



KS5 Curriculum: Physical Education

Exam board: AQA

Curriculum Vision:

To deliver a high quality physical and theoretical curriculum, alongside a vibrant enrichment programme that increases participation in sport, as well as realising the school's ambition to achieve sporting success through district, county, regional, and national competitions.

Intent:

To empower lifelong participation in physical activity.

To develop physical literacy, knowledge, understanding and confidence to lead a healthy active lifestyle.

To enable students to develop core values, character and life skills to equip them for employment in their personal lives.

Curriculum Profile - Year 12 (year 1)

Autumn Term 1	Autumn Term 2
<p style="text-align: center;"><u>Applied anatomy and physiology</u></p> <ul style="list-style-type: none"> - Cardiovascular system. <p style="text-align: center;"><u>Skill acquisition</u></p> <ul style="list-style-type: none"> - Skill continuums and transfer of skill. - Impact of skill classification. <p style="text-align: center;"><u>Sport and society</u></p> <ul style="list-style-type: none"> - Pre-industrial (pre-1780). - Industrial and post-industrial (1780-1900). 	<p style="text-align: center;"><u>Applied anatomy and physiology</u></p> <ul style="list-style-type: none"> - Cardiovascular system continued. - Respiratory system. <p style="text-align: center;"><u>Skill acquisition</u></p> <ul style="list-style-type: none"> - Principles and theories of learning. - Guidance and feedback.

	<p style="text-align: center;"><u>Sport and society</u></p> <ul style="list-style-type: none"> - Post World War II (1950 to present). <p style="text-align: center;"><u>Extended writing work and structure</u></p>
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Spring Term 1	Spring Term 2
<p><u>Applied anatomy and physiology</u></p> <ul style="list-style-type: none"> - Neuromuscular system. - Musculoskeletal system and analysis of movement. <p style="text-align: center;"><u>Sports psychology</u></p> <ul style="list-style-type: none"> - Aspects of personality. - Attitudes and arousal. - Anxiety and aggression. <p style="text-align: center;"><u>Sport and society</u></p> <ul style="list-style-type: none"> - Sociological theory applied to equal opportunities. 	<p><u>Applied anatomy and physiology</u></p> <ul style="list-style-type: none"> - Musculoskeletal system and analysis of movement continued. <p style="text-align: center;"><u>Exercise physiology</u></p> <ul style="list-style-type: none"> - Diet and nutrition and their effect on physical activity and performance. - Preparation and training methods. <p style="text-align: center;"><u>Sport and society</u></p> <p>Sociological theory applied to equal opportunities continued.</p>

Summer Term 1	Summer Term 2
<p style="text-align: center;"><u>Year 12 examinations</u></p> <p><u>Biomechanical movement</u></p> <ul style="list-style-type: none"> - Biomechanical principles. <ul style="list-style-type: none"> - Levers. <p style="text-align: center;"><u>Sports psychology</u></p> <ul style="list-style-type: none"> - Motivation. - Social facilitation. 	<p><u>Biomechanical movement continued.</u></p> <p style="text-align: center;"><u>Sports psychology</u></p> <ul style="list-style-type: none"> - Group dynamics. - Goal setting. <p style="text-align: center;"><u>Introduction of practical written commentary work</u></p>

<p><u>The role of technology in physical activity and sport</u> - Technology in sport.</p>	
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Practical:

There will be no practical lessons at A Level PE. All physical activity for your chosen activity should be performed outside of school at your club.

There may be the odd practical lesson where we might teach the theory through practical. But it won't be the same level of practical that you experienced at GCSE level.

Curriculum Profile – Year 13 (year 2)

Autumn Term 1	Autumn Term 2
<p><u>Applied anatomy and physiology</u> - Energy systems.</p> <p style="text-align: center;"><u>Skill acquisition</u></p> <ul style="list-style-type: none"> - Information processing model. - Efficiency of information processing. <p><u>The role of technology in physical activity and sport</u></p> <ul style="list-style-type: none"> - Concepts of physical activity and sport. - Development of elite performers. 	<p><u>Applied anatomy and physiology</u> - Energy systems continued.</p> <p style="text-align: center;"><u>Exercise physiology</u></p> <ul style="list-style-type: none"> - Injury prevention and rehabilitation. <p style="text-align: center;"><u>Sports psychology</u></p> <ul style="list-style-type: none"> - Achievement motivation theory. <p><u>The role of technology in physical activity and sport</u></p> <ul style="list-style-type: none"> - Ethics in sport. - Violence in sport.

Spring Term 1	Spring Term 2
<p style="text-align: center;"><u>Year 13 mock examinations</u></p> <p><u>Applied anatomy and physiology</u> - Energy systems continued.</p> <p style="text-align: center;"><u>Biomechanical movement</u> - Linear motion.</p>	<p style="text-align: center;"><u>Biomechanical movement</u> - Projectile motion.</p> <p style="text-align: center;"><u>Sports psychology</u></p> <ul style="list-style-type: none"> - Leadership. - Stress management.

<p>- Angular motion.</p> <p><u>Sports psychology</u></p> <p>- Attribution theory.</p> <p>- Self-efficacy and confidence.</p> <p><u>The role of technology in physical activity ad sport</u></p> <p>- Drugs in sport.</p> <p>- Sport and the law.</p> <p>- Commercialisation, sport and the media.</p>	<p><u>Written commentary work and non-exam assessment introduction/work</u></p>
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<p>Summer Term 1</p>	<p>Summer Term 2</p>
<p><u>Biomechanical movement</u></p> <p>- Fluid mechanics.</p>	<p><u>Practical moderation</u></p> <p><u>Revision</u></p>

Please note that this timeline may be subject to change.

Practical:

There will be no practical lessons at A Level PE. All physical activity for your chosen activity should be performed outside of school at your club.

There may be the odd practical lesson where we might teach the theory through practical. But it won't be the same level of practical that you experienced at GCSE level.

Moderation day will take place in the summer term. Students to show their video, alongside with their written commentary. NEA's will also be finished at the point too.

Assessment and Feedback

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).

- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

Resources:

Seneca

BBC Bitesize

Workbook AQA A Level