

Physical Education Year 12 A level PE Curriculum Overview

RPW- Exercise Physiology

	Autumn		Spring		Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	Diet and nutrition Where can A level PE take me?	Brief visit of energy systems	Preparation and raining methods	Preparation and training methods	Exam technique	Revision techniques
Critical Prior Knowledge	<p>Pupils should continue to further develop some of the key aspects covered GCSE PE, the natural progression is GCSE onto A level. Key knowledge they would need to take will be having an understanding of how to improve in different physical activities (GCSE practical assessment) and deepen their analytical skill on self-evaluation. Students should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.</p> <p>Practically students should regularly have competitive involvement in at least one sport to a high level as a performer, and basic knowledge of a wide variety of sports.</p>					
Overall Intent (Big ideas and key concepts)	<p>A level PE aims to understand the holistic approach to develop excellence, linking social physical and mental preparation and training. Develop knowledge into understanding and application of body systems, sports psychology, skill acquisition, training methods and social cultural development. Progress within each of the 5 areas of the 2 year course will be monitored every half term and kept on a tracker against individual MTG. Each student will have a member of staff who works with them to develop their practical evidence and written coursework to address the 30% NEA.</p> <p>Key Concepts</p> <p>Diet and nutrition</p> <p>Preparation and training methods</p> <p>Injury prevention and rehabilitation</p> <p>Energy systems</p>					
Essential Knowledge milestones	This is the easiest knowledge content in Exercise physiology and has been covered most recently in GCSE.	Students will need to understand how intensity and duration dictates the energy system used.	Develop prior knowledge of principle of training, warming up and cooling down and training methods / including specialist training methods.	Building up understanding of applying the advantages and disadvantages.	Use of structured questions to focus on planning, timing and breaking down the question to understand the level of demand before starting answer.	Due to constant retrieval this should be natural; will allow students to develop their own revision resources in preparation for Summer

<p>(What students must master)</p>	<p>Students will be required to know their food groups and exercise related function.</p> <p>Progression will allow application of dietary manipulation to different athletes.</p> <p>This first half term will be used to introduce level 3 standard depth and analysis.</p> <p>Knowledge of diet and nutrition will be used in future topics.</p>	<p>Will go on to learn the different stages of each system and what makes them suitable for each activity.</p> <p>Need to cover here as will link directly into analysis of training methods and principles of training including warm up and cool down.</p>	<p>Students will use their prior knowledge of energy systems and nutrition from last 2 cycles to develop detailed understanding of effective training methods to focus on different sports and fitness components.</p>	<p>Students will plan and complete training sessions.</p>		<p>assessments to use based on strengths and weaknesses.</p>
<p>Cultural Capital</p>	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</p> <p>Physical - PE Curriculum throughout – challenge of Physical Endeavour in all lessons and activities. PE teams for all sports and extra-curricular offer. Extracurricular activities. Strength and conditioning training for all years are incorporated in to fitness blocks. Promotion of school/club links for elite performance e.g. Exeter Rugby, Exeter city have become more prominent over recent years. Opportunities to be part of research papers looking at the impact of diet and exercise on physical health, going to Exeter University labs so no cost implication to student.</p> <p>Social – 1/5 of the course is aimed at social development and growth linked to sport and exercise. Students will also get spoken to by lecturers at the University and people in jobs across the sector to inspire. Post 16 enrichment afternoon to experience the stress reducing benefits of sport and social interaction whilst increasing confidence.</p> <p>Personal - Coaching Skills – public speaking for leaders in most units of study. Building of Self-Esteem through progress in Physical Activities and sense of wellbeing. Also the further development of self-esteem through a tailored pathway to suit lifelong participation, mental health and wellbeing. Further leadership opportunities with regard to coaching of Primary Students. Personal choice for physical activity is becoming more important for personal development.</p> <p>Post 18- Offered a YMCA level 2 fitness instructors qualification worth over £1000 free of charge that looks fantastic on job/ apprenticeship/ UCAS application. Link with mentors to give support and advice on ways to reach next step, visits to Exeter University to look at University life but also careers in sport.</p>					
<p>Retrieval</p>	<p>Retrieval practice aids later retention – every time students retrieve a memory it becomes deeper, stronger and easier to access in the future.</p> <p>Continue to work on retrieval storage and how well information is embedded in long term memory. Focus on retrieval strength and how easily a piece of information can be brought to mind when required.</p> <p>Data kept on each of the areas every half term</p>					

Examples of retrieval used across the department.	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests
ECC Student Characteristics	Effective communication skills, Resilience, Effective decision making, Leadership, Reflective, Embrace challenge, Integrity, Evaluative.					
Connection to future learning	The A level course prepares students to go onto degree apprenticeships or degrees in sport/ sport science.					

