

# **A Level PE: Curriculum Overview 2024-25**

## **Curriculum Intent:**

### **PE Curriculum Intent**

In PE, our intent for all students is:

- To have a passion for Physical Education.
- To develop strong team-work, a sense of belonging, cooperation and problem-solving skills
- To understand the importance of leading an active lifestyle with regards to promoting physical, emotional and social wellbeing.
- To have a firm moral compass and demonstrate respect, sportsmanship and leadership skills.
- To effectively communicate and be able to articulate knowledge gained.
- To gain a qualification to best prepare students for life after Fullbrook.

### **KS3**

Apply & develop basic skills in a variety of activities.

Develop fundamental motor skills applicable to a range of practical activities (Balance, Co-ordination, Agility, Flexibility).

Knowledge of rules and regulations of the activities covered.

Play in a competitive environment.

Develop personable qualities such as resilience, independence, creativity and communication.

### **KS4**

Develop physical competence in a range of sports.

Enhance knowledge of tactical awareness transferable across a range of activities.

Ability to analyse and evaluate performances.

Understanding & being able to action key words in examination PE.

Understand how to apply exam technique to extended answer questions.

### **KS5**

Consolidate knowledge previously learnt through KS3 and KS4, furthering understanding of subject content within both A-Level and Level 3 Sport courses.

Application of subject knowledge within a vast array of sporting situations to enable higher level answers to be given, including the ability to interlink different areas of curriculum knowledge to further evaluate work.

To develop advanced skills to support lifelong learners, including the use of independent learning and focused reading, allowing for students to become more prepared to achieve within further education, apprenticeships or employment.

Understand how to structure and apply exam technique to extended answer questions.

Year 12 PHYSIOLOGY	Term 1		Term 2		Term 3		End Points
	Half Term 1 [7 lessons]	Half Term 2 [8 lessons]	Half Term 3 [5 lessons]	Half Term 4 [6 lessons]	Half Term 5 [6 lessons]	Half Term 6 [7 lessons]	
<b>Topic</b>	<b>Applied Anatomy 1.1 Skeletal and muscular systems</b>	<b>Applied Anatomy 1.2 Cardiovascular and respiratory system</b>	<b>Exercise physiology 2.1 Diet and nutrition and their effect on physical activity and performance</b>	<b>Exercise physiology 2.2 Preparation and training methods</b>	<b>Biomechanics 3.1 Biomechanical principles: Newton's laws of motion, force and the use of technology</b>	<b>Biomechanics 3.2 Biomechanical principles: stability and lever systems</b>	
<b>Skill</b>	AO1 – Develop knowledge and understanding of the key roles the skeletal and muscular systems play in performance of physical activities and sport. Knowledge on structure and functions of the bones, joints, muscles and connective tissues. AO2 – Apply knowledge and understanding of the skeletal and muscular systems to various sporting contexts. AO3 – Analysis of the type and cause of bodily movement in practical sporting examples.	AO1 – Develop knowledge and understanding of the key roles of the cardiovascular and respiratory systems at rest, during exercise and during recovery. AO2 – Apply knowledge and understanding of the cardiovascular and respiratory systems to practical examples. AO3 – Analyse and interpret relevant data and graphs of the cardiorespiratory systems.	AO1 – Develop knowledge and understanding of how diet, nutrition and ergogenic aids affect the body's ability to exercise during physical activity and sport. AO2 – Apply knowledge and understanding of diet and nutrition to a variety of different sports. AO3 – Analyse and evaluate benefits and risks of pharmacological, physiological and nutritional aids.	AO1 – Develop knowledge and understanding of the key fitness components and role training plays to improve and maintain physical activity and performance. AO2 – Apply knowledge of preparation and training to different sporting contexts and be able to plan a personal health and fitness programme to different sports. AO3 – Evaluate affecting factors, methods, types of training and physiological adaptations on performance.	AO1 – Develop knowledge and understanding of the underlying biomechanical principles related to Newton's laws of motion and force and technology and how they affect and can be manipulated to maximise performance of physical activities and sport. AO2 – Apply knowledge and understanding of biomechanical principles to a variety of sports. AO3 – Analyse, evaluate and interpret diagrams and graphical data to understand how performances can be enhanced through biomechanics.	AO1 – Develop knowledge and understanding of centre of mass, stability and lever systems and how they affect and be manipulated to maximise performance of physical activities and sport. AO2 – Apply knowledge and understanding of stability and lever systems to a variety of sports. AO3 – Analyse and evaluate how performances can be enhanced through biomechanics.	Students will be able to:  Understand the key roles of the skeletal & muscular system in relation to. Sport.  Know the structure & function of the bones, joints, muscles and connective tissues.
<b>Content</b>	<u>Structure and functions of bones, joints, muscles and connective tissues:</u> - Joints, muscles and movement patterns of the shoulder, elbow, wrist, hip, knee and ankle - Planes of movement - Roles of muscles - Types of muscular contraction - Movement analysis including; joint type, movement produced, agonist and antagonist muscles involved, types of muscular contraction taking place and interpretation of data and graphs - Structure, function and nervous stimulation of a motor unit for muscular contraction - Types of muscle fibre and their recruitment during exercise and recovery - (SO, FOG, FG)	<u>Structure and functions of the cardiovascular system:</u> - Heart rate, stroke volume and cardiac output - Cardiac cycle (diastole and systole) and conduction system - Neural, hormonal and intrinsic control of heart rate - Vascular shunt mechanism - Role of the vasomotor centre, arterioles and pre-capillary sphincters - Mechanisms of venous return. <u>Structure and functions of the respiratory system:</u> - Breathing frequency, tidal volume and minute ventilation - Mechanics of inspiration and expiration - Neural and chemical control of breathing - Gaseous exchange at the alveoli and muscles to include; pressure gradients, dissociation of oxyhaemoglobin	<u>Diet and nutrition:</u> - Components of a healthy, balanced diet; carbohydrate, protein, fat, minerals, vitamins, fibre and water - Energy intake and energy expenditure - Energy balance in physical activity and performance <u>Pharmacological aids:</u> - Anabolic steroids - Erythropoietin (EPO) - Human Growth Hormone (HGH) <u>Physiological aids:</u> - Blood doping - Intermittent hypoxic training (IHT) - Cooling aids <u>Nutritional aids:</u> - Composition and timing of meals - Hydration - Glycogen loading - Creatine supplementation - Caffeine - Bicarbonate - Nitrate	<u>Preparation and Training methods:</u> - Periodisation cycles; macrocycle, mesocycle and microcycles - Phases of training; preparatory, competitive and transition - Tapering training to optimise performance <u>Affecting factors, evaluation methods, types of training and physiological adaptations of:</u> - Aerobic capacity and maximal oxygen uptake (VO2 Max) - Strength; static, dynamic, maximum, explosive and endurance strength - Flexibility; static and dynamic flexibility - Lifestyle diseases of cardiovascular and respiratory systems; coronary heart disease (CHD), stroke, atherosclerosis and heart attack, asthma and chronic obstructive pulmonary disease (COPD)	<u>Biomechanical principles:</u> - Newton's first law of inertia - Newton's second law of acceleration - Newton's third law of reaction - Net force, balanced and unbalanced forces - Weight, reaction, friction and air resistance <u>Calculations, draw and interpret diagrams and graphical data to include:</u> - calculations of force, momentum, acceleration, velocity and weight - Free body diagrams and resultant motion - Limb kinematics - Force plates - Wind tunnels	<u>Biomechanical principles:</u> - Factors that affect the position of centre of mass - The relationship between centre of mass and stability - First, second and third-class lever systems - Mechanical advantage of a second-class lever. - Mechanical disadvantage of a third-class lever.	

