

YEAR 12 A LEVEL PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Students should develop a deeper understanding of key **systems in the body** and changes within these systems prior to, during exercise of differing intensities and during recovery. They should enhance their understanding of **force** and its effect on human movement in sport (C1).

Students should gain a deeper understanding of psychological factors that influence our performance in sport, including **acquisition of skill**, developing competency in **applying theories** to practical examples. Students will develop understanding of **individual differences** in sport, developing competency in referencing research theories in their work (C2). Students will understand key **socio-cultural factors** that influence and affect sport, exploring the **emergence & evolution of games** into modern-day sports, and the impact of hosting modern, **global sporting events** on society (C3).

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	C1: Anatomy + Physio - Skeletal and Muscular Systems C2: Skill acquisition – skill & type of practice C3: Pre- & Post-indust sport (emergence)	C1: Anatomy +Physio - Cardiovascular System C2: Skill acquisition – Stages and theories learning C3: 19th C & Public schools (emergence)	C1: Anatomy + Physio - Respiratory Systems C2: Skill acquisition – Theories of learning & guidance C3: 20th century sport (emergence)	C1: Anatomy + Physio - Energy for Exercise C2: Sports Psych – Memory & Individual Differences (personality) C3: 21st century sport sport (emergence)	C1: Anatomy + Physio - Environmental Effects C2: Sport Psych – Individual differences (Attitude) C3: Global sporting events	C1: Biomechanics – Biomech Principles C2: Sport Psych - Individual differences (Arousal and Anxiety) C3: Hosting global sporting events
Core Knowledge/ Threshold Concept	<u>C1: A+P - Skeletal and Muscular Systems</u> <ul style="list-style-type: none"> • Joints & movements • Skeletal muscle and types of contraction • Movement analysis • Muscle contraction during ex & recovery <u>C2: Skill & Practice</u> <ul style="list-style-type: none"> • Classification of skill. • Types & methods of practice in sport. 	<u>C1: Anatomy + Physio - Cardiovascular Systems</u> <ul style="list-style-type: none"> • Cardiovascular system at rest • CV system during exercise of differing intensities and during recovery <u>C2: Stages of learning and Theories of learning</u> <ul style="list-style-type: none"> • Apply theories of learning. 	<u>C1: Anatomy + Physio - Respiratory Systems</u> <ul style="list-style-type: none"> • Respiratory system at rest • Respiratory system during exercise of differing intensities and during recovery <u>C2: Theories of Learning and Guidance</u> <ul style="list-style-type: none"> • Types & uses of guidance & feedback 	<u>C1: Anatomy + Physio - Energy for Exercise</u> <ul style="list-style-type: none"> • ATP and energy transfer • Energy systems and ATP re-synthesis • The recovery process <u>C2: Memory & Individual differences (personality)</u> <ul style="list-style-type: none"> • Applying memory models. 	<u>C1: Anatomy + Physio - Environmental Effects</u> <ul style="list-style-type: none"> • Exercise at altitude • Exercise in the heat <u>C2: Individual differences: Attitude</u> <ul style="list-style-type: none"> • Factors affecting attitude. • Triadic Model 	<u>C1: Biomechanics – Biomech Principles</u> <ul style="list-style-type: none"> • Newton's Laws, force & air resistance applied to sport. • Technology in analysing movement. <u>C2: Indiv differences: Arousal and Anxiety</u> <ul style="list-style-type: none"> • Uses & effects of motivation.

