

**The Big Picture Y12 – Intent:**

The aim of A level PE in year 12 is to work through the AQA specification. Students will gain knowledge, skills and understanding of the some of the content for paper 1 and 2 and apply and evaluate the content to sporting examples. Practical activities, including the opportunity to develop theoretical knowledge in a practical setting and maintain and improve fitness levels to contribute towards their practical sport, will occur. The NEA practical evidence/assessment will be concluded at the end of year 1 (year 12).

Students will study the content lesson by lesson either as isolated topics or as part of a bigger learning journey across several lessons. Students will develop knowledge of 4 of the key 7 areas (Anatomy and Physiology, Skill Acquisition, Sport and Society and Exercise Physiology). Knowledge alone contributes towards the AO1 questioning, leading to AO2 and 3 application and skill development, where the students will explain and apply to sporting activities and be able to analyse and evaluate the components with practical examples and the wider world of sport.

**Implementation:**

Students will have 5 hours per week; occasionally practical teaching will occur to reinforce theoretical knowledge. The practical sport assessment should be worked on by the student, independently. Students will need to be assessed in 1 sport from the approved AQA list. Within theory and classroom-based teaching, the students will receive end of unit assessments. These will build on and include previously learned knowledge and allow for interleaving of all learned topic areas. Test scores will be from 35 marks as these mimic the 35 marks available in each section on their final exams. and will also mimic the examination style that students will receive in their final exam series. Independent and group work will occur in order to maximise content learning opportunities and a variety of apps, class and homework will also be utilised. All units will include between 16 and 54 hours of study/lessons with revision and assessment/feedback before the next unit is started.

**Key Summative Assessments:**

Using Exampro questions from AQA archives, End of unit tests and Y12 Mock

**Autumn Term**

Cardio-vascular, respiratory and neuromuscular pre industrial, post war and industrial history of sport. Personality, Attitude and Arousal in sport.

**Spring Term**

Musculo-Skeletal System and Analysis and Energy Systems, Sociological theory, Commercialisation and Media. Anxiety, Aggression and Motivation. Impact of skill classification on structure or practice for learning, principles and theories of learning and performance, use of guidance and feedback.

**Summer term**

Concepts of physical activity and sport, development of elite performances in sport, Ethics, Drugs and Violence in sport. Goal setting and Social Facilitation. Information Processing, efficiency of information processing model system. Intro to NEA coursework.

**Impact:**

Students will be able to recall, think, apply and evaluate key components of the course with transferable skills linking under exam conditions. Students will be able to problem solve and be analytical and enable students to access further higher education/study and access careers associated with the subject.

| Content/<br>Units                           | Skills   | Knowledge   | Prior Learning<br>(Y11)   | Future<br>Learning (Y13)   |
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| THEORY                                      | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | Students will develop knowledge of the key areas listed below.  | GCSE students will have some knowledge of A and P content.  |  |
| Anatomy and Physiology (cardio respiratory) | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>• Start of 3.1.1 (3.1.1.2) To understand the impact of physical activity and sport on health and fitness.</li> <li>• To understand how the heart contracts in relation to the cardiac conduction system.</li> <li>• To understand the hormonal, neural, chemical regulation of heart rate during exercise.</li> <li>• To know how and why blood redistribution changes in different locations of the body during physical activity and sport.</li> <li>• Understand how blood is redistributed during physical activity and sport.</li> <li>• To understand how oxygen is transported, "To be able to explain the Bohr shift in relation to oxygen transport (haemoglobin and myoglobin) during exercise. "</li> <li>• To know the venous return mechanisms. To understand Starling's law of the heart.</li> <li>• To understand what is meant by the term cardiovascular drift and why it occurs during physical activity and sport.</li> <li>• To know what is meant by the term A-VO2 diff. To understand how A-VO2 diff varies between trained/untrained individuals and different exercise sessions.</li> <li>• To know the adaptations that occur to the body systems which account for the variations in A-VO2 diff. Possible link to gas exchange, (3.1.1.3)</li> <li>• To be able to define the lung volumes. To label a spirometer trace and explain the effects of exercise on volumes and minute ventilation.</li> <li>• To understand how gases are exchanged at the muscles and the lungs. Possible link to AVO2 difference.</li> <li>• To understand the neural and chemical regulation of pulmonary ventilation during physical activity and sport.</li> </ul> | <p>GCSE/BTEC students will have some foundation knowledge of systems to be studied.</p> <p>GCSE science students would also have some prior knowledge on the cardio system.</p> | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |

