



### Learning Aims and Curriculum Intent:

Pupils in Year 12 build on the existing framework supplied by GCSE PE and/or applied sciences. Some content is similar, however for example anatomy and physiology is explored in far greater depth. This is also the year in which the history of sport is examined, an exciting prospect that isn't covered on the GCSE course. Pupils can expect to learn how a severed head on a battlefield in France suddenly has become the global phenomenon we call 'football' today. Whilst the practical element is weighted a little less in A-Level PE (30%) this goes down to a singular sport which for most is a welcome change. We expect all pupils who pursue A-Level PE to be playing/partaking in their sport to a high level (ideally regional/county) although exceptions can be made for outstanding club and school sportspeople. A-Level PE pupils can expect to benefit from our close links with UELs human performance centre and the teaching fellows among them as we visit a sports science laboratory to conduct VO2max, blood lactate and heat acclimation testing.

Topic	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas 1	<p><b>Applied Anatomy and Physiology. Skill Acquisition and Methods. Pre &amp; Post Industrial, 20<sup>th</sup> and 21<sup>st</sup> Century Sport. Personality Theories.</b></p> <p><b>A&amp;P</b></p> <ul style="list-style-type: none"> <li>. Pupils understand the function of joints in greater detail.</li> <li>. Motor units and muscle contractions are explored throughout nervous stimulation.</li> <li>. Movement analysis via the interpretation of graphs</li> <li>. Muscle fibre types</li> </ul> <p><b>Socio</b></p> <ul style="list-style-type: none"> <li>. Pre-Industrial Activities for all class systems</li> <li>. Post Industrial revolution and what it meant for sport and society.</li> <li>. The 20<sup>th</sup> century technology boom and the media impact</li> <li>. 21<sup>st</sup> century modern technologies impact on sport</li> </ul> <p><b>Psych</b></p> <ul style="list-style-type: none"> <li>. Personality formation, how and why and practical examples</li> <li>. Evaluating the pros and cons of psychological theories such as Bandura</li> <li>. Formation of attitudes and methods of changing attitudes towards sport</li> </ul> <p><b>Skill Aq</b></p> <ul style="list-style-type: none"> <li>. Skill continua, the classification and placement of core sports skills</li> <li>. Methods of practice with some strong practical links on how to teach core skills to students.</li> <li>. Skill transfer, what develops positive and negative transfer in sport.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis</li> <li>Evaluating and Analysing Texts/Resources</li> <li>Retrieval and recall</li> <li>How to make informed educated assumptions based of data</li> <li>Larger essay writing skills</li> <li>Synoptic Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval questions to build knowledge acquisition and understanding.</li> <li>Peer and self-assessment of question banks.</li> <li>Common Departmental Assessments.</li> <li>Graphical Interpretation</li> <li>Interpretation of personality tests and the critique of them</li> </ul>
Michaelmas 2	<p><b>Cardio-respiratory systems. Learning Theories. Group and Team Dynamics. Emergence and evolution of modern sport.</b></p> <p><b>A&amp;P</b></p> <ul style="list-style-type: none"> <li>. Cardiac dynamics, CV and resp systems at work and at rest</li> <li>. Mechanics regulation and gaseous exchange at the lungs</li> <li>. Exploration of pressure gradients through data tasks</li> </ul> <p><b>Socio</b></p> <ul style="list-style-type: none"> <li>. Changing nature of social classes in the modern world and the impact on sport</li> <li>. Transport developments and gender equality in sport</li> <li>. The changing role of education</li> </ul> <p><b>Psych</b></p> <ul style="list-style-type: none"> <li>. Individual differences and arousal levels in sport, contextualising key theories</li> <li>. Motivation and the theories that underpin it.</li> </ul> <p><b>Skill Aq</b></p> <ul style="list-style-type: none"> <li>. Learning theories and optimising effects, studies such as Skinner and operant conditioning are explored.</li> <li>. More depth on Banduras observational learning theory and it's impact on skills and psychological processes.</li> </ul>	<ul style="list-style-type: none"> <li>Data tasks</li> <li>Linking synoptic questions</li> <li>Exams Analysis</li> <li>Oracy in presentations</li> <li>Mark scheme literacy</li> <li>Source retention</li> <li>Critique of key theories and suggestions going forward</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval questions to build on prior knowledge.</li> <li>Case study research tasks</li> <li>Data retrieval, analysis, and report</li> <li>Common Departmental Assessments.</li> <li>UEL Lab assessment and corresponding data task</li> <li>Mock External Practical</li> </ul>

