

# A level Physical Education

## Curriculum Overview 2020-2021

### Core aims of the subject at Key Stage 5

It is our intent within the delivery of Physical Education to prepare students for the future by equipping them with the knowledge to lead a physically and mentally healthy and active lifestyle. We aim to provide a broad and balanced curriculum which develops depth of not only a range of physical activities, but challenging opportunities to understand the exercise physiology and psychology behind the performer. These activities will range from your traditional sports such as Rugby & Netball to activities that are more contemporary such as Yoga & Tchoukball. We also deliver a mixture of team sports like Football, Handball Basketball as well as a good range of individual sports such as Badminton, Trampolining, Dance & OAA, ensuring breadth and depth for all our students. Students will also learn to be critical thinkers; analysing data and performance to improve on aspects of their own or others skills and fitness.

We are determined in PE that our school curriculum will engage, inspire, challenge and motivate students, securing knowledge and skills to enhance student's personal development, providing life-long learning and increasing their employability.

Within PE, students will develop their communication skills, demonstrating how to express their views, whilst working collaboratively within teams to problem solve in order to be successful. Students will also have opportunities to work independently to showcase their skills and be placed in challenging situations where they can develop resilience. Students will also improve their knowledge of a range of activities for example, the individual roles of players, rules of each activity and role and hand signals of all officials as well as tactical knowledge to outwit your opponent.

Additionally, within the curriculum students consider the fundamental British Values of democracy, the rule of law through officiating games, individual liberty and mutual respect through working with others and tolerance of those with different views and opinions, particularly when choreographing aesthetic activities. Furthermore, students will have the opportunity to research basic first aid and the effect of health eating on your bodies.

A major focus currently of the PE curriculum is supporting students Mental Wellbeing. We will regularly evaluate the impact physical activity has on their own or others' mental health; educating students on the benefits of physical exercise on improving mental wellbeing, as well as promoting positive experiences of physical exercise by studying a very broad range of activities to help students find something they enjoy and would like to pursue.

There is more to Physical Education than just been able to play different sports. Students will learn the fundamental skills that will allow them to be able to contribute fully to not only the school but the wider community now and to prepare students for the future. Students learn about fair play, how to be disciplined in times of challenge, gracious in times of defeat and to honour sportsmanship regardless of how others treat us. Students will develop a sense of belonging; how they can contribute to a team, the need for organisation, for punctuality, for reliability and ultimately, they will learn that actions have consequences.

At Brine Leas, students will be able to apply these practical and fundamental skills by taking part in a phenomenal provision and availability of enrichments and extension provision within the wider community. From Inter-House sporting events, extra-curricular clubs, representing the school in many of our sporting teams, representing Crewe & Nantwich in our Level 3 competitions. Whilst also having the opportunity to become a sporting Leader, completing a Level 1 Leadership course by working with local feeder schools and involving the community to achieve the necessary volunteer hours needed to complete the course. Furthermore, students may have the opportunity to go on a trip to Wimbledon, where students will be able to learn about some of the more contemporary influences in sport which have developed sport into the multi-billion pound business that it is now. In addition, throughout all key stages we invite guest speakers in to discuss their experiences, their achievements and how they may have overcome adversity to get to where they are now.

Sport is a global and expanding industry and by studying PE students have the opportunity to be a part of something new and exciting. In Key stage 4 & 5 students gain an insight into the socio-cultural influences affecting participation in sport, whilst also exploring the global commercialisation that links sports and business, providing an awareness into the strategic challenges that face the behind the scenes of televised sport such as: sports organisations, sports governance, sports policies, sports marketing and sports economics. It would be unfair to say that studying PE is easy; learning does take a lot of time, effort and dedication. Students will be pushed out of their comfort zone, studying three completely different topics in exercise physiology, psychology and socio-cultural influences. Students will also learn to be critically analytical of their own and others performances. But most importantly you will love it, you will have fun and you will be well equipped to be successful!

### **Trips and visits**

N/A

### **Assessment**

Students are assessed in two 2 hour papers at the end of Year 13. This is worth 70% of the course. Students are also assessed in one sport practically, this must be in a full sided competitive situation.

NEA consists of a written piece of coursework, analysing their weaknesses in their chosen sport

### **Homework**

Homework is completed as per the Brine Leas Sixth Form Policy. This will range from, reading, exam questions, mock papers, collation of video footage and completion of NEA coursework.

