# Physical Education Year 12 A level PE Curriculum Overview

### **RPW- Exercise Physiology**

	Autu	ımn	Spi	ring	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	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	understanding and applicati	on of body systems, sports p monitored every half term	osychology, skill acquisition, and kept on a tracker agains	training methods and social	cultural development. Progr	g. Develop knowledge into ress within each of the5 areas taff who works with them to		
	Key Concepts							
/Distillance and	Diet and nutrition							
(Big ideas and key concepts)	Preparation and training methods							
ne, concepts,	Injury prevention and rehabilitation							
	Energy systems							
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		

(What students must master)	Students will be required to know their food groups and exercise related function.  Progression will allow application of dietary manipulation to different athletes.  This first half term will be used to introduce level 3 standard depth and analysis.  Knowledge of diet and nutrition will be used in future topics.	Will go on to learn the different stages of each system and what makes them suitable for each activity.  Need to cover here as will link directly into analysis of training methods and principles of training including warm up and cool down.	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.	Students will plan and complete training sessions.		assessments to use based on strengths and weaknesses.
Cultural Capital	Physical - PE Curriculum the activities. Strength and con Exeter city have become magging to Exeter University last Social – 1/5 of the course is people in jobs across the sconfidence.  Personal - Coaching Skills – the further development or regard to coaching of Primal Post 18- Offered a YMCA levelopment of the sconfidence.	e key ingredients a student was roughout — challenge of Phaditioning training for all year ore prominent over recent years so no cost implication to a saimed at social developments at a social development of the cost of th	will draw upon to be successing size and provided in the fit wars. Opportunities to be particularly student.  The student and growth linked to specific and growth linked to specific most units of study. Build pred pathway to suit lifelone for physical activity is beconficiation worth over £1000 from the form of the succession of the s	ful in society, their career are one and activities. PE teams ness blocks. Promotion of society of research papers look out and exercise. Students exience the stress reducing ing of Self-Esteem through papers participation, mental hear ming more important for perce of charge that looks fant	of the world of work.  Is for all sports and extra-cuchool/club links for elite pering at the impact of diet and will also get spoken to by lebenefits of sport and social progress in Physical Activities lith and wellbeing. Further leads	
Retrieval	Retrieval practice aids later	retention — every time stude al storage and how well info quired.	ents retrieve a memory it be	comes deeper, stronger and	d easier to access in the future	

<b>Examples of</b>	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	
retrieval used	Feedback	Feedback	Feedback	Feedback	Feedback	Feedback	
across the department.	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding	
	Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	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**

## **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	Energy systems with Uni visit	Coursework	Injury and rehabilitation	Exam technique		
Critical Prior Knowledge	will be having an understand should have gained a good kno	ding of how to improve in di wledge of the key words from	fferent physical activities (G KS3 lessons to give them solid f	CSE practical assessment) are pundations when starting GCSE	nd deepen their analytical ski	dge they would need to take II on self-evaluation. Students y of sports.

Overall Intent	A level PE aims to understand the holistic approach to develop excellence, linking social physical and mental preparation and training. Develop knowledge intunderstanding and application of body systems, sports psychology, skill acquisition, training methods and social cultural development. Progress within each of the5 area 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.					
	Key Concepts					
	Energy systems					
(Big ideas and	NEA					
key concepts)	Injury and rehabilitation					
Essential  Knowledge milestones  (What students must master)	Link together all AO1 and AO2 from year 12 to develop into extended answers. Justification of content linked to energy systems.  Taught just before coursework as will heavily feature in written NEA.	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.	Very small aspect of the coursed, very limited links to other sections. Will not need to be re visited heavily due to content and depth required.	Consolidation of exam technique and application. Large focus on synoptic links between different aspects of the overall 2 year course.		
Cultural Capital	competence; it is one of the  Physical - PE Curriculum th activities. Strength and con Exeter city have become mo going to Exeter University la  Social - 1/5 of the course is	e key ingredients a student was roughout — challenge of Phaditioning training for all yea ore prominent over recent yabs so no cost implication to saimed at social development	will draw upon to be successing spice. It is successing the succession of the succes	ful in society, their career and ons and activities. PE teams oness blocks. Promotion of society of research papers looking ort and exercise. Students of the society of th	od the world of work.  If for all sports and extra-curly chool/club links for elite perions at the impact of diet and will also get spoken to by lease.	al awareness, knowledge and rricular offer. Extracurricular formance e.g. Exeter Rugby, l exercise on physical health, cturers at the University and interaction whilst increasing