<b>Lent 1</b>	<p><b>Diet and Nutrition. Stages of learning. Team Cohesion and Goal Setting. Sport in the 21<sup>st</sup> Century</b></p> <p><b>D&amp;N</b>          . Components of a healthy diet and energy intake and expenditure          . Physiological and pharmacological aids &amp; nutritional aids</p> <p><b>Socio</b>          . Entertainment revenue and its role in sport          . Introduction to the modern Olympic games and the links to the public-school influence</p> <p><b>Psych</b>          . Goal setting and the different types of goals for performers          . Shared decision making</p> <p><b>Skill Aq</b>          . Stages of learning guidance and feedback, how these change throughout a novice to an elite performer          . Explain the advantages and disadvantages of types of feedback.</p>	<p>Article analysis</p> <p>Debating</p> <p>Real world significance</p> <p>Shopping task</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding.</p> <p>Case studies and comparison of athletes who have been involved in legal disputes in terms of PEDs.</p> <p>Common Departmental Assessments.</p> <p>Mocks</p>
<b>Lent 2</b>	<p><b>Diet and Nutrition 2.0. Effective Feedback. Social Facilitation. Global Sporting Events</b></p> <p><b>D&amp;N</b>          . Impact on sport via case studies and assessment identification, sample material          . Group 'blind tasting' session of common legal ergogenic aids</p> <p><b>Socio</b>          . Comparison to global sporting events and the financial pressures it puts governments under to host and sustain a game.</p> <p><b>Psych</b>          . Factors affecting adherence to sport and physical activity and a critique of the theories learnt so far over the course</p> <p><b>Skill Aq</b>          . Linking performance factors with the stages of learning</p>	<p>Assessment identification</p> <p>Practical theory links ready for the introduction of EAPI the following term</p>	<p>Peer assessment opportunities</p> <p>Q&amp;A</p> <p>Common Departmental Assessments</p> <p>Quizzes.</p> <p>Mock Internal Practical</p>
<b>Trinity</b>	<p><b>Biomechanics. EAPI. Global Sporting Events 2.0.</b></p> <p><b>Biomechanics</b>          . Biomechanical principles such as Newtons Laws of motion, some physics links.          . The use of modern tech, a strong link with socio-cultural          . Principles of stability and lever systems</p> <p><b>Socio</b>          . Political Exploitation of Global sporting events and the ramifications</p> <p><b>Psych</b>          . Team cohesion</p> <p><b>Skill Aq</b>          . Summary of theoretical principles underpinning key skills in sport and activity          . Link to their own practical activity with an assessment task</p>	<p>Extended answer writing</p> <p>Analysis of mark schemes</p> <p>Source reliability</p>	<p>Q&amp;A</p> <p>Self and peer assessment</p> <p>Group led starter and plenaries</p> <p>V1 Oral EAPI assessment</p>

<b>Examples of Homework</b>	Research Task: You are a sports psychologist interested in changing attitudes towards sport. Come prepared to next lesson with a pitch to promote a new sport at Forest (i.e., Quidditch). Consider your target audience and elements of persuasive communication.	
<b>Key terminology</b>	Pharmacological, Industrialist, Ergogenic, Neuromuscular, Cardiac Control Centre, Optimum Arousal Level, Gentry, Smock Racing, Kineasthetic	
<b>Super-curricular enrichment and scholarly extension</b>	<p><b>Go Explore:</b> UEL Human Performance Centre, Stratford Regeneration of Olympic Village.</p> <p><b>Watch:</b> The English Game – sport and society</p> <p><b>Visit:</b> Olympic Stadium, Stratford Regeneration, Body Systems Workshop London. The Loughborough PE trip. UEL Human Performance Centre</p>	
<b>Useful websites</b>	ZigZag education and the school's subscription. Ever Learner School Subscription. Past papers on Sharepoint. Also worth reviewing the online articles via the library on "PE Review"	
<b>Who can I contact?</b>	<b>Assistant Director of Sport &amp; Head of CORE PE</b>	<b>Paige Cooper, <a href="mailto:pco@forest.org.uk">pco@forest.org.uk</a></b>