



Curriculum Map

Subject: A Level Physical Education

Year group: 12

	Autumn (Sept - Dec)	Spring (Jan - March)	Summer (April - June)	Non Examined Content (Sept - June)
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Section A Applied Anatomy and Physiology</p> <ul style="list-style-type: none"> Lung Volumes Gaseous Exchange Control of Breathing Muscle Fibre Types Proprioception and PNF Muscle Intervention Joints and Articulating Joints Joint Movements Agonists and Antagonists Types of Contraction Planes Axes Energy Systems <p>Section B Skill Acquisition</p> <ul style="list-style-type: none"> Skill, Skill Continuums and Transfer of Skill Impact of skill classification on structure of practice for learning Principles and theories of learning and performance Use of guidance and feedback Memory models Efficiency of information processing 	<p>Section A Applied Anatomy and Physiology</p> <p>Energy Systems EPOC VO2 Max and OBLA Energy Expenditure Impact of Training on Energy Systems Heart, Health and Fitness Control of Heart Rate Conduction System</p> <p>Section C Sport and Society Section C Sport and Society</p> <p>Pre-industrial (pre-1780)</p> <ul style="list-style-type: none"> Characteristics and impact on sporting recreation Characteristics of popular and rational recreation linked to the two-tier class system <p>Industrial and post-industrial (1780–1900)</p> <ul style="list-style-type: none"> Characteristics and impact on sport (limited to development of association football, lawn tennis and rationalisation of track and field events). <ul style="list-style-type: none"> Industrial Revolution. Urbanisation. 	<p>Section A Applied Anatomy and Physiology</p> <p>Redistribution of blood Venous Return Blood Pressure A-VO2 Diff O2 Transport</p> <p>Section C Sport and Society</p> <ul style="list-style-type: none"> Sociological theory applied to equal opportunities Social control and social change. Causes and consequences of inequality. E.g. schools / sports clubs Social action theory - Interactionist approach, impact of sport on society and of society on sport Barriers to participation of under-represented groups <ul style="list-style-type: none"> Disability Ethnic group Gender Disadvantaged Health, fitness and social benefits of raising participation The interrelationship between Sport England, local and national partners to increase participation at 	<p>Performance assessment Performer:</p> <ul style="list-style-type: none"> Execute the core skills/techniques outlined in the specific activity criteria, in a fully competitive situation/equivalent scenario. Demonstrate their range of skills and will be assessed on their execution of recognised techniques, compliance with the official rules and regulations, accuracy, consistency and outcome. Application of skills and techniques will be assessed through the implementation of appropriate strategies and tactics to optimise their performance to create effective attacking and defensive options/equivalent situations depending on the requirements of individual activities through the practical performance. <p>Coach:</p> <ul style="list-style-type: none"> Plan, coordinate and lead participants to demonstrate the selected skills/techniques in a fully competitive performance setting. Demonstrate an understanding of the requirements and expectations of the role before, during and after the competitive performance to ensure all participants are safe and recognised



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		<ul style="list-style-type: none"> ○ Transport and communication. ○ The British Empire. ○ Provision through factories. ○ Churches and local authorities. ○ Three-tier class system ○ Development of national governing bodies. ○ Characteristics of sport. . ○ The status of amateur and professional performers. <p>Post World War II (1950 to present)</p> <ul style="list-style-type: none"> ● Characteristics and impact on sport (limited to development of association football, tennis and athletics). ● Golden triangle – the interrelationship between commercialisation, media and sports and governing bodies. ● The changing status of amateur and professional performers ● Factors affecting the emergence of elite female performers in football, tennis and athletics (players and officials), in the late 20th and early 21st century 	<p>grass roots level and under represented groups in sport.</p> <ul style="list-style-type: none"> ● Understanding of technology for sports analytics Use of technology in data collection ● Video and analysis programmes ● Testing and recording equipment (metabolic cart for indirect calorimetry) ● Use of GPS and motion tracking software and hardware ● Maintaining data integrity 	<p>techniques are developed.</p> <ul style="list-style-type: none"> ● Implement strategies and tactics to maximise the strengths of the performers involved in the particular competitive performance when appropriate to alter the tactics to facilitate a different outcome; and to have the ability to justify their decisions during and after the performance. ● Analyse the performance of an individual within a fully competitive/performance context to identify one skill to be developed to enhance performance. ● Deliver a planned progressive session to modify the chosen skill so that performance of this skill is refined. <p>Performance analysis assessment</p> <ul style="list-style-type: none"> ● Analyse and evaluate, using appropriate theoretical content included in the specification, a performance as either player/performer or coach, in one activity from the specification. ● Students can analyse and evaluate their own performance or the performance of another, as long as it is in an activity that is from the specification.
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Curriculum Map