	<ul style="list-style-type: none"> • Examples of skill transfer. <p><u>C3: Pre- & Post-indust.</u></p> <ul style="list-style-type: none"> • Socio-cultural factors that shaped sport. • Examples of popular pre-industrial past-times. • Changing social class & status of women effects on participation. 	<ul style="list-style-type: none"> • Characteristics of stages of learning. <p><u>C3: 19th C & Public Sch.</u></p> <ul style="list-style-type: none"> • Affect of railways on sport. • Influence of public schools on ethics & on the spread & export of games. 	<ul style="list-style-type: none"> • Evaluation of guidance & feedback <p><u>C3: 20th century sport</u></p> <ul style="list-style-type: none"> • Amateurism & professionalism. • Changes in education on sports provision. • How changes in the availability of time & money influenced sport. 	<ul style="list-style-type: none"> • Evaluating memory models • Applying theories of personality. <p><u>C3: 21st century sport</u></p> <ul style="list-style-type: none"> • How contemporary factors shape sports participation. • Socio-economic impact on participation. • Applying examples of sports legislation. 	<ul style="list-style-type: none"> • Changing attitudes <p><u>C3: Global Sport Events</u></p> <ul style="list-style-type: none"> • Factors & influence of globalisation of sport. • Background and aims of modern Olympic Games. • Political exploitation in the Olympics. 	<ul style="list-style-type: none"> • Effects & application of arousal. • Types of anxiety. • ZOF. <p><u>C3: Hosting Global Sporting Events</u></p> <ul style="list-style-type: none"> • Examples of global sporting events. • Social & sporting positives & negatives of hosting GSE. • Economic & political positives & negatives of hosting GSE.
Why this learning now?	<ul style="list-style-type: none"> • C1 – build on muscles & joints knowledge from GCSE PE. • Sequenced to identify joints & muscles, then roles of & finally effects of exercise on each. • Link between muscle contractions & EAPI. <ul style="list-style-type: none"> • C2 – recall & build on skill classification from GCSE PE. • Sequenced to build on knowledge of types of practice, 	<ul style="list-style-type: none"> • C1 – recall & build on cardiovascular topics from GCSE PE. • Sequenced to focus on the changes during exercise at different intensities. <ul style="list-style-type: none"> • C2 – recall of feedback from GCSE; applying principles & theories to practical situations. • Theories of learning are sequenced early 	<ul style="list-style-type: none"> • C1 – build on structure & effects of ex on CV system, relating to respiratory system; and from knowledge on resp system from GCSE PE. • Sequenced to focus on changes during ex at different intensities <ul style="list-style-type: none"> • C2 – Theories of learning are sequenced early in the course as they link to psych concepts later in the spec. particularly 	<ul style="list-style-type: none"> • C1 – introduces relatively new topic of energy to students. • Sequenced to build knowledge of energy systems, transferring to apply to energy for sport • Allows link to EAPI later in year. <ul style="list-style-type: none"> • C2 – Apply evaluation exam technique learned in theories of learning • Theories of personality underpin theories of aggression 	<ul style="list-style-type: none"> • C1 – recall of knowledge of body systems & energy production; creating links with how these are affected by ex in different environ. • Links to aerobic training covered later in the course. <ul style="list-style-type: none"> • C2 – Theories of personality underpin a number theories of aggression and leadership, so they are sequenced first in sport psych. 	<ul style="list-style-type: none"> • C1 – introduce new topic content on key biomechanical principles. • Final topic of Y12, which underpins large unit of work on biomechanics in Y13 (linear and angular motion). <ul style="list-style-type: none"> • C2 – Arousal and Anxiety are sequenced in close proximity as they include very similar concepts

	<p>then their application to sport.</p> <ul style="list-style-type: none"> • Allows link to EAPI later in year. 	<p>in the course as they link to various psych concepts later in the spec.</p>	<p>Observational learning and Bandura.</p> <ul style="list-style-type: none"> • recall & build on guidance from GCSE PE. 	<p>and leadership, therefore are sequenced first in sport psych</p> <ul style="list-style-type: none"> • Trait theory explains behaviour in other individual difference topics e.g arousal. 	<ul style="list-style-type: none"> • Social learning theories builds on knowledge of Bandura's observational learning 	<ul style="list-style-type: none"> • They both apply knowledge of trait personality theory (introvert/extrovert) in a sporting context. • Arousal links to stages of learning and some skill continua.