### **Clubs and/or intervention**

Students can attend a weekly drop in to discuss any aspect of the course.

### **Parental/Carer support**

Parents are invited to a PE Information Evening in September to discuss the course, in particular the NEA

## Helpful sources of information

Students are encouraged to buy two AQA textbooks and also a revision book.

## Year 12 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<p><b>Big Idea:</b> Skill acquisition &amp; biomechanical movements</p> <p>Rationale: Students should focus on how skill is acquired and the impact of psychological factors on performance. Students should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. Students should be able to understand and interpret graphical representations associated with skill acquisition theories.</p> <p>Students should understand the relationship between the muscular and skeletal systems to meet the demands of exercise. Students should be able to apply their knowledge and understanding to specific sporting actions and movement in a range of physical activities.</p>			
Autumn 1	<ul style="list-style-type: none"> <li>➤ To understand the different stages of learning. (A01)</li> <li>➤ To understand the different methods of feedback &amp; guidance and who they impact. (A01)</li> <li>➤ To understand the differing methods of learning theories and how they impact sporting performance (A01)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> <li>➤ Writing scaffold</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Learning</li> <li>➤ Feedback</li> <li>➤ Practice</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> </ul>

<ul style="list-style-type: none"> <li>➤ To understand the characteristics of skills, how learning is transferred between sports and sporting application. (A01)</li> <li>➤ To understand the methods of presenting practice and the types of practice to improve sporting performance. (A01)</li> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>			<ul style="list-style-type: none"> <li>➤ SMSC, including Fundamental British values – 1c,</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>
<ul style="list-style-type: none"> <li>➤ To understand Newton's three laws of motion (A01)</li> <li>➤ To understand scalars, levers, planes and axes (A01)</li> <li>➤ Application to sporting examples/performances (A02)</li> <li>➤ Analyse the effectiveness/benefits/problems to a range of named</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> </ul>		<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Newton's three laws</li> <li>➤ Planes/axes</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f</li> <li>➤ SMSC, including Fundamental British values – 1c,</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	

	sporting performers (A03)			
	<ul style="list-style-type: none"> <li>➤ To analyse 2 weaknesses of students own sporting performance in a specific sporting situation. (A04)</li> <li>➤ To apply theoretical skills to overcome and improve performance (A04)</li> <li>➤ To perform practically in one sport in a fully competitive competition/performance (A04)</li> </ul> <p>This will take place throughout the whole course.</p>	<ul style="list-style-type: none"> <li>➤ Written piece of coursework</li> <li>➤ Practical footage (6 hours' worth)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f</li> <li>➤ SMSC, including Fundamental British values – 1c,</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	
<b>Autumn 2</b>	<p style="text-align: center;"><b>Big Idea:</b> Sport Psychology and biomechanical movement</p> <p>Rationale: Students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p> <p>Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.</p>			

<ul style="list-style-type: none"> <li>➤ To understand the information processing models (Whiting's and working memory) (A01)</li> <li>➤ To understand and apply Schmidt's Schema's Theory to a range of sporting examples (A01/2)</li> <li>➤ To understand the factors that are affecting response time both positively and negatively and how a coach will improve. (A01)</li> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Simple information processing model</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f</li> <li>➤ SMSC, including Fundamental British values – 1c,</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>
<ul style="list-style-type: none"> <li>➤ To understand the types of joint, articulating bones and muscles involved in muscle contractions(A01)</li> <li>➤ Application to sporting examples/performances (A02)</li> <li>➤ Analyse the effectiveness/benefits/problems to a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Joints</li> <li>➤ Muscle contractions</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f, 3b</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> <li>➤ Sports Journalist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> </ul>