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|  |  | <ul style="list-style-type: none"> <li>To understand the impact of smoking on the respiratory system and oxygen transport.</li> </ul>   |   |  |
| Anatomy and Physiology (Muscular)          | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>(3.1.1.4) To be able to identify the different types of muscle fibre and their associated characteristics.</li> <li>The recruitment of muscle fibres.</li> <li>Role of proprioceptors in PNF - Possibility of teaching this in the next unit with muscles and muscle contractions.</li> </ul>  | GCSE/BTEC and single science students will have some foundation knowledge of systems to be studied. | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |
| Anatomy and Physiology (Muscular Skeletal) | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>(3.1.1.5) To know the types of joint, the articulating bones, main agonists and antagonists at the shoulder, elbow, hip, knee and ankle.</li> <li>Possibility of teaching PNF here as opposed to in the previous unit, as pupils will understand agonists and antagonists", "To know the types of joint, the articulating bones, main agonists and antagonists at the shoulder, elbow, hip, knee and ankle.</li> <li>To understand joint actions. To be able to identify the joint actions that occur at the shoulder and elbow. To apply your understanding of joint actions at the shoulder and elbow to sporting examples.</li> <li>To know the planes and axes of the body.</li> </ul> | GCSE/BTEC and single science students will have some foundation knowledge of systems to be studied. | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |
| Energy System                              | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>(3.1.1.6) Energy transfer in the body. Energy continuum of physical activity.</li> <li>Energy transfer during short duration/high intensity exercise.</li> <li>EPOC, Factors affecting VO2 max/aerobic power.</li> <li>Measurements of energy expenditure.</li> <li>Impact of specialist training methods on energy systems.</li> <li>3.1.1.6 End of Topic Test.</li> </ul>  | N/A   | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |
| Skill Acquisition                          | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful   | <ul style="list-style-type: none"> <li>(3.1.2.1) To know the characteristics of skill.</li> <li>To be able to classify skills on different skill continua.</li> <li>Could teach methods of presenting practice following this topic.</li> <li>To name and describe the different types of transfer of learning.</li> <li>Give examples of each type of transfer from a sporting context.</li> <li>To understand how transfer of learning impacts on skill development. (3.1.2.2) Be able to describe the three different methods of presenting a practice. Could</li> </ul>   | N/A   | Interleaving and application to AO2 and AO3 explanation and evaluation                   |

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|                   | application to practical and sporting examples.  | <p>teach with skill classification. Link each method of presenting a practice to a given skill learning situation.</p> <ul style="list-style-type: none"> <li>• Evaluate the factors to consider in deciding how to present a practice (Including skill classification). Be able to name and describe the four types of practice methods. Link each type of practice to a given skill learning situation.</li> <li>• (3.1.2.3) Stages of learning and how feedback differs between the different stages of learning. Possibility of teaching feedback here.</li> <li>• Learning plateau. Cognitive theories. Behaviourism. Social learning. Constructivism.</li> <li>• 3.1.2 (Part 1) - End of Topic Test.</li> </ul>   |     | type questioning.  |
| Skill Acquisition | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>• 3.1.2 (Part 1) - Test Feedback and Review (3.1.2.4) Be able to name and describe the four types of guidance.</li> <li>• Link each method of guidance to a given skill learning situation.</li> <li>• Be able to name and describe the six methods of feedback. Link each type of feedback to a given skill learning situation. Evaluate the factors to consider on deciding on which feedback is most appropriate and how feedback impacts on skill development. Possibility to teach feedback with stages of learning.</li> <li>• (3.1.2.5.1) Input. Decision making. Baddeley and Hitch, working memory model, memory system. Output and feedback.</li> <li>• (3.1.2.5.2) Application of Whiting's information processing model to a range of sporting contexts. Applied understanding of information processing terms within a sporting context. Anticipation and how it affects reaction time.</li> <li>• Definitions of and the relationship between reaction time, response time, movement time. Factors affecting response time. Strategies to improve response time. Schmidt's schema theory. Application of schema theory in sporting situations.</li> <li>• Strategies to improve information processing.</li> </ul> | N/A | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |
| History of Sport  | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>• Start 3.1.3 (3.1.3.1.1) To know the two-tier class system.</li> <li>• To be able to describe the characteristics of popular and rational recreation for the upper and lower class.</li> <li>• To understand how the two-tier system impacted on sporting recreation.</li> <li>• (3.1.3.1.2) To understand how the industrial revolution, urbanisation, transport and communication and the factory system impacted society and sport.</li> <li>• To understand how the British Empire and the church impacted society and sport.</li> <li>• To be able to explain the three tier class system.</li> </ul>  | N/A | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |

