

Beths Grammar School KS5 Physical Education Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
OCR Exam Board	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A</p>	<p>Skeletal system</p> <ul style="list-style-type: none"> • Bones • Joints <p>Movement</p> <ul style="list-style-type: none"> • Movement at joints • Movement planes and axes <p>Muscular system</p> <ul style="list-style-type: none"> • Muscle roles • Muscle identification at joints • Contractions • Motor units and muscle firing • Muscle fibre types 	<p>Students given an introduction to the course through practical analysis of movement.</p> <p>Combination of classroom and practical based lessons.</p> <p>The first three topics of the course build on GCSE Physical Education Paper 1 knowledge. They are rigorous, highly scientific topics to set the tone of the physiology course. All three topics are structural anatomy and therefore share many common concepts.</p> <p>Students taught to analyse different sporting movements through practical application.</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test on Muscular-skeletal System

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		<p>Recall knowledge - of names of muscles, structure of synovial joints, types of movement and axis of rotation, stimulation of motor units.</p> <p>Practical application – Students taught in the weights room where students take part in weight training to analyse movement, antagonistic pairs, and muscle fibre types.</p> <p>Muscle fibre type test – students complete muscle fibre fitness test</p> <p>EAPI inks made to: Strength training and designing a strength training programme. Levers. Ergogenic Aids.</p>	
<p>Super curriculum</p> <p>Watch “Anatomy for beginners” DVD/YouTube</p>			
	<p>Skill Acquisition</p> <ul style="list-style-type: none"> • Classification of skills (continuums) • Types and methods of practice (part, whole, W-P-W, PP, fixed, varied, distributed, massed) 	<p>Students explore the Classification of skills and types/methods of practice build on GCSE Physical Education Paper 2 knowledge. The knowledge gained in these first two topics enable understanding of the third topic of transfer.</p>	<p>By the end of this section students will need to demonstrate the ability to:</p> <p>Acquire, Apply, Compare All students are encouraged to</p>

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	<ul style="list-style-type: none"> Types of transfer (Positive, negative, bilateral, proactive, retroactive) <p>Characteristics of Abilities Innate, underlying & enduring traits Types of abilities Gross motor Psychomotor</p> <p>Difference between and link between skills and abilities</p>	<p>Students will need to understand: The key characteristics of skilled movement. The three types of skill and relevant examples. Placing and justifying examples of movement skills on a variety of continua. The progression from motor abilities to FMS to sport specific skills.</p> <p>Students to understand the application to practical performance and the link between skills and abilities Understand development from motor abilities to sport specific skills</p>	<p>participate in any Q & A sessions, with appropriate prompting where necessary.</p> <p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p> <p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Teacher assessment during lesson</p> <p>End of module test</p> <p>End of Year assessments</p>
	<p>Super Curriculum</p>	<p>Bing Videos</p>	
	<p>Socio Cultural</p> <p>Understand the impacts of:</p>	<p>The socio-cultural studies module is brand new at A level, with no baseline from GCSE. The first</p>	<p>In class teacher assessment through Q & A</p>

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	<p>Social class - amateurism and professionalism</p> <p>Gender/changing status of women</p> <p>Law and order</p> <p>Education/literacy</p> <p>Availability of time/changing work conditions</p> <p>Availability of money</p> <p>Transport notably the railways</p>	<p>topic forms the basis of the whole course. It develops knowledge of changes in society across centuries to enable understanding of future sporting topics at different points in history. This topic is taught in chronological order to demonstrate developments in society.</p> <p>Students were asked to examine a pictorial comparison of their own school v a 19th century elite public school. What did those schools have that helped develop sports and games? Mention of opportunity, provision and esteem.</p> <p>Students watch archive video material of high level 'amateur sport' – discuss reasons for participation/how and why have things changed/ analysis of contemporary benefits and drawbacks.</p> <p>Students begin to explore a timeline for each of the characteristics identified in the course and begin to question how these have changed and what the effect has been on sport over time.</p>	<p>Knowledge recall activity</p> <p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Teacher assessment during lesson</p> <p>End of module test</p> <p>End of Year assessments</p>
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	<p>Super Curriculum</p>	<p>Amateur Championship: England's Clemons reaches final at Ballyliffin - BBC Sport</p> <p>Why did the Olympics ditch their amateur-athlete requirement? (economist.com)</p> <p>Max Woosnam - Wikipedia</p>	
<p>Autumn Term 1B</p>			
	<p>Cardiovascular system</p> <ul style="list-style-type: none"> • Heart structure • Heart conduction • Cardiac cycle • Cardiac equation and definitions • Cardiac responses to exercise • Regulation of cardiac response to exercise • Venous return and blood pooling • Re-distribution of blood • Vasomotor control centre 	<p>Knowledge gained in the cardiovascular, respiratory, skeletal and muscular enables understanding of the impact these two new topics can have on them. These modules also enable students to relate their knowledge and understand to real life context of how they can improve their body systems</p> <p>Recall knowledge of the stages conduction system and how it controls the cardiac cycle</p> <p>Recall knowledge of HR/SV/Q values at rest</p> <p>Students are taught to analyse the effect exercise has on the cardiac system, and how HR/SV/Q responds</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test on Cardiovascular System • End of Unit Test on Respiratory System

