

Subject Curriculum Overview for Academic Year 2022/2023

| Subject: A-Level PE | | Subject Leader: Jordan Kontarines | Year Group: 12 | AUTUMN TERM |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic | Key Learning Points | | Key Vocabulary | Assessments |
| Anatomy and physiology | <ol style="list-style-type: none"> 1. Location of the major bones 2. Planes of movement 3. Muscles, bones and movement patterns of the shoulder, ankle, elbow, hip, wrist and knee. 4. Movement analysis: agonist and antagonist, joint type and movement produced. 5. Structure and function and nervous stimulation of a motor unit for muscular contraction 6. Energy: ATP's key role as an energy currency, ATP resynthesis for exercise, ATP-PC system, Glycolytic system, Aerobic system, The energy continuum. Types of muscle fibre and their recruitment during exercise recovery: slow oxidative, fast oxidative glycolytic and fast glycolytic 7. Types of muscle fibre and their recruitment during recovery: slow oxidative, fast oxidative glycolytic and fast glycolytic 8. Heart rate, stroke volume and cardiac output. Cardiac cycle (diastole and systole) and conduction system, Neural, hormonal and intrinsic control of the heart 9. Lifestyle diseases of the CV system 10. The effect of altitude on the CV system, the effect of heat on the CV system, CV drift, temperature regulation 11. Vascular shunt mechanism, role of vasomotor centre, arterioles, and pre-capillary sphincters | | Names of the bones Names of the muscles involved Sagittal Longitudinal Transverse Adenosine tri-phosphate Atria Ventricles Atherosclerosis Arteriosclerosis Haemoglobin Slow Oxidative, Fast glycolytic, fast oxidative glycolytic Diastole/Systole Myogenic Conduction system Systemic and Pulmonary circuits Barometric pressure | <p>Formative assessment Recap starters and definitions tests, low stakes quizzes, mini whiteboard retention & application tasks, creation of revision resources, class application questions & 5th hour and independent study application questions.</p> <p>Summative assessment through End of topic tests Half-termly test weeks</p> |
| Skill acquisition and Sports Psychology | <ol style="list-style-type: none"> 1. Skill: definition and characteristics of skills and the things that can influence it. How to classify skills 2. Knowledge of continuity, pacing, organisation of skills and being able to apply them to different skills 3. Knowledge of the features of part, progressive and whole practice, know strengths and weaknesses of each and clear examples 4. Knowledge of the key features of massed, distributed, fixed and varied practice including strengths and weaknesses of each and clear examples 5. Transfer: definitions of proactive and retroactive transfer and clear examples of each | | Motor or movement skill Sub routines Attentional wastage Kinaesthetic sense Motor Programme Chaining Proactive, retroactive, positive, negative and bilateral transfer Associationist | |

Subject Curriculum Overview for Academic Year 2022/2023

| | | | |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <ol style="list-style-type: none"> 6. Learning theories, including: operant conditioning, Thorndike's laws, links to part and fixed practice types, observational learning theory, attention retention and motor reproduction and motivation, cognitive learning theory. Links to whole and variable practice types 7. Stages of learning, including: cognitive, autonomous and associative, benefits of being an autonomous performer 8. Types of guidance: definitions of verbal, manual and mechanical guidance, strengths and weaknesses of each type. Links between guidance and stages of learning | Reinforcement (positive and negative) Punishment Intervening variables Insight Learning Gestaltists Social Learning Significant others Cueing Intrinsic/extrinsic augmented feedback | |
| Socio-cultural influences | <ol style="list-style-type: none"> 1. Identify socio-cultural factors – Transport, social class, education, law and order, gender, time and money 2. Understand the impact of socio-cultural factors on sport and leisure in pre-industrial, post-industrial and 20th century Britain 3. Understand the impact of 19th century public schools on the development of sport in the UK 4. Understand the impact of socio-cultural factors on 21st century sport and leisure in the UK 5. Identify key features of globalisation and understand the impact on sport in the UK 6. Understand the impact of globalised sport on players, spectators, sports, officials, the media and sponsors | Social Cultural Pedestrianism Amateur Professional Public School Muscular Christianity Athleticism Social mobility Socio-economic Globalisation Golden Triangle | |