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|                       |  | <ul style="list-style-type: none"> <li>• (3.1.3.1.3) To understand the interrelationship between commercialisation media and sports and governing bodies.</li> <li>• To understand the interrelationship between commercialisation media and sports and governing bodies.</li> <li>• To know the key features of modern-day amateurism and professionalism, to know the factors affecting the emergence of elite female performers in football, tennis and athletics.</li> </ul>   |     |  |
| Socio Cultural issues | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>• (3.1.3.2.1) To understand the key terms society, socialisation and social processes and their impact on equal opportunities in sport.</li> <li>• To understand the key terms social issues and social structure/stratification and their impact on equal opportunities in sport.</li> <li>• To investigate Social Action Theory in relation to physical activity and sport.</li> <li>• To understand the terms equal opportunities, discrimination, stereotyping and prejudice.</li> <li>• To know the barriers to participation for the disabled in sport and physical activity and possible solutions to overcome them.</li> <li>• To know the barriers to participation for ethnic groups in sport and physical activity and possible solutions to overcome them.</li> <li>• To know the barriers to participation for women in sport and physical activity and possible solutions to overcome them.</li> <li>• To know the barriers to participation for the disadvantaged in sport and physical activity and possible solutions to overcome them.</li> <li>• Identify the benefits of raising participation to both society and the individual.</li> </ul> | N/A | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |
| Ethics in Sport       | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>• (3.1.4.3) Understanding of the key terms relating to ethics in sport. Positive and negative forms of deviance in relation to the performer.</li> <li>• (3.2.4.4) The causes and implications of violence in sport. Strategies for preventing violence within sport to the performer and spectator. The causes and implications of violence in sport. Strategies for preventing violence within sport to the performer and spectator.</li> <li>• (3.2.4.5) The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance. The physiological effects of drugs on the performer and their performance. The positive and negative implications to the sport and the performer of drug taking. Strategies for elimination of performance enhancing drugs in sport. Arguments for and against drug taking and testing.</li> </ul>  | N/A | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |

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| Talent Identification | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>• Test Feedback and Start 3.2.4 (3.2.4.1) The characteristics and functions of key concepts and how they create the base of the sporting development continuum.</li> <li>• The similarities and the differences between these key concepts. T</li> <li>• The factors required to support progression from talent identification to elite performance.</li> <li>• The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance.</li> <li>• The support services provided by national institutes of sports for talent development.</li> <li>• The key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development.</li> </ul>  | N/A | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |
| Psychology of Sport   | Students will develop the ability to recall and explain using sporting examples for AO1 and 2. Students may start to develop AO3 skill level and justify or evaluate key elements in a balanced and thoughtful application to practical and sporting examples. | <ul style="list-style-type: none"> <li>• Start 3.2.3 (3.2.3.1.1) To understand the different schools of thought based on nature vs nurture.</li> <li>• To be able to state the equation for interactionist perspective on personality.</li> <li>• State how sports coaches can use their knowledge of this theory to get the best from their performers.</li> <li>• (3.2.3.1.2) Knowledge of the Triadic model and its three components in relation to an attitude object. Knowledge of how to change an attitude.</li> <li>• (3.2.3.1.3) Knowledge of the three theories of arousal - Drive theory, inverted U theory, catastrophe theory and zone of optimal functioning theory.</li> <li>• State situations where the theories are evident in sport.</li> <li>• (3.2.3.1.4). Types of anxiety. Somatic, cognitive, competitive trait and competitive state. How do we measure anxiety? What are the issues surrounding this?</li> <li>• (3.2.3.1.5). Aggression and Assertion in sport. Aggression theory. Strategies to control aggression.</li> <li>• Define and understand the different types of motivation. Types of motivation. Atkinson's model of achievement motivation. Characteristics of personality, Behaviour strategies. Achievement motivation. Achievement goal theory. Social facilitation and inhibition. Evaluation apprehension.</li> </ul> | N/A | Interleaving and application to AO2 and AO3 explanation and evaluation type questioning. |
| Coursework section 1  |  |   |     |  |

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| PRACTICAL |  |  |  |  |
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