within most sporting</p>	

	<p>I have a secure knowledge and understanding of what makes high quality feedback. Across all sporting contexts, I am 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>Using a wide range of analysis techniques, I can confidently evaluate performance across most sporting contexts. A result of this, is that I can make sound judgements in terms of strengths and areas to improve within performance. I have sound knowledge of the importance of performance analysis in sport and the wider world.</p>	<p>exemplary and I see failure as a learning experience.</p> <p>I have a secure knowledge and understanding of the qualities of an effective leader both within sport and beyond. I have the confidence to lead large groups of my peers in a wide variety of roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in most sporting contexts.</p> <p>I have a secure understanding of how to communicate effectively with others to achieve success in sport & beyond. I can communicate effectively with peers, using advanced, sports specific terminology across most sporting contexts. I also understand the importance of listening to others respectfully.</p>	<p>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>I have a positive attitude towards competition across all sporting contexts, not just those I enjoy. When competing, I do so within the rules and spirit of fair play. I see losing as a learning experience and strive to better myself as a result.</p>
	<p>Grade 4-6</p> <p>Across a range of sports, I have a good level of understanding of most of the rules. I can accurately list and locate the major muscles of the body. I can describe the short and long term affects of exercise on my body. I can identify the components of fitness and can define all of them.</p> <p>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 act upon such feedback to improve my performance.</p> <p>Using multiple analysis techniques, I can confidently evaluate performance across some sporting contexts. I can make good judgements in terms of strengths and areas to improve within performance. I have good knowledge of the importance of performance analysis in sport and the wider world.</p>	<p>Grade 4-6</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 a good knowledge and understanding of the qualities of an effective leader both within sport and beyond. I have the confidence to lead groups of my peers in a some roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in sporting contexts where I am more confident than others.</p> <p>I have a good understanding of how to communicate effectively with others to achieve success in sport & beyond. I can communicate effectively with peers, using some advanced, sports specific terminology across many sporting contexts.</p>	<p>Grade 4-6</p> <p>I can perform more advanced skills accurately within competitive situations in some sports. I have several physical attributes which help me with my performance across a range of different sports.</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>I have a positive attitude towards competition across most sporting contexts, I understand different types/formats of competition within different sporting contexts. When competing, I do so within the rules and spirit of fair play. I handle losing well and win with humility.</p>
	<p>Grade 1-3</p> <p>I have a developing level of understanding of most of the rules of 1-2 sports. I can describe multiple reasons why we warm-up before PE using basic terminology. I can identify and locate most major muscles in the body using the correct</p>	<p>Grade 1-3</p> <p>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</p>	<p>Grade 1-3</p> <p>I can perform core skills in isolated practices and in some competitive situations. I have some physical attributes which help me with my performance across different sports.</p>

	<p>physiological name and know how to conduct an effective warm-up.</p> <p>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>Using basic analysis techniques, I can evaluate performance across some sporting contexts. I can make appropriate judgements in terms of strengths and areas to improve within performance but this is not consistent across all contexts. I am developing my knowledge of the importance of performance analysis in sport and the wider world.</p>	<p>such as the weather. From time to time to lose motivation when faced with a challenging learning task.</p> <p>I am developing my knowledge and understanding of the qualities of an effective leader both within sport and beyond. I am developing my confidence to lead small groups of my peers in some roles (e.g. skills coach, fitness coach, official/referee). I can coach and officiate my peers effectively in some sporting contexts by applying basic knowledge and understanding of rules and/or coaching points.</p> <p>I am developing my understanding of how to communicate effectively with others to achieve success in sport & beyond. I can communicate effectively with peers, using basic sports specific terminology across a few different sporting contexts but struggle in areas where I am not as familiar.</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 own individual performance, but I might struggle to select and apply tactics in team/group performance.</p> <p>I am developing a positive attitude towards competition across most sporting contexts, When competing, I do so within the rules and spirit of fair play most of the time. I am developing my understanding of the importance to win with humility and lose with grace but sometimes struggle to act accordingly.</p>
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