<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>			<p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.</p> <ul style="list-style-type: none"> • Perform a range of skills and techniques in physical activity and sport • Make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and • Understanding of rules and regulations while performing physical activity and sport • Apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance • Evaluate performance in physical activity and sport, applying relevant knowledge and understanding.
<p>Key Questions</p>	<p>Explain venous return. How do the nervous and muscular system work together during exercise? How do the muscular and skeletal system work together to meet the demands of exercise? How is energy created during exercise of differing intensities and during recovery? What are the effects of psychological factors on sporting performance? Explain the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. What was the impact of social factors on the development of football, tennis and athletics? What are the benefits of participation in sport to both the individual and society?</p>			<p>What are your strengths and weaknesses? How can you apply the key concepts, theories and methods to your own sporting performance? How does your sporting performance compare to an elite performer?</p>
<p>Assessment</p>	<p>Q and A in Class Multiple Choice Questions Short answer questions Long answer questions (8 and 15 marks) End of Unit Tests Year 12 Threshold Exams</p>	<p>Q and A in Class Multiple Choice Questions Short answer questions Long answer questions (8 and 15 marks) End of Unit Tests Year 12 Threshold Exams</p>	<p>Q and A in Class Multiple Choice Questions Short answer questions Long answer questions (8 and 15 marks) End of Unit Tests Year 12 Threshold Exams</p>	<p>Video of sporting performance in a chosen sport Teacher assessment Moderation of teacher assessments by exam board Extended writing</p>



Curriculum Map

<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Long answer questions Interpreting data Developing an understanding of the world Interpreting questions Multiple Choice Questions Short answer questions Long answer questions Aspiration, Resilience, Confidence, Initiative.</p>	<p>Long answer questions Interpreting data Developing an understanding of the world Interpreting questions Multiple Choice Questions Short answer questions Long answer questions Aspiration, Resilience, Confidence, Initiative.</p>	<p>Long answer questions Interpreting data Developing an understanding of the world Interpreting questions Multiple Choice Questions Short answer questions Long answer questions Aspiration, Resilience, Confidence, Initiative.</p>	<p>Extended writing Working with others Application and interpretation of data Understanding of others abilities Aspiration, Resilience, Confidence, Initiative.</p>
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Curriculum Map

Subject: A Level Physical Education

Year group: 13

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<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Section A Factors Affecting Optimal Performance in Physical Activity and Sport</p> <ul style="list-style-type: none"> • Diet • Supplements • Warm Up and Cool Down • Principles and Types of Training • Periodisation • Data Analysis • Injury Types and Prevention • Injury Rehabilitation • Linear Motion and Impulse • Newton’s Laws • Factors Affecting Stability • Forces • Levers <p>Section B Psychological Factors that can Influence an Individual in Physical Activities</p> <ul style="list-style-type: none"> • Attitudes – triadic model; changing attitudes • Arousal – drive, inverted U, catastrophe and ZOF theories • Anxiety - Somatic, cognitive, competitive trait and competitive state • Advantages and disadvantages of using observations, 	<p>Section A Factors Affecting Optimal Performance in Physical Activity and Sport</p> <ul style="list-style-type: none"> • Projectile Motion • Angular Motion • Fluid Mechanics • Review • Short Answer Question Practice • Long Answer Question Practice <p>Section C Sport and Society and the Role of Technology in Physical Activity and Sport</p> <ul style="list-style-type: none"> • Characteristics and functions of key concepts and how they create the base of the sporting development continuum • The personal, social and cultural factors to support progression from talent identification to elite performance • The relationship between organisations in support from talent I.D.. through to elite performance • Key features of Whole Sport Plans • Support services provided by national institutes of 	<p>Section A Factors Affecting Optimal Performance in Physical Activity and Sport</p> <ul style="list-style-type: none"> • Review • Short Answer Question Practice • Long Answer Question Practice <p>Section B Psychological Factors that can Influence an Individual in Physical Activities</p> <ul style="list-style-type: none"> • Review • Short Answer Question Practice • Long Answer Question Practice <p>Section C Sport and Society and the Role of Technology in Physical Activity and Sport</p> <ul style="list-style-type: none"> • Review • Short Answer Question Practice • Long Answer Question Practice 	<p>Performance assessment Performer:</p> <ul style="list-style-type: none"> • Execute the core skills/techniques outlined in the specific activity criteria, in a fully competitive situation/equivalent scenario. • Demonstrate their range of skills and will be assessed on their execution of recognised techniques, compliance with the official rules and regulations, accuracy, consistency and outcome. • Application of skills and techniques will be assessed through the implementation of appropriate strategies and tactics to optimise their performance to create effective attacking and defensive options/equivalent situations depending on the requirements of individual activities through the practical performance. <p>Coach:</p> <ul style="list-style-type: none"> • Plan, coordinate and lead participants to demonstrate the selected skills/techniques in a fully competitive performance setting. • Demonstrate an understanding of the requirements and expectations of the role before, during and after the competitive performance to ensure all participants are safe and recognised