	range of named sporting performers (A03)		<ul style="list-style-type: none"> <li>➤ SMSC, including Fundamental British values – 1c,</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<ul style="list-style-type: none"> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>
<b>Spring 1</b>	<p><b>Big Idea: Applied Anatomy and Physiology</b></p> <p>Rationale: Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Students should be able to interpret data and graphs relating to changes within the musculoskeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process.</p> <p>Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.</p>			
	<ul style="list-style-type: none"> <li>➤ To understand how energy is produced in the body and the three main energy systems involved. (A01)</li> <li>➤ To understand what happens in the body post exercise. (A01)</li> <li>➤ To understand how we measure lactate production and how it is removed successfully by the body. (A01)</li> <li>➤ Application to a range of sporting performances. (A02)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Aerobic energy</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f, 3b, 4a</li> <li>➤ SMSC, including Fundamental British values – 1c,</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ To understand the characteristics and impact of sporting, popular and rational recreation, linking this to the two-tier class system (A01, A02)</li> <li>➤ To understand the characteristics and impact on sport, particularly Football, Tennis and athletics of the industrial revolution, urbanisation, transport and communication links and the development of the British Empire (A01)</li> <li>➤ To understand the characteristics and impact on sport, particularly Football, Tennis and athletics of the development of factories, churches</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ NGB's</li> <li>➤ Rational recreation</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> <li>➤ Sports Journalist</li> <li>➤ Sports Historian</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>



	<p>and the three-tier class system (A01)</p> <ul style="list-style-type: none"> <li>➤ To understand the effects of the development of National Governing Bodies, Amateur and Professional Sport and Elite Female Performers A01)</li> <li>➤ To understand the impact of the Golden Triangle on Football, Tennis and Athletics.(A01)</li> </ul>			
<p><b>Spring</b> <b>2</b></p>	<p><b>Big Idea: Applied Anatomy and Physiology</b></p> <p>Rationale: Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.</p> <p>Students should understand quantitative methods, the types and use of data for planning, monitoring and evaluating physical training, and to optimise performance.</p> <p>Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.</p>			
	<ul style="list-style-type: none"> <li>➤ To understand the characteristics and function of the three different muscles for a variety of sporting activities (A01, A02)</li> <li>➤ To understand the training methods of PNF, Altitude Training, HIIT, SAQ</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Muscular system</li> <li>➤ Heart Contraction</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> <li>➤ Sports Journalist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> </ul>

	<p>and Plyometrics (A01)</p> <ul style="list-style-type: none"> <li>➤ To understand how recruitment of muscles takes place for a variety of different sporting actions. (A01, A02)</li> <li>➤ To understand how the heart contracts, how hormonal, neural and chemical changes affect the heart rate. (A01)</li> <li>➤ To understand how the body transports blood, redistributes blood during exercise (A01)</li> <li>➤ To understand the mechanisms of returning blood back to the heart and Starling's Law (A01)</li> <li>➤ Application to a range of sporting performances. (A02)</li> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>		<p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<ul style="list-style-type: none"> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ To understand the following key words: Society, Socialisation, Social Processes, Social Issues, Social stratification (A01).</li> <li>➤ To understand and consider the underrepresented groups in Sport e.g. Disability, ethnicity, gender and disadvantaged. (A01)</li> <li>➤ To understand the barriers to participation in Sport (A01)</li> <li>➤ To explain the health, fitness, social and psychological benefits of taking part and raising participation in Sport (A01)</li> <li>➤ Application to a range of sporting performances. (A02)</li> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Role models in sports</li> <li>➤ Factors affecting participation</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> <li>➤ Sports Journalist</li> <li>➤ Sports Historian</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>
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## Big Idea: Applied Physiology

**Summer  
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Rationale: Students should understand the relationship between the cardiovascular and respiratory systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise. They should also understand how taking part in physical activity and sport, as part of a healthy lifestyle, can have a positive effect on these systems.

Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.

- To understand different lung volumes and be able to apply draw out on a graph (A01, A02)
- To understand gaseous exchange and they changes during rest and exercise (A02)
- To understand how the heart contracts, how hormonal, neural and chemical changes affect the respiratory rate. (A01)
- To understand the impact of poor lifestyle choices on the respiratory system (A01)
- Application to a range of sporting

- Exam questions
- Peer marking
- Quizzes
- End of Unit Tests
- Spaced Retrieval League

- Prior learning of:
- Lung Volumes
  - Lifestyle choices
- Future of learning of:
- Improves practical performance by applying principles to coaching/training. (A04)
  - NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)
- Connections to the curriculum
- Healthy Education – 1f,
  - SMSC, including Fundamental British values – 1c, 4a, 4d
  - Relationships & Sex Education –