Physical Education Year 13 A level PE Curriculum Overview

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	Autumn		Spring		Summer	
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Topic	Energy systems with Uni visit	Coursework	Injury and rehabilitation	Exam technique		
Critical Prior Knowledge	<p>Pupils should continue to further develop some of the key aspects covered GCSE PE, the natural progression is GCSE onto A level. Key knowledge they would need to take will be having an understanding of how to improve in different physical activities (GCSE practical assessment) and deepen their analytical skill on self-evaluation. Students should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.</p> <p>Practically students should regularly have competitive involvement in at least one sport to a high level as a performer, and basic knowledge of a wide variety of sports.</p>					

Overall Intent (Big ideas and key concepts)	<p>A level PE aims to understand the holistic approach to develop excellence, linking social physical and mental preparation and training. Develop knowledge into understanding and application of body systems, sports psychology, skill acquisition, training methods and social cultural development. Progress within each of the 5 areas of the 2 year course will be monitored every half term and kept on a tracker against individual MTG. Each student will have a member of staff who works with them to develop their practical evidence and written coursework to address the 30% NEA.</p> <p>Key Concepts</p> <p>Energy systems</p> <p>NEA</p> <p>Injury and rehabilitation</p>					
Essential Knowledge milestones (What students must master)	<p>Link together all AO1 and AO2 from year 12 to develop into extended answers. Justification of content linked to energy systems.</p> <p>Taught just before coursework as will heavily feature in written NEA.</p>	<p>Delivered at the pointy all content that is relevant has been covered. Also give time for standardisation. Takes pressure from the exam completing the NEA at this point.</p>	<p>Very small aspect of the course, very limited links to other sections. Will not need to be re visited heavily due to content and depth required.</p>	<p>Consolidation of exam technique and application. Large focus on synoptic links between different aspects of the overall 2 year course.</p>		
Cultural Capital	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</p> <p>Physical - PE Curriculum throughout – challenge of Physical Endeavour in all lessons and activities. PE teams for all sports and extra-curricular offer. Extracurricular activities. Strength and conditioning training for all years are incorporated in to fitness blocks. Promotion of school/club links for elite performance e.g. Exeter Rugby, Exeter city have become more prominent over recent years. Opportunities to be part of research papers looking at the impact of diet and exercise on physical health, going to Exeter University labs so no cost implication to student.</p> <p>Social – 1/5 of the course is aimed at social development and growth linked to sport and exercise. Students will also get spoken to by lecturers at the University and people in jobs across the sector to inspire. Post 16 enrichment afternoon to experience the stress reducing benefits of sport and social interaction whilst increasing confidence.</p>					

ECC Student Characteristics	Effective communication skills, Resilience, Effective decision making, Leadership, Reflective, Embrace challenge, Integrity, Evaluative.
Connection to future learning	The A level course prepares students to go onto degree apprenticeships or degrees in sport/ sport science.

Physical Education End of Year 12/ Year 13 A level PE Curriculum Overview

KPC- Skill acquisition

	Autumn		Spring		Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	Introduction to skill acquisition Characteristics of skill Skill continuum Transfer of learning	Methods of practice Types of practice	Methods of guidance Feedback	Phases of learning Theories of learning	Information processing Memory Reaction time	Schema theory
Critical Prior Knowledge	Pupils should continue to further develop some of the key aspects covered GCSE PE, the natural progression is GCSE onto A level. Key knowledge they would need to take will be having an understanding of how to improve in different physical activities (GCSE practical assessment) and deepen their analytical skill on self-evaluation. Students should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.					