<b>Prior Knowledge Required</b>	Structure and functions of bones and muscles. Joint types, planes of movement, antagonistic muscle pairs and muscle fibres – All GCSE theory content.	Structure and functions of cardiovascular and respiratory systems. The pathway of blood, heart rate, stroke volume and cardiac output and immediate and long-term effects of both systems – All GCSE theory content.	Components of a diet – macro and micro-nutrients, performance enhancing drugs All GCSE theory content	Components of fitness, principles of training and methods of training – All GCSE theory content	Forces, weight and mass from KS3/KS4 Science.  All other topics will be new content	First, second- and third-class lever systems. Mechanical advantage and disadvantage.
<b>Feedback Points</b>	Self/peer assessment of homework. Teacher assessment as required.	Self/peer assessment of homework. Teacher assessment as required.	Assessment 1 (Jan) Teacher assessed.	Self/peer assessment of homework. Teacher assessment as required.	Self/peer assessment of homework. Teacher assessment as required.	Assessment 2 (June) Teacher assessed.
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>- Explain what a ligament is?</li> <li>- Analyse the movement of the shoulder when performing a discus throw?</li> <li>- Which muscle contraction creates movement by shortening in length?</li> <li>- Identify and explain situations where FG muscle fibres will be stimulated to contract?</li> <li>- Define the terms agonist, antagonist and fixator?</li> </ul>	<ul style="list-style-type: none"> <li>- Define stroke volume and tidal volume?</li> <li>- Explains how the conduction system controls the cardiac cycle?</li> <li>- Describe what an oxygen dissociation curve shows?</li> <li>- Explain what the vascular shunt mechanism is?</li> <li>- Explain the mechanics of inspiration during exercise?</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the composition of a balanced diet and explain how this differs for an elite endurance athlete?</li> <li>- Describe the protocol for glycogen loading?</li> <li>- What a benefits and risks to performers using IHT?</li> <li>- Evaluate the use of pharmaceutical aids in a sport of your choice?</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the 3 phases of periodisation in a performer's competitive year?</li> <li>- Define aerobic capacity and identify 3 factors which affect a person's resting measure?</li> <li>- Design a training session to help develop explosive strength?</li> <li>- Explain COPD and how training can prevent this disease?</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how a basketball player achieves maximum jump height in a lay-up using Newton's law of motion?</li> <li>- Define Inertia?</li> <li>- Calculate the force required to accelerate an 88kg rugby winger at a rate of 4 m/s/s?</li> <li>- Explain what vertical forces are?</li> <li>- Define limb kinematics?</li> </ul>	<ul style="list-style-type: none"> <li>- Define centre of mass?</li> <li>- Describe how a performer in a sport of your choice maximises their stability?</li> <li>- Analyse the components of a lever system used at the ball of the foot when jumping on the take-off board in long jump?</li> <li>- Explain mechanical advantage for a sport of your choice?</li> </ul>
<b>Direct Vocab Instruction</b>	Synovial Sagittal Fixator Eccentric Bicep femoris Articulating Iliopsoas Action potential Neurotransmitter Phosphocreatine	Conduction Myogenic Purkyne fibres Venous return Frank-Starling mechanism Sympathetic nervous system Vasodilate / constrict Redistribution Pre-capillary Sphincters Bohr Shift Dissociation	Enzyme Expenditure Metabolic Ergogenic Erythropoietin Hypoxic Accumulation Hypoglycaemia Bicarbonate	Adaptation Periodisation Tapering Aerobic capacity Direct gas analysis Capillarisation Karvonen's principle Hypertrophy Viscosity PNF stretching Atherosclerosis	Acceleration Momentum Inertia Velocity Net force Streamlining Balanced forces Limb kinematics Wind tunnel	Centre of mass Stability Mechanical advantage Mechanical disadvantage Manipulate Effort Load Fulcrum
<b>Standardised Homework</b>	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper

Year 12 Skill Acquisition	Term 1		Term 2		Term 3		End Points
	Half Term 1 [7 lessons]	Half Term 2 [8 lessons]	Half Term 3 [5 lessons]	Half Term 4 [6 lessons]	Half Term 5 [6 lessons]	Half Term 6 [7 lessons]	
<b>Topic</b>	<b>Classification of Skill/Types and Methods of Practice</b>	<b>Transfer of Skill/Learning Theories and Stages of Learning</b>	<b>Types of Guidance and Feedback</b>	<b>Memory Models and Personality</b>	<b>Attitude and Motivation</b>	<b>Arousal, Anxiety and Social Facilitation</b>	
<b>Skill</b>	AO1 – Develop knowledge and understanding of impacting factors on acquisition of skill AO2 – Application of knowledge and understanding within practical examples	AO1 – Develop knowledge and understanding of how performers process information to learn and transfer information to perform a skill. AO2 – Apply transfer and learning theories to practical examples.	AO1 – Develop knowledge and understanding of different types of guidance and feedback used to support performance. AO2 – Application of knowledge within practical	AO1 – Develop knowledge and understanding of memory models and types of personalities that affect sports performances. AO2 – Apply models and personality types to various sports performances.	AO1 – Develop knowledge and understanding of the different types of attitudes that affect sports performers and how sports performers are motivated.	AO1 – Develop knowledge and understanding of arousal, anxiety and social facilitation within sport AO2 – Application of theoretical knowledge within various sporting examples,	

