

MYP Subject Group Overview for Physical and Health Education (PHE)

Year 6 (MYP 1):

Unit Title (Duration & hours)	Key & Related Concepts	Global Context	Statement of Inquiry	PHE objectives	Approaches To Learning skills	Content (topics, knowledge, skills & assessments)
<p>Healthy Living 1 x 50min per week (10 weeks)</p>	<p>KC: Development RC: Choice & Movement</p>	<p>Identifies and relationships</p>	<p>Development of a healthy lifestyle is influenced by the choices we make.</p>	<p>Criteria B: Planning for Performance B1 & B2 Criteria D: Reflecting & Improving Performance D1, D2 & D3</p>	<p>Communication Skills D2 Describes the effectiveness of a plan based on an outcome Skill needed: Give a detailed account or picture of a situation, event, pattern or process. B1. Identify goals to enhance performance. Skill needed: Give a brief account.</p> <p>Social/Collaboration Skills B1: construct and outline a plan for improving physical activity and health Skill needed: identify factors that influence decision making when considering health and fitness and consider the usefulness of these in making decisions to benefit larger group</p>	<p>Sub strand 1 Being healthy, safe and active (ACPPS053) (ACPPS054) Sub strand 2 Communicating and interacting for health and well being (ACPPS057) Sub strand 3 Contributing to healthy and active communities (ACPPS058) (ACPPS059)</p>
<p>Drug Education 3 x 50min per week (10 weeks)</p>	<p>KC: Logic RC: Choice</p>	<p>Identities and relationships</p>	<p>Students will understand that positive choices come through using logic.</p>	<p>Criterion A: Knowing and understanding A1, A2, A3</p>	<p>Communication: A1 Identifies physical health education factual, procedural and conceptual knowledge. Skill needed: Students need to be able to be able to distinguish between factual, procedural and conceptual knowledge.</p>	<p>Sub strand 1 - Being healthy, safe and active (ACPPS053) (ACPPS054)</p>

<p>Swinging Changes 1 x 50min lesson per week 1 x 100min lesson per week</p>	<p>KC:Change RC: Adaption</p>	<p>Identities and relationships</p>	<p>Adaptation to change is a normal part of physical, social and psychological development for all individuals and sporting environments.</p>	<p>Criterion A: Knowing and understanding A1, A2 & A3. Criteria C: Applying and performing C1, C2, C3</p>	<p>Social - Collaboration A2: identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situation Skill needed: To communicate effectively with others by identifying and explaining factors that influence effective communication in a variety of situations</p> <p>Self-management - Reflection C1 recalls and applies a range of skills and techniques Skill needed: To be able to recall explicitly taught techniques and apply them to a particular physical activity</p>	<p>Sub strand 1 - Being healthy, safe and active (ACPPS052) (ACPPS051) Sub strand 1- Moving our body (ACPMP061) (ACPMP062) (ACPMP063) Sub strand 2 - Understanding movement (ACPMP065) Sub strand 3 - Learning through movement (ACPMP067) (ACPMP068) (ACPMP069)</p>
<p>Moving Relationships 21 hours</p>	<p>KC: Relationships RC: Movement</p>	<p>Identities and Relationships</p>	<p>Relationships change whilst they move through adolescence</p>	<p>Criteria B: Planning for Performance B1 & B2 Criteria D: Reflecting & Improving Performance D1, D2 & D3</p>	<p>Social/Collaboration D1 identifies and demonstrates strategies to enhance interpersonal skills Skill needed: Prove or make clear by reasoning or evidence, illustrating with examples or practical application. Provide an answer from a number of possibilities.</p>	<p>Strand - Personal, social and community health Sub strand 1 - Being healthy, safe and active (ACPPS051) Sub strand 2 - Communicating and interacting for health and well being (ACPPS055) Strand - Movement and Physical Activity Sub strand 1- Moving our body (ACPMP062)</p>

Year 7 (MYP 2)