Subject Curriculum Overview for Academic Year 2022/2023

| Subject: A-Level PE | | Subject Leader: Jordan Kontarines | Year Group: 12 | SPRING TERM |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic | Key Learning Points | | Key Vocabulary | Assessments |
| Anatomy and Physiology | <ol style="list-style-type: none"> 1. Mechanisms of venous return. Mechanics of the respiratory system, regulation and gaseous exchange: breathing frequency, tidal volume and minute ventilation 2. Acclimatisation and timing of arrival for performance at altitude. Mechanics of inspiration and expiration Neural and chemical control of breathing, Gaseous exchange at the alveoli and the muscles 3. Lifestyle diseases of the respiratory system, the effect of altitude on the respiratory system, the effect of heat on the respiratory system, 4. Pressure gradients and the dissociation of oxyhaemoglobin. Recovery, altitude and heat, tapering to optimise performance. Affecting Factors, evaluation methods, types of training and physiological adaptations of: EPOC, Fast EPOC, Slow EPOC. Training and performance implications of recovery 5. Aerobic capacity and VO2 max, including interpretation of data and graphs. 6. Affecting Factors, evaluation methods, types of training and physiological adaptations of: Flexibility, static and dynamic flexibility, strength (static, dynamic, explosive and endurance 7. Preparation and training methods. Principles of Training. Phases of training: pre-season. Competitive season, post-season. Periodisation Cycles: microcycles, mesocycles and macrocycles 8. Diet and Nutrition and their effect on physical activity and performance. Components of a healthy and balanced diet 9. Energy intake and expenditure. Energy balance in physical activity and performance 10. Pharmacological aids: anabolic steroids, EPO, human growth hormone 11. Physiological Aids: blood doping, intermittent hypoxic training, cooling aids 12. Nutritional aids: composition and timing of meals, hydration, glycogen loading, creatine, bicarbonate and nitrate 13. Injury prevention and rehabilitation of injury. Acute hard and soft injuries. Concussion 14. Chronic hard and soft tissue injuries. Injury Prevention | | Venous Return Sub-Maximal/Maximal Frank-Starling Mechanism Cardiac Control Centre Sympathetic and parasympathetic nervous systems Vascular Shunt Inspiration/Expiration Blood Pooling Active recovery EPOC and Oxygen Deficit Gluconeogenesis Vasomotor Control centre Pre-capillary Sphincters Acute, chronic, hard and soft tissue, injuries. Dislocation Subluxation Rupture Haematoma Strain/sprain Concussion Osteoarthritis Bone Spurs Shin Splints Tendinosis Tennis elbow PRICE Abrasion Blister Rehabilitation Massage Therapy | Formative assessment Recap starters and definitions tests, low stakes quizzes, mini whiteboard retention & application tasks, creation of revision resources, class application questions & 5 th hour and independent study application questions. Summative assessment through End of topic tests Half-termly test weeks |

Subject Curriculum Overview for Academic Year 2022/2023

| | | | |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Skill acquisition and sport Psychology | <ol style="list-style-type: none"> 1. Types of feedback: negative, positive, intrinsic, extrinsic, knowledge of results, performance and punishment. Know strengths and weaknesses of each type of feedback. Link between stages of learning and types of feedback 2. Making feedback effective 3. Personality: trait and social learning theories. Knowledge of the strengths and weaknesses of each 4. Know the Interactionist theory. Know the comparative strengths and weaknesses. Know Hollander's theory (concentric ring) 5. Attitudes: Know different definitions of attitude. Know the Triadic model of attitude. Know the factors affecting formation of attitudes including significant others & past experiences 6. Attitudes: Know theories of how to challenge/change attitude including Cognitive Dissonance theory and Persuasive communication theory. Know the limitations of each theory and factors affecting their effectiveness 7. Motivation: Know definitions of motivation. Know the difference between Intrinsic and extrinsic motivation and the advantages and disadvantages of each. Know the definition of arousal. Know the Drive theory of arousal and how it predicts impact on learners at the cognitive and autonomous stages of learning. Know the Inverted 'U' theory of arousal, its strengths and weaknesses. Know the Catastrophe Theory' of arousal, its strengths and weaknesses 8. Know definitions of Anxiety, Trait anxiety, State anxiety and Competitive Trait Anxiety. Know what the SCAT Test measures and how Know the difference between Somatic & Cognitive anxiety. Know how what Cue utilisation is and how it is affected by arousal/ anxiety levels | Anxiety State anxiety Stable/unstable personality trait Extraversion, introversion, arousal Self-actualisation Prejudice Social norms Culture Motivation Drive, drive reduction Somatic/cognitive anxiety Trait/competitive trait anxiety | |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Subject Curriculum Overview for Academic Year 2022/2023

| | | | |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Socio-cultural influences | <ol style="list-style-type: none"> 1. Identify and understand the background, aims and values of the modern Olympic Games and Paralympic games 2. Understand the role of the British Olympic Association and the International Olympic Committee 3. Understand the reasons for political exploitation of the Olympic Games. 4. Know the details of the political exploitation of Berlin 1936, Mexico City 1968, Munich 1972, Moscow 1980, Los Angeles 1984 5. Identify and understand the positive and negative impact of hosting a global sports event in the following categories – economic, political, sporting and social 6. Identify examples of modern technology that are used in elite performance, general participation, ensuring fair outcomes and entertainment 7. Evaluate the impact of modern technology in enhancing elite performance, general participation, ensuring fair outcomes and entertainment 8. Identify Performance Enhancing Drugs and their impact on sporting performance 9. Identify and understand the reasons for, impact of and solutions to the problem of Performance Enhancing Drugs in Sport 10. Identify and understand the impact of legal supplements on sport and sports performance | Propaganda Apartheid Ethics Deviance Prosthetic Hypoxic chamber precision hydration Gene Therapy Punditry Motion capture analysis | |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Subject Curriculum Overview for Academic Year 2022/2023

