Curriculum Summary Document

Year 10- Physical Education

Lifelong participation in sport and physical activity

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success at GCSE?	Links to other Subjects
Invasion Games and Team Sports	Cycle 1	Through Netball and Rugby, students will apply and refine sport-specific skills in competitive situations, making effective decisions under pressure. They will demonstrate tactical awareness in attack and defence, create and exploit space, and adapt strategies in response to opponents. Students will develop opportunities to lead warm-ups, coach a skill or small group, and practise appropriate umpiring/refereeing decisions, signals and fair-play procedures.	Supports lifelong participation by helping students develop confidence, competence and enjoyment in team sport. Builds independence, communication, leadership and an understanding of the responsibilities involved in organising and officiating games. Students begin to recognise how coaching and officiating can help them stay involved in sport beyond school.	**Science:** Understanding of the muscular and skeletal systems, cardiovascular and respiratory systems, energy systems, forces, movement, coordination and reaction time. **Maths:** Students apply numeracy through scoring, timing, measuring distances, calculating averages and recording personal bests. **English:** Students develop communication skills by listening to instructions, using specialist sporting vocabulary, explaining tactics, giving constructive feedback and evaluating their own and others' performances. **Life:** Students develop teamwork, leadership, resilience, confidence, respect, inclusion and self-discipline. They learn about positive relationships, managing competitive situations, making responsible decisions and demonstrating sportsmanship and fair play.
Invasion Games and Team Sports	Cycle 2	Within football, students will use passing, receiving, dribbling, shooting and defensive skills effectively in conditioned games and matches. They will apply tactics such as formations, pressing, transitions and creating space, adapting decisions to the situation. Also, they will plan and deliver a short coaching activity, provide constructive peer feedback, and develop knowledge of refereeing responsibilities, rules and decision-making.	Develops the confidence and practical knowledge needed to continue playing football recreationally or competitively. Coaching and refereeing experiences give students alternative ways to participate in sport, even when they are not playing. Students develop teamwork, problem-solving, resilience and responsibility for the experience and safety of others.	
Fitness	Cycle 2 or 3	Within fitness lessons students will plan and complete safe, purposeful fitness sessions using appropriate equipment and exercise techniques. They will apply principles of training such as specificity, overload, progression, rest and recovery. Set personal goals, monitor intensity	Encourages students to see physical activity as a lifelong habit rather than only a school lesson or competitive sport. Builds independence in choosing suitable activities, setting achievable goals and monitoring personal progress.	

		and progress, and review the effectiveness of a session and explore how to motivate or support others, including giving clear exercise instructions and checking safe technique.	Understanding safe exercise and how to support others can help students maintain active lifestyles and participate in community fitness opportunities.	**Health and Wellbeing:** Students explore the physical and mental benefits of regular physical activity, the importance of warm-ups and cool-downs, safe exercise, recovery, hydration and maintaining a balanced, healthy lifestyle. They consider how to make physical activity part of their lives beyond school. **Careers Education and Life Skills:** Students develop transferable skills such as organisation, problem-solving, decision-making, communication and responsibility. Opportunities to coach, lead activities, score and umpire or referee introduce potential pathways into sports coaching, fitness instruction, officiating, sports development and event management. **Geography:** Students develop spatial awareness by understanding positioning, movement and the effective use of space. They can also explore opportunities for participation in local clubs, leisure facilities and community sporting activities
Striking and Fielding	Cycle 3	Via rounders and cricket lessons students will develop and apply batting, bowling/throwing, catching, fielding and tactical decision-making in game situations. They will understand how to position fielders, communicate as a team and make decisions about when to run or defend. Practise explaining rules, supporting beginners, leading a skill practice and taking on appropriate scoring or umpiring responsibilities.	Builds confidence in sports that can be played informally with friends, family or local clubs. Students learn that participation can include playing, coaching, scoring and officiating. Taking responsibility for rules and fair play develops communication, judgement and respect for others, supporting positive participation beyond school.	
Athletics	Cycle 4	Using different athletic events as a focus, students will develop running, jumping and throwing techniques and select appropriate strategies to improve performance. They may set personal targets, measure and compare results, and evaluate progress. They will also explore how to organise and lead a warm-up or practice station, support peers with feedback, and take on event roles such as timekeeper, measurer, starter or official while following safety procedures.	Shows students how athletics can be adapted to different abilities, goals and interests, supporting continued participation in school, clubs and community events. Personal target-setting encourages self-motivation, while event organisation and officiating provide meaningful ways to stay involved without always competing. Students develop independence, resilience and responsibility.	
Striking and Fielding	Cycle 4	Through softball and cricket, students will learn and adapt batting, throwing, catching, fielding and tactical skills in game situations. They will demonstrate effective communication, positioning and decision-making and take opportunities to lead a warm-up or skill activity, support peers through coaching, and practise scoring and umpiring/refereeing skills, including applying rules consistently and managing fair play.	Consolidates students' understanding that sport and physical activity offer different routes for lifelong participation. Students can continue as players or become coaches, umpires, scorers and organisers. These experiences develop leadership, confidence, communication and the ability to create inclusive, enjoyable activities for others.	