Unit Title	Key & Related	Global Context	Statement of	PHE objectives	Approaches To Learning skills	Content (topics, knowledge,
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(Duration & hours)	Concepts		Inquiry			skills & assessments)
T1. Create a Game (18 hours)	KC: Development RC: Choice	Identities and Relationships	Personal positive choices and a balanced lifestyle enhance development.	Criterion B: Planning for Performance B1 & B2 Criterion D: Reflecting and Improving Performance D1, D2 & D3	Thinking/Transfer: B2: Construct and outline a plan for improving physical activity and health. Skill needed: To use game sense skills and apply them across various sports. Self-management- Reflection: D3 Describes and summarizes performance. Skill needed: Give a detailed account or picture of a situation, event, pattern or process.	<u>Strand - Movement and Physical Activity</u> Sub strand 1- Moving our body Use feedback to improve body control and coordination when performing specialised movement skills (ACPMP080) Participating in activities where vision is compromised to demonstrate the importance of auditory feedback Participating in activities requiring collaboration and various forms of communication.
T2. Nutrition (8 hours)	KC: Development RC: Choice	Identities and Relationships	Personal positive choices and a balanced lifestyle enhance development.	CRITERIA A: Knowing and Understanding A1, A2, A3.	Communication: A1 Identifies physical health education factual, procedural and conceptual knowledge. Skill needed: Students need to be able to distinguish between factual, procedural and conceptual knowledge.	<u>Strand - Personal, social and community health</u> Sub strand 1 - Being healthy, safe and active Investigate and select strategies to promote health, safety and wellbeing (ACPPS073) <i>researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability impacts to create a weekly menu plan</i> <u>Strand - Personal, social and community health</u> Sub strand 3 - Contributing to healthy and active communities Plan and use health practices, behaviours and resources to

						<p>enhance the health, safety and wellbeing of their communities (ACPPS077)</p> <p>investigating food-serving recommendations from <i>The Australian Guide to Healthy Eating</i> and producing a guide to help students make healthy choices when buying food from the school canteen</p>
T2. AFL	<p>KC: Choices</p> <p>RC: Communication and Time, Place & Space</p>	Identities and relationships	The choices we make are affected by the people we choose to communicate with and by the given time, place & space.	<p>Applying and Performing C1, C2, C3.</p>	<p>Self-management- Reflection: C1</p> <p>Demonstrates and applies a range of skills and techniques</p> <p>Skill needed:To be able to reflect on the skills and techniques taught, practice the skill with enough insight in response to the explicitly taught techniques to demonstrate the range of skills and techniques specific to a particular physical activity. A student's ability to demonstrate and apply skills and techniques could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.</p>	<p><u>Strand - Movement and Physical Activity</u></p> <p>Sub strand 3 - Learning through movement</p> <p>Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086) adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes</p> <p>applying an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes</p> <p>undertaking various roles associated with the planning of physical activities</p>

						<p><u>Strand - Movement and Physical Activity</u> Sub strand 3 - Learning through movement Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) explaining and justifying the movement concepts and strategies selected in response to movement challenges demonstrating to others the approach taken to solve movement challenges identifying factors that enabled them to achieve success in movement activities and explaining how these factors can be transferred to other learning contexts</p>
T3. Culture	KC: Culture RC: Interaction & Perspective	Identities and relationships	Social interactions in sport help to form perspectives of values, culture and identity.	Criterion A: Knowing and Understanding	Research- Information Literacy: A2 Identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations Skill needed: To be able to identify correct and relevant information and use this to solve scenarios and other situations	<u>Strand - Personal, social and community health</u> Sub strand 3 - Contributing to healthy and active communities <u>Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)</u> exploring how kinship and extended-family structures in different cultures support and enhance health and wellbeing investigating how respecting diversity and challenging racism, sexism, disability discrimination

