



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	PE
INTENT	<p>Physical education supports the curriculum's vision for our young people by enabling students to become confident, connected, actively involved, lifelong learners. Physical education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. Chorlton High School aims to begin, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum, extra-curricular programme and school-community club links.</p> <p>At CHS whether your passion is in: invasion games; net & wall games; strike & field games; track & field athletics; gymnastics based or swimming, you can learn transferable physical cognitive and social skills. You will be able to apply these skills into a plethora of conditioned and competitive situations. This development can help lead to improved physical, mental and social health whilst exposing you to a future hobby or career.</p> <p>We encourage our students to approach all physical activity with a positive attitude and an open mind. Students will be guided to independently develop their skillset and explore different ways to pally these skills. They will develop skills such as teamwork, cooperation, communication, creativity and leadership; all of which will be essential life skills. Additionally, students will learn to cope with physical and mental challenge through physical education.</p> <p><i>"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic creative intellectual activity."</i></p> <p><i>J F Kennedy</i></p>

Year Group	YEAR 10 CORE PE					
Rationale/ Narrative	<p>Students will develop and refine skills in conditioned competitive game situations in a range of physical activities. They will also develop and reflect on their selection of techniques in varying competitive game situations.</p> <p>Students will develop their personal fitness through completing a 6 week exercise programme.</p> <p>Students will develop their ability to apply basic and advanced strategies and tactics, in an attempt to outwit opponents.</p> <p>Additionally student will follow a leadership unit where they will develop various leaderships skills and gain experience in leading whole sessions. Students will also develop their resiliency and motivation.</p> <p>It is aimed to instill a passion for a chosen sport(s) or regular exercise with the hope that it promotes lifelong participation in physical activities.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>AUTUMN 1</p> <p><u>Personal Fitness Plan</u></p> <p>Complete and amend a fitness plan:</p> <ul style="list-style-type: none"> • Warm-up/ cool down • Setting personal fitness targets • Fitness testing and analysis • Continuous training • Circuit training • Fartlek Training 		<p><u>Leadership (Boys & Girls)</u></p> <ul style="list-style-type: none"> • Leaderships skills/ roles • Time management • Leading a warm-up • Leading a session • Demonstrations • Organising a tournament/ competition <p><u>Football – (Boys)</u></p>		<p><u>Rounders– (Girls)</u></p> <ul style="list-style-type: none"> • Explore rounders using tactics to outwit opponents • select key advanced skills in batting and bowling to execute past a precise fielding. • Will learn to use basic principles of play when selecting and applying tactics for success • Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding. 	



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	<ul style="list-style-type: none"> • Training diary • Fitness plan evaluation <p>AUTUMN 2 Trampoline (Girls)</p> <ul style="list-style-type: none"> • To be able to perform one landing (seat/ front/back) • To be able to perform an advanced landing (seat to front/ front to seat/ back to front) • To be able to perform at least one advanced landing with twist (e.g. cradle, cat twist, half or full turntable) • To work up to performing a somersault with or without support <p>Table Tennis- (Boys: In-line with social distancing guidelines)</p> <ul style="list-style-type: none"> • Correct stance when playing (FH) and Backhand (BH) shots. • Short and long FH and BH serve • FH and BH Topspin and chop serve • FH and BH drive • FH and BH chop • FH Smash • Side-spin • Loop (block) <p>Football (Boys & Girls)– (social distancing permitted)</p> <ul style="list-style-type: none"> • Be able to recognise the importance of responding to changing situations within the game in attack & defence. • Combine and perform more advanced football skills • Consistently applying accuracy and quality of technique. • Constantly faced with strategic and tactical decisions • Focus on movement off the ball into space. • Choice of skill execution. 	<ul style="list-style-type: none"> • Be able to recognise the importance of responding to changing situations within the game in attack & defence. • Combine and perform more advanced football skills • Consistently applying accuracy and quality of technique. • Constantly faced with strategic and tactical decisions • Focus on movement off the ball into space. • Choice of skill execution. <p>Badminton (Boys and Girls)</p> <ul style="list-style-type: none"> • Identify different areas of the court and be able to move between these areas using a variety of shots. • Develop the ability to outwit opponents using strategies and tactics. • Recognise the importance of responding to changing situations within the game in attack and defence. • Opportunities to score/coach pupils or small groups will develop communication and decision making skills. <p>Netball – (Girls)</p> <ul style="list-style-type: none"> • Focus upon the ability to outwit opponents and teams using strategies and tactics. • Select and apply more advanced skills in different situations 1v1 and to influence a game. • Opportunities to referee/coach will develop communication and decision making skills • Use information gained from analysis of performance to influence and improve play. <p>Basketball (Boys)–</p> <ul style="list-style-type: none"> • Selection and application of advance skills in passing around the back, at speed using outlet passing and fast break. • Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. • Strategic and tactical decisions based on movement of the ball into space. • Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. • Use information gained from analysis of performance to influence and improve them. <p>Peer coaching, ‘what makes good’ questioning/demos and targeted questioning).</p>	<p>Cricket/ Softball–(Boys)</p> <ul style="list-style-type: none"> • Explore cricket or rounders using tactics to outwit opponents • select key advanced skills in batting and bowling to execute past a precise fielding. • Will learn to use basic principles of play when selecting and applying tactics for success • Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding. <p>Athletics (Track Events)-</p> <ul style="list-style-type: none"> • Develop tactics in middle distance running (push from start, break away, hang on shoulder of leaders) • Relay communication at change over <p>Athletics (Field Events)-</p> <ul style="list-style-type: none"> • Landing technique in LJ to optimise distance • Developing the flight stage of the Fosbury flop in high jump • Developing the glide technique into shot putt throwing.
SKILLS	<p>AUTUMN Learning Outcomes: To develop personal fitness and physical skills Develop, refine, apply and analyse physical technique/ skill performance and personal fitness.</p>	<p>SPRING Learning Outcomes: To develop leadership skills and tactics & strategies Students will develop their knowledge and ability to carry out one or more of the following roles:</p>	<p>SUMMER Learning Outcomes: To develop resiliency and motivation skills Students will develop resiliency and optimism by overcoming challenging task and barriers.</p>



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	<p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities.</p> <p>Students complete fitness tests for cardiovascular and muscular endurance to identify their base fitness level and set a personal target.</p> <p>Students then train to improve fitness levels and carry out fitness test to measure progress and improvements towards their target.</p>	<p>Official- be able to apply complex and advanced rules and methods of scoring in a small-sided game/ full game.</p> <p>Leader/Coach- be able to lead basic coaching drills in a given sport or activity.</p> <p>Planner- be able plan an activity/ drill or the use of equipment.</p> <p>Organiser- be able to effectively organize equipment and time.</p> <p>Demonstrator- be able to demonstrate basic or advanced techniques.</p> <p>Students will also develop their thinking skills by: Improving their ability to apply basic strategies and tactics based on their own and their opponents strengths and weaknesses.</p>	<p>Students will develop strategies and a growth mindset to help them achieve the task fully or partly or overcome barriers.</p> <p>Students will develop their motivation through setting targets or removing potential barriers to completing the task.</p>
ASSESSMENTS	Assessment via a RAG tracking system on students ability to develop their personal fitness and physical skills.	Assessment via a RAG tracking system on students ability to develop their leadership & thinking skills.	Assessment via a RAG tracking system on students ability to develop their resiliency and motivation.