	AO3 – Analyse and evaluate the impacting factors on acquisition of skill on different factors (performer/sport/skill/performance level)	A03 – Critically evaluate how transfer and learning theories impact sports performers.	examples, ranging across sports. AO3 – Analyse and evaluate the impact of guidance and feedback on the acquisition of skill and performance.	A03 – Critically evaluate memory and personality and how they affect sports performances.	A02 – Apply types of attitudes and motivation to performance situations. A03 – Analyse and evaluate the impact of attitude and motivation on sports performance.	A03 – Analyse and evaluate theories of arousal, different types of anxiety and social facilitation, including impact on performance levels	
<b>Content</b>	<p><u>Skill continua:</u></p> <ul style="list-style-type: none"> <li>• difficulty (simple/complex)</li> <li>• environmental influence (open/closed)</li> <li>• pacing (self-paced/externally paced)</li> <li>• muscular involvement (gross/fine)</li> <li>• continuity (discrete/serial/continuous)</li> <li>• organisation (low/high).</li> </ul> <p><u>Types and Methods of Practice:</u></p> <ul style="list-style-type: none"> <li>▪ part practice</li> <li>• whole practice</li> <li>• whole/part-whole practice</li> <li>• progressive/part practice</li> <li>• massed practice</li> <li>• distributed practice</li> <li>• fixed practice</li> <li>• varied practice.</li> </ul>	<p><u>Types of transfer:</u></p> <ul style="list-style-type: none"> <li>• positive</li> <li>• negative</li> <li>• proactive</li> <li>• retroactive</li> <li>• bilateral</li> <li>• know and understand the ways of optimising the effect of positive transfer</li> <li>• know and understand the ways of limiting the effect of negative transfer.</li> </ul> <p><u>Theories of learning:</u></p> <ul style="list-style-type: none"> <li>• operant conditioning</li> <li>• cognitive theory of learning • Bandura’s theory of social/observational learning.</li> </ul> <p><u>Characteristics of the stages of learning:</u></p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• associative</li> <li>• autonomous</li> </ul>	<p><u>Types of guidance</u></p> <ul style="list-style-type: none"> <li>• types and uses of guidance:</li> <li>• verbal guidance</li> <li>• visual guidance</li> <li>• manual guidance</li> <li>• mechanical guidance</li> </ul> <p><u>Types and uses of feedback</u></p> <ul style="list-style-type: none"> <li>• intrinsic</li> <li>• extrinsic</li> <li>• positive</li> <li>• negative</li> <li>• knowledge of performance</li> <li>• knowledge of results</li> </ul>	<p><u>Atkinson and Shiffren’s multi-store memory model</u></p> <ul style="list-style-type: none"> <li>• use of selective attention</li> <li>• Craik and Lockhart’s levels of processing model</li> <li>• relate both models to learning and performing physical activity skills.</li> </ul> <p><u>Personality</u></p> <ul style="list-style-type: none"> <li>• definition of personality</li> <li>• theories of personality: <ul style="list-style-type: none"> <li>- Trait extroversion/introversion, stable/unstable, type a/type b</li> <li>- Social Learning</li> <li>- Interactionist</li> </ul> </li> </ul>	<p><u>Attitudes</u></p> <ul style="list-style-type: none"> <li>• definition of attitude</li> <li>• factors affecting attitude formation</li> <li>• components of attitude: <ul style="list-style-type: none"> <li>cognitive</li> <li>    affective</li> <li>    behavioural</li> </ul> </li> </ul> <p><u>Motivation</u></p> <ul style="list-style-type: none"> <li>• definitions of - intrinsic motivation</li> <li>• uses and effects of - intrinsic motivation</li> <li>extrinsic motivation</li> </ul>	<p><u>Arousal</u></p> <ul style="list-style-type: none"> <li>• definition of arousal</li> <li>• effects of arousal: <ul style="list-style-type: none"> <li>- drive theory</li> <li>- inverted U theory</li> <li>- catastrophe theory</li> </ul> </li> </ul> <p><u>Anxiety</u></p> <ul style="list-style-type: none"> <li>• definition of anxiety</li> <li>• types of anxiety: <ul style="list-style-type: none"> <li>- state and trait</li> </ul> </li> <li>• response to anxiety: <ul style="list-style-type: none"> <li>- somatic and cognitive</li> <li>- zone of optimal functioning</li> </ul> </li> </ul> <p><u>Social facilitation</u></p> <ul style="list-style-type: none"> <li>• Definitions: <ul style="list-style-type: none"> <li>○ Social facilitation</li> <li>○ Social inhibition</li> </ul> </li> </ul> <p>The effect of an audience on:</p> <ul style="list-style-type: none"> <li>- introverts/extroverts</li> <li>- beginners/experts</li> <li>- simple/complex skills</li> <li>- gross/fine skills</li> <li>• evaluative apprehension</li> <li>• strategies to minimise social inhibition.</li> </ul>	
<b>Prior Knowledge Required</b>	Classification of skill – GCSE Theory content – 3 continuums  Practice methods and types – GCSE Theory content	N/A - New content.	Types of guidance – GCSE PE theory  Types of feedback – GCSE PE theory	N/A - New content.	Types of motivation – GCSE PE	N/A - New content.	
<b>Feedback Points</b>	Self/peer assessment of homework. Teacher assessment as required.	Self/peer assessment of homework. Teacher assessed as required.	Assessment 1 (Jan) Teacher assessed.	Self/peer assessment of homework. Teacher assessment as required.	Self/peer assessment of homework. Teacher assessment as required.	Assessment 2 (June) Teacher assessed.	
<b>Key Questions</b>	-What is a continuum/continua? -Why do we classify skills? -How are skills classified? -How can a leader/teacher/coach effectively use different practice methods/types?	-How can we maximise/minimise different types of transfer? -What are the different theoretical approaches to the learning of a skill? -How can the theories of learning be applied to the learning of a skill? -What are the characteristics of a performer within the cognitive/associative/autonomous stage of learning?	-How do different types of guidance/feedback affect a sports performance?	-What are the different stages to memory? -How is memory stored according to the LoP model? -How does the MSMM describe the process of memory being used within the performance of a skill? -What are the strengths/drawbacks of the different memory models?	-In what ways does attitude and motivation affect a sports performer and their performance?	-What are the key differences between the different arousal theories in relation to performance?	

				-How are different personality types more suited to different sports? -What are the strengths/drawbacks of theories surrounding personality?			
<b>Direct Vocab Instruction</b>	Continua, Skill Classification, Fixed, Distributed, Progressive, environmental influence, muscular involvement.	Transfer, Cognitive, Associative, Autonomous. Operant conditioning	Guidance, verbal, visual, mechanical, manual, kinesthesia, feedback, intrinsic, extrinsic	Personality, Memory. Sensory register Short-term memory Long-term memory Craik and Lockharts levels of processing model	Attitudes, Motivation. Intrinsic motivation Extrinsic motivation Self-efficacy	Arousal, Anxiety, Social Facilitation, Somatic, Cognitive, Inhibition.	
<b>Standardised Homework</b>	Practice exam questions Extended writing tasks	Practice paper Extended writing tasks	Practice exam questions Extended writing tasks	Practice exam questions Extended writing tasks	Practice paper Extended writing tasks	Practice exam questions Extended writing tasks	