						<p>and homophobia influence individual and community health and wellbeing</p> <p>examining values and beliefs about cultural and social issues such as gender, race, violence, sexuality and disability</p> <p>researching how stereotypes and prejudice are challenged in local, national and global contexts</p> <p><u>Strand - Movement and Physical Activity</u></p> <p>Sub strand 2 - Understanding movement</p> <p><u>Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)</u></p> <p>examining how sport, physical activity and outdoor recreation pursuits have changed over the last century as a result of different cultural groups migrating to Australia</p> <p>researching and participating in a range of physical activities that were performed in the early twentieth century, such as games from the Asia region</p> <p>participating in culturally significant physical activities from around the globe and exploring the links to the culture and heritage of the country of origin of these activities</p> <p>PRACTICAL</p> <p>Sub strand 3 – Learning through</p>
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						<p>movement <u>Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)</u> explaining and justifying the movement concepts and strategies selected in response to movement challenges demonstrating to others the approach taken to solve movement challenges identifying factors that enabled them to achieve success in movement activities and explaining how these factors can be transferred to other learni</p>
T4. Gymnastics 20 hours	KC: Change RC: Adaption	Identities and Relationships	Change is an essential aspect of human development and we must adapt to enhance all aspects of our lives.	Criteria B: Planning for performance Criteria C: Applying & performing Criteria D: Reflecting & improving performance	Self-management/Organisation: B2 Designs and explains a plan for improving physical performance and health. Skill needed: Produce a plan, simulation or model and give a detailed account of a routine that improves health and performance.	<p><u>Strand - Movement and Physical Activity</u> Sub strand 1- Moving our body Compose and perform movement sequences for specific purposes in a variety of contexts (ACPMP081) composing and performing a group dance sequence in response to a piece of music or other stimuli demonstrating control when transitioning between twists, rotations and leaps</p> <p><u>Strand - Movement and Physical Activity</u> Sub strand 2 - Understanding movement Demonstrate and explain how</p>

						<p>the elements of effort, space, time, objects and people can enhance performance (ACPMP084)</p> <p>performing a range of movements and analysing technique based on understanding of take-off, body position and landing</p> <p>creating, performing and appraising movement sequences that demonstrate variations in flow and levels</p> <p>designing and refining movement concepts and strategies to manipulate space and their relationship to other players in this space</p>
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Year 8 (MYP 3)

Unit Title (Duration & hours)	Key & Related Concepts	Global Context	Statement of Inquiry	PHE objectives	Approaches To Learning skills	Content (topics, knowledge, skills & assessments)
T1 - Fitness Frenzy	Development	Identities & Relationships	Movement choices impact on a person's physical, psychological and social development.	<p>Criterion B - Planning for Performance</p> <p>B1 outlines goals to enhance performance.</p> <p>B2 designs and explains a plan for improving physical performance and health.</p>	<p>COMMUNICATION:</p> <p>Exchanging thoughts, messages and information effectively through interaction</p> <p>B1.Outlines goals to enhance performance</p> <p>Skill needed: Give a brief account of the goals needed to enhance performance, students can include interactions and negotiations.</p>	<p>ACARA</p> <p>Strand – Movement and Physical Activity</p> <p>Sub-strand 2 – Understanding movement</p> <p>Participate in physical activities that develop health-related and skill-related fitness components</p>

				<p><u>Criterion D - Reflecting and Improving Performance</u> D1 describes and demonstrates strategies that enhance interpersonal skills D2 explains the effectiveness of a plan based on the outcome. D3 explains and evaluates performance.</p>	<p>SOCIAL - Collaboration Skills Working effectively with others: D1 Outlines and demonstrates strategies that enhance interpersonal skills Skill needed: Give a brief account. Prove or make clear by reasoning or evidence, illustrating with examples or practical application such as collaboration, taking responsibility, active listening and negotiation.</p>	<p>and create and monitor a personal fitness plans (ACPMP083)</p> <p>Strand – Movement and Physical Activity</p> <p>Sub-strand 3 – Learning through movement Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)</p>
T2 - Sofcrosse	Change	Fairness & development	Students will understand development of skills are dependent on choices that are made in a competitive and social environment	Criteria C: Applying & performing	<p>Self-management - Reflection: C1 Demonstrates and applies a range of skills and techniques Skill needed:To be able to reflect on the skills and techniques taught, practice the skill with enough insight in response to the explicitly taught techniques to demonstrate the range of skills and techniques specific to a particular physical activity. A student’s ability to demonstrate and apply skills and techniques could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.</p>	<p>ACARA Strand – Understanding Movement Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)</p> <p>Sub-strand 3 – Learning through movement Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)</p>
T2 - Sex Ed	Choice	Identities & Relationships	How do we make positive choices without seeking and considering others perspectives?	Criteria A: Knowing and Understanding	<p>COMMUNICATION A1 Outlines physical health education factual, procedural and conceptual knowledge Skill needed: Students need to be able to be able to distinguish between factual, procedural and conceptual knowledge and then</p>	<p>ACARA Sub strand 1 - Being healthy, safe and active Investigate the impact of transition and change on identities (ACPPS070)</p>