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	<p>questionnaires and physiological measures to measure anxiety.</p> <ul style="list-style-type: none"> • Aggression and assertion; Instinct theory, frustration aggression hypothesis, social learning theory and aggressive cue theory • Strategies to control aggression • Motivation - Intrinsic, extrinsic, tangible and intangible • Social facilitation and inhibition; Zajonc's model • Evaluation apprehension; Strategies to eliminate the adverse effects of social facilitation and social inhibition • Group formation – Tuckman • Cohesion – task and social • Steiner's model of potential and actual productivity, faulty group processes. Including cooperation and coordination • Ringelmann effect and social loafing. Strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance • SMARTER • Outcome goals, task orientated. Performance related goals, process goals 	<p>sports for talent development</p> <ul style="list-style-type: none"> • Key features of UK Sports World Class Performance Programme, Gold Event Series and Talent I.D. and Development • Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic • Positive and negative forms of deviance • Causes and implications of violence in sport • Strategies for preventing violence in sport • The social and psychological reasons behind elite performers using illegal drugs and doping methods • The psychological effects of drugs on the performer • The positive and negative implications of taking drugs • Strategies for elimination of performance enhancing drugs • Arguments for and against drug taking • The uses of sports legislation • The positive and negative impact of commercialisation, sponsorship and the media 		<p>techniques are developed.</p> <ul style="list-style-type: none"> • Implement strategies and tactics to maximise the strengths of the performers involved in the particular competitive performance when appropriate to alter the tactics to facilitate a different outcome; and to have the ability to justify their decisions during and after the performance. • Analyse the performance of an individual within a fully competitive/performance context to identify one skill to be developed to enhance performance. • Deliver a planned progressive session to modify the chosen skill so that performance of this skill is refined. <p>Performance analysis assessment</p> <ul style="list-style-type: none"> • Analyse and evaluate, using appropriate theoretical content included in the specification, a performance as either player/performer or coach, in one activity from the specification. • Students can analyse and evaluate their own performance or the performance of another, as long as it is in an activity that is from the specification.
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<p>Key Questions</p>	<p>Explain the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems. How are quantitative methods used to optimise performance? Can you plot, label and interpret biomechanical graphs and diagrams? How are motion and focus relevant to physical activity and sport? What is the role of sport psychology in optimising performance in physical activity and sport? How have technological developments helped develop physical activity and sport?</p>			<p>What are your strengths and weaknesses? How can you apply the key concepts, theories and methods to your own sporting performance? How does your sporting performance compare to an elite performer?</p>
<p>Assessment</p>	<p>Q and A in Class Multiple Choice Questions Short answer questions Long answer questions (8 and 15 marks) End of Unit Tests A Level Exams - 2 x papers</p>	<p>Q and A in Class Multiple Choice Questions Short answer questions Long answer questions (8 and 15 marks) End of Unit Tests A Level Exams - 2 x papers</p>	<p>Q and A in Class Multiple Choice Questions Short answer questions Long answer questions (8 and 15 marks) End of Unit Tests A Level Exams - 2 x papers</p>	<p>Video of sporting performance in a chosen sport Teacher assessment Moderation of teacher assessments by exam board Extended writing</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Long answer questions Interpreting data Developing an understanding of the world Interpreting questions Multiple Choice Questions Short answer questions Long answer questions Aspiration, Resilience, Confidence, Initiative.</p>	<p>Long answer questions Interpreting data Developing an understanding of the world Interpreting questions Multiple Choice Questions Short answer questions Long answer questions Aspiration, Resilience, Confidence, Initiative.</p>	<p>Long answer questions Interpreting data Developing an understanding of the world Interpreting questions Multiple Choice Questions Short answer questions Long answer questions Aspiration, Resilience, Confidence, Initiative.</p>	<p>Extended writing Working with others Application and interpretation of data Understanding of others abilities Aspiration, Resilience, Confidence, Initiative.</p>