	Practically students should regularly have competitive involvement in at least one sport to a high level as a performer, and basic knowledge of a wide variety of sports.					
Overall Intent (Big ideas and key concepts)	<p>A level PE aims to understand the holistic approach to develop excellence, linking social physical and mental preparation and training. Develop knowledge into understanding and application of body systems, sports psychology, skill acquisition, training methods and social cultural development. Progress within each of the 5 areas of the 2 year course will be monitored every half term and kept on a tracker against individual MTG. Each student will have a member of staff who works with them to develop their practical evidence and written coursework to address the 30% NEA.</p> <p>Key Concepts</p> <p>Skill</p> <p>Practice</p> <p>Guidance</p> <p>Feedback</p> <p>Learning</p> <p>Information processing/ memory/ reaction time</p> <p>Schema theory</p>					
Essential Knowledge milestones (What students must master)	Taught first as is the foundation for the rest of the content. The focus will be building on student's prior knowledge from GCSE and developing a deeper understanding of how we learn and develop skills. Taught through practical lessons where possible.	Students can now apply knowledge of skill classification to ways that skills are presented to the learner and ways that they can practise them. Taught through practical lessons where possible.	Building on knowledge acquired at GCSE and again applying knowledge of skill classification to develop a deeper understanding of how we help learners develop skills. Taught through practical lessons where possible.	More difficult area of the spec for students to grasp, taught once they have a good base of knowledge.	Taught once students have a good understanding of skill and learning, can apply learnt knowledge. Strong links to coursework.	Most difficult area of the spec, easiest taught once everything else has been covered and they can link in other areas.
Cultural Capital	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</p> <p>Physical - PE Curriculum throughout – challenge of Physical Endeavour in all lessons and activities. PE teams for all sports and extra-curricular offer. Extracurricular activities. Strength and conditioning training for all years are incorporated in to fitness blocks. Promotion of school/club links for elite performance e.g. Exeter Rugby,</p>					

	<p>Exeter city have become more prominent over recent years. Opportunities to be part of research papers looking at the impact of diet and exercise on physical health, going to Exeter University labs so no cost implication to student.</p> <p>Social – 1/5 of the course is aimed at social development and growth linked to sport and exercise. Students will also get spoken to by lecturers at the University and people in jobs across the sector to inspire. Post 16 enrichment afternoon to experience the stress reducing benefits of sport and social interaction whilst increasing confidence.</p> <p>Personal - Coaching Skills – public speaking for leaders in most units of study. Building of Self-Esteem through progress in Physical Activities and sense of wellbeing. Also the further development of self-esteem through a tailored pathway to suit lifelong participation, mental health and wellbeing. Further leadership opportunities with regard to coaching of Primary Students. Personal choice for physical activity is becoming more important for personal development.</p> <p>Post 18- Offered a YMCA level 2 fitness instructors qualification worth over £1000 free of charge that looks fantastic on job/ apprenticeship/ UCAS application. Link with mentors to give support and advice on ways to reach next step, visits to Exeter University to look at University life but also careers in sport.</p>					
Retrieval	<p>Retrieval practice aids later retention – every time students retrieve a memory it becomes deeper, stronger and easier to access in the future.</p> <p>Continue to work on retrieval storage and how well information is embedded in long term memory. Focus on retrieval strength and how easily a piece of information can be brought to mind when required.</p> <p>Data kept on each of the areas every half term</p>					
Examples of retrieval used across the department.	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests
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Connection to future learning	The A level course prepares students to go onto degree apprenticeships or degrees in sport/ sport science.					