Year 12 SOCIO-CULTURAL	Term 1		Term 2		Term 3		End Points
	Half Term 1 [3-4 lessons]	Half Term 2 [4 lessons]	Half Term 3 [2-3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [3-4 lessons]	
<b>Topic</b>	<b>Emergence and Evolution of Modern Sport (Pre-Industrial Britain)</b>	<b>Emergence and Evolution of Modern Sport (Industrial Revolution &amp; Post-Industrial Britain)</b>	<b>Public School influence and export of games</b>	<b>21c Sport in Britain</b>	<b>Political exploitation of the Olympic Games</b>	<b>Global Sporting Events</b>	
<b>Skill</b>	<b>AO1:</b> Demonstrate knowledge and understanding of the Socio-Cultural factors which impacted sport in Pre-Industrial Britain. <b>AO2:</b> Apply knowledge and understanding of the factors, using practical examples. <b>AO3:</b> Analyse and evaluate the factors and their impact on Sport.	<b>AO1:</b> Demonstrate knowledge and understanding of the Socio-Cultural factors which impacted sport in Post-Industrial Britain. <b>AO2:</b> Apply knowledge and understanding of the factors, using practical examples. <b>AO3:</b> Analyse and evaluate the factors and their impact on Sport.	<b>AO1:</b> Demonstrate knowledge and understanding of the influence of Public Schools on the development and spread of sport and past times. <b>AO2:</b> Apply knowledge and understanding of the role Public Schools played in developing modern sport. <b>AO3:</b> Analyse and evaluate the impact that Public Schools had on the development of modern sport, and the spread of games.	<b>AO1:</b> Demonstrate knowledge and understanding of the Socio-Cultural factors which impacted sport in the 21 <sup>st</sup> Century. <b>AO2:</b> Apply knowledge and understanding of the factors, using practical examples. <b>AO3:</b> Analyse and evaluate the factors and their impact on Sport.	<b>AO1:</b> Demonstrate knowledge and understanding of the 5 Olympic Games which were exploited for Political gain. <b>AO2:</b> Apply knowledge and understanding of the different Olympic Games which were used for political gain, using precise examples. <b>AO3:</b> Analyse and evaluate the impact, positive and negative, of the political exploitation of the Olympic Games on the host city, performers and the sport.	<b>AO1:</b> Demonstrate knowledge and understanding of the 4 categories for why a country / city would or would not seek to host a Global Sporting Event. <b>AO2:</b> Apply knowledge and understanding of the 4 positive / negative categories, using relevant examples. <b>AO3:</b> Analyse and evaluate the impact, positive and negative, of hosting a Global Sporting Event in 4 categories (Sporting, social, economic and political).	
<b>Content</b>	- How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain: • social class • gender • law and order • education/literacy • availability of time	- How social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain: • social class - amateurism and professionalism gender/changing status of women • law and order	- The influence of public schools - The promotion and organisation of sports and games - Promotion of ethics through sports and games - The 'cult' of athleticism – meaning, nature and impact	- How contemporary factors are shaping the characteristics of, and participation in, sport in the 21st century: • class - amateurism and professionalism • gender/changing role and status of women • law and order • education	The modern Olympic Games • background and aims (1896) • political exploitation of the Olympic Games - Berlin 1936, Third Reich Ideology – Mexico City 1968 'Black Power' demonstration – Munich 1972 Palestinian terrorism	Hosting global sporting events • positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup) – sporting – social – economic	

	<ul style="list-style-type: none"> <li>• availability of money</li> <li>• type and availability of transport</li> </ul>	<ul style="list-style-type: none"> <li>• education/literacy</li> <li>• availability of time/changing work conditions</li> <li>• availability of money</li> <li>• transport notably the railways</li> </ul>	on the spread and export of games and the games ethic	<ul style="list-style-type: none"> <li>• availability of time</li> <li>• availability of money</li> <li>• transport</li> <li>• globalisation of sport</li> <li>- media coverage</li> <li>- freedom of movement for performers</li> <li>- greater exposure of people to sport</li> </ul>	<ul style="list-style-type: none"> <li>– Moscow 1980 boycott lead by USA</li> <li>– Los Angeles 1984 boycott by Soviet Union</li> </ul>	– political.	
<b>Prior Knowledge Required</b>	<b>GCSE:</b> Factors that impact participation rates; gender, age, socio-economic group, ethnicity, disability	<b>GCSE:</b> Factors that impact participation rates; gender, age, socio-economic group, ethnicity, disability	<b>GCSE:</b> Evaluative writing skills. Knowledge regarding the socio-cultural factors from previous Year 12 units.	<b>GCSE:</b> Golden triangle, advantages & disadvantages of commercialisation for sponsor, sport, player & spectator.	<b>GCSE:</b> Evaluative writing skills	<b>GCSE:</b> Advantages & disadvantages of commercialisation for sponsor, sport, player & spectator.	
<b>Feedback Points</b>	Self/peer assessment of homework. Teacher assessment as required.	Self/peer assessment of homework. Teacher assessed as required.	Assessment 1 (Jan) Teacher assessed.	Self/peer assessment of homework. Teacher assessment as required.	Self/peer assessment of homework. Teacher assessment as required.	Assessment 2 (June) Teacher assessed.	
<b>Key Questions</b>	<p>How did Social class impact Sport in Pre-Industrial Britain?</p> <p>How did Gender impact Sport in Pre-Industrial Britain?</p> <p>How did Law and Order impact Sport in Pre-Industrial Britain?</p> <p>How did Education impact Sport in Pre-Industrial Britain?</p> <p>How did availability of time impact Sport in Pre-Industrial Britain?</p> <p>How did availability of money impact Sport in Pre-Industrial Britain?</p> <p>How did Transport impact Sport in Pre-Industrial Britain?</p>	<p>How did Social class impact Sport in Post-Industrial Britain?</p> <p>How did Gender impact Sport in Post-Industrial Britain?</p> <p>How did Law and Order impact Sport in Post-Industrial Britain?</p> <p>How did Education impact Sport in Post-Industrial Britain?</p> <p>How did availability of time impact Sport in Post-Industrial Britain?</p> <p>How did availability of money impact Sport in Post-Industrial Britain?</p> <p>How did Transport impact Sport in Post-Industrial Britain?</p> <p>What impact did the introduction of factories have on sports and pastimes?</p>	<p>How did the cult of athleticism impact sport?</p> <p>What impact did Public Schools have on modern day sport?</p> <p>How did public school boys spread and export games?</p>	<p>How did Social class impact Sport in 21C Britain?</p> <p>How did Gender impact Sport in 21c Britain?</p> <p>How did Law and Order impact Sport in 21c Britain?</p> <p>How did Education impact Sport in 21c Britain?</p> <p>How did availability of time impact Sport in 21c Britain?</p> <p>How did availability of money impact Sport in 21c Britain?</p> <p>How did Transport impact Sport in 21c Britain?</p> <p>What impact did globalisation &amp; freedom of movement have on sport?</p>	<p>What were the aims and objectives of the Olympic Games?</p> <p>How did the particular Olympic Games get exploited for Political gain?</p> <p>Who was involved in the political exploitation?</p> <p>What impact did the exploitation have on the: performers, host city and political party in charge?</p>	<p>What are the impacts, positive and negative of hosting a global sporting event, under the following categories:</p> <ul style="list-style-type: none"> <li>- Social</li> <li>- Economic</li> <li>- Political</li> <li>- Sporting</li> </ul>	
<b>Direct Vocab Instruction</b>	Socio-cultural Impact Violent Unruly Literacy	Morale Amateurism Professionalism	Cult Athleticism Muscular Christianity Export Ethics	Commercialisation Globalisation 'Freedom of movement'	Exploitation Political Agenda Propaganda	Economic Sporting (in this context)	



<b>Standardised Homework</b>	Practice exam questions Extended writing tasks Flipped Learning	Practice exam questions Extended writing tasks Flipped Learning	Practice exam questions Extended writing tasks Flipped Learning	Practice exam questions Extended writing tasks Flipped Learning	Past Papers Practice exam questions	Past Papers Practice exam questions	

