

# Curriculum Map Year 13 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><b>Sport and society and the role of technology in physical activity and sport</b></p> <p>Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.</p>	Autumn HT1- Spring HT3	<p><i>Link AO1, AO2 and AO3 for extended response questions</i></p> <ul style="list-style-type: none"> <li>• Concepts of physical activity and sport</li> <li>• Development of elite performers in sport</li> <li>• Ethics in sport</li> <li>• Violence in sport</li> <li>• Drugs in sport</li> <li>• Sport and the law</li> <li>• Impact of commercialisation on physical activity and sport and the relationship between sport and the media</li> <li>• The role of technology in physical activity and sport</li> </ul>	<p><i>GCSE PE course covered the following:</i></p> <ul style="list-style-type: none"> <li>• Engagement patterns across social groups</li> <li>• Factors affecting participation</li> <li>• Commercialisation</li> <li>• Types of sponsorship and the media</li> <li>• Positive and negative effects of the media</li> <li>• Positive and negative effects of technology</li> <li>• Underrepresented groups</li> <li>• Understanding the key terms relating to equal opportunities</li> <li>• Conduct of performers</li> <li>• Prohibited substances and methods</li> <li>• Which performers may take performance enhancing drugs (PEDs)</li> <li>• Advantages and disadvantages of PEDs</li> <li>• Hooliganism</li> </ul>	<p>Degree related courses in the sport and fitness industry.</p> <p>Degree related courses in media, business and PR.</p> <p>Wider understanding of how sport is used as a political tool and can greatly impact our economy and social and cultural awareness.</p>
<p><b>Sport psychology</b></p> <p>In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p>	Autumn HT1 – Spring HT3	<p><i>Link AO1, AO2 and AO3 for extended response questions</i></p> <ul style="list-style-type: none"> <li>• Aspects of personality</li> <li>• Attitudes</li> <li>• Arousal</li> <li>• Anxiety</li> <li>• Aggression</li> <li>• Motivation</li> <li>• Achievement motivation theory</li> <li>• Social facilitation</li> <li>• Group dynamics</li> <li>• Importance of goal setting</li> <li>• Attribution theory</li> <li>• Self-efficacy and confidence</li> <li>• Leadership</li> <li>• Stress management</li> </ul>	<p>Students should be able to use their own practical experience in sport from KS4 and apply it to sporting examples for each topic</p> <p><i>GCSE PE course covered the following:</i></p> <ul style="list-style-type: none"> <li>• Goal setting and the use of SMART targets</li> <li>• Basic information processing</li> <li>• Arousal and the inverted U theory</li> <li>• Stress management techniques</li> <li>• Aggression</li> <li>• Personality types</li> <li>• Intrinsic and extrinsic motivation</li> </ul>	<p>Degree related courses in the sport and fitness industry.</p> <p>Degree related courses in psychology and human behaviour.</p> <p>Wider understanding of how the human mind is the difference between success and failure in sport and the wider world.</p>
<p><b>Exercise physiology</b></p> <p>Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.</p>	Autumn HT1 – Spring HT2	<ul style="list-style-type: none"> <li>• Diet and nutrition and their effect on physical activity and performance</li> <li>• Preparation and training methods in relation to maintaining physical activity and performance</li> <li>• Injury prevention and the rehabilitation of injury</li> </ul>	<p><i>GCSE PE course covered the following:</i></p> <ul style="list-style-type: none"> <li>• The effects of exercise on physical, mental and social wellbeing</li> <li>• The consequences of a sedentary lifestyle</li> <li>• Obesity</li> <li>• Somatotypes</li> <li>• Energy use</li> <li>• Reasons for having a balanced diet</li> <li>• The role of major food groups</li> <li>• Reasons for maintaining water balance</li> <li>• The relationship between health and fitness</li> <li>• The components of fitness</li> </ul>	<p>Degree related courses in the sport and fitness industry.</p> <p>Degree related courses in science fields.</p> <p>Sport related apprenticeships that link to training, coaching or strength and conditioning.</p>

			<ul style="list-style-type: none"> <li>• Reasons for and limitations of fitness testing</li> <li>• Measuring the components of fitness</li> <li>• The principles of training</li> <li>• Types of training and their advantages and disadvantages</li> <li>• Optimising training</li> <li>• Prevention of injury during training</li> <li>• Specific training types – altitude training</li> <li>• Seasonal aspects</li> <li>• Warming up and cooling down</li> </ul>	
<b>NEA performance analysis assessment</b>	Spring HT4 – Summer HT5	<ul style="list-style-type: none"> <li>• Students must apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance.</li> <li>• They must also evaluate performance in physical activity and sport, applying relevant knowledge and understanding.</li> </ul>	<i>GCSE PE course covered the following:</i> <ul style="list-style-type: none"> <li>• Analysis of strengths and weaknesses</li> <li>• Evaluation of methods to improve sporting performance</li> </ul>	
<b>NEA practical performance in physical activity and sport</b>  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.	Spring HT4 – Summer HT5	<i>Students will be assessed in one activity in the following skills:</i> <ul style="list-style-type: none"> <li>• Area of assessment 1: Technical quality – aspect 1 (15 marks).</li> <li>• Area of assessment 2: Technical quality – aspect 2 (15 marks).</li> <li>• Area of assessment 3: Application of strategic/tactical awareness (15 marks)</li> </ul> <p>This is either as a player/performer or coach.</p>	<i>GCSE PE course covered the following:</i> <ul style="list-style-type: none"> <li>• Demonstrate their ability to develop and apply the core skills/techniques in increasingly demanding and progressive drills in each of their three chosen activities</li> <li>• 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</li> </ul>	
<b>Exam preparation</b>	Ongoing with a specific focus from Spring HT4	<ul style="list-style-type: none"> <li>• Understanding command words</li> <li>• Analysis of AO1, AO2 and AO3 questions</li> <li>• Synoptic questions in the extended writing tasks e.g., 15-mark questions</li> </ul>		