	the further development	<b>Personal</b> - 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.								
	Link with mentors to give the accumulation of know		to reach next step, visits to that a student can draw upo	Exeter University to look at on and which demonstrates	t University life but also care their <b>cultural</b> awareness, kn	p/ UCAS application. eers in sport. <b>Cultural capital</b> is owledge and competence; it is				
	activities. Strength and co Exeter city have become	onditioning training for all ye	ears are incorporated in to f years. Opportunities to be	itness blocks. Promotion of	school/club links for elite pe	urricular offer. Extracurricular erformance e.g. Exeter Rugby, nd exercise on physical health,				
	Social – 1/5 of the course people in jobs across the		nent and growth linked to s	port and exercise. Students	will also get spoken to by l	ecturers at the University and				
	the further development		ilored pathway to suit lifelo	ng participation, mental he	alth and wellbeing. Further	es and sense of wellbeing. Also leadership opportunities with				
Retrieval	i i	required.	·			ure. asily a piece of information can				
Examples of	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A				
retrieval used	Feedback	Feedback	Feedback	Feedback	Feedback	Feedback				
department.	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding				
ucpartment.	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps				
	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz	Low stake guiz				
	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests				

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

## 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	will be having an understan	ding of how to improve in d		CSE practical assessment) a	nd deepen their analytical skil	dge they would need to take Il on self-evaluation. Students

	Practically students should reg	ularly have competitive involve	ement in at least one sport to a	high level as a performer, and b	pasic knowledge of a wide variet	ty of sports.
Overall Intent	understanding and applicati	on of body systems, sports p monitored every half term	osychology, skill acquisition, and kept on a tracker agains	training methods and social	cultural development. Progr	g. Develop knowledge into ress within each of the5 areas staff who works with them to
	Key Concepts					
	Skill					
(Big ideas and	Practice					
key concepts)	Guidance					
	Feedback					
	Learning					
	Information processing/ me	mory/ reaction time				
	Schema theory					
Essential	Taught first as is the	Students can now apply	Building on knowledge	More difficult area of the	Taught once students	Most difficult area of the
Knowledge	foundation for the rest of the content. The focus will	knowledge of skill classification to ways	acquired at GCSE and again applying	spec for students to grasp, taught once they	have a good	spec, easiest taught once
milestones	be building on student's	that skills are presented	knowledge of skill	have a good base of	understanding of skill and learning, can apply	everything else has been covered and they can link
(What	prior knowledge from	to the learner and ways	classification to develop	knowledge.	learnt knowledge. Strong links to coursework.	in other areas.
students must	GCSE and developing a deeper understanding of	that they can practise them. Taught through	a deeper understanding of how we help learners		illiks to codisework.	
master)	how we learn and develop	practical lessons where	develop skills. Taught			
	skills. Taught through practical lessons where	possible.	through practical lessons where possible.			
	possible.		·			
	Cultural cards 1: 11		and all the state of the state		h dans a short of the	
Cultural Capital	competence; it is one of the	•				al awareness, knowledge and
Capitai		· -	•	•		rricular offer. Extracurricular
	I -	=				formance 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.									
		<b>Social</b> – 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.								
	the further development	· · · · · · · · · · · · · · · · · · ·	lored pathway to suit lifelo	ng participation, mental he	alth and wellbeing. Further	es and sense of wellbeing. Also leadership opportunities with				
		evel 2 fitness instructors qua support and advice on ways		•		• • • • • • • • • • • • • • • • • • • •				
Retrieval	Retrieval practice aids late	er retention – every time stud	dents retrieve a memory it b	ecomes deeper, stronger ar	nd easier to access in the fut	ure.				
	Continue to work on retrie	_	ormation is embedded in lo	ng term memory. Focus on r	etrieval strength and how ea	asily a piece of information can				
	Data kept on each of the a	areas every half term								
Examples of	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A				
retrieval used across the	Feedback	Feedback	Feedback	Feedback	Feedback	Feedback				
department.	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding				
	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps				
	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz				
	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests				
ECC Student	Effective communication s	 skills, Resilience, Effective de	<u> </u>	  eflective, Embrace challenge						
Characteristics				_						
Connection to	The A level course prepare	es students to go onto degre	e apprenticeships or degree	s in sport/ sport science.						
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