					<p>synthesise that information to be able to give a brief account</p>	<p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)</p> <p>Practise and apply strategies to seek help for themselves or others (ACPPS072)</p> <p>Sub strand 2 - Communicating and interacting for health and well being</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)</p> <p>Develop skills to evaluate health information and express health concerns (ACPPS076)</p> <p>Sub strand 3 - Contributing to healthy and active communities</p> <p>Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)</p>
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						Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
T3 - Football Codes	Change	Identities and relationships	Lifestyle choices can impact physical and psychological change.	<u>Criteria C. Applying and performing</u>	<p>THINKING - Critical thinking: C3. Outlines and applies information to perform effectively. Skill needed: To outline and apply information to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions.</p> <p>SOCIAL - Collaboration Skills Students need to be working effectively with others to succeed as a team. Successful collaboration involves delegation and sharing responsibility for decision-making, helping others to succeed, negotiating positions effectively, and encouraging others to contribute to the team.</p>	<p><u>Strand - Personal, social and community health</u></p> <p>Sub strand 1 - Being healthy, safe and active Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)</p> <ul style="list-style-type: none"> - investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices - proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans - examining strategies for safe practices in different environments, including transport and aquatic environments <p>Sub strand 2 - Communicating and interacting for health and well being Develop skills to evaluate health information and express health concerns (ACPPS076)</p>

- analysing the credibility of health messages conveyed by different sources
- practising ways to communicate concerns about their health to a variety of support people
- proposing ways to support others who are going through a challenging time

Strand – Movement and physical activity

Sub-strand 1 – Moving our body

Practise, apply and transfer movement concepts and strategies (ACPMPO82) examining and demonstrating the similarities of strategies used in different physical activities and how they can be transferred to new movement situations selecting strategies that have been successful previously and applying the most appropriate when solving new movement challenges

Sub-strand 3 – Learning through movement

- Compose and perform movement sequences for specific purposes in a

						<p>variety of contexts (ACPMP081)</p> <ul style="list-style-type: none">- designing and performing movement sequences to create, use and defend space- travelling, marking and intercepting to achieve and retain possession <ul style="list-style-type: none">● Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) <ul style="list-style-type: none">- explaining and justifying the movement concepts and strategies selected in response to movement challenges- demonstrating to others the approach taken to solve movement challenges- identifying factors that enabled them to achieve success in movement activities and explaining how these factors can be transferred to other learning contexts <p>Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)</p>
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						<ul style="list-style-type: none"> - applying scoring systems in activities to assess movement performances consistently and fairly - modifying rules, equipment or scoring systems to allow all participants to enjoy and succeed - applying the principles of ethical behaviour consistently when participating in physical activities
T3 - Alcohol	Change	Identities and Relationships	Lifestyle choices can impact physical and psychological change.	<u>Criteria A: Knowledge & Understanding</u>	Communication: A1 Outlines physical health education factual, procedural and conceptual knowledge Skill needed: Students need to be able to distinguish between factual, procedural and conceptual knowledge and then synthesise that information to be able to give a brief account	Practise and apply strategies to seek help for themselves or others (ACPPS072 - Scootle) Investigate the impact of transition and change on identities (ACPPS070 - Scootle) Investigate and select strategies to promote health, safety and wellbeing (ACPPS073 - Scootle)
T4 - The Amazing Race	Communication	Orientation, Space and Time Area of exploration:	Being able to communicate our orientation to others is important when moving and navigating in unknown	Criteria B - Planning for performance Criteria D - Reflecting and improving performance	SOCIAL / Collaboration Skills B1: construct, outline and explain a plan for improving performance Skill needed: identify factors that influence decision making when considering health and fitness and explain the usefulness of these in making decisions to benefit larger	<u>Strand - Personal, social and community health</u> Sub strand 1 - Being healthy, safe and active Practise and apply strategies to seek help for themselves or others (ACPPS072)