Year 12 PRACTICAL / EAPI	Term 1		Term 2		Term 3		End Points
	Half Term 1 [3-4 lessons]	Half Term 2 [4 lessons]	Half Term 3 [2-3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [3-4 lessons]	
<b>Topic</b>	<b>Introduction to EAPI &amp; Practical Assessment</b>	<b>Analysing sporting performance</b>	<b>Evaluation of skill, tactics &amp; fitness and the impact on overall performance</b>	<b>Physiological, Psychological and Socio-Cultural theory application</b>	<b>Evaluation rehearsal of performance</b>	<b>Development plan</b>	
<b>Skill</b>	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	
<b>Content</b>	Aims of the EAPI - Structure of the assessment - Marking criteria (levels) - Assessment grid use Scaffolding - EAPI notes sheet - Template (with and without guidance) - Exemplar material - Moderator guidance Practical - Introduction of the performance log - Video assessment – skills in isolation - Video assessment – competitive action	Evaluation and analysis of performance: - Skill S&W - Tactical S&W - Fitness S&W - Use of video for analysis purposes Practical - Update of the performance log - Video assessment editing – skills in isolation - Video assessment editing – competitive action	Link to overall success of performance - Skill S&W – impact? - Tactical S&W- impact? - Fitness S&W – impact? - Overall – how effective are they in the sport? Practical - Update of the performance log - Video assessment editing – skills in isolation - Video assessment editing – competitive action	Theoretical concepts - Physiology (E.g. Muscle fibre types used for specific skill) - Psychological (E.g. External factors) - Socio-Cultural (E.g. modern technology) Practical - Update of the performance log - Video assessment editing – skills in isolation - Video assessment editing – competitive action	Assessment style - Exemplar material (previous performances) - Vocal tone - Structure of response - Physiology - Psychology - Socio-Cultural Practical - Update of the performance log - Video assessment editing – skills in isolation - Video assessment editing – competitive action	Development plan - Priority weakness identification - Justification of selection - Impact on performance - Target setting - Perfect model - Weeks 1-2 skill breakdown Practical - Update of the performance log - Video assessment editing – skills in isolation - Video assessment editing – competitive action	
<b>Prior Knowledge Required</b>	- Understanding of the skills, tactics and knowledge required for a chosen sport. - Understanding of skill practices to bring about improvement.	- Understanding of the skills, tactics and knowledge required for a chosen sport. - Understanding of skill practices to bring about improvement.	- Strengths and weaknesses of the performance observed. - An ability to articulate the impact of said	- Knowledge acquired within theory lessons. - Physiology - Psychology - Socio-Cultural	- Structure of assessment - How to verbalise a response to the observed material. - Theoretical knowledge which accompanies the sporting analysis.	- An understanding of the 8–12-week structure. - Knowledge regarding how to justify an area for improvement. - PEP knowledge from GCSE PE.	

			S&W on the overall performance.				
<b>Feedback Points</b>	- Self/peer assessment of homework. - Teacher assessment as required.	- Self/peer assessment of homework. - Teacher assessment as required.	- Self/peer assessment of homework. - Teacher assessment as required.	- Self/peer assessment of homework. - Teacher assessment as required.	- Self/peer assessment of homework. - Teacher assessment as required.	- Self/peer assessment of homework. - Teacher assessment as required.	- Self/peer assessment of homework. - Teacher assessment as required.
<b>Key Questions</b>	What skill strengths does the performer have?  What impact do these strengths have on the performance?  What skill weaknesses does the performer have?  What impact do these weaknesses have on the performance?	What tactical strengths does the performer have?  What impact do these strengths have on the performance?  What tactical weaknesses does the performer have?  What impact do these weaknesses have on the performance?	What physical strengths does the performer have?  What impact do these strengths have on the performance?  What physical weaknesses does the performer have?  What impact do these weaknesses have on the performance?	Which Physiological principles can be applied to the strengths and weaknesses to develop your response?  Which Psychological principles can be applied to the strengths and weaknesses to develop your response?  Which Socio-Cultural principles can be applied to the strengths and weaknesses to develop your response?	How can we further develop your response?  Does this performance meet the criteria specified?  Can we work on the vocal tone in your performance?  Is the depth of analysis sufficient?	What is the priority weakness for improvement?  Can you justify why this weakness is worth spending 8-12 weeks seeking to improve?  Can you justify how you know this is possible to improve within the timeframe?  What impact will making the improvement have on the performance?	
<b>Direct Vocab Instruction</b>	Analysis Evaluate Isolation Tactics	Words will be unique to the sport in question. Eg – Basketball – zonal, man-to-man.	Words will be unique to the sport in question. Eg – Gymnastics – Flexibility / PNF.	Words will be unique to the theory being applied in different sporting applications. Eg – Social facilitation	Words will be unique to feedback provided.	Priority Justify	
<b>Standardised Homework</b>	Rehearse your skill S&W analysis.	Rehearse your tactical S&W analysis.	Rehearse your physical S&W analysis.	Spend time adding in theoretical content, when covered in lesson, into your EAPI response.	Act on feedback given within rehearsal lessons to update your EAPI response.	Research and develop skill-specific drills to inform your development plan. 8-12 weeks' worth.	

Year 13 <b>PHYSIOLOGY</b>	Term 1		Term 2		Term 3		End Points
	Half Term 1 [ 7 lessons]	Half Term 2 [8 lessons]	Half Term 3 [5 lessons]	Half Term 4 [6 lessons]	Half Term 5 [6 lessons]	Half Term 6 [7 lessons]	
<b>Topic</b>	Applied anatomy and physiology 1.1 Energy for exercise	Applied anatomy and physiology 1.2 Recovery, altitude and heat	Exercise physiology 2.1 Injury prevention and the rehabilitation of injury	Biomechanics 3.1 Linear motion 3.2 Angular motion 3.3 Fluid mechanics and projectile motion	Revision / Exam Technique		NO LESSONS TO BE TAUGHT ACTUAL CONTENT DUE TO A LEVEL EXAMS TAKING PLACE
<b>Skill</b>	AO1 – Demonstrate knowledge and understanding of the role of adenosine triphosphate (ATP)	AO1 – Demonstrate knowledge and understanding of the key role recovery plays	AO1 – Demonstrate knowledge and understanding of acute and chronic injuries,	AO1 – Demonstrate knowledge and understanding of linear motion, angular	AO1 & AO2 - Students will develop the ability to demonstrate knowledge and		