| Subject: A-Level PE | | Subject Leader: Jordan Kontarines | Year Group: 12 | SUMMER TERM |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic | Key Learning Points | | Key Vocabulary | Assessments |
| Anatomy and Physiology | <ol style="list-style-type: none"> 1. Intrinsic and Extrinsic factors. Effectiveness of warm up and cool down 2. Injury Response. Assessment using SALTAPS. Acute management using PRICE 3. Recognising concussion using the six Rs. Injury Rehab 4. Treatment methods: stretching massage, heat, cold and contrast, anti-inflammatory drugs, physiotherapy and surgery 5. Treatment and fractures, joint injuries and exercise-induced muscle damage 6. Net force, balanced and unbalanced forces 7. Weight, reaction, friction and air resistance | | Net Force Balanced Forces Unbalanced Forces Streamlining Weight Reaction Friction Air Resistance Free Body Diagram Validity and Reliability | Formative assessment Recap starters and definitions tests, low stakes quizzes, mini whiteboard retention & application tasks, creation of revision resources, class application questions & 5 th hour and independent study application questions. |
| Skill acquisition and sport psychology | <ol style="list-style-type: none"> 1. Aggression in Sport: Know definitions of Aggression & Assertion. Know theories of aggression including Instinct Theory and Frustration-Aggression hypothesis. Know strengths and weaknesses of each. 2. Aggression in Sport. Know the Aggressive cue Hypothesis and Social Learning theory of aggression. Know strengths and weaknesses of each. Know Strategies to eliminate aggression 3. Social Facilitation (Audience Affects): Know different categories of 'Others present'. Know Zajonc's theory of social facilitation/inhibition, its strengths and weaknesses. Know Cottrel's theory of Evaluation Apprehension. 4. Audience Affects: Know Home/away effects on performance. Know factors which can impact on level of audience affect- experience, skill-type, personality. Know strategies to minimise Social Inhibition. 5. Groups & Teams. Know definition and characteristics of a group. Know the 4 Stages of group formation. Know definitions of Team Cohesion 6. Group /Team Performance: Know Steiner's model of group performance. Know the causes of faulty processes. Know strategies to reduce faulty processes/increase cohesion. 7. Goal Setting: Know the functions of Goal setting. Know how to set SMART goals. Know types of Goal (Outcome/product, Performance & Process goals) Know the strengths and limitations of each. | | Aggression Assertion Catharsis Social facilitation Social inhibition Social Loafing Team cohesion Outcome, performance and process goals | Summative assessment through End of topic tests Half-termly test weeks |

Subject Curriculum Overview for Academic Year 2022/2023

| | | | |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | 8. Goal Setting: Know the different time phasing of goals (Short, Medium, Long Term). Know the benefits and limitations of each. Know other Factors affecting goal setting | | |
| Socio cultural influences | 1. Identify and evaluate the causes, impact and solutions to the problem of violence in sport, including both player and spectator violence. 2. Identify and evaluate the causes, impact and solutions to the problem of gambling in sport, including the role of gambling sponsorship. 3. Understand the pathway to sporting excellence in the UK and the roles of specific organisations. 4. Understand the roles of schools, universities and grass roots sports clubs in the pathway to sporting excellence. 5. Identify and evaluate strategies to prevent dropout and support exit from elite performance pathways. 6. Identify the factors that have led to the commercialisation of sport. 7. Evaluate the impact of sport being commercialised on a range of different stakeholders. 8. Understand the relationship between sport, sponsorship and the media. 9. Evaluate the positive and negative impacts of this relationship for a range of stakeholders. | Violence Deindividuation Match Fixing Spot Fixing Sponsorship (in Sport) Spectatorship Commodity UK Sport National Institute of Sport | |

How parents can support learning in the subject this academic year

Ensure that your child catches up on any work missed and are proactive in doing so.

Ensure that your child selects the sport that they will be assessed in practically early on in the year. Students need to practise their sport regularly during the course of Year 12 in order to secure the best possible grade at the end of Year 13 for the practical element of the course.

Students need to gain as much video footage of themselves performing the core and advanced skills of their selected sport.

Recommended Reading

Bounce – by Matthew Syed
 Soccernomics – Simon Kuper
 More than Just a Game – Chuck Korr
 All or Nothing – series on Amazon Prime

Subject Curriculum Overview for Academic Year 2022/2023

| Points to note |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The course is broken down in the following way:</p> <p>Anatomy and Physiology – 2hr paper, 90 marks and 30% of overall grade</p> <p>Skill Acquisition and Sport Psychology – 1hr paper, 60 marks and 20% of overall grade</p> <p>Socio-cultural Influences - 1hr paper, 60 marks and 20% of overall grade</p> <p>Evaluation and Analysis for Performance Improvement – 15% practical activity and 15% verbal and recorded coursework (Year 13)</p> |