	<ul style="list-style-type: none"> • C3 – introduces key socio-cultural factors that underpin C3 unit; builds on some prior knowledge of socio-c factors from GCSE PE. • Sequenced to build on knowledge of key s-c factors in pre-industrial Britain, to apply to changes in post-industrial. 	<ul style="list-style-type: none"> • C3 – recall & extension of characteristics of sport from 1st half-term. • Sequenced to build on knowledge of the middle class & ethics of sport, linking to 19th C Public schools. 	<ul style="list-style-type: none"> • C3 – recall & building on socio-cult factors from previous topic. • Sequenced to focus on how changes to socio-cultural factors shaped the characteristics and participation in 20th century. 	<ul style="list-style-type: none"> • C3 – links created with factors from 20th century topic. • Built on previous socio-cult factors, with shift towards contemporary. • Sequenced to look at changes in class, gender & law, then their impact on participation in 21st C. 	<ul style="list-style-type: none"> • C3 – built on links between 19th C Public school traits and Olympic aims. • Sequenced to focus on the background of Olympics & the influence on aims; then examples of political exploitation of these aims/ideals. 	<ul style="list-style-type: none"> • C3 – recall & building on of Olympic aims & values. • Sequenced to learn sporting benefits & drawbacks of hosting, then apply to social, economic & political. • Provides useful links with contemporary factors in Y13.
Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters & tasks to link and assess prior learning. • Teacher assessment through targeted questioning, observation & whole-class feedback. • Written feedback and marking of booklet work; Live and verbal feedback. • WINS marking of exam-style questions and homework tasks. • Peer- & self-assessment of oral/ written responses. <p>Several Summative assessments over the course of the year via Topic Tests & Mock Exams:</p>					
	<ul style="list-style-type: none"> • Topic test on 'Skeletal & muscular systems' (C1). • Key knowledge quiz - skill classification (C2). 	<ul style="list-style-type: none"> • Topic test on 'Practice and learning theories' (C2). • Topic test on 'pre- & post-industrial sport', 	<ul style="list-style-type: none"> • Topic test on 'CV and Respiratory systems' (C1). • Y12 Mock exam (1): C1 – anatomy & physiology. 	<ul style="list-style-type: none"> • Topic test on 'Personality, attitudes and motivation' (C2). • Topic test on '20th & 21st century sport', 	<ul style="list-style-type: none"> • Topic test on 'Energy systems and environmental effects' (C1). 	<ul style="list-style-type: none"> • Topic test on 'Newton, forces and levers' (C1). • Y12 Mock exam (2): C1 – physiological factors.

	<ul style="list-style-type: none"> • Key knowledge quiz on pre-industrial characteristics (C3). 	featuring past-paper questions (C3).	C2 – skill acquisition. C3 – evolution & emergence of sport.	featuring past-paper questions (C3).	<ul style="list-style-type: none"> • Topic test on 'Personality, attitudes and motivation' (C2). • Key knowledge quiz - Olympic background & aims (C3). 	C2 – psychological factors. C3 – socio-cultural influences.
Learning at Home	<ul style="list-style-type: none"> • Joints, movements, planes & antagonistic action exam task (C1). • Summary sheet on muscles & movement • 'Case Studies' exploratory task (C3). • Exam-style questions to reinforce learning. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Conduction system & heart rate exam task (C1). • Summary sheet on theories of learning. • 'Public School moral qualities' task (C3). • Exam-style questions to reinforce learning. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Mechanics of breathing exam task (C1). • Summary sheet on CV & Respiratory system • Exam-style questions to reinforce learning. • Revision for Y12 mock (1) exam. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Energy continuum exam task. • Summary sheet on energy systems. • Group presentations on personality & arousal (C2). • Exam-style questions to reinforce learning. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Summary sheets on heat and altitude (C1) • 'Olympic Rap/Poem' consolidation (C3). • Exam-style questions to reinforce learning. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Newton's Laws & mass exam task (C1). • Interpreting speed-time graph task. • Exam-style questions to reinforce learning. • Revision for Y12 mock (2) exam. • Edit practical video footage • Development of EAPI performance.