		Peoples, boundaries, exchange and interaction	spaces.		groups	<ul style="list-style-type: none"> - examining scenarios to highlight how emotions, dispositions and decision making can affect outcomes - collaborating with peers to suggest strategies they could use in emergencies - practising different communication techniques to persuade someone to seek help - exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation - demonstrating basic first aid principles and strategies <p>Sub strand 3 - Contributing to healthy and active communities Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)</p> <ul style="list-style-type: none"> - identifying local natural resources and built environments where individuals and groups can connect as a community and participate in physical and social activities
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						<ul style="list-style-type: none">- reflecting on the physical, social, emotional and spiritual benefits to health and wellbeing of being outdoors and of being active in a natural setting- promoting an understanding of minimal-impact outdoor recreation in the local area- exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander peoples and communities <p>Sub strand 3 - Learning through movement</p> <ul style="list-style-type: none">● Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)- adopting roles and responsibilities that support and enhance team cohesion and lead to successful movement outcomes- applying an understanding of verbal,
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						<p>physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group</p> <ul style="list-style-type: none"> - reflecting on their role and articulating how the actions they initiated in that role led to the achievement of successful outcomes - undertaking various roles associated with the planning of physical activities
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Year 9 (MYP 4)

Unit Title (Duration & hours)	Key & Related Concepts	Global Context	Statement of Inquiry	PHE objectives	Approaches To Learning skills	Content (topics, knowledge, skills & assessments)
Striking Skills 8 Weeks	Development Refinement	Fairness & Development	The improvement of performance comes from refinement of technique and strategies through both internal and external feedback.	<u>B: Planning for Performance</u> <ul style="list-style-type: none"> i. Develop goals to enhance performance. ii. Design, explain, and justify a plan to improve physical 	SOCIAL / Collaboration Skills Working effectively with others B1: develop goals to enhance performance Skill needed: explain factors that influence decision making when considering health and fitness and apply the usefulness of these in making decisions to benefit larger groups D1 describes and demonstrates strategies that enhance interpersonal skills	<u>Strand - Movement and Physical Activity</u> Sub strand 1- Moving our body <ul style="list-style-type: none"> • Perform and refine specialised movement skills in challenging movement situations (ACPMP099) - using feedback from a variety of sources to refine specialised movement skills and performances <u>Strand - Movement and Physical</u>

				<p>performance and health.</p> <p><u>D: Reflecting & Improving Performance</u> Explain and demonstrate strategies to enhance interpersonal skills. Analyse and evaluate the effectiveness of a plan based on outcome.</p> <p>iii. Analyse and evaluate performance.</p>	<p>Skill needed: Give a detailed account or picture of a situation, event, pattern or process. Prove or make clear by reasoning or evidence, illustrating with examples or practical application.</p>	<p><u>Activity</u></p> <p>Sub strand 1- Moving our body</p> <ul style="list-style-type: none"> · Evaluate own and others movement compositions, and provide and apply feedback in order to enhance performance situations (ACPMP100) - using knowledge of results feedback to support another student in performing a skill with greater accuracy or control - responding to teacher and peer feedback to enhance performance - using ICT to record others' performance and providing feedback on synchronicity and timing - providing constructive feedback on their own and others' performance by using movement analysis software to break down a skill or sequence <p><u>Strand - Movement and Physical Activity</u></p> <p>Sub strand 2 - Understanding movement</p> <ul style="list-style-type: none"> · Design, implement and evaluate personalised plans
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						<p>for improving or maintaining their own and others physical activity and fitness levels (ACPMP102)</p> <ul style="list-style-type: none"> - using ICT to create, participate and monitor a personal fitness plan which includes timeframe, goals and a variety of specific activities - justifying the selection of physical activities included in a personalised linked to the components of health and skill-related fitness they wish to improve or maintain
Ultimate Frisbee	Time, Place and Space Choice	Identities and relationships	In the right time, place and space, the best choice can be made.	<p>Criterion C: Applying and performing</p> <p>C1 demonstrates and applies a range of complex skills and techniques</p> <p>C2 demonstrates and applies a range of complex strategies and movement concepts</p> <p>C3 analyses and applies information to</p>	<p>THINKING SKILLS/ Critical Thinking</p> <p>C3. Outlines and applies information to perform effectively.</p> <p>Skill needed: To outline and apply information explicitly taught to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions.</p>	<p><u>Strand - Movement and Physical Activity</u></p> <p>Sub strand 3 - Learning through movement</p> <ul style="list-style-type: none"> ● Transfer understandings from previous movement experiences to create solutions to movement challenges (ACPMP106) <p><u>Strand - Movement and Physical Activity</u></p> <p>Sub strand 3 - Learning through movement</p> <ul style="list-style-type: none"> ● Reflect on how fair play and ethical behaviour can influence the outcomes of

