



Year 12 Curriculum Grid

A LEVEL PE



Year/Term	Unit	Intent	Skills
Overall	Sport & Society	<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>	
Autumn	Pre-industrial (pre-1780)	<ul style="list-style-type: none"> • Characteristics of society and impact on sporting recreation. • Characteristics of sporting recreation (limited to mob football and real tennis). 	<ul style="list-style-type: none"> • Analysing • Evaluating • Thinking Critically • Learning independently • Communicating effectively • Debating • Researching • Writing extensively • Comparing • Working in groups
	Industrial and post-industrial (1780–1900)	<ul style="list-style-type: none"> • 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). 	
Spring	Post World War II (1950 to present)	<ul style="list-style-type: none"> • The changing status of amateur and professional performers (limited to development of association football, tennis and athletics). 	<ul style="list-style-type: none"> • Analysing • Evaluating • Thinking Critically • Learning independently



Year 12 Curriculum Grid

A LEVEL PE



		<ul style="list-style-type: none"> • Characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics). • Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century. 	<ul style="list-style-type: none"> • Communicating effectively • Debating • Researching • Writing extensively • Comparing • Working in groups
Spring	Sociological theory applied to equal opportunities	<ul style="list-style-type: none"> • Understanding of the key terms relating to the study of sport and their impact on equal opportunities in sport and society. • Understanding social action theory in relation to social issues in physical activity and sport. 	<ul style="list-style-type: none"> • Analysing • Evaluating • Thinking Critically • Learning independently • Communicating effectively • Debating • Researching • Writing extensively • Comparing <p>Working in groups</p>
Summer	Sociological theory applied to equal opportunities	<ul style="list-style-type: none"> • Underrepresented groups in sport. • Understanding the key terms relating to equal opportunities. • The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport. • Benefits of raising participation. • The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport. 	<ul style="list-style-type: none"> • Analysing • Evaluating • Thinking Critically • Learning independently • Communicating effectively • Debating • Researching • Writing extensively • Comparing • Working in groups
	Introduction to NEA	<ul style="list-style-type: none"> • Performance Analysis of chosen Sport 	