Key Vocabulary	<p>C1 - isotonic, isometric, agonist, antagonist.</p> <p>C2 - continuum, gross, fine, discrete, serial</p> <p>C3 - socio-cultural, ethos, wagering, urbanisation.</p>	<p>C1 - systole, diastole, venous return, vasomotor control.</p> <p>C2 - associative, autonomous, cognitive reinforcement, Operant conditioning</p> <p>C3 - Patronage, athleticism, integrity, endeavour.</p>	<p>C1 - tidal volume, minute ventilation, diffusion, partial pressure.</p> <p>C2 - cognitive, schema, observational learning</p> <p>C3 - amateurism, professionalism accessibility.</p>	<p>C1 - ATP, re-synthesis, endothermic, exothermic, OBLA, EPOC, metabolic rate.</p> <p>C2 - multi-store memory, semantic, phonetic, trait, global.</p> <p>C3 - Contemporary, socio-economic, legislation, negligence.</p>	<p>C1 - diffusion, acclimatisation, thermoregulation, hyperthermia.</p> <p>C2 - social Learning, role model, interactionist.</p> <p>C3 - globalisation, freedom of movement, exploitation.</p>	<p>C1 - inertia, net force, friction, centre of mass, lever, limb kinematics.</p> <p>C2 – Inverted U, drive, catastrophe, anxiety ZOF.</p> <p>C3 - global sporting event, economic, drawback.</p>

Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Socio-cultural factors that shape attitudes towards physical activity and sport • Antecedents and causes of aggression and violence in sport • Socio-cultural factors shaping the characteristics of & participation in sport. • Spiritual links between 19th Century Public Schools and 'Muscular Christianity'. • Respect & Democracy – for everyone's opinion on topical debates. • Social/Teamwork – working effectively in paired & small-group tasks. • Problem-solving – working together to solve problems and sharing responsibility. • Liberty – using PE tasks and success through resilience to develop self-confidence. • Rule of law – respecting rules & following procedures in PE lessons.
Links to careers and the world of work	<p>Students will develop theoretical understanding and transferrable skills & qualities to aid progression into a host of future careers, including:</p> <ul style="list-style-type: none"> • Sports scientist and biomechanical analysis. • Sports coaching • Fitness instructors and roles in the health/leisure sector • National Governing Body officers. • PE teachers and sports coaches • Dieticians and sports nutritionists • Physiotherapists and sports therapists • Sports Psychologists • Sports Historians • Professional athletes

YEAR 13 A LEVEL PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Students should develop a deeper understanding of how **physiological and psychological states affect performance**. They should enhance understanding of **force** and its effect on human movement in sport, to **optimise training** & performance. Students will be able to relate how **dietary supplements and ergogenic aids** are used to improve performance, and will develop greater competency in **applying theories** to practical examples (C1). Students will develop understanding of **individual differences & group dynamics** in sport, developing competency in referencing research theories in their work. Students will understand the role of **goal setting, attribution and sport confidence** (C2). Students will understand key **contemporary issues** that influence involvement in sport, exploring the impact of sports **commercialisation** and the role of modern **technology** in sport. Students will explore the roles of key sports organisations & **routes to sporting excellence** in the UK and **deviance** in sport (C3).