Physical Education year 12 A level PE Curriculum Overview

MJM- Anatomy and physiology

	Autumn		Spring		Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	Introduction to anatomy and physiology. The cardiovascular system	Cardio vascular system	Respiratory system	Respiratory system	Musculoskeletal	Musculoskeletal Exam technique
Critical Prior Knowledge	<p>Pupils should continue to further develop some of the key aspects covered GCSE PE, the natural progression is GCSE onto A level. Key knowledge they would need to take will be having an understanding of how to improve in different physical activities (GCSE practical assessment) and deepen their analytical skill on self-evaluation. Students should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.</p> <p>Practically students should regularly have competitive involvement in at least one sport to a high level as a performer, and basic knowledge of a wide variety of sports.</p>					
Overall Intent	<p>A level PE aims to understand the holistic approach to develop excellence, linking social physical and mental preparation and training. Develop knowledge into understanding and application of body systems, sports psychology, skill acquisition, training methods and social cultural development. Progress within each of the 5 areas of the 2 year course will be monitored every half term and kept on a tracker against individual MTG. Each student will have a member of staff who works with them to develop their practical evidence and written coursework to address the 30% NEA.</p>					
(Big ideas and key concepts)	<p>Key Concepts</p> <p>Cardio vascular system</p> <p>Respiratory</p> <p>Musculo skeletal</p>					
Essential Knowledge milestones	Important to understand difference between structure and function. Reinforce knowledge from KS4 on CV system.	Building on knowledge and understanding from HT1	Reinforce knowledge from KS4 on respiratory system	Building on knowledge and understanding from HT3	Reinforce knowledge from KS4 on musculoskeletal system Needed for movement analysis component of coursework.	Building on knowledge and understanding from HT 5 Sufficient knowledge taught and preparation for summer assessment.

	Low stake quiz End of unit High stakes tests	Low stake quiz End of unit High stakes tests	Low stake quiz End of unit High stakes tests	Low stake quiz End of unit High stakes tests	Low stake quiz End of unit High stakes tests	Low stake quiz End of unit High stakes tests
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Physical Education year 13 A level PE Curriculum Overview

MJM- Anatomy and physiology

	Autumn		Spring		Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	Neuro muscular levers	Coursework	Biomechanical principles	Exam technique and consolidation		
Critical Prior Knowledge	<p>Pupils should continue to further develop some of the key aspects covered GCSE PE, the natural progression is GCSE onto A level. Key knowledge they would need to take will be having an understanding of how to improve in different physical activities (GCSE practical assessment) and deepen their analytical skill on self-evaluation. Students should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.</p> <p>Practically students should regularly have competitive involvement in at least one sport to a high level as a performer, and basic knowledge of a wide variety of sports.</p>					
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(Big ideas and key concepts)	Neuro muscular Biomechanical principles/ linear motion/Levers/ planes and axes NEA					
Essential Knowledge milestones (What students must master)	This needs to be covered prior to coursework. Building on KS4 work	Working across all areas to draw coursework together	BFH to cover angular momentum at the same time to strength knowledge.	Draw together all information focus on extended answers and synoptic links.		
Cultural Capital	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</p> <p>Physical - PE Curriculum throughout – challenge of Physical Endeavour in all lessons and activities. PE teams for all sports and extra-curricular offer. Extracurricular activities. Strength and conditioning training for all years are incorporated in to fitness blocks. Promotion of school/club links for elite performance e.g. Exeter Rugby, Exeter city have become more prominent over recent years. Opportunities to be part of research papers looking at the impact of diet and exercise on physical health, going to Exeter University labs so no cost implication to student.</p> <p>Social – 1/5 of the course is aimed at social development and growth linked to sport and exercise. Students will also get spoken to by lecturers at the University and people in jobs across the sector to inspire. Post 16 enrichment afternoon to experience the stress reducing benefits of sport and social interaction whilst increasing confidence.</p> <p>Personal - Coaching Skills – public speaking for leaders in most units of study. Building of Self-Esteem through progress in Physical Activities and sense of wellbeing. Also the further development of self-esteem through a tailored pathway to suit lifelong participation, mental health and wellbeing. Further leadership opportunities with regard to coaching of Primary Students. Personal choice for physical activity is becoming more important for personal development.</p> <p>Post 18- Offered a YMCA level 2 fitness instructors qualification worth over £1000 free of charge that looks fantastic on job/ apprenticeship/ UCAS application. Link with mentors to give support and advice on ways to reach next step, visits to Exeter University to look at University life but also careers in sport.</p>					
Retrieval	Retrieval practice aids later retention – every time students retrieve a memory it becomes deeper, stronger and easier to access in the future.					

