

Curriculum Map A Level Physical Education YR12

| | Autumn 1 Autumn 2 | | | Spring 1 Spring 2 | | | Summer 1 Summer 2 | | |
|--|---|--|---|---|---|---|--|--|---|
| | Physiological factors affecting performance | Psychological factors affecting performance | Socio-cultural issues in physical activity and sport | Physiological factors affecting performance | Psychological factors affecting performance | Socio-cultural issues in physical activity and sport | Physiological factors affecting performance | Psychological factors affecting performance | Socio-cultural issues in physical activity and sport) |
| Content Declarative knowledge 'I Know' | Skeletal and Muscular system | Skill Acquisition | Emergence and evolution of modern sport | Cardiovascular and respiratory system | Sport Psychology | Emergence and evolution of modern sport Global sporting events | Biomechanics principles | Sport Psychology Preparation and training methods | Global sporting events Diet & Nutrition Ergogenic Aids |
| Skills Procedural Knowledge 'I know how to' | Understand the roles of the skeletal and muscular systems in the performance of movement skills in physical activities and sport. | Understand Classification of skills Know the types and methods of practice How skills can be transferred Know the principles and theories of learning movement skills Know the stages of learning Guidance Feedback | Know and understand how physical activity and sport have developed through time (pre and post 1850 industrial Britain) and the factors that shape contemporary sport. | Understand the role of the cardiovascular and respiratory systems at rest, during exercise and during recovery. | Understand Individual differences and the impact they have on sport. Understand group and team dynamics in sport | Know and understand how physical activity and sport have developed through time (20 th and 21 st century Britain) and the factors that shape contemporary sport. Know and understand the nature of global sporting events and how they reflect and are impacted upon by social issues. | Understand the underlying biomechanical principles related to Newton's Laws and force, including the factors affecting air resistance and how this knowledge is applied to sports performance. | Know how to set goals in sports performance Revision of YR12 content for PPE Introduce EAPI work <i>Preparation and training methods taught in these lessons in preparation for EAPI next year.</i> | Know and understand the nature of global sporting events and how they reflect and are impacted upon by social issues. <i>Diet and Nutrition section of Physiology taught in my lessons</i> |

| | | | | | | | | | |
|---|---|---|---|--|---|---|---|---|---|
| <p>Strategies Conditional Knowledge 'I know when to'</p> | <p>I can describe and explain the structure and functions of the skeletal system, bones, joints and connective tissues.</p> <p>I can describe and explain planes of movement, the roles of muscles and types of contraction. I can analyse movement in physical activities and sport applying the underlying knowledge of muscular contraction.</p> | <p>I know when to classify skills in order to teach a skill appropriately</p> <p>I know when to apply an appropriate method of practice according to the situation</p> <p>I know when to adapt teaching/coaching according the stage of learning</p> <p>I know the appropriate form of guidance and feedback to given in different situations</p> | <p>I know when to describe and explain how social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain</p> <p>I can do the above for post 1850 industrial Britain too.</p> <p>I can analyse the impact of the 7 different social and cultural factors on both the characteristics of and participation levels in sport through pre and post industrial Britain</p> | <p>I can describe how the cardiovascular and respiratory systems recover and explain how the body returns to its pre-exercise state.</p> | <p>I know how individual differences can impact performance in sport and as a coach/teacher know how to approach delivery of activities.</p> <p>I know how to get the best out of team according the stage they are at.</p> | <p>I know when to describe and explain how social and cultural factors shaped the characteristics of, and participation in, sports in the 20th and 21st century.</p> <p>I know how to analyse the impact that the globalisation of sport has had on participation and the characteristics of different sports.</p> <p>I know when to use the different case studies displaying political exploitation of the Olympic Games.</p> | <p>I can calculate force, momentum, acceleration and weight.</p> <p>I can identify and explain the roles of 1st, 2nd and 3rd class levers.</p> <p>I can explain how technology is used to analyse movement and improve performance.</p> | <p>I know when to set goals and how to set them in order to enhance performance in sport.</p> <p>I know when to use the appropriate training methods.</p> | <p>I know when to apply my knowledge of political events at Olympic games' to all different levels of question.</p> <p>I know when to discuss the positive and negative impacts of hosting a global sporting event.</p> |
| <p>Key Questions</p> | <p>Can you analyse sporting movements, identifying the joint type, plane of movement, agonist and antagonist muscles involved and the</p> | <p>How can you classify skills in sport?</p> <p>What are the different methods of practice and how would you apply them in sport?</p> | <p>Can you describe how social class affected the characteristics of sports in pre (and post) industrial Britain?</p> | <p>Can you explain how different exercise intensities of exercise effect breathing rate, tidal volume, minute ventilation, heart rate,</p> | <p>How do individual differences impact performance in sport?</p> <p>What is a group?</p> | <p>How has the availability of time and money affected sport in the 20th and 21st century?</p> <p>Discuss how media coverage has affected sport</p> | <p>How does training impact lifestyle diseases including coronary heart disease, stroke, atherosclerosis, heart attack asthma and COPD?</p> | <p>How do you goal set in sport and what are the benefits?</p> <p>When should you use fartlek training?</p> | <p>What are the aims and values of the Olympic Games?</p> <p>Explain the benefits and drawbacks of hosting a</p> |

| | | | | | | | | | |
|---|--|---|---|---|--|--|--|--|---|
| | type of contraction taking place? | How can skills be transferred? What are the three stages of learning? How do we give guidance and feedback? | Can you explain the impact of law and order on participation in sports in pre industrial Britain? Analyse factors that affected the characteristics of sport for the gentry in pre industrial Britain. | stroke volume and cardiac-output? Can you describe and explain the regulation of heart rate during exercise? | How can you improve team dynamics? | in the 21 st century. Explain how the freedom of movement has affect sport for performers. Describe what happened during the 1936 Berlin Olympic Games. | Can you use your knowledge to plan and develop personal health and fitness programmes? | How do you apply the principles of training? | global sporting event on the economy of the country. How does hosting a global sporting event affect the sport(s)? |
| Assessment topics | Q and A in class Short Answer questions Long answer questions End of topic tests 5 minute test | Q and A in class Short Answer questions Long answer questions End of topic tests 5 minute test | Q and A in class Short Answer questions Long answer questions End of topic tests 5 minute test | Q and A in class Short Answer questions Long answer questions End of topic tests 5 minute test | Q and A in class Short Answer questions Long answer questions End of topic tests 5 minute test | Q and A in class Short Answer questions Long answer questions End of topic tests 5 minute test | Q and A in class Short Answer questions Long answer questions End of topic tests 5 minute test | Q and A in class Short Answer questions Long answer questions End of topic tests 5 minute test | Q and A in class Short Answer questions Long answer questions End of topic tests 5 minute test |
| Cross curricular links/Character Education | Biology, maths | A level Psychology Coaching/teaching | History – the industrial revolution Understanding how character education happens through sport | Biology, maths | A level Psychology SMSC – working as a group | History/Politics – Olympic games Business – commercialisation of sport | Biology, maths | A level Psychology A level business | Economics |