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	C1: Bio – Force and Linear Motion C2: Sport Psych - individual differences: recall, aggression and social inhibition C3: Commercialisation	C1: Bio – Angular Motion and Projectiles C2: Sport Psych - group & team dynamics C3: Routes to sporting excellence	C1: Ex Phys – Diet and Nutrition C2: Sport Psych - Goal Setting & Attribution C3: Modern technology in sport	C1: Ex Phys – Preparation and Training Methods C2: Sports Psych – Sport confidence & Leadership C3: Modern tech in sport (cont.) C3: Ethics & Deviance	C1: Ex Phys – Injuries and Rehab C1: REVISION C2: Stress management C2: REVISION C3: Ethics & Deviance (cont.) C3: REVISION	REVISION & EXAM PREPARATION
Core Knowledge/ Threshold Concept	<u>C1: Biomech – Force and Linear Motion</u> <ul style="list-style-type: none"> • Newton's Laws, force and free body diagrams. • Levers and technology in analysing movement. • Graphs of linear motion. 	<u>C1: Biomech - Angular Motion and Projectiles</u> <ul style="list-style-type: none"> • Angular motion and conservation of angular momentum • Projectile motion & use of spin in sport. 	<u>C1: Ex Phys - Diet and Nutrition</u> <ul style="list-style-type: none"> • Components of a balanced diet. • Nutritional effects on performance. • Ergogenic aids & dietary supplements. 	<u>C1: Ex Phys - Prep and Training Methods</u> <ul style="list-style-type: none"> • Methods of training aerobic capacity, strength & flexibility. • Periodisation & phases of training to optimise training. • Personal health & fitness programmes. 	<u>C1: Ex Phys - Injuries and Rehab</u> <ul style="list-style-type: none"> • Types of injury in sport. • Responses to injuries. • Rehabilitation of injuries. 	<u>Preparation for & sitting of A level PE Exams</u>

	<p><u>C2: recall, aggression and social inhibition.</u></p> <ul style="list-style-type: none"> Recall prior learning on individual differences topic. Applying theories of aggression. Effects of social facilitation and inhibition. <p><u>C3: Commercialisation</u></p> <ul style="list-style-type: none"> Commercialisation factors & the positive & negative impact on sport & society. Changes in media coverage & the positive & negative effects on sport. Apply examples of the 'golden triangle' within sport. 	<p><u>C2: Group & Team dynamics</u></p> <ul style="list-style-type: none"> Stages of group development. Steiner and Ringleman's models. Application to performance. <p><u>C3: Routes to sporting excellence</u></p> <ul style="list-style-type: none"> Talent ID routes to elite performance. Role of national institutes in developing sport. Role of schools, clubs & universities in contributing to elite sporting success. 	<p><u>C2: Goal Setting & Attribution</u></p> <ul style="list-style-type: none"> Benefits of goal setting. Applying SMART goals. Weiner's attribution theory. <p><u>C3: Modern technology</u></p> <ul style="list-style-type: none"> How modern tech improves elite sport. Extent modern tech has increased general participation. Examples of how modern tech can reduce activity. Modern tech's role in increasing & limiting fair outcomes in sport. 	<p><u>C2: Sport Confidence & Leadership</u></p> <ul style="list-style-type: none"> Vealey's model of sports confidence. Bandura's model of self-efficacy. Characteristics of an effective leader. Leadership Styles & Theories. Chelladurai's model. <p><u>C3: Modern technology</u></p> <ul style="list-style-type: none"> Examples of modern tech in improving entertainment. Reasons why modern tech can reduce entertainment. <p><u>C3: Ethics & Deviance</u></p> <ul style="list-style-type: none"> Legal supplements vs illegal doping in sport Reasons for & examples of doping in sport. 	<p><u>C2: Stress Management</u></p> <ul style="list-style-type: none"> Causes of stress. Cognitive stress management. Somatic stress management. Revision. <p><u>C3: Ethics & Deviance</u></p> <ul style="list-style-type: none"> Examples of deviance in sport. Implications of drugs & violence on sport & society. <p><u>Exam Preparation</u></p> <ul style="list-style-type: none"> Level-mark question response structure. Paper 1-3 topics revision. 	
Why this learning now?	<ul style="list-style-type: none"> C1 – continue & recall Biomechanics module from Y12. C1 - builds on prior knowledge of force from KS4 physics. C1 – sequenced to understand biomechanical 	<ul style="list-style-type: none"> C1 – sequenced to focus on the application of motion in sporting contexts. C1 – allows understanding of biomechanical principles to be explained in EAPI - 	<ul style="list-style-type: none"> C1 – initial topic on healthy lifestyle choices. C1 – recall of diet and nutrition; creating links with how athletes can use preparation to 	<ul style="list-style-type: none"> C1 – builds on prior knowledge of types of training from GCSE. C1 – sequenced to build knowledge of aerobic capacity and muscular strength. C1 – understanding can be transferred to 	<ul style="list-style-type: none"> C1 – new topic on injuries in sport and responses to injury C1 - Injuries topic not included in EAPI spec so is taught at the end of the year. 	Preparation for C1, C2 & C3 summer exams.

