



# Year 12 Curriculum Grid

## A LEVEL PE



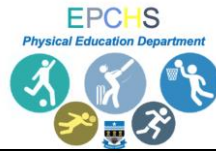
### ANATOMY AND PHYSIOLOGY

Year/Term	Unit	Intent
<b>Overall</b>	<b>Applied anatomy and physiology</b>	<p>Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery.</p> <p>Students should be able to interpret data and graphs relating to changes within the musculo-skeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process.</p>
<b>Autumn 1</b>	Cardiovascular system	<p>Students should understand the relationship between the cardiovascular and respiratory systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise. They should also understand how taking part in physical activity and sport, as part of a healthy lifestyle, can have a positive effect on these systems.</p> <ul style="list-style-type: none"> <li>• Understanding of the impact of physical activity and sport on the health and fitness of the individual.</li> <li>• The hormonal, neural and chemical regulation of responses during physical activity and sport.</li> <li>• Receptors involved in regulation of responses during physical activity.</li> <li>• Transportation of oxygen.</li> <li>• Venous return.</li> <li>• Starling's law of the heart.</li> <li>• Cardiovascular drift.</li> <li>• Arterio-venous oxygen difference (A-VO<sub>2</sub> diff).</li> </ul>
<b>Autumn 2</b>	Respiratory system	<p>Students should understand the relationship between the nervous and muscular systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise.</p> <ul style="list-style-type: none"> <li>• Understanding of lung volumes and the impact of and on physical activity and sport.</li> <li>• Gas exchange systems at alveoli and muscles.</li> <li>• The neural and chemical regulation of pulmonary ventilation during physical activity and sport.</li> <li>• Receptors involved in regulation of pulmonary ventilation during physical activity.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Impact of poor lifestyle choices on the respiratory system.</li> </ul>
<b>Spring</b>	Neuromuscular system	<ul style="list-style-type: none"> <li>• Characteristics and functions of different muscle fibre types for a variety of sporting activities.</li> <li>• Nervous system.</li> <li>• Role of proprioceptors in PNF.</li> <li>• The recruitment of muscle fibres.</li> </ul>
	The musculo-skeletal system and analysis of movement in physical activities	<p>Students should understand the relationship between the muscular and skeletal systems to meet the demands of exercise. Students should be able to apply their knowledge and understanding to specific sporting actions and movement in a range of physical activities.</p> <ul style="list-style-type: none"> <li>• Joint actions in the sagittal plane/transverse axis.</li> <li>• Joint actions in the frontal plane/sagittal axis.</li> <li>• Joint actions in the transverse plane/longitudinal axis.</li> <li>• Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction.</li> </ul>
<b>Summer</b>	Energy systems	<p>Students should develop knowledge and understanding of energy systems prior to exercise, during exercise of differing intensities and during recovery.</p> <ul style="list-style-type: none"> <li>• Energy transfer in the body.</li> <li>• Energy continuum of physical activity.</li> <li>• Energy transfer during short duration/high intensity exercise.</li> <li>• Energy transfer during long duration/lower intensity exercise.</li> <li>• Factors affecting VO<sub>2</sub> max/aerobic power.</li> <li>• Measurements of energy expenditure.</li> <li>• Impact of specialist training methods on energy systems.</li> </ul>



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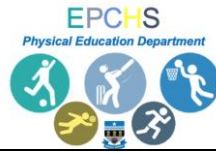
## SPORT AND SOCIETY

Year/Term	Unit	Intent
<b>Overall</b>	<b>Sport &amp; Society</b>	<p>Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.</p> <p>In this section, students develop an understanding of popular and rational recreation leading to the emergence of modern sport through to the globalisation of sport in the 21st century. Specifically students should understand the impact of the following social factors on the development of football, tennis and athletics.</p>
<b>Autumn</b>	Pre-industrial (pre-1780)	<ul style="list-style-type: none"><li>• Characteristics of society and impact on sporting recreation.</li><li>• Characteristics of sporting recreation (limited to mob football and real tennis).</li></ul>
	Industrial and post-industrial (1780–1900)	<ul style="list-style-type: none"><li>• Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).</li></ul>
<b>Spring</b>	Post World War II (1950 to present)	<ul style="list-style-type: none"><li>• The changing status of amateur and professional performers (limited to development of association football, tennis and athletics).</li><li>• Characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics).</li><li>• Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century.</li></ul>
<b>Spring</b>	Sociological theory applied to equal opportunities	<ul style="list-style-type: none"><li>• Understanding of the key terms relating to the study of sport and their impact on equal opportunities in sport and society.</li><li>• Understanding social action theory in relation to social issues in physical activity and sport.</li></ul>
<b>Summer</b>	Sociological theory applied to equal opportunities	<ul style="list-style-type: none"><li>• Underrepresented groups in sport.</li><li>• Understanding the key terms relating to equal opportunities.</li><li>• The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport.</li></ul>