				perform effectively.		movement activities (ACPMP107)
Nutrition 9 hours	Development Choice	Identities & Relationships	Personal positive choices and an active lifestyle can enhance development in both personal and sporting areas.	CRITERIA A: Knowing and Understanding Describe physical and health education factual, procedural and conceptual knowledge Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situation. Apply physical and health terminology effectively to communicate understanding.	RESEARCH / Critical Thinking A2 applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations Skill needed: To be able to apply correct and relevant information and use this to solve and explain issues using scenarios and other situations	Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)
SEXUAL HEALTH EDUCATION (Ball Sports & Sex Education) Sexual Health 8hrs & Basketball, Netball & Handball 16hrs	Communication Choice	Identities and relationships	Communication is an important process to help make the correct choice to ensure physical health and well-being.	<u>A: Knowing and Understanding</u> Explain physical and health education factual, procedural and conceptual knowledge Apply physical and health education knowledge to	COMMUNICATION / Communication Skills Exchanging thoughts, messages and information effectively through interaction A1 Describes physical and health education factual, procedural and conceptual knowledge. Skill needed: Students need to be	Strand - Personal, social and community health Sub strand 1 - Being healthy, safe and active <u>Strand - Movement and Physical Activity</u> Sub strand 1- Moving our body • Perform and refine

				<p>analyse issues and solve problems set in familiar and unfamiliar situations</p> <p>.Apply physical and health terminology effectively to communicate understanding.</p>	<p>able to synthesise information to be able to give a detailed account or picture of a situation, event, pattern or process.</p>	<p>specialised movement skills in challenging movement situations (ACPMP099)</p> <p><u>Strand - Movement and Physical Activity</u></p> <p>Sub strand 1- Moving our body</p> <ul style="list-style-type: none"> · Evaluate own and others movement compositions, and provide and apply feedback in order to enhance performance situations (ACPMP100) <p><u>Strand - Movement and Physical Activity</u></p> <p>Sub strand 2 - Understanding movement</p> <ul style="list-style-type: none"> · Design, implement and evaluate personalised plans for improving or maintaining their own and others physical activity and fitness levels (ACPMP102)
Dance	Creativity Interaction	Personal & Cultural Expression	Creative and unique performances are generated through successful interactions between group members.	<p>Criterion B: Planning for Performance</p> <p>B1 develops goals to enhance performance.</p> <p>B2 designs, explains and</p>	<p>SOCIAL / Collaboration Skills</p> <p>Working effectively with others</p> <p>B1: develop goals to enhance performance</p> <p>Skill needed: explain factors that influence decision making when considering health and fitness and apply the usefulness of these in making decisions to benefit larger</p>	<p><u>Strand - Movement and Physical Activity</u></p> <p>Sub strand 1- Moving our body</p> <p>Perform and refine specialised movement skills in challenging movement situations (ACPMP099)</p>