	<p>and its resynthesis during exercise through the three energy systems.  AO2 – Apply knowledge and understanding of ATP and its resynthesis in differing intensities and durations of exercise in the three energy systems.  AO3 – Evaluate when and how each of the energy systems are used in different sports.</p>	<p>in returning the body to its pre-exercise state and what different environmental conditions affect performance.  AO2 – Apply knowledge and understanding of recovery, altitude and heat in various sporting conditions.  AO3 - Evaluate how and why different environmental conditions affect performance and how recovery has implications on training.</p>	<p>injury prevention strategies, immediate response strategies and the rehabilitation of sports injuries.  AO2 – Apply knowledge and understanding of injuries, prevention strategies and rehab to physical activity and sport.  AO3 – Analyse and evaluate the types of rehabilitation including benefits and risks of each and evaluate the treatment of common injuries.</p>	<p>motion, fluid mechanics and projectile motion.  AO2 – How linear motion, angular motion is created, measured, conserved and manipulated in performance of physical activities and sport.  AO3 – Analyse using free body diagrams, flight paths, air flow diagrams and resultant force diagrams to explain the effects of forces on performance.</p>	<p>understanding of different Year 12/13 topics in physiology, and to apply this to a range of sporting contexts.  AO3 - Analytical and evaluative skills are developed through both written and oral responses.</p>		
<b>Content</b>	<p><u>Energy systems:</u>  - ATP's key roles as an energy currency  - ATP's resynthesis providing energy for exercise  - ATP-PC system  - Glycolytic system  - Aerobic system  - The energy continuum</p>	<p><u>Recovery process:</u>  - Excess post-exercise oxygen consumption (EPOC)  - Fast components of EPOC  - Slow components of EPOC  - Training and performance implications of recovery  <u>Environmental effects:</u>  - The effect of altitude on the cardiovascular and respiratory systems  - Acclimatisation and timing of arrival for performance at altitude  - The effect of heat on the cardiovascular and respiratory systems  - Temperature regulation and the cardiovascular drift</p>	<p><u>Injuries:</u>  - Acute hard and soft tissue injuries  - Concussion  - Chronic hard and soft tissue injuries  <u>Injury prevention:</u>  - Intrinsic and extrinsic risk factors  - Effectiveness of a warmup and a cool down  Injury response:  - Assessment using SALTAPS  - Acute management using PRICE  - Recognising concussion using the six Rs.  <u>Injury rehabilitation:</u>  - Treatment methods; stretching, massage, heat, cold and contrast therapies, anti-inflammatory drugs, physiotherapy and surgery  - Treatment of fractures, joint injuries and exercise-induced muscle damage.</p>	<p><u>Linear motion:</u>  - characteristics and creation of linear motion  - key descriptors; distance, displacement, speed, velocity, acceleration and deceleration  - distance/time, speed/time and velocity/time graphs  <u>Angular motion:</u>  - Characteristics and creation of angular motion  - Axes of rotation  - Key descriptors; moment of inertia, angular velocity and angular momentum and graphs of above  - Conservation of angular momentum and angular analogue of Newton's first law of motion  <u>Fluid mechanics / projectile motion:</u>  - Factors that affect air resistance and drag  - Factors that affect horizontal distance travelled by a projectile  - Free body diagrams and resultant forces acting on a projectile  - Parabolic and non-parabolic flight paths  - Lift force, angle of attack and Bernoulli principle  - Spin and Magnus effect</p>	<p>Past paper practice and exam technique focusing on knowledge from Year 12 and Year 13 content</p>		
<b>Prior Knowledge Required</b>	<p>Aerobic and anaerobic exercise and lactic acid in GCSE theory content.</p>	<p>N/A - new content.</p>	<p>Injuries and injury prevention. Treatment of RICE – GCSE theory content.</p>	<p>Forces and descriptors e.g., distance, speed and velocity – KS3/4 Science. All other content new.</p>	<p>Knowledge from all Year 12 / 13 Physiology content. Revision/exam techniques learnt at GCSE level.</p>		
<b>Feedback Points</b>	<p>Self/peer assessment of homework. Teacher assessment as required.</p>	<p>Assessment 1 (Nov) - Teacher assessed.</p>	<p>Assessment 2 (Feb) - Teacher assessed.</p>	<p>Assessment 2 (March) - Teacher assessed.</p>	<p>Self/peer assessment of homework. Teacher assessment as required.</p>		

<b>Key Questions</b>	- Explain the role of ATP in muscular contraction? - Define energy continuum using a team sport of your choice? - Describe what is meant by the term 'coupled reaction'? - Describe the functional and structural characteristics of fast glycolytic (FG) muscle fibres? - Explain the stages of the aerobic system?	- Define the term 'excess post-exercise oxygen consumption?' - Explain the processes that occur during the slow lactacid stage of recovery? - Discuss the importance of acclimatisation? - Define the term 'cardiovascular drift'? - Explain the process of temperature regulation?	- Define and give an example of acute and chronic injuries to the soft tissues? - Describe the PRICE protocol? - Describe and explain the benefits of sports massage? - Describe an appropriate warm up routine and explain its benefits? - Describe the risk factors for injury and how they can be controlled in your sport?	- If a track cyclist completes a 1,000m time trial in 58.87s, what is their average speed during the race? - Sketch and velocity/time graph of a tennis ball in motion from player A to B and back to A? - Define angular motion? - Explain the differences between planes of movement and axes of rotation in a sport of your choice? - Explain the use of topspin to alter flight path of a ball?	Review Key Questions from across Year 12/13 content.  Review key questions that students struggled with in the past papers.		
<b>Direct Vocab Instruction</b>	ATP Exothermic / Endothermic reaction Resynthesis Coupled reaction Phosphofructokinase OBLA Electron transport chain (ETC) Lipase Continuum Intermittent	EPOC Gluconeogenesis Altitude Humidity Partial pressure Diffusion Acclimatisation Thermoregulation Erythropoietin	Acute / Chronic Subluxation Haematoma Osteoarthritis Tendinosis Rehabilitation Cryotherapy Arthroscopy	Displacement Gradient Torque Moment of Inertia Momentum Conservation Aerofoil Projectile Parabola Resultant Bernoulli principle Magnus force	Exam Technique – AO1, AO2, AO3.		
<b>Standardised Homework</b>	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper		

Year 13 <b>PSYCHOLOGY</b>	Term 1		Term 2		Term 3		End Points
	Half Term 1 [ 7 lessons]	Half Term 2 [8 lessons]	Half Term 3 [5 lessons]	Half Term 4 [6 lessons]	Half Term 5 [6 lessons]	Half Term 6 [7 lessons]	
<b>Topic</b>	<b>Aggression and Group Dynamics</b>	<b>Goal Setting and Attribution</b>	<b>Leadership</b>	<b>Stress and Stress Management</b>	<b>Revision/Exam Technique</b>		
<b>Skill</b>	AO1 – Understand the different theories of aggression and group dynamics. AO2 – Apply knowledge of aggression and group dynamics to various sports performance situations. AO3 – Analyse and evaluate how aggression and group dynamics can affect a sports performance.	AO1 – Develop knowledge and understanding of the use of goal setting and attributions AO2 – Application of knowledge to practical examples AO3 – Analyse and evaluate the use of goal setting and attributions various factors, including the performer and performance	AO1 – Understand the characteristics and styles of leadership in sport. AO2 – Apply knowledge to leadership theories and practical examples. AO3 – Critically evaluate leadership styles and how this impacts a sports performance.	AO1 – Develop knowledge and understanding of stress and stress management techniques AO2 – Application of knowledge to various sporting examples, including the use of stress management techniques in differing sporting scenarios AO3 – Analyse and evaluate the impact of stress on performers and performance, including the use of stress management techniques	AO1 – Have secure knowledge and understanding of key terms and theories across Year 12 and 13. AO2 – Apply subject knowledge to specific practical examples in sport. AO3 – Critically evaluate subject knowledge and theoretical ideas in relation to sport.	<b>NO LESSONS TO BE TAUGHT ACTUAL CONTENT DUE TO A LEVEL EXAMS TAKING PLACE</b>	