	Autu	ımn	Spi	Spring		mmer	
	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	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	understanding and applicati	on of body systems, sports p monitored every half term	osychology, skill acquisition, and kept on a tracker agains	training methods and social	cultural development. Prog	ng. Develop knowledge into ress within each of the5 areas staff who works with them to	
	Key Concepts						
	Cardio vascular system						
(Big ideas and key concepts)	Respiratory  Musculo skeletal						
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.	

(What students must master)							
Cultural Capital	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.  Physical - PE Curriculum throughout – challenge of Physical Endeavour in all lessons and activities. PE teams for all sports and extra-curricular 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.						
	people in jobs across the sconfidence.  Personal - Coaching Skills — the further development or regard to coaching of Prima	ector to inspire. Post 16 en public speaking for leaders i f self-esteem through a tailo ry Students. Personal choice	richment afternoon to expension of the expension most units of study. Build bred pathway to suit lifelone for physical activity is beco	erience the stress reducing ling of Self-Esteem through participation, mental heaming more important for pe	benefits of sport and social progress in Physical Activities lith and wellbeing. Further learns on all development.	cturers at the University and interaction whilst increasing and sense of wellbeing. Also cadership opportunities with	
Retrieval	Link with mentors to give su	upport and advice on ways to	o reach next step, visits to Ex	xeter University to look at U	astic on job/ apprenticeship niversity life but also careers deasier to access in the futur	in sport.	
netrievai	·	ral storage and how well info quired.	·			ily a piece of information can	
Examples of	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	
retrieval used	Feedback	Feedback	Feedback	Feedback	Feedback	Feedback	
across the department.	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding	
	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	

	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz
	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests
<b>ECC Student</b>	Effective communication sk	ills, Resilience, Effective dec	cision making, Leadership, Re	eflective, Embrace challenge	, Integrity, Evaluative.	
Characteristics						
Connection to	The A level course prepares	students to go onto degree	apprenticeships or degrees	in sport/ sport science.		
future learning						

# 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	will be having an understand should have gained a good kno	rupils 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. Studen should have gained a good knowledge of the key words from KS3 lessons to give them solid foundations when starting GCSE PE.  ractically 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	understanding and applicati	on of body systems, sports p monitored every half term	osychology, skill acquisition, and kept on a tracker agains	raining methods and social	cultural development. Progr	g. Develop knowledge into ess within each of the5 areas taff who works with them to		