- Careers
- PE Teacher
  - Armed Forces
  - Sports Coach/Trainer
  - Sports Physio/therapist
  - Sports Psychologist
  - Sports Scientist
  - Sports Journalist
- Future learning
- Year 13 synopsis
  - University degrees within sport science, biology, psychology, physiotherapy etc...
  - Prevention of injuries/support with injury rehabilitation

	<p>performances. (A02)</p> <ul style="list-style-type: none"> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ To understand how gravity, friction, air resistance, internal muscular force and weight impact on a performer during linear motion (A01)</li> <li>➤ To understand the definitions and equations of Mass, weight, speed, velocity, distance displacement, acceleration and momentum (A01)</li> <li>➤ To understand impulse on a sprinter and applying it to force/time graphs (A01, A02)</li> <li>➤ To understand Newton's Law of Angular Momentum (A01)</li> <li>➤ Application to a range of sporting performances. (A02)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Impulses</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> <li>➤ Sports Journalist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>			
<b>Summer 2</b>	<p><b>Big Idea: Exercise Physiology</b></p> <p>Rationale: Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems. Students should understand quantitative methods, the types and use of data for planning, monitoring and evaluating physical training, and to optimise performance.</p> <p>Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.</p>			
	<ul style="list-style-type: none"> <li>➤ To understand the exercise related functions of each of the food classes (A01)</li> <li>➤ To understand the positive and negative effects of a range dietary supplements (A01)</li> <li>➤ To understand the training principles, training methods and the purpose of a warm up/cool down to a sporting performer (A01, A02)</li> <li>➤ Application to a range of sporting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Training Methods</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> <li>➤ Sports Journalist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>

	<p>performances. (A02)</p> <ul style="list-style-type: none"> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> <li>➤ Compare/contrast the type of diet and training required for different sports performers (A03)</li> <li>➤ To understand the types of injuries that an athlete would suffer (A01)</li> <li>➤ To be able to identify and explain the ways an athlete could prevent themselves from injury and or rehabilitate themselves post injury (A01)</li> <li>➤ Apply common injuries to certain activities (A02)</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ To understand the factors affecting horizontal displacement of projectiles and applying them to both shot putt and a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Angular momentum</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> <li>➤ Sports Journalist</li> </ul>

	<p>badminton shuttle (A01, A02)</p> <ul style="list-style-type: none"> <li>➤ To understand the vector components of parabolic flight (A01)</li> <li>➤ To understand the dynamics of fluid force, drag and lift (A01)</li> <li>➤ To understand and apply Bernoulli's principle (A01, A02)</li> <li>➤ Application to a range of sporting performances. (A02)</li> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Spaced Retrieval League</li> </ul>	<p>weaknesses within their sport. (A04)</p> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Future learning</p> <ul style="list-style-type: none"> <li>➤ Year 13 synopsis</li> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>
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## Year 13 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<p><b>Autumn 1</b></p>	<p><b>Big Idea: Sport Psychology &amp; Sport Society</b></p> <p>Rationale: In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p> <p>Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport</p>			