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Examples of retrieval used across the department.	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>
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Connection to future learning	<p>The A level course prepares students to go onto degree apprenticeships or degrees in sport/ sport science.</p>					

Physical Education year 12 A level PE Curriculum Overview

KAC- Sport and society

	Autumn		Spring		Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	<p>Pre- industrial: Characteristics of society and impact of sporting recreation.</p> <p>Industrial and post-industrial Britain: Characteristics and impact on sport.</p>	<p>Cont..</p> <p>Industrial and post-industrial Britain: Characteristics and impact on sport.</p> <p>Post-World War II: Characteristics and the impact of the Golden Triangle. The changing status of amateur and professional performers.</p>	<p>Post-World War II: Factors affecting the emergence of elite female performers in football.</p> <p>Sociological theory: Key terms and impact of equal opportunities. Social action in relation to social issues. Underrepresented groups in sport.</p>	<p>Cont...</p> <p>Sociological theory: Equal opportunities. Barriers to participation in sport and physical activity. Benefits of raising participation.</p>	<p>Cont...</p> <p>Sociological theory: Interrelationship between Sport England, local and national partners.</p> <p>The role of technology in physical activity and sport. Technology for sports analytics.</p>	<p>Cont..</p> <p>The role of technology in physical activity and sport. Functions of sports analytics.</p>
Critical Prior Knowledge	<p>Pupils should continue to further develop some of the key aspects covered GCSE PE, the natural progression is GCSE onto A level. Key knowledge they would need to take will be having an understanding of how to improve in different physical activities (GCSE practical assessment) and deepen their analytical skill on self-evaluation. Students should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.</p> <p>Practically students should regularly have competitive involvement in at least one sport to a high level as a performer, and basic knowledge of a wide variety of sports.</p>					
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<p>(Big ideas and key concepts)</p>	<p>Key Concepts</p> <p>The emergency of modern sport through to the globalisation of sport in the 21st century.</p>					
<p>Essential Knowledge milestones</p> <p>(What students must master)</p>	<p>This needs to be covered prior to coursework.</p> <p>Building on KS4 work</p>	<p>Working across all areas to draw coursework together</p>	<p>BFH to cover angular momentum at the same time to strength knowledge.</p>	<p>Draw together all information focus on extended answers and synoptic links.</p>		
<p>Cultural Capital</p>	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</p> <p>Physical - PE Curriculum throughout – challenge of Physical Endeavour in all lessons and activities. PE teams for all sports and extra-curricular offer. Extracurricular activities. Strength and conditioning training for all years are incorporated in to fitness blocks. Promotion of school/club links for elite performance e.g. Exeter Rugby, Exeter city have become more prominent over recent years. Opportunities to be part of research papers looking at the impact of diet and exercise on physical health, going to Exeter University labs so no cost implication to student.</p> <p>Social – 1/5 of the course is aimed at social development and growth linked to sport and exercise. Students will also get spoken to by lecturers at the University and people in jobs across the sector to inspire. Post 16 enrichment afternoon to experience the stress reducing benefits of sport and social interaction whilst increasing confidence.</p> <p>Personal - Coaching Skills – public speaking for leaders in most units of study. Building of Self-Esteem through progress in Physical Activities and sense of wellbeing. Also the further development of self-esteem through a tailored pathway to suit lifelong participation, mental health and wellbeing. Further leadership opportunities with regard to coaching of Primary Students. Personal choice for physical activity is becoming more important for personal development.</p> <p>Post 18- Offered a YMCA level 2 fitness instructors qualification worth over £1000 free of charge that looks fantastic on job/ apprenticeship/ UCAS application. Link with mentors to give support and advice on ways to reach next step, visits to Exeter University to look at University life but also careers in sport.</p>					

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	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	<p>Cont..</p> <p>The role of technology in physical activity and sport.</p> <p>Development of equipment and facilities and their impact of participation and performance.</p> <p>The role of technology in sport and its positive and negative impacts.</p>	<p>Concepts of physical activity and sport.</p> <p>Characteristics and functions of key concepts creating the base of the development continuum.</p> <p>Similarities and differences between key components.</p> <p>Development of elite performers.</p> <p>Factors required to support progression from Talent ID to elite performance.</p> <p>Generic roles, purpose and the relationship between organisations.</p>	<p>Cont...</p> <p>Development of elite performers.</p> <p>Support services provided by the National Institute's of sports for talent ID.</p> <p>Key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development.</p>	<p>Ethics in sport.</p> <p>Key terms relating to ethics in sport.</p> <p>Positive and negative forms of deviance in relation to the performer.</p> <p>Violence in sport.</p> <p>Causes and implication of violence in sport.</p> <p>Strategies for preventing violence in sport to the performer and spectator.</p>	<p>Drugs in sport.</p> <p>Social and psychology reasons.</p> <p>Physiology effects on performer and performance.</p> <p>Positive and negative implications</p> <p>Strategies for elimination for performance enhancing drugs.</p> <p>Arguments for and against drug taking and testing.</p> <p>Sport and the law.</p> <p>Uses of sport legislation.</p>	<p>Impact of commercialisation and the relationship between sport and the media.</p> <p>Positive and negative impact of commercialisation, sponsorship and the media.</p>
Critical Prior Knowledge	<p>Pupils should continue to further develop some of the key aspects covered GCSE PE, the natural progression is GCSE onto A level. Key knowledge they would need to take will be having an understanding of how to improve in different physical activities (GCSE practical assessment) and deepen their analytical skill on self-evaluation. Students should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.</p> <p>Practically students should regularly have competitive involvement in at least one sport to a high level as a performer, and basic knowledge of a wide variety of sports.</p>					

