

Curriculum Map Year 12 PE (Based on 3 staff teaching three different topic areas alongside each other)

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<p>Sport and Society</p> <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. Specifically students should understand the impact of the following social factors on the development of football, tennis and athletics.</p>	<p><i>Autumn HT1- Spring HT3</i></p>	<p><i>Link AO1, AO2 and AO3 for extended response questions</i></p> <ul style="list-style-type: none"> Sociological theory applied to equal opportunities Emergence of globalisation of sport in the 21st century Pre-industrial (pre-1780) Industrial and post-industrial (1780–1900) Post World War II (1950 to present) The impact of sport on society and of society on sport 	<p><i>GCSE PE course covered the following:</i></p> <ul style="list-style-type: none"> Engagement patterns across social groups Factors affecting participation Commercialisation Types of sponsorship and the media Positive and negative effects of the media Positive and negative effects of technology Underrepresented groups Understanding the key terms relating to equal opportunities 	<p><i>Links to A2 curriculum include:</i></p> <ul style="list-style-type: none"> Characteristics and impact of the golden triangle The positive and negative impact of commercialisation, sponsorship and the media Development of elite performers Knowledge of subject specific vocabulary
<p>Skill Acquisition</p> <p>This section 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.</p>	<p><i>Autumn HT1 – Spring HT3</i></p>	<ul style="list-style-type: none"> Skill, skill continuums and transfer of skills Impact of skill classification on structure of practice for learning Principles and theories of learning and performance Use of guidance and feedback Memory models General information processing models Efficiency of information processing 	<p><i>Students should be able to use their own practical experience in sport from KS4 and apply it to sporting examples for each topic</i></p> <p><i>GCSE PE course covered the following:</i></p> <ul style="list-style-type: none"> Classification of skills Goal setting and the use of SMART targets Basic information processing Types of guidance Types of feedback 	<p><i>Links to A2 curriculum include:</i></p> <ul style="list-style-type: none"> Synoptic questions linked to psychology topic area Knowledge of subject specific vocabulary
<p>Applied anatomy and physiology</p> <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. Students should be able to interpret data and graphs relating to changes within the musculoskeletal, 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>	<p><i>Autumn HT1 – Spring 2</i></p>	<ul style="list-style-type: none"> Cardio-respiratory system Cardiovascular system Respiratory system Neuromuscular system The musculo-skeletal system and analysis of movement in physical activities Energy systems 	<p><i>GCSE PE course covered the following:</i></p> <ul style="list-style-type: none"> The pathway of air Gaseous exchange Mechanics of breathing Interpretation of a spirometer tracing Blood vessels Structure of the heart Pathway of blood and the cardiac cycle Cardiac output, heart rate and stroke volume 	<p><i>Links to A Level curriculum include:</i></p> <ul style="list-style-type: none"> Understanding of the anatomy and physiology elements underpin the ability to understand the exercise physiology topic area Knowledge of subject specific vocabulary
<p>Biomechanical movement</p>	<p><i>Spring HT2 – Summer HT5</i></p>	<ul style="list-style-type: none"> Biomechanical principles Levers Linear motion Angular motion 	<p><i>Students should have knowledge of a wide range of sports and movements within those sports from KS3 to be able to apply to types of movement</i></p>	<p><i>Links to A2 curriculum which includes:</i></p> <ul style="list-style-type: none"> Use of this information in NEA assessment piece Synoptic questions linked to applied anatomy or exercise physiology

<p>Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.</p>		<ul style="list-style-type: none"> • Projectile motion • Fluid mechanics 	<p>GCSE PE course covered the following:</p> <ul style="list-style-type: none"> • Levers • Mechanical advantage and disadvantage • Analysis of basic movements and sporting examples • Planes and axes 	
<p>NEA performance analysis assessment</p>	<p><i>Spring HT4 – Summer HT6</i></p>	<ul style="list-style-type: none"> • Students must apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance. • They must also evaluate performance in physical activity and sport, applying relevant knowledge and understanding. 	<p>GCSE PE course covered the following:</p> <ul style="list-style-type: none"> • Analysis of strengths and weaknesses • Evaluation of methods to improve sporting performance 	<p>Links to A2curriculum which includes:</p> <ul style="list-style-type: none"> • This will continue over the two year course
<p>NEA practical performance in physical activity and sport</p> <p>Students must perform a range of skills and techniques in physical activity and sport ,make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity and sport.</p>	<p><i>Spring HT4 – Summer HT6</i></p>	<p>Students will be assessed in one activity in the following skills:</p> <ul style="list-style-type: none"> • Area of assessment 1: Technical quality – aspect 1 (15 marks). • Area of assessment 2: Technical quality – aspect 2 (15 marks). • Area of assessment 3: Application of strategic/tactical awareness (15 marks) <p><i>This is either as a player/performer or coach.</i></p>	<p>GCSE PE course covered the following:</p> <ul style="list-style-type: none"> • Demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills in each of their three chosen activities • Demonstrate their ability to apply the core skills/techniques, specific to their position where appropriate, in the full context of each of their three chosen activities 	<p>Links to A Level curriculum which includes:</p> <ul style="list-style-type: none"> • NEA practical performance in one activity. Students are assessed in technical quality and application of strategic/tactical awareness
<p>Exam preparation</p>	<p><i>Summer HT5</i></p>	<ul style="list-style-type: none"> • Understanding command words • Analysis of AO1, AO2 and AO3 questions 		