				<p>justifies a plan for improving physical performance and health.</p> <p>Criterion C: Applying and performing C1 demonstrates and applies a range of complex skills and techniques C2 demonstrates and applies a range of complex strategies and movement concepts C3 analyses and applies information to perform effectively.</p> <p>Criterion D: Reflecting and Improving Performance D1 explains and demonstrates strategies to</p>	<p>group</p> <p>COMMUNICATION / Communication Skills Exchanging thoughts, messages and information effectively through interaction D2 Explains the effectiveness of a plan based on the outcome. Skill needed: Give a detailed account with reason or cause.</p>	<p><u>Strand - Movement and Physical Activity</u> Sub strand 1- Moving our body Develop, implement and evaluate movement concepts and strategies for successful outcomes (ACPMP101)</p> <p><u>Strand - Movement and Physical Activity</u> Sub strand 2 - Understanding movement Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)</p>
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				<p>enhance interpersonal skills.</p> <p>D2 analyses and evaluates the effectiveness of a plan based on the outcome.</p> <p>D3 analyses and evaluates performance</p>		
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Year 10 (MYP 5)

Unit Title (Duration & hours)	Key & Related Concepts	Global Context	Statement of Inquiry	PHE objectives	Approaches To Learning skills	Content (topics, knowledge, skills & assessments)
Term 1 Practical Volleyball	Change Movement Adaptation	<p>Global Context:</p> <p>Scientific and Technical Innovation</p> <p>Area of Exploration: adaptation</p>	Change and adaptation of movement can improve performance	<p>Criteria C:</p> <p>demonstrate and apply a range of skills and techniques effectively</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>iii. analyse and apply information to perform effectively.</p>	<p>THINKING SKILLS / Transfer Skills</p> <p>C2. Demonstrates and applies a range of strategies and movement concepts effectively</p> <p>Skill needed: To understand the range of strategies and movement ideas applicable to a specific physical activity drawing from prior experience and similar sports / physical activities. To be able to demonstrate from played and watched sports/physical activities which of these are being used and demonstrate their use and application during game play. A student's ability to demonstrate and apply strategies and movement concepts could include: the use of</p>	<p><u>Strand - Movement and Physical Activity</u></p> <p>Sub strand 2 - Understanding movement</p> <p>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103) experimenting with the manipulation of force and speed applied to an object to examine the difference created in movement paths demonstrating and describing how the body can absorb force</p>

					space, force and flow of movement and adaptation to various situations.	
Unit Title (Duration & hours) Term 1 Theory Biomechanics	Key & Related Concepts Change Movement Adaptation	Global Context scientific and technical innovation	Statement of Inquiry Change and adaptation of movement can improve performance	PHE objectives Criteria A: I. explain physical health education factual, procedural and conceptual knowledge li. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations lii. apply physical and health terminology effectively to communicate understanding.	Approaches To Learning skills COMMUNICATION / Exchanging Thoughts A1 Explains physical and health education factual, procedural and conceptual knowledge Skill needed: Students need to be able to synthesise information to be able to give a detailed account with reasons/causes - answering the why.	Content (topics, knowledge, skills & assessments) <u>Strand - Movement and Physical Activity</u> Sub strand 2 - Understanding movement Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103) experimenting with the manipulation of force and speed applied to an object to examine the difference created in movement paths demonstrating and describing how the body can absorb force
Unit Title (Duration & hours)	Key & Related Concepts	Global Context	Statement of Inquiry	PHE objectives	Approaches To Learning skills	Content (topics, knowledge, skills & assessments)
Term 2 Practical &	Change Movement/Functio	Identities and Relationships	The relationship between	Criteria B i. design, explain	SOCIAL / Collaboration Skills	<u>Strand - Movement and Physical</u>

Theory Use it or lose it (Fitness)	n		specific movements and function creates change.	and justify plans to improve physical performance and health ii. analyse and evaluate the effectiveness of a plan based on the outcome. Criteria D i. explain and demonstrate strategies to enhance interpersonal skills develop goals and apply strategies to enhance performance iii. analyse and evaluate performance.	Working effectively with others D1 explains and demonstrates strategies to enhance interpersonal skills. Skill needed: Give a detailed account. Prove or make clear by reasoning or evidence, illustrating with examples or practical application B1: develop goals to enhance performance Skill needed: explain factors that influence decision making when considering health and fitness and justify the usefulness of these in making decisions to benefit larger groups	Activity Sub strand 2 - Understanding movement · Design, implement and evaluate personalised plans for improving or maintaining their own and others physical activity and fitness levels (ACPMP102)
Unit Title (Duration & hours)	Key & Related Concepts	Global Context	Statement of Inquiry	PHE objectives	Approaches To Learning skills	Content (topics, knowledge, skills & assessments)
Term 3 Practical Handball & Court Sports	Logic Choice	Identities and relationships	Handball/court sport players use logic to make the right choice in game situations	Criteria C recall and apply a range of skills and techniques effectively recall and apply a range of strategies and movement concepts	SELF-MANAGEMENT / Reflection Skills C1 Demonstrates and applies a range of skills and techniques effectively Skill needed: to be able to reflect on skills and techniques of specific physical activities and apply those techniques effectively to demonstrate effective acquisition of	Strand - Movement and Physical Activity Sub strand 2 - Understanding movement Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)