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		<ul style="list-style-type: none"><li>• Benefits of raising participation.</li><li>• The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport.</li></ul>
	Introduction to NEA	<ul style="list-style-type: none"><li>• Performance Analysis of chosen Sport</li></ul>



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### SKILL ACQUISITION

Year/Term	Unit	Intent
<b>Overall</b>	<b>Skill Acquisition</b>	<b>This unit focuses on how skill is acquired and the impact of psychological factors on performance. Students should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. Students should be able to understand and interpret graphical representations associated with skill acquisition theories.</b>
<b>Autumn</b>	Skill, skill continuums and transfer of skills	<ul style="list-style-type: none"> <li>• Characteristics of skill</li> <li>• Use of skill continua</li> <li>• Justification of skill placement on each continua</li> <li>• Transfer of learning</li> <li>• Understanding of how transfer of learning impacts on skill development</li> </ul>
	Impact of skill classification on structure of practice for learning	<ul style="list-style-type: none"> <li>• Methods of presenting practice</li> <li>• Types of practice</li> <li>• Understanding how knowledge of skill classification informs practice structure (presentation and type) to allow learning/development of skills</li> </ul>
	Principles and theories of learning and performance	<ul style="list-style-type: none"> <li>• Stages of learning and how feedback differs between the different stages of learning</li> <li>• Learning plateau</li> </ul>
<b>Spring</b>	Principles and theories of learning and performance	<ul style="list-style-type: none"> <li>• Cognitive theories</li> <li>• Behaviourism</li> <li>• Social learning</li> <li>• Constructivism</li> <li>• Understanding of how theories of learning impact on skill development</li> </ul>
	Use of Guidance and feedback	<ul style="list-style-type: none"> <li>• Methods of guidance</li> <li>• Understanding the different purposes and types of feedback</li> <li>• Understanding of how feedback and guidance impacts on skill development</li> </ul>
	Memory Models: General information processing model, to include:	<ul style="list-style-type: none"> <li>• Input</li> <li>• Decision making</li> <li>• Baddeley and Hitch, working memory model memory system</li> <li>• Output</li> <li>• Feedback</li> </ul>
<b>Summer</b>	Memory Models:	<ul style="list-style-type: none"> <li>• Application of Whiting's information processing model to a range of sporting contexts</li> </ul>



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	Efficiency of information processing model, to include:	<ul style="list-style-type: none"> <li>• Applied understanding of information processing terms within a sporting context</li> <li>• Definitions of and the relationship between reaction time, response time, movement time</li> <li>• Factors affecting response time</li> <li>• Definitions of anticipation</li> <li>• Strategies to improve response time</li> <li>• Schmidt's schema theory</li> <li>• Application of schema theory in sporting situations</li> <li>• Strategies to improve information processing</li> </ul>
<b>Overall</b>	<b>Sports Psychology</b>	<p><b>In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.</b></p> <p><b>Students should be able to understand and interpret graphical representations associated with sport psychology theories.</b></p>
<b>Summer</b>	Aspects of personality	<ul style="list-style-type: none"> <li>• Understanding the nature vs nurture debate in the development of personality</li> <li>• Interactionist approach</li> <li>• How knowledge of interactionist perspective can improve performance</li> </ul>
	Attitudes	<ul style="list-style-type: none"> <li>• Triadic model</li> </ul>
	Arousal	<ul style="list-style-type: none"> <li>• Theories of arousal</li> <li>• Practical applications of theories of arousal and their impact on performance</li> <li>• Characteristics of peak flow experience</li> </ul>