(Big ideas and	Neuro muscular								
key concepts)	Biomechanical principles/ linear motion/Levers/ planes and axes								
	Sioniechanical principies/ inleaf filotion/Levers/ planes and axes								
	NEA								
Essential	This needs to be covered Working across all areas BFH to cover angular Draw together all								
Knowlodgo	prior to coursework. to draw coursework momentum at the same information focus on								
Knowledge milestones	Building on KS4 work time to strength extended answers and synoptic links.								
(What									
students must									
master)									
Cultural	Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and								
Cultural Capital	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.								
	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.								
	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.								
	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 he 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.								
	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 retrieve be bought to mind when re Data kept on each of the ar	equired.	ormation is embedded in lor	ng term memory. Focus on r	etrieval strength and how ea	sily a piece of information can
Examples of retrieval used across the department.	Peer to peer Q&A  Feedback  Dual coding  Knowledge bingo, challenge grids, mind	Peer to peer Q&A  Feedback  Dual coding  Knowledge bingo, challenge grids, mind	Peer to peer Q&A  Feedback  Dual coding  Knowledge bingo, challenge grids, mind	Peer to peer Q&A  Feedback  Dual coding  Knowledge bingo, challenge grids, mind	Peer to peer Q&A  Feedback  Dual coding  Knowledge bingo, challenge grids, mind	Peer to peer Q&A Feedback Dual coding
	maps  Low stake quiz  End of unit High stakes tests	maps  Low stake quiz  End of unit High stakes tests	maps  Low stake quiz  End of unit High stakes tests	maps  Low stake quiz  End of unit High stakes tests	maps  Low stake quiz  End of unit High stakes tests	Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests
ECC Student Characteristics	Effective communication sk	kills, Resilience, Effective dec	cision making, Leadership, R	eflective, Embrace challenge	e, Integrity, Evaluative.	
Connection to future learning	The A level course prepares	s students to go onto degree	e apprenticeships or degree	s in sport/ sport science.		

# Physical Education year 12 A level PE Curriculum Overview

## **KAC- Sport and society**

	Autumn		Spr	Spring Summer		nmer
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6
Topic  Critical Prior	Pre- industrial: Characteristics of society and impact of sporting recreation.  Industrial and post-industrial Britain: Characteristics and impact on sport.  Pupils should continue to fu	Cont  Industrial and postindustrial Britain:  Characteristics and impact on sport.  Post-World War II: Characteristics and the impact of the Golden Triangle. The changing status of amateur and professional performers.	Post-World War II: Factors affecting the emergence of elite female performers in football.  Sociological theory: Key terms and impact of equal opportunities.  Social action in relation to social issues.  Underrepresented groups in sport.	Cont  Sociological theory:  Equal opportunities.  Barriers to participation in sport and physical activity.  Benefits of raising participation.	Cont  Sociological theory:  Interrelationship between Sport England, local and national partners.  The role of technology in physical activity and sport.  Technology for sports analytics.	Cont  The role of technology in physical activity and sport.  Functions of sports analytics.
Knowledge  Overall Intent	will be having an understan should have gained a good kno Practically students should reg	ding of how to improve in di owledge of the key words from cularly have competitive involve	fferent physical activities (G KS3 lessons to give them solid f ment in at least one sport to a	CSE practical assessment) are oundations when starting GCSI high level as a performer, and I	nd deepen their analytical ski EPE. pasic knowledge of a wide variet	ll on self-evaluation. Students
Overall intent	understanding and applicat of the 2 year course will be	ion of body systems, sports p	osychology, skill acquisition, and kept on a tracker agains	training methods and social	cultural development. Progr	ess within each of the5 areas taff who works with them to

	Key Concepts								
	The emergency of modern sport through to the globalisation of sport in the 21 <sup>st</sup> century.								
(Big ideas and key concepts)									
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.  BFH to cover angular momentum at the same time to strength knowledge.								
Cultural	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.  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.  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.  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.  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	Continue to work on retrieve be bought to mind when re	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 bought 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 Low stake quiz  End of unit High stakes				
ECC Student Characteristics  Connection to future learning	Effective communication sk	kills, Resilience, Effective de		eflective, Embrace challenge		tests				