	<p>principles before learning application on motion & momentum.</p> <ul style="list-style-type: none"> • C2 – recall of prior learning on individual differences. • Specific recall of personality theories as theories of aggression build on this prior learning. • Social facilitation builds on knowledge of trait theory of personality. • C3 – initial topic on contemporary issues. • Recall & building on prior knowledge of commercialisation of global sporting events (last topic in Y12) & globalisation (Y12); & prior learning of the 'golden triangle' from GCSE PE. • Sequenced to build on commercialisation factors, then develop analysis skills of positive & negative impact of media & sponsorship. 	<p>Link between projectiles and spin.</p> <ul style="list-style-type: none"> • C2- Team dynamics sequenced to build on personality type, motivation & anxiety • Build on basic knowledge of individual and team performance, to analysing how sport psych can directly improve performance • C3 – new topic; links created from prior experience of talent ID and national institutes via student's own sports experience. • Topic content can be applied into EAPI task (Spring Term 2). • Sequenced to learn examples of talent ID programmes; then explore the role of national institutes, clubs & schools in developing sporting excellence. 	<p>improve performance.</p> <ul style="list-style-type: none"> • C2 – Recall and building on prior knowledge from SMART goals from GCSE PE. • Attribution is a stand-alone topic, with new concepts, but with recall to motivation. • C3 – new topic; links made with prior know from 21st century & changes to tech (Y12). • Topic content on 'modern tech impact on participation' can be applied into EAPI task (Spring Term 2). • Sequenced to focus on key area of access, facilities, equipment & safety, then apply these to all topic areas. 	<p>EAPI for development plan section.</p> <ul style="list-style-type: none"> • C2- new topic; link to how sports psych can optimise performance • Sequenced to explain links between sports confidence, self-esteem and performance. • Deeper knowledge of models of self-efficacy & confidence. • Recall & building on prior knowledge from personality theories linked to leadership. • C3 – build on modern tech (previous term). • Sequenced to link with key areas of access, facilities & equipment in terms of entertainment. • Recall & building on prior learning of drugs in sport from GCSE PE • Sequenced to build on examples of drugs, to reasons for & implications on sport & society. 	<ul style="list-style-type: none"> • C2 – Sequenced to link understanding of how stress management can be used to optimise performance with psychological states covered in individual differences. • Stress management-recall from anxiety and aggression topics. • C3 – new topic; recall & building on prior learning of match fixing (Y12) & violence in sport from GCSE PE • Sequenced to build on examples of match fixing, bribery & violence, to reasons for & implications on sport & society. • Revision: link crucial knowledge with examples & reasoning within responses. 	
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Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters & tasks to link and assess prior learning. • Teacher assessment through targeted questioning, observation & whole-class feedback. • Written feedback and marking of booklet work; Live and verbal feedback. • WINS marking of exam-style questions and homework tasks. • Peer- & self-assessment of oral/ written responses. <p>Several Summative assessments over the course of the year via Topic Tests & Mock Exams:</p>					
	<ul style="list-style-type: none"> • Topic test on 'Principles and Force' (C1). • Topic test on 'Commercialisation' (C3), featuring past-paper questions. • Y13 Mock exam (1): C1 – physio factors. C2 – psycho factors. C3 – s-cultural factors. 	<ul style="list-style-type: none"> • Topic test on 'Linear and Angular Motion' (C1). • Topic test on 'Group dynamics' (C2). Featuring past-paper questions. 	<ul style="list-style-type: none"> • Topic test on Projectile Motion (C1). • Y13 Mock exam (2): C1 – physiological factors. C2 – psychological factors. C3 – socio-cultural influences. 	<ul style="list-style-type: none"> • Topic test on 'Training Methods' (C1). • Topic test on 'Leadership' (C2). • Topic test on 'Routes to excellence' & 'modern tech' (C3); past-paper questions. • EAPI – Oral task performance (Feb). 	<ul style="list-style-type: none"> • Topic test on 'Injuries and Rehab' (C1). • Key knowledge check on 'Ethics & Deviance' (C3). 	