				recall and apply information to perform effectively	that skill. A student's ability to demonstrate and apply skills and techniques could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.	experimenting with the manipulation of force and speed applied to an object to examine the difference created in movement paths demonstrating and describing how the body can absorb force
Unit Title (Duration & hours)	Key & Related Concepts	Global Context	Statement of Inquiry	PHE objectives	Approaches To Learning skills	Content (topics, knowledge, skills & assessments)
Term 3 Theory Party Safe	Logic Choice	Identities and Relationships	Accurate information needs to be obtained to be able to use logic when making important choices about my health.	Criterion A - Knowing and Understanding Students will be given a range of case studies to assess their knowledge, use of terminology and ability to analyse and solve problems in familiar and unfamiliar situations.	RESEARCH SKILLS - Information Literacy A2 Applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situations Skill needed: To be able to apply correct and relevant information and use this to analyse scenarios and other situations.	Strand - Personal, social and community health Sub strand 1 - Being healthy, safe and active Evaluate factors that shape our identities and analyse how individuals impact on the identities of others (ACPPS089) analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, food, physical activity, sexual health, drugs and/or risk taking behaviours analysing the role of family, friends and community in supporting an individual's identities and proposing strategies to enhance their own and others wellbeing

						<p>Sub strand 2 - Communicating and interacting for health and well being</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) proposing strategies for managing emotional responses and resolving conflict in a family situation, social or online environment</p> <p>evaluating situations where an individual may react with extreme emotion and reflecting on the impact that these responses may have on the situation and/or their relationships</p> <p>analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved</p>
Unit Title (Duration & hours)	Key & Related Concepts	Global Context	Statement of Inquiry	PHE objectives	Approaches To Learning skills	Content (topics, knowledge, skills & assessments)
Move Safe	<p>Key: Change</p> <p>Related: Balance</p>	<p>Global Context: Identities and relationships</p>	<p>Statement of inquiry: Physical change can lead to more</p>	<p>Criteria B i. design, explain and justify plans to improve</p>	<p>SELF-MANAGEMENT / Organisation Skills B2 Designs, explains and justifies a plan for improving physical</p>	<p>Dance <u>Strand - Movement and Physical Activity</u></p>

<p>(Inclusive, cha cha)</p> <p>Term 4, 6 weeks</p>			<p>balanced, healthy lives.</p>	<p>physical performance and health</p> <p>ii. analyse and evaluate the effectiveness of a plan based on the outcome.</p> <p>Criteria D</p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. develop goals and apply strategies to enhance performance</p> <p>iii. analyse and evaluate performance.</p>	<p>performance and health.</p> <p>Skill needed: Produce a plan, simulation or model. Give a detailed account. Give valid reason or evidence to support and answer or conclusion.</p> <p>D3 Analyses and evaluates performance</p> <p>Skill needed: Break down to bring out the essential or structure. To identify parts and relationships, and to interpret information to reach conclusions. Assess the implications and limitations; make judgements in relation to selected criteria.</p>	<p>Sub strand 1- Moving our body</p> <ul style="list-style-type: none"> Evaluate own and others movement compositions, and provide and apply feedback in order to enhance performance situations (ACPMP100) <p>Sub strand 2 - Understanding movement</p> <ul style="list-style-type: none"> Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103) <p><u>Mental Health</u> <u>Strand - Personal, social and community health</u></p> <p>Sub strand 2 - Communicating and interacting for health and well being</p> <p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)</p>
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