

<b>Curriculum Map GIS 2018-19</b>	<b>Qualifications:</b> MYP and/or BTEC												
<b>Subject: Physical &amp; Health Education</b>	<b>Subject Leader:</b> Nathan Hutchings												
<b>Key Concepts:</b> Change, Communication, Relationships, Development	<b>Global Context (Main):</b> Identities & Relationships												
<b>Related Concepts:</b> Adaptation, Balance, Choice, Energy, Environment, Function, Interaction, Movement, Perspectives, Refinement, Space, Systems	<b>ATL:</b> Thinking skills, Social skills, Communication skills, Self-management skills, Research Skills.												
<p><b>Aims</b></p> <p>The aims of Physical and Health Education are to encourage and enable students to:</p> <ul style="list-style-type: none"> <li>• use inquiry to explore physical and health education concepts</li> <li>• participate effectively in a variety of contexts</li> <li>• understand the value of physical activity</li> <li>• achieve and maintain a healthy lifestyle</li> <li>• collaborate and communicate effectively</li> <li>• build positive relationships and demonstrate social responsibility</li> <li>• reflect on their learning experiences.</li> </ul>	<p><b>Objectives</b></p> <p>A. Knowing and understanding Students develop knowledge and understanding about health and physical activity in order to identify and solve problems. In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> <li>i. explain physical health education factual, procedural and conceptual knowledge</li> <li>ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</li> <li>iii. apply physical and health terminology effectively to communicate understanding.</li> </ol> <p>B. Planning for performance Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education. In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> <li>i. design, explain and justify plans to improve physical performance and health</li> <li>ii. analyse and evaluate the effectiveness of a plan based on the outcome.</li> </ol> <p>C. Applying and performing Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities. In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> <li>i. demonstrate and apply a range of skills and techniques effectively</li> <li>ii. demonstrate and apply a range of strategies and movement concepts</li> <li>iii. analyse and apply information to perform effectively.</li> </ol> <p>D. Reflecting and improving performance Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others. In order to reach the aims of physical and health education, students should be able to:</p> <ol style="list-style-type: none"> <li>i. explain and demonstrate strategies that enhance interpersonal skills</li> <li>ii. develop goals and apply strategies to enhance performance</li> <li>iii. analyse and evaluate performance.</li> </ol>												
<p><b>Assessment</b></p> <p>Assessment for physical and health education courses in all years programme is criterion-related, based on four equally weighted assessment criteria:</p> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 20%;">Criterion A</td> <td style="width: 50%;">Knowing and understanding</td> <td style="width: 30%;">Maximum 8</td> </tr> <tr> <td>Criterion B</td> <td>Planning for performance</td> <td>Maximum 8</td> </tr> <tr> <td>Criterion C</td> <td>Applying and performing</td> <td>Maximum 8</td> </tr> <tr> <td>Criterion D</td> <td>Reflecting and improving performance</td> <td>Maximum 8</td> </tr> </table>	Criterion A	Knowing and understanding	Maximum 8	Criterion B	Planning for performance	Maximum 8	Criterion C	Applying and performing	Maximum 8	Criterion D	Reflecting and improving performance	Maximum 8	
Criterion A	Knowing and understanding	Maximum 8											
Criterion B	Planning for performance	Maximum 8											
Criterion C	Applying and performing	Maximum 8											
Criterion D	Reflecting and improving performance	Maximum 8											

Units	Year 1	Year 2	Year 3	Year 4	Year 5
Unit 1	Learning Together				
KC	Development	Development	Development	Development	Development
RC	Movement, Interaction				
GC	I&R	I&R	I&R	I&R	I&R
SOI	Practicing interaction & movement skills helps physical & social development	Practicing interaction & movement skills helps physical & social development	Practicing interaction & movement skills helps physical & social development	Practicing interaction & movement skills helps physical & social development	Practicing interaction & movement skills helps physical & social development
Criteria	A, B, C and D	Criteria: A, B, C and D			
ATL	Social skills, Communication skills				
Content	Rugby & Ultimate Frisbee				
Unit 2	Learning Together (Cooperative games)				
KC	Relationships	Relationships	Relationships	Relationships	Relationships
RC	Balance, Perspectives				
GC	I&R	I&R	I&R	I&R	I&R
SOI	Changing perspectives gives balance to relationships				
Criteria	A, B, C and D				
ATL	Social skills, Self-management skills				
Content	Rugby Skills				
Unit 3	Building Skills				
KC	Change	Change	Change	Change	Change
RC	Space, Refinement				
GC	I&R	I&R	I&R	I&R	I&R
SOI	Refining spatial skills builds change				
Criteria	A, B, C and D				
ATL	Research skills, Self-management skills				
Content	Skiing	Skiing	Skiing	Skiing	Skiing
Unit 4	Together We Can Make It Work				
KC	Relationships	Relationships	Relationships	Relationships	Relationships
RC	Adaptation, Interaction				
GC	I&R	I&R	I&R	I&R	I&R
SOI	Adapting to changing relationships improves interaction skills				
Criteria	A, B, C and D				
ATL	Social skills, Communication skills				
Content	Team Sports				
Unit 5	Together We Can Make It Work				
KC	Relationships	Relationships	Relationships	Relationships	Relationships
RC	Choice, Interaction				
GC	I&R	I&R	I&R	I&R	I&R
SOI	Careful choice of interactions helps understand relationships				
Criteria	A, B, C and D				
ATL	Social skills, Communication skills				
Content	Team Sports				
Unit 6	Team Sports Challenge				
KC	Development	Development	Development	Development	Development
RC	Movement, Energy				
GC	I&R	I&R	I&R	I&R	I&R
SOI	Developing movement skills conserves energy				
Criteria	A, B, C and D				
ATL	Social skills, Communication skills				
Content	Flag Football/ Ultimate Frisbee				