# Physical Education year 13 A level PE Curriculum Overview

## **KAC- Sport and society**

	Autı	ımn	Spr	Spring		Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6	
Topic	Cont  The role of technology in physical activity and sport.  Development of equipment and facilities and their impact of participation and performance.  The role of technology in sport and its positive and negative impacts.	Concepts of physical activity and sport. Characteristics and functions of key concepts creating the base of the development continuum. Similarities and differences between key components.  Development of elite performers. Factors required to support progression from Talent ID to elite performance. Generic roles, purpose and the relationship between organisations.	Cont  Development of elite performers.  Support services provided by the National Institue's of sports for talent ID.  Key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development.	Ethics in sport. Key terms relating to ethics in sport. Positive and negative forms of deviance in relation to the performer. Violence in sport. Causes and implication of violence in sport. Strategies for preventing violence in sport to the performer and spectator.	Drugs in sport.  Social and psychology reasons.  Physiology effects on performer and performance.  Positive and negative implications  Strategies for elimination for performance enhancing drugs.  Arguments for and against drug taking and testing.  Sport and the law.  Uses of sport legislation.	Impact of commercialisation and the relationship between sport and the media. Positive and negative impact of commercialisation, sponsorship and the media.	
Critical Prior Knowledge	take will be having an unde Students should have gained a	erstanding of how to improve good knowledge of the key we	re in different physical activi ords from KS3 lessons to give t	ties (GCSE practical assessr hem solid foundations when s	nent) and deepen their anal	owledge they would need to ytical skill on self-evaluation.	

Overall Intent	understanding and applicat	tion of body systems, sports will be monitored every half tical evidence and written o	s psychology, skill acquisitio f term and kept on a tracker	n, training methods and so against individual MTG. E	cial cultural development.	ng. Develop knowledge into Progress within each of the5 nber of staff who works with		
(Big ideas and key concepts)	The technical development	s in physical activity and spo	ort.					
Essential	This needs to be covered prior to coursework.	Working across all areas to draw coursework	BFH to cover angular momentum at the same	Draw together all information focus on				
Knowledge milestones	Building on KS4 work	together	time to strength knowledge.	extended answers and synoptic links.				
(What students must master)								
Cultural Capital	<b>Cultural capital</b> is the accur and competence; it is one of	<del>-</del>		· · · · · · · · · · · · · · · · · · ·		Itural awareness, knowledge		
	<b>Physical</b> - 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.							
						cturers at the University and interaction whilst increasing		
	Also the further developme	ent of self-esteem through a	a tailored pathway to suit li	elong participation, menta		vities and sense of wellbeing. her leadership opportunities		

		level 2 fitness instructors qu support and advice on ways		_	• • • • • •	• •				
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 bought to mind when required.  Data kept on each of the areas every half term									
Examples of	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A				
retrieval used across the department.	Feedback  Dual coding  Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Feedback Dual coding Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests	Feedback  Dual coding  Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Feedback  Dual coding  Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Feedback  Dual coding  Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	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 de	ecision making, Leadership,	Reflective, Embrace challen	ge, Integrity, Evaluative.					
Connection to future learning	The A level course prepar	es students to go onto degre	ee apprenticeships or degre	es in sport/ sport science.						

## **Physical Education Year 12 A level PE Curriculum Overview**

### **BFH - Sports Psychology**

	Autumn		Sp	ring	Su	mmer				
	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	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	understanding and applicati of the 2 year course will be develop their practical evide	on of body systems, sports promoted every half term	osychology, skill acquisition, and kept on a tracker again	training methods and social	cultural development. Prog	ng. Develop knowledge into gress within each of the5 areas staff who works with them to				
	Key Concepts       Personality									
(Big ideas and	Attitudes									
key concepts)	Arousal									
	Anxiety									
	Aggression									
	Social facilitation									
	Group Dynamics									