<b>Content</b>	<p><u>Aggression</u></p> <ul style="list-style-type: none"> <li>• definition of aggression</li> <li>• theories of aggression: instinct social learning frustration-aggression hypothesis aggressive cue hypothesis</li> </ul> <p><u>Group Dynamics</u></p> <p>definition of a group -</p> <ul style="list-style-type: none"> <li>• the formation of groups and sports teams using stages of group development -</li> <li>• forming</li> <li>• storming</li> <li>• norming</li> <li>• performing</li> </ul> <ul style="list-style-type: none"> <li>•Steiner’s model of group effectiveness</li> <li>•Ringelmann effect and social loafing.</li> </ul>	<p><u>Goal Setting</u></p> <p>Importance and effectiveness of goal setting:</p> <ul style="list-style-type: none"> <li>• for attentional focus</li> <li>• persistence on tasks</li> <li>• raising confidence and self-efficacy</li> <li>• control of arousal and anxiety</li> <li>• to monitor performance</li> <li>• the SMART principle</li> </ul> <p><u>Attribution</u></p> <ul style="list-style-type: none"> <li>•Weiner’s model of attribution: <ul style="list-style-type: none"> <li>- stability dimension (unstable and stable)</li> <li>- locus of causality dimension (internal and external)</li> </ul> </li> <li>• controllability dimension</li> <li>• learned helplessness as a barrier to sports performance</li> </ul>	<p><u>Leadership in Sport</u></p> <ul style="list-style-type: none"> <li>• characteristics of effective leaders</li> <li>• emergent or prescribed leaders</li> <li>• leadership styles <ul style="list-style-type: none"> <li>• autocratic</li> <li>• democratic</li> <li>• laissez-faire</li> </ul> </li> <li>• theories of leadership</li> <li>• trait perspective</li> <li>• social learning</li> <li>• interactionist</li> <li>• Chelladurai’s multi-dimensional model of sports leadership.</li> </ul>	<p><u>Stress</u></p> <ul style="list-style-type: none"> <li>• definition and causes of stress</li> </ul> <p><u>Stress Management</u></p> <p>- use of cognitive stress management techniques:</p> <ul style="list-style-type: none"> <li>• positive thinking/self-talk</li> <li>• negative thought stopping</li> <li>• rational thinking</li> <li>• mental rehearsal</li> <li>• imagery</li> <li>• goal setting</li> <li>• mindfulness</li> </ul> <p>- use of somatic stress management techniques:</p> <ul style="list-style-type: none"> <li>• progressive muscular relaxation</li> <li>• biofeedback</li> <li>• centring technique</li> <li>• breathing control.</li> </ul>	Review of Year 12 and Year 13 syllabus.		
<b>Prior Knowledge Required</b>	Aggressive/Assertive behaviour – GCSE PE theory- Sportsmanship/Gamesmanship	Goal setting – SMART targets – GCSE PE theory	N/A - New Content.	N/A - New Content.	Revision/exam techniques learnt at GCSE level.		
<b>Feedback Points</b>	Self/peer assessment of homework. Teacher assessment as required.	Assessment 1 (Nov) Teacher assessed.	Assessment 2 (Feb) Teacher assessed.	Assessment 2 (Mar) Teacher assessed.	Self/peer assessment of homework. Teacher assessment as required.		
<b>Key Questions</b>	<p>What is the difference between aggressive and assertive behaviour?</p> <p>What are the strengths and drawbacks of the different theoretical approaches surrounding aggression?</p> <p>What is the definition of a group?</p> <p>What are the characteristics of a group at each stage of Tuckman’s stages of group development?</p>	<p>Why is goal setting in sport important?</p> <p>What impacts can goal setting have on a performer/group?</p> <p>What impact can the use of attributions have on a performer/group?</p> <p>What effect can learned helplessness have on a performer?</p>	<p>What skills are important for a leader within sport? Why?</p> <p>What are the advantages and disadvantages of different leadership styles in sport?</p> <p>How can Chelladurai’s multi-dimensional model of sports leadership be applied to a sporting situation?</p>	<p>What are the different types of stress?</p> <p>What are the symptoms of cognitive/somatic/behavioural stress?</p> <p>What are the benefits of different stress management techniques in relation to sports performance?</p>	Review Key Questions from across Year 12/13 content.		
<b>Direct Vocab Instruction</b>	Aggression Assertion Grey area of ambiguity Social loafing Group effectiveness	Goal Setting, attribution. Learned helplessness Weiner’s model of attribution, Locus of casuality, stability dimension	Leadership. Autocratic, Democratic, Laissez-Fairre, Traits, introvert, extrovert, Interactionist	Stress. Progressive muscular relaxation (PMR), Biofeedback, Centring, breathing control	Exam Technique – AO1, AO2, AO3.		

	Ringelmann effect					
<b>Standardised Homework</b>	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	Practice exam questions Extended writing tasks Practice Paper	

Year 13 SOCIO- CULTURAL	Term 1		Term 2		Term 3		End Points
	Half Term 1 [3-4 lessons]	Half Term 2 [4 lessons]	Half Term 3 [2-3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [3-4 lessons]	
<b>Topic</b>	<b>6.1 Ethics &amp; Deviance</b>	<b>6.2 Commercialisation &amp; media</b>	<b>6.3 Routes to sporting excellence in the UK</b>	<b>6.4 Modern Technology in Sport</b>	<b>Revision / Exam technique</b>	<b>NO LESSONS TO BE TAUGHT ACTUAL CONTENT DUE TO A LEVEL EXAMS TAKING PLACE</b>	
<b>Skill</b>	<b>AO1:</b> Demonstrate knowledge and understanding of the factors that underpin deviance in sport. <b>AO2:</b> Apply knowledge and understanding of the factors that underpin deviance in sport using practical examples. <b>AO3:</b> Analyse and evaluate the factors that underpin deviance in sport specifically surrounding performer, spectator & society.	<b>AO1:</b> Demonstrate knowledge and understanding of the factors that influence commercialisation & media in sport. <b>AO2:</b> Apply knowledge and understanding of the factors that influence commercialisation & media in sport using practical examples. <b>AO3:</b> Analyse and evaluate the factors that underpin deviance in sport specifically surrounding performer, spectator & society.	<b>AO1:</b> Demonstrate knowledge and understanding of the development routes from talent ID to elite performance. <b>AO2:</b> Apply knowledge and understanding of the routes from talent ID to elite performance using practical examples. <b>AO3:</b> Analyse and evaluate the development routes from talent ID to elite performance specifically surrounding the role of UK Sport & NI.	<b>AO1:</b> Demonstrate knowledge & understanding of the factors that underpin modern technology in sport. <b>AO2:</b> Apply knowledge and understanding of the factors that underpin modern technology in sport using examples. <b>AO3:</b> Analyse & evaluate factors that underpin technology in sport surrounding elite, participation, fairer outcomes, entertainment	<b>AO1 &amp; AO2:</b> students will develop the ability to demonstrate knowledge and understanding of physical activity, and to apply this to a range of sporting contexts. <b>AO3:</b> Analytical and evaluative skills are developed through both written and oral responses.		
<b>Content</b>	<b>Drugs and doping in sport</b> • legal supplements versus illegal drugs and doping • reasons why elite performers use illegal drugs/doping • consequences/implications to: society, sport, performers • strategies to stop the use of illegal drugs and doping <b>Violence in sport</b> • causes in relation to players and spectators • implications to: society, sport, performers • strategies to prevent violence in relation to players and spectators <b>Gambling in sport</b> • match fixing/bribery • illegal sports betting.	<b>Factors that influence the commercialisation of contemporary physical activity &amp; sport:</b> • growing public interest and spectatorship • more media interest • professionalism • advertising • sponsorship <b>Positive and negative impacts of the commercialisation of physical activity and sport on</b> • society, individual sports, performers & spectators. <b>Coverage of sport by the media today and reasons for changes since the 1980s</b> • television (terrestrial, satellite, pay-per-view); radio (dedicated sports stations, local and national radio); written	<b>Routes to sporting excellence in the UK</b> • development routes from talent ID through to elite performance • the role of school, clubs, universities in contributing to elite sporting success • the role of UK Sport and National Institutes in developing sporting excellence/high performance sport • strategies to address drop-out/failure rates from elite development programmes /at elite level.	<b>Elite performance:</b> • how has modern technology affected elite level sport including improved: access, facilities, equipment, monitoring of exercise, safety <b>General participation:</b> • how has modern technology increased or reduced participation including : access, facilities, equipment, monitoring of exercise, safety, cost, range of alternatives to PA. <b>Fair outcomes:</b> • How has modern technology increased or decreased fair outcomes including: timing devices, accountability of officials, accurate decision making,	Past paper practice and exam technique focusing on:  • Ethics & Deviance • Commercialisation & Media • Routes to sporting excellence • Modern technology in sport.		