Learning at Home	<ul style="list-style-type: none"> • Principles and force exam task (C1). • Summary sheet on Principles and Force (C1). • Exam-style questions to reinforce learning. • Revision for Y13 mock (1) exam. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Linear and Angular Motion task (C1). • Summary sheets on motion & momentum • Projectile Motion and Spin exam tasks (C1). • Application of knowledge to analyse performance and produce training programmes (EAPI). • Exam-style questions to reinforce learning. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Diet and Nutrition exam task (C1). • Ergogenic Aids exam task (C1). • Summary sheet diet and nutrition (C1). • Exam-style questions to reinforce learning. • Revision for Y13 mock (2) exam. • EAPI preparation tasks. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Training methods exam task (C1). • Summary sheet on training methods and periodisation(C1). • Exam-style questions to reinforce learning. • EAPI preparation tasks. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Summary sheets on injuries and rehab (C1). • Revision! • Previous level-marked questions to develop exam technique. • Exam-style questions to recall crucial knowledge. 	<ul style="list-style-type: none"> • Revision! • Previous exam questions to recall crucial knowledge.

Key Vocabulary	<p>C1 – free body diagrams, linear motion, direct force, eccentric force, centre of mass.</p> <p>C2 – assertion, instinct, aggressive cue, facilitation, inhibition.</p> <p>C3 - commodity, golden triangle, scheduling.</p>	<p>C1 – moment of inertia, angular velocity & momentum, fluid mechanics, projectile.</p> <p>C2 - forming, storming, norming, performing, Ringleman effect, social loafing.</p> <p>C3 – UK Sport, talent ID, institute, drop out.</p>	<p>C1 – pharmacological aids, physiological aids, nutritional aids.</p> <p>C2 – SMART, locus of control & causality, learned helplessness, mastery orientation.</p> <p>C3 – access, labour-saving, prosthetics, fair outcomes, VAR, TMO.</p>	<p>C1 – aerobic capacity, VO2 max, physiological adaptations, periodisation.</p> <p>C2 - self-esteem, self-efficacy, antecedent, laissez faire, democratic, autocratic.</p> <p>C3 – innovation, punditry, doping, WADA, ergogenic.</p>	<p>C1 – acute and chronic injuries, SALTAPS, PRICE, rehabilitation.</p> <p>C2 - mindfulness, imagery, rehearsal, centring, breathing, bio-feedback.</p> <p>C3 – deviance, deindividuation, illegal gambling, bribery.</p>	
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Consideration of the socio-cultural reasons for aggression in sport. • Observation of how an audience can effect performance (social facilitation, social inhibition & evaluation apprehension) • Social/psychological factors that affect individual performance within a team. • Moral & ethical consideration of deviance in sport – violence, match fixing and performance-enhancing drugs. • Cultural factors involved in the commercialisation and globalisation of contemporary sport. • Respect & Democracy – for everyone’s opinion on topical debates. • Social/Teamwork – working effectively in paired & small-group tasks. • Problem-solving – working together to solve problems and sharing responsibility. • Liberty – using PE tasks and success through resilience to develop self-confidence. • Rule of law – respecting rules & following procedures in PE lessons. 					
Links to careers and the world of work	<p>Students will develop theoretical understanding and transferrable skills & qualities to aid progression into a host of future careers, including:</p> <ul style="list-style-type: none"> • Sports scientist and research analysis • Sports coaching and roles with elite UK sports development • National Governing Body officers • Sports media and broadcasting • Sports commercialisation • Dieticians and sports nutritionists • Physiotherapists and sports therapists • Sports Psychologists • PE teachers • Professional athletes 					