<p>Overall Intent</p> <p>(Big ideas and key concepts)</p>	<p>A level PE aims to understand the holistic approach to develop excellence, linking social physical and mental preparation and training. Develop knowledge into understanding and application of body systems, sports psychology, skill acquisition, training methods and social cultural development. Progress within each of the 5 areas of the 2 year course will be monitored every half term and kept on a tracker against individual MTG. Each student will have a member of staff who works with them to develop their practical evidence and written coursework to address the 30% NEA.</p> <p>Key Concepts</p> <p>The evolution of sport and society</p> <p>The technical developments in physical activity and sport.</p>					
<p>Essential Knowledge milestones</p> <p>(What students must master)</p>	<p>This needs to be covered prior to coursework.</p> <p>Building on KS4 work</p>	<p>Working across all areas to draw coursework together</p>	<p>BFH to cover angular momentum at the same time to strength knowledge.</p>	<p>Draw together all information focus on extended answers and synoptic links.</p>		
<p>Cultural Capital</p>	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</p> <p>Physical - PE Curriculum throughout – challenge of Physical Endeavour in all lessons and activities. PE teams for all sports and extra-curricular offer. Extracurricular activities. Strength and conditioning training for all years are incorporated in to fitness blocks. Promotion of school/club links for elite performance e.g. Exeter Rugby, Exeter city have become more prominent over recent years. Opportunities to be part of research papers looking at the impact of diet and exercise on physical health, going to Exeter University labs so no cost implication to student.</p> <p>Social – 1/5 of the course is aimed at social development and growth linked to sport and exercise. Students will also get spoken to by lecturers at the University and people in jobs across the sector to inspire. Post 16 enrichment afternoon to experience the stress reducing benefits of sport and social interaction whilst increasing confidence.</p> <p>Personal - Coaching Skills – public speaking for leaders in most units of study. Building of Self-Esteem through progress in Physical Activities and sense of wellbeing. Also the further development of self-esteem through a tailored pathway to suit lifelong participation, mental health and wellbeing. Further leadership opportunities with regard to coaching of Primary Students. Personal choice for physical activity is becoming more important for personal development.</p>					

	Post 18- Offered a YMCA level 2 fitness instructors qualification worth over £1000 free of charge that looks fantastic on job/ apprenticeship/ UCAS application. Link with mentors to give support and advice on ways to reach next step, visits to Exeter University to look at University life but also careers in sport.					
Retrieval	Retrieval practice aids later retention – every time students retrieve a memory it becomes deeper, stronger and easier to access in the future. Continue to work on retrieval storage and how well information is embedded in long term memory. Focus on retrieval strength and how easily a piece of information can be brought to mind when required. Data kept on each of the areas every half term					
Examples of retrieval used across the department.	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Peer to peer Q&A Feedback Dual coding Knowledge bingo, challenge grids, mind maps Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests
ECC Student Characteristics	Effective communication skills, Resilience, Effective decision making, Leadership, Reflective, Embrace challenge, Integrity, Evaluative.					
Connection to future learning	The A level course prepares students to go onto degree apprenticeships or degrees in sport/ sport science.					