	<ul style="list-style-type: none"> <li>➤ To understand the Atkinson's model of achievement motivation, (A01)</li> <li>➤ To understand the impact of situational component of achievement motivation. (A01)</li> <li>➤ To understand strategies to develop approach behaviours leading to improvements in performance. (A01)</li> <li>➤ To understand attribution process. (A01)</li> <li>➤ To understand Weiner's model and its application to sporting situations. (A01)</li> <li>➤ To understand the self-serving bias. (A01)</li> <li>➤ To understand the attribution retraining. (A01)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> <li>➤ Writing scaffold</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Personality</li> <li>➤ Motivation</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –)</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>
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	<ul style="list-style-type: none"><li>➤ To understand learned helplessness and strategies to avoid learned helplessness leading to improvements in performance. (A01)</li><li>➤ To understand the characteristics of self-efficacy, self-confidence and self-esteem. (A01)</li><li>➤ To understand Bandura's and Vealey's model of self-efficacy. (A01)</li><li>➤ Application to a range of sporting performances. (A02)</li><li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li></ul>			
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	<ul style="list-style-type: none"> <li>➤ To understand the characteristics and functions of key concepts and how they create the base of the sporting development continuum. (A01)</li> <li>➤ To understand the similarities and the differences between these key concepts. (A01)</li> <li>➤ To understand the personal, social and cultural factors required to support progression from talent identification to elite performance. (A01)</li> <li>➤ To understand the generic roles, purpose and the relationship between organisations in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> <li>➤ Writing scaffold</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ NGB's</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education</li> </ul>	
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	<p>providing support and progression from talent identification through to elite performance. (A01)</p> <ul style="list-style-type: none"><li>➤ To understand the key features of national governing bodies' whole sport plans. (A01)</li><li>➤ To understand the key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development. (A01)</li><li>➤ Application to a range of sporting performances. (A02)</li><li>➤ Analyse the effectiveness/benefits/problems to a range of</li></ul>			
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	named sporting performers (A03)			
	<ul style="list-style-type: none"> <li>➤ To analyse 2 weaknesses of students own sporting performance in a specific sporting situation. (A04)</li> <li>➤ To apply theoretical skills to overcome and improve performance (A04)</li> <li>➤ To perform practically in one sport in a fully competitive competition/performance (A04)</li> </ul> <p>This will take place throughout the whole course.</p>	<ul style="list-style-type: none"> <li>➤ Written piece of coursework</li> <li>➤ Practical footage (6 hours' worth)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f</li> <li>➤ SMSC, including Fundamental British values – 1c,</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	
<b>Autumn 2</b>	<p><b>Big Idea: Sport Psychology &amp; Sport Society</b></p> <p>Rationale: In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p> <p>Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.</p>			

	<ul style="list-style-type: none"> <li>➤ To understand the nature v nurture debate in the development of personality. (A01)</li> <li>➤ To understand the interactionist perspective and how it can improve performance. (A01)</li> <li>➤ To understand the theories of arousal. (A01)</li> <li>➤ To understand the characteristics of peak flow experience. (A01)</li> <li>➤ To understand the types of anxiety. (A01)</li> <li>➤ To understand the advantages and disadvantages of using observations, questionnaires, and physiological measures to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> <li>➤ Writing scaffold</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Anxiety</li> <li>➤ Arousal</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –)</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>
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	<p>measure anxiety. (A01)</p> <ul style="list-style-type: none"><li>➤ To understand the explanation of the terms 'stress' and 'stressor'(A01)</li><li>➤ To understand the use of a warm up for stress management. (A01)</li><li>➤ To understand the effects of cognitive and somatic techniques on the performer. (A01)</li><li>➤ To understand the explanation of cognitive and somatic techniques. (A01)</li><li>➤ Application to a range of sporting performances. (A02)</li><li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting</li></ul>			
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	performers (A03)			
	<ul style="list-style-type: none"> <li>➤ To understand the amateurism, the Olympic Oath, professionalism (A01)</li> <li>➤ To understand sportsmanship, gamesmanship, win ethic. (A01)</li> <li>➤ To understand the positive and negative forms of deviance in relation to the performer. (A01)</li> <li>➤ To understand the causes and implications of violence in sport in relation to the performer, spectator and sport. (A01)</li> <li>➤ To understand the strategies for preventing violence within sport to the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> <li>➤ Writing scaffold</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Violence in sport</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> </ul> <p>Prevention of injuries/support with injury rehabilitation</p>



performer and spectator. (A01)

- To understand the social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance. (A01)
- To understand the physiological effects of drugs on the performer and their performance. (A01)
- To understand the strategies for elimination of performance enhancing drugs in sport. (A01)
- To understand the arguments for and against drug taking and testing. (A01)
- To understand the positive and negative impact

	<p>of commercialisation, sponsorship and the media. (A01)</p> <ul style="list-style-type: none"> <li>➤ To understand the functions of sports analytics. (A01)</li> <li>➤ Application to a range of sporting performances. (A02)</li> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>			
<p><b>Spring</b> <b>1</b></p>	<p style="text-align: center;"><b>Big Idea: Sport Psychology &amp; Sport Society</b></p> <p>Rationale: In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p> <p>Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.</p>			
	<ul style="list-style-type: none"> <li>➤ To understand the difference between aggression and assertive behaviour. (A01)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Aggression</li> <li>➤ Goal Setting</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul>