Essential Knowledge	Understanding of the nature v's nurture debate	Theories of arousal	Difference between aggression and assertion	.Social facilitation and inhibition	Benefits of goal setting Principles of effective goal	Self efficacy and self confidence
milestones (What students must	Interactionist perspective	Practical application of theories and their impact on performance	Theories of aggression	Evaluation apprehension	use of structured questions to focus on planning, timing and breaking down the question to understand the	Bandura's and Vealey's model of self confidence Effects of home field advantage
master)	How knowledge of the interactionist perspective can improve performance	Peak flow experience	Ways to control aggression in sport	Strategies to eliminate the adverse effects of social facilitation and inhibition	level of demand before starting answer.	Strategies to improve self efficacy leading to improvements in sports performance
	Triadic model of attitudes	Types of anxiety	Different types of motivation	Group formation and cohesion		
	Changing attitudes from negative to positive	Advantages and disadvantages of using observation, questionnaires and physiological measures to measure anxiety.		Steiner's model, the Ringlemann effect and social loafing Strategies to improve		
				cohesion and group productivity in sport		

#### Cultural Capital

**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.

**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.

**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.

**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.

**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 bought to mind when required.  Data kept on each of the areas every half term					
Examples of retrieval used	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A
across the department.	Feedback  Dual coding  Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Feedback  Dual coding  Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Feedback  Dual coding  Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Feedback  Dual coding  Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Feedback  Dual coding  Knowledge bingo, challenge grids, mind maps  Low stake quiz  End of unit High stakes tests	Feedback Dual coding  Knowledge bingo, challenge grids, mind maps Low stake quiz End of unit High stakes tests
ECC Student Characteristics	Effective communication sk	 kills, Resilience, Effective ded	 cision making, Leadership, R	 eflective, Embrace challenge	e, Integrity, Evaluative.	
Connection to future learning	The A level course prepares	s students to go onto degree	e 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	Coursework	Attribution	Biomechanics			
	Stress management	Achievement motivation	Leadership	Exam technique			
	Coursework		Biomechanics				
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	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 the5 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.						
	Key Concepts						
	Self confidence						
(Big ideas and key concepts)	Stress management						
key concepts,	Achievement motivation						
	Attribution						
	Leadership						
	Angular momentum						
	Projectile motion						

	Fluid mechanics					
Essential	Worked examples of stress management and self	Delivered at the point all content that is relevant has	Attribution process	Fluid Mechanics		
Knowledge milestones	confidence linking to aspects of coursework	been covered. Also give time for standardisation.	Weiners model  Learned helplessness	Consolidation of exam		
What		Takes pressure from the exam completing the NEA	Attribution retraining and	technique and application. Large focus on synoptic links		
students must master)	Practical example from a range of sports to support students application to their	at this point.	strategies to avoid learned helplessness	between different aspects of the overall 2 year course.		
naster y	chosen area	Atkinsons model of achievement motivation	Characteristics of an effective leader			
		Characteristics of NACH and NAF	Leadership styles.  Prescribed and emergent leaders			
		Achievement goal theory	Theories of leadership indifferent sporting situations			
		Strategies to develop approach behaviours	Angular momentum  Projectile motion			
Cultural Capital	Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge 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.					 al awareness, knowledge and
	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 Rug 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 heal going to Exeter University labs so no cost implication to student.				formance e.g. Exeter Rugby	
			= -	ort and exercise. Students verience the stress reducing b		

confidence.

	<b>Personal</b> - 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.							
	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. 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.							
	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.							
	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 people in jobs across the sector to inspire.							
	<b>Personal</b> - 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.							
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 bought to mind when required.  Data kept on each of the areas every half term							
Examples of	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A	Peer to peer Q&A		
retrieval used	Feedback	Feedback	Feedback	Feedback	Feedback	Feedback		
department.	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding	Dual coding		
department.	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps	Knowledge bingo, challenge grids, mind maps		
	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz	Low stake quiz		
	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests	End of unit High stakes tests		

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