

## Subject Curriculum Overview for Academic Year 2022/2023

Subject: A-Level PE		Subject Leader: Jordan Kontarines	Year Group: 13	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<b>Anatomy and physiology</b>	<ol style="list-style-type: none"> <li>1. Biomechanical principles: Newton's law of motion (inertia, acceleration and reaction) force and the use of technology</li> <li>2. Newton's laws of motion. Calculations: force, momentum, acceleration, and weight</li> <li>3. Free body diagrams and resultant motion</li> <li>4. The relationship between centre of mass and stability and how they can be manipulated to improve performance of physical activities</li> <li>5. Factors affecting the position of the centre of mass and how they can be manipulated to improve performance of physical activities</li> <li>6. First-, second- and third-class lever systems</li> <li>7. Mechanical advantage of a second-class lever system</li> </ol>		Force Inertia Velocity Momentum Acceleration Net Force Streamlining Balanced/unbalanced forces Stability Mechanical advantage/disadvantage	<b>Formative assessment</b> Recap starters and definitions tests, low stakes quizzes, mini whiteboard retention & application tasks, creation of revision resources, class application questions & 5 <sup>th</sup> hour and independent study application questions.
<b>Skill acquisition and Sports Psychology</b>	<ol style="list-style-type: none"> <li>1. Know the Multi Store model of memory.</li> <li>2. Understand the function and characteristics of the SSTS, STM &amp; LTM</li> <li>3. Understand the role of selective attention, rehearsal &amp; practise.</li> <li>4. Evaluate the strengths &amp; weaknesses of the multi store model of memory.</li> <li>5. Know the Levels of processing model of memory.</li> <li>6. Understand the three levels at a practical level</li> <li>7. Be able to apply to practical scenarios,</li> <li>8. Evaluate the strengths &amp; weaknesses of the Levels of processing model of memory.</li> <li>9. Understand Weiner's Attribution model</li> <li>10. Be able to apply to practical scenarios.</li> <li>11. Know what is meant by Learned Helplessness &amp; mastery orientation.</li> <li>12. Explain &amp; evaluate the role of attribution retraining.</li> <li>13. Know the components of Vealey's model of sports confidence.</li> <li>14. Understand the factors that effect state sport confidence</li> <li>15. Evaluate strengths &amp; weaknesses of Vealey's model.</li> <li>16. Know Bandura's model of Self efficacy and the 4 factors which affect it.</li> <li>17. Analyse other factors that can affect successful 'modelling' for learning.</li> <li>18. Know definition of Leadership and characteristics of effective leaders.</li> <li>19. Be able to Explain Emergent &amp; Prescribed Leaders</li> <li>20. Evaluate Emergent &amp; prescribed Leaders</li> </ol>		Chunking Selective attention Retrieval Memory trace Self-Serving bias Controllability Mastery orientation Learned Helplessness Self-esteem Subjective perceptions of outcomes	<b>Summative assessment</b> through End of topic tests Half-termly test weeks

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Evaluation and Analysis of Performance for Improvement (EAPI)	1. Strengths of performance – skills, components of fitness and tactics 2. Weaknesses of performance – skills, components of fitness and tactics 3. Developing an action plan in order to improve the key weakness identified 4. Progressive practices to all improvements to be made. 5. Justification of 8-week plan	Strengths Weaknesses Justification Periodisation Mesocycle Microcycle		
Subject: A-Level PE		Subject Leader: Jordan Kontarines	Year Group: 13	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Anatomy and Physiology	1. Analysis through the use of technology: limb kinematics, force plates, wind tunnels 2. Linear motion – the characteristics and creation of linear motion 3. Linear motion descriptors – distance, displacement, speed velocity, acceleration and deceleration 4. Linear Motion Graphs – distance/time and velocity/time graphs of linear motion 5. Axis of Rotation and planes of movement 6. Angular motion – characteristics and creation of angular motion, axes of rotation 7. Angular motion descriptors – moment of inertia, angular velocity, and angular momentum 8. Conservation of angular momentum – angular analogue of Newton’s first law of motion 9. Conservation of Angular momentum		Distance Displacement Linear motion Direct force Speed Deceleration Gradient Angular motion Principal axis of rotation Eccentric force Torque Radian Angular velocity Moment of inertia Angular momentum Angular analogue of Newton’s first law of motion	<b>Formative assessment</b> Recap starters and definitions tests, low stakes quizzes, mini whiteboard retention & application tasks, creation of revision resources, class application questions & 5 <sup>th</sup> hour and independent study application questions.  <b>Summative assessment</b> through End of topic tests

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<b>Skill acquisition and sport psychology</b>	<ol style="list-style-type: none"> <li>1. Know the characteristics of the Democratic style of leadership</li> <li>2. Evaluate strengths &amp; weaknesses of the democratic style of Leadership.</li> <li>3. Know the characteristics of the Laissez faire style of leadership</li> <li>4. Evaluate strengths &amp; weaknesses of the Laissez Faire style of Leadership.</li> <li>5. Understand and be able to apply Fiedler's contingency model of Leadership</li> <li>6. Be able to define stress &amp; Eustress.</li> <li>7. Know the symptoms and causes of stress (stressors)</li> <li>8. Understand the difference between Trait anxiety, State Anxiety &amp; Competitive trait anxiety .</li> <li>9. Analyse the relationship between Trait, Competitive Trait and State anxiety.</li> <li>10. Explain the difference between Cognitive and Somatic anxiety/stress.</li> <li>11. Explain a range of cognitive Stress management techniques.</li> <li>12. Evaluate cognitive stress management techniques.</li> <li>13. Explain Somatic Stress management techniques.</li> <li>14. Evaluate Somatic Stress management techniques.</li> <li>15. Understand and evaluate how different types of target setting can be used to manage stress and increase confidence in a performer.</li> </ol>	<p>Democratic Autocratic Laissez faire Mental rehearsal Mindfulness Negative thought stopping Rational thinking</p> <p>Somatic/cognitive anxiety Trait/competitive trait anxiety</p>	<p>Half-termly test weeks</p>
<b>Evaluation and Analysis of Performance for Improvement (EAPI)</b>	<ol style="list-style-type: none"> <li>1. Prepare for final recording of coursework recording.</li> </ol>		

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Subject: A-Level PE		Subject Leader: Jordan Kontarines	Year Group: 13	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Anatomy and Physiology	Preparing for final external examinations.  1. RAG rating all topics to focus revision tasks and questions on.			Quizzes and informal tests to prepare for the final examination.
Skill acquisition and sport psychology	Preparing for final external examinations.			
Socio cultural influences	Preparing for final external examinations.			
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  All or Nothing – series on Amazon Prime				
Points to note				
The course is broken down in the following way: Anatomy and Physiology – 2hr paper, 90 marks and 30% of overall grade Skill Acquisition and Sport Psychology – 1hr paper, 60 marks and 20% of overall grade Socio-cultural Influences - 1hr paper, 60 marks and 20% of overall grade Evaluation and Analysis for Performance Improvement – 15% practical activity and 15% verbal and recorded coursework (Year 13)				