	<ul style="list-style-type: none"> <li>➤ To understand the theories of aggression. (A01)</li> <li>➤ To understand what motivation is and its impact on performance. (A01)</li> <li>➤ To understand the social facilitation and inhibition. (A01)</li> <li>➤ To understand evaluation apprehension. (A01)</li> <li>➤ To understand the strategies to eliminate the adverse effects of social facilitation and social inhibition. (A01)</li> <li>➤ To understand cohesion and group formation (A01)</li> <li>➤ To understand Steiner's model of potential and actual productivity, faulty group processes. (A01)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Spaced Retrieval League</li> <li>➤ Writing scaffold</li> </ul>	<ul style="list-style-type: none"> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Future learning</p> <ul style="list-style-type: none"> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>
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	<ul style="list-style-type: none"> <li>➤ To understand the Ringelmann effect and social loafing. (A01)</li> <li>➤ To understand the benefits of types of goal setting.</li> <li>➤ To understand the principles of effective goal setting. (A01)</li> <li>➤</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ To understand the effects of home field advantage. (A01)</li> <li>➤ To understand the characteristics of effective leaders. (A01)</li> <li>➤ To understand the different styles of leadership.</li> <li>➤ To understand the evaluation of leadership styles for different sporting situations, (A01)</li> <li>➤ To understand the theories of leadership in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> <li>➤ Writing scaffold</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Leadership skills</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>

	<p>different sporting situations. (A01)</p> <ul style="list-style-type: none"> <li>➤ Application to a range of sporting performances. (A02)</li> <li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li> </ul>			
<p><b>Spring 2</b></p>	<p><b>Big Idea: Exercise Physiology and Sport in Society</b></p> <p>Rationale: Students should understand quantitative methods, the types and use of data for planning, monitoring and evaluating physical training, and to optimise performance. Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.</p>			
	<ul style="list-style-type: none"> <li>➤ To understand the different types of injury that an athlete could suffer.</li> <li>➤ To understand the importance of sleep and nutrition for improved recovery.</li> <li>➤ To understand the different methods used in injury</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> <li>➤ Writing scaffold</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Types of Injuries</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> <li>➤ Prevention of injuries/support with injury rehabilitation</li> </ul>

	<p>prevention, rehabilitation and recovery.</p> <ul style="list-style-type: none"> <li>➤ To understand the physiological reasons for methods used in injury rehabilitation.</li> </ul>			
	<ul style="list-style-type: none"> <li>➤ To understand the role of technology in sport and its positive and negative impacts. (A01)</li> <li>➤ Use of technology in data collection (qualitative and quantitative, objective, subjective, validity and reliability of data) (A01)</li> <li>➤ Video analysis programmes.</li> <li>➤ Testing and recording equipment (metabolic cart for indirect calorimetry). (A01)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam questions</li> <li>➤ Peer marking</li> <li>➤ Quizzes</li> <li>➤ End of Unit Tests</li> <li>➤ Spaced Retrieval League</li> <li>➤ Writing scaffold</li> </ul>	<p>Prior learning of:</p> <ul style="list-style-type: none"> <li>➤ Technology in Sport</li> </ul> <p>Future of learning of:</p> <ul style="list-style-type: none"> <li>➤ Improves practical performance by applying principles to coaching/training. (A04)</li> <li>➤ NEA – students need to use theoretical knowledge to improve a weaknesses within their sport. (A04)</li> </ul> <p>Connections to the curriculum</p> <ul style="list-style-type: none"> <li>➤ Healthy Education – 1f,</li> <li>➤ SMSC, including Fundamental British values – 1c, 4a, 4d</li> <li>➤ Relationships &amp; Sex Education –</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ PE Teacher</li> <li>➤ Armed Forces</li> <li>➤ Sports Coach/Trainer</li> <li>➤ Sports Physio/therapist</li> <li>➤ Sports Psychologist</li> <li>➤ Sports Scientist</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>➤ University degrees within sport science, biology, psychology, physiotherapy etc...</li> </ul> <p>Prevention of injuries/support with injury rehabilitation</p>

	<ul style="list-style-type: none"><li>➤ Application to a range of sporting performances. (A02)</li><li>➤ Analyse the effectiveness/benefits/problems to a range of named sporting performers (A03)</li></ul>			
<b>Summer 1</b>	<b>Big Idea:</b> Rationale: Preparation for the summer exam, exam technique, revision technique.			