Physical Education Year 12 A level PE Curriculum Overview

BFH - Sports Psychology

	Autumn		Spring		Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	Personality Attitudes	Arousal Anxiety	Aggression Motivation	Social Facilitation Group Dynamics	Goal setting Exam technique	Topics from A2 specification that will support coursework – confidence and stress and stress management
Critical Prior Knowledge	<p>Pupils should continue to further develop some of the key aspects covered GCSE PE, the natural progression is GCSE onto A level. Key knowledge they would need to take will be having an understanding of how to improve in different physical activities (GCSE practical assessment) and deepen their analytical skill on self-evaluation. Students should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.</p> <p>Practically students should regularly have competitive involvement in at least one sport to a high level as a performer, and basic knowledge of a wide variety of sports.</p>					
Overall Intent	<p>A level PE aims to understand the holistic approach to develop excellence, linking social physical and mental preparation and training. Develop knowledge into understanding and application of body systems, sports psychology, skill acquisition, training methods and social cultural development. Progress within each of the 5 areas of the 2 year course will be monitored every half term and kept on a tracker against individual MTG. Each student will have a member of staff who works with them to develop their practical evidence and written coursework to address the 30% NEA.</p>					
(Big ideas and key concepts)	<p>Key Concepts</p> <p>Personality</p> <p>Attitudes</p> <p>Arousal</p> <p>Anxiety</p> <p>Aggression</p> <p>Social facilitation</p> <p>Group Dynamics</p>					

Essential Knowledge milestones (What students must master)	<p>Understanding of the nature v's nurture debate</p> <p>Interactionist perspective</p> <p>How knowledge of the interactionist perspective can improve performance</p> <p>Triadic model of attitudes</p> <p>Changing attitudes from negative to positive</p>	<p>Theories of arousal</p> <p>Practical application of theories and their impact on performance</p> <p>Peak flow experience</p> <p>Types of anxiety</p> <p>Advantages and disadvantages of using observation, questionnaires and physiological measures to measure anxiety.</p>	<p>Difference between aggression and assertion</p> <p>Theories of aggression</p> <p>Ways to control aggression in sport</p> <p>Different types of motivation</p>	<p>.Social facilitation and inhibition</p> <p>Evaluation apprehension</p> <p>Strategies to eliminate the adverse effects of social facilitation and inhibition</p> <p>Group formation and cohesion</p> <p>Steiner's model, the Ringlemann effect and social loafing</p> <p>Strategies to improve cohesion and group productivity in sport</p>	<p>Benefits of goal setting</p> <p>Principles of effective goal setting</p> <p>Use of structured questions to focus on planning, timing and breaking down the question to understand the level of demand before starting answer.</p>	<p>Self efficacy and self confidence</p> <p>Bandura's and Vealey's model of self confidence</p> <p>Effects of home field advantage</p> <p>Strategies to improve self efficacy leading to improvements in sports performance</p>
Cultural Capital	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</p> <p>Physical - PE Curriculum throughout – challenge of Physical Endeavour in all lessons and activities. PE teams for all sports and extra-curricular offer. Extracurricular activities. Strength and conditioning training for all years are incorporated in to fitness blocks. Promotion of school/club links for elite performance e.g. Exeter Rugby, Exeter city have become more prominent over recent years. Opportunities to be part of research papers looking at the impact of diet and exercise on physical health, going to Exeter University labs so no cost implication to student.</p> <p>Social – 1/5 of the course is aimed at social development and growth linked to sport and exercise. Students will also get spoken to by lecturers at the University and people in jobs across the sector to inspire. Post 16 enrichment afternoon to experience the stress reducing benefits of sport and social interaction whilst increasing confidence.</p> <p>Personal - Coaching Skills – public speaking for leaders in most units of study. Building of Self-Esteem through progress in Physical Activities and sense of wellbeing. Also the further development of self-esteem through a tailored pathway to suit lifelong participation, mental health and wellbeing. Further leadership opportunities with regard to coaching of Primary Students. Personal choice for physical activity is becoming more important for personal development.</p> <p>Post 18- Offered a YMCA level 2 fitness instructors qualification worth over £1000 free of charge that looks fantastic on job/ apprenticeship/ UCAS application. Link with mentors to give support and advice on ways to reach next step, visits to Exeter University to look at University life but also careers in sport.</p>					