		press (newspapers, magazines); internet <b>Positive and negative effects of the media on sport on</b> • individual sports , performers, spectators <b>Relationship between sport and the media</b> • sport as a commodity • links with advertising and sponsorship ('golden triangle').		improved detection of foul play & doping, access to technology, PED testing. <b>Entertainment:</b> • how has technology increased or reduced entertainment including: action replays, multiple camera angles, slow motion technology, analysis punditry, interruption and delay, reduced live attendances.			
<b>Prior Knowledge Required</b>	<b>GCSE:</b> Performance enhancing drugs, legal Supplements reasons for deviance, hooliganism, Sportsmanship, Gamesmanship	<b>GCSE:</b> Golden triangle, advantages & disadvantages of commercialisation for sponsor, sport, player & spectator.	<b>GCSE:</b> Factors that impact participation rates	<b>GCSE:</b> Factors that impact participation rates; gender, age, socio-economic group, ethnicity, disability	<b>Y12 content:</b> Emergence & evolution of sport, sport in 21 <sup>st</sup> century, global sporting events. <b>Y13 content:</b> Ethics & deviance, commercialisation & media, Routes to sporting excellence, modern technology in sport.		
<b>Feedback Points</b>	Self/Peer assessment of homework. Teacher assessment as required.	Assessment 1 (Nov) - Teacher assessed.	Assessment 2 (Feb) - Teacher assessed.	Assessment 2 (Mar) - Teacher assessed.	Self/Peer assessment of homework. Teacher assessment as required.		
<b>Key Questions</b>	Why do athletes take drugs?  What are the consequences of taking drugs on performer, sport society, spectator?  What does match fixing involve?	What are the characteristics of media today?  How has media changed since the 1980s?  What are the positive & negative effects of commercialisation on performer, sport, society spectator	What is the role of UK Sport?  What are the stages of talent identification?  How to schools, clubs and university help elite sports performance?	How has modern technology affected elite performance in sport?  Discuss using 'FAMES' how modern technology has impacted general participation in sport?  How has modern technology increased or decreased fairer outcomes?	Review key questions from across Y12 & 13 content.  Review key questions that students struggled with in the past papers.		
<b>Direct Vocab Instruction</b>	Deviance Ethics Blood doping Match fixing	Commercialisation Golden Triangle Commodity Sponsorship	National Institutes UK Sport Talent Identification	Fairer Outcomes Punditry Accountability of officials	Any terms that arise from past paper practice. AO1, AO2, AO3 exam technique.		
<b>Standardised Homework</b>	Practice exam questions Extended writing tasks Flipped Learning	Practice exam questions Extended writing tasks Flipped Learning	Practice exam questions Extended writing tasks Flipped Learning	Practice exam questions Extended writing tasks Flipped Learning	Past Papers Practice exam questions		

<b>Year 13</b> <b>PRACTICAL / EAPI</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>End Points</b>
	<b>Half Term 1</b> [ 3-4 lessons]	<b>Half Term 2</b> [4 lessons]	<b>Half Term 3</b> [2-3 lessons]	<b>Half Term 4</b> [3 lessons]	<b>Half Term 5</b> [3 lessons]	<b>Half Term 6</b> [3-4 lessons]	
<b>Topic</b>	<b>Development plan, weeks 1-4</b>	<b>Development plan, weeks 5-8</b>	<b>Application of theory</b>	<b>Assessment due. Final tweaks and rehearsal as necessary</b>			

<b>Skill</b>	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	AO4: - Demonstrate and apply relevant skills and techniques in PA and Sport - Analyse and Evaluate Performance	<b>NO LESSONS TO BE TAUGHT ACTUAL CONTENT DUE TO A LEVEL EXAMS TAKING PLACE</b>		
<b>Content</b>	<b>Development plan</b> - Weeks 1-4 skill breakdown - Technical teaching points - Perfect model - Adaptation to program as necessary - Continual links to how the skill will benefit performance.  <b>Practical</b> - Update of the performance log - Video assessment editing – skills in isolation - Video assessment editing – competitive action	<b>Development plan</b> - Weeks 5-8 skill breakdown - Technical teaching points - Adaptation to program as necessary - Continual links to how the skill will benefit performance.  <b>Practical</b> - Update of the performance log - Video assessment editing – skills in isolation - Video assessment editing – competitive action	<b>Development plan</b> - Applied Physiology - Applied Psychology - Applied Socio-cultural  <b>Practical</b> - Update of the performance log - Video assessment editing – skills in isolation - Video assessment editing – competitive action	<b>Development plan</b> - Rehearsal - Recording  <b>Practical</b> - Update of the performance log - Video assessment editing – skills in isolation - Video assessment editing – competitive action			
<b>Prior Knowledge Required</b>	- Understanding of skill practices to bring about improvement. - Understanding of how performance can be improved via implementing suggested change.	- Understanding of skill practices to bring about improvement. - Understanding of how performance can be improved via implementing suggested change.	- Knowledge acquired within theory lessons. - Physiology - Psychology - Socio-Cultural	- All previous content covered within EAPI			
<b>Feedback Points</b>	- Self/peer assessment of homework. - Teacher assessment as required.	- Self/peer assessment of homework. - Teacher assessment as required.	- Self/peer assessment of homework. - Teacher assessment as required.	- Rehearsals at home			
<b>Key Questions</b>	- How can I progress the improvement plan from week 1-2? - What impact do these drills and skill practices have on the performance? - Can I justify the selection of each drill?	- How can I progress the improvement plan from week 4? - What impact do these drills and skill practices have on the performance? - Can I justify the selection of each drill?	Which Physiological principles can be applied to the strengths and weaknesses to develop your response?  Which Psychological principles can be applied to the strengths and weaknesses to develop your response?  Which Socio-Cultural principles can be applied to the strengths and weaknesses to develop your response?	- How can my analysis, and development plan be improved? - How can I communicate my plan more effectively?			



<b>Direct Vocab Instruction</b>	Technical model Progressive	Justify Adaptation	Words will be unique to the sport in question. Eg – Gymnastics – Flexibility / PNF.	None required		
<b>Standardised Homework</b>	Rehearse your development plan, weeks 1-4.	Rehearse your development plan, weeks 5-8.	Spend time adding in theoretical content, when covered in lesson, into your EAPI response.	Full rehearsal.		