Retrieval	<p>Retrieval practice aids later retention – every time students retrieve a memory it becomes deeper, stronger and easier to access in the future.</p> <p>Continue to work on retrieval storage and how well information is embedded in long term memory. Focus on retrieval strength and how easily a piece of information can be brought to mind when required.</p> <p>Data kept on each of the areas every half term</p>					
Examples of retrieval used across the department.	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>	<p>Peer to peer Q&A</p> <p>Feedback</p> <p>Dual coding</p> <p>Knowledge bingo, challenge grids, mind maps</p> <p>Low stake quiz</p> <p>End of unit High stakes tests</p>
ECC Student Characteristics	Effective communication skills, Resilience, Effective decision making, Leadership, Reflective, Embrace challenge, Integrity, Evaluative.					
Connection to future learning	The A level course prepares students to go onto degree apprenticeships or degrees in sport/ sport science.					

Physical Education Year 13 A level PE Curriculum Overview

BFH - Sports Psychology

	Autumn		Spring		Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic	Self confidence Stress management Coursework	Coursework Achievement motivation	Attribution Leadership Biomechanics	Biomechanics Exam technique		
Critical Prior Knowledge	<p>Pupils should continue to further develop some of the key aspects covered GCSE PE, the natural progression is GCSE onto A level. Key knowledge they would need to take will be having an understanding of how to improve in different physical activities (GCSE practical assessment) and deepen their analytical skill on self-evaluation. Students should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.</p> <p>Practically students should regularly have competitive involvement in at least one sport to a high level as a performer, and basic knowledge of a wide variety of sports.</p>					
Overall Intent	<p>A level PE aims to understand the holistic approach to develop excellence, linking social physical and mental preparation and training. Develop knowledge into understanding and application of body systems, sports psychology, skill acquisition, training methods and social cultural development. Progress within each of the 5 areas of the 2 year course will be monitored every half term and kept on a tracker against individual MTG. Each student will have a member of staff who works with them to develop their practical evidence and written coursework to address the 30% NEA.</p>					
(Big ideas and key concepts)	<p>Key Concepts</p> <p>Self confidence</p> <p>Stress management</p> <p>Achievement motivation</p> <p>Attribution</p> <p>Leadership</p> <p>Angular momentum</p> <p>Projectile motion</p>					

	Fluid mechanics					
Essential Knowledge milestones (What students must master)	<p>Worked examples of stress management and self confidence linking to aspects of coursework</p> <p>Practical example from a range of sports to support students application to their chosen area</p>	<p>Delivered at the point all content that is relevant has been covered. Also give time for standardisation. Takes pressure from the exam completing the NEA at this point.</p> <p>Atkinsons model of achievement motivation</p> <p>Characteristics of NACH and NAF</p> <p>Achievement goal theory</p> <p>Strategies to develop approach behaviours</p>	<p>Attribution process</p> <p>Weiners model</p> <p>Learned helplessness</p> <p>Attribution retraining and strategies to avoid learned helplessness</p> <p>Characteristics of an effective leader</p> <p>Leadership styles.</p> <p>Prescribed and emergent leaders</p> <p>Theories of leadership indifferent sporting situations</p> <p>Angular momentum</p> <p>Projectile motion</p>	<p>Fluid Mechanics</p> <p>Consolidation of exam technique and application. Large focus on synoptic links between different aspects of the overall 2 year course.</p>		
Cultural Capital	<p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</p> <p>Physical - PE Curriculum throughout – challenge of Physical Endeavour in all lessons and activities. PE teams for all sports and extra-curricular offer. Extracurricular activities. Strength and conditioning training for all years are incorporated in to fitness blocks. Promotion of school/club links for elite performance e.g. Exeter Rugby, Exeter city have become more prominent over recent years. Opportunities to be part of research papers looking at the impact of diet and exercise on physical health, going to Exeter University labs so no cost implication to student.</p> <p>Social – 1/5 of the course is aimed at social development and growth linked to sport and exercise. Students will also get spoken to by lecturers at the University and people in jobs across the sector to inspire. Post 16 enrichment afternoon to experience the stress reducing benefits of sport and social interaction whilst increasing confidence.</p>					

ECC Student Characteristics	Effective communication skills, Resilience, Effective decision making, Leadership, Reflective, Embrace challenge, Integrity, Evaluative.
Connection to future learning	The A level course prepares students to go onto degree apprenticeships or degrees in sport/ sport science.