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	<p>Respiratory system</p> <ul style="list-style-type: none"> • Respiratory structures • Mechanics of breathing • Mechanics of breathing during exercise • Respiratory volumes • Respiratory control centre • Oxygen and other gas transport • Gaseous exchange • Oxyhaemoglobin dissociation curve 	<p>Identification of venous return mechanisms, and explanation of how the vascular shunt mechanisms increase O2 delivery during exercise. Exam based lessons evaluating how the dissociation curve increases O2 dissociation.</p> <p>Practical sessions are taught to apply knowledge – HR measurements to determine intensity of exercise. Analysis of responses.</p>	
<p>Super Curriculum</p> <p>Watch “Anatomy for beginners” DVD/YouTube</p>			
	<p>Skill Acquisition</p> <p>Theories related to the learning of movement skills Connectionist (S-R) Theories Operant conditioning Reinforcement Thorndike’s Laws Social Learning Theory Bandera’s Observational Learning Cognitive Theory of Learning</p>	<p>The knowledge gained from autumn half term 1 enables understanding of the principles behind, and stages of learning. These topics relate theoretical concepts learnt to real life scenarios which are relatable to previous sporting experiences of sportspeople.</p> <p>Students were asked to examine the different theories of learning. Exploring how each of the students have experienced individual theories</p>	<ul style="list-style-type: none"> • By the end of this section students will need to demonstrate the ability to: • Acquire, Apply, Compare All students are encouraged to participate in any Q & A sessions, with appropriate prompting where necessary. • Teacher Q&A

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		<p>in the learning of skills within a variety of sports.</p> <p>Students watch a video of Bandura's Bobo doll experiment and compare this with the work of skinner – They will analyse the differences, the benefits and drawbacks of each model and how they would use this in their own teaching of a skill.</p>	<ul style="list-style-type: none"> • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test
	<p>Super Curriculum</p>	<p>Bobo doll experiment - Wikipedia</p> <p>Operant Conditioning In Psychology: B.F. Skinner Theory (simplypsychology.org)</p> <p>Cognitivism Learning Theory, Strategies and Examples - Educational Technology</p>	
	<p>Socio-cultural factors affecting sport</p> <p>The influence of public schools: On the promotion and organisation of sports and games.</p>	<p>Students explore the influence of public schools: On the promotion and organisation of sports and games. On the promotion of ethics through sports and</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks

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	<p>On the promotion of ethics through sports and games</p> <p>The 'cult' of athleticism – meaning, nature and impact.</p> <p>On the spread and export of games and the games ethic</p>	<p>games.</p> <p>The 'cult' of athleticism – meaning, nature and impact.</p> <p>On the spread and export of games and the games ethic.</p> <p>Students undertake a range of sports and explore how even today activities differ from school to school.</p> <p>Students explore how sport has travelled across the globe and the importance of ex public school boys in its development.</p>	<ul style="list-style-type: none"> • Exam questions in class • End of Unit test • Example of End of Unit Test Questions
	<p>Super Curriculum</p>	<p>A Most Eton Sport: The Wall Game - Eton College</p> <p>Tom Brown's School Days by Thomas Hughes Project Gutenberg</p> <p>Public School Influence Part 1 ALevel (youtube.com)</p> <p>Chariots of Fire - Running Around The Courtyard (youtube.com)</p>	

<p>Spring Term 2A</p>	<p>Exercise Physiology</p> <p>Planning training</p> <ul style="list-style-type: none"> • Principles of training • Periodisation of training <p>Diet and nutrition</p> <ul style="list-style-type: none"> • Healthy balanced diet • BMR and METS <p>Ergogenic aids</p> <ul style="list-style-type: none"> • Nutritional and training aids • Pharmaceutical and physiological aids. <p>Nutritional and training aids</p> <ul style="list-style-type: none"> • Pharmaceutical and physiological aids <p>•</p>	<p>Development from structural anatomy to exercise physiology. It is a rigorous, highly scientific topic to set the tone of yr. 13.</p> <p>Introduction to chemistry. Sufficient knowledge to be introduced to 20-markers which are synoptic in their nature.</p> <p>Recap components of fitness and training methods (GCSE).</p> <p>Use of worksheets and group tasks in lessons to discuss diet & training.</p> <p>Evaluative skills developed as students compare and contrast different ergogenic aids.</p> <p>EAPI practice – students will design a 10 week training programme in their chosen area.</p> <p>Students will analyse different diet plans of athletes, and use this to create a food diary of their own.</p> <p>Application made to different sporting examples for ergogenic aids.</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class
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<p>Super Curriculum</p> <ul style="list-style-type: none"> • Take part in fitness-based sessions linked to the key components of fitness covered • Watch “The academy” and “The season” on YouTube to gain insight into elite coaching and performance – even at a young age 			
	<p>Psychology of Sport</p> <p>Individual differences</p> <p>Definition of personality</p> <p>Theories of personality:</p> <ul style="list-style-type: none"> – Trait – Extroversion/introversion, -Stable/unstable, -Type a/type b – Social learning – Interactionist <p>Attitude</p>	<p>Introduction to year 1 sports psychology topics. Complex psychological concepts are taught after skill acquisition. Initial focus on individual factors to form an appreciation of performers as people beyond sport.</p> <p>What is your personality? An initial activity to enthuse learners is to get them to take an online personality test. Learners should be directed to the website below and told to follow the instructions. They are then given a set time to complete the test. Upon completion the learners should note their personality type (which animal?) and note the characteristics associated. Conclusions can then be shared between the learners, with each learner describing their personality. What animal are you? Take the buzz test</p>	<p>By the end of this section students will need to demonstrate the ability to:</p> <p>Acquire, Apply, Compare All students are encouraged to participate in any Q & A sessions, with appropriate prompting where necessary.</p> <ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test

could inspiration for your career
An online personality test that can be taken to assess your personality type.

Eysenck personality test
This activity will allow the learners to become accustomed to Eysenck's trait theory of personality. Learners should be directed to the website below and told to follow the instructions. They are then given a set time to complete the test. Upon completion the learners should note their personality type and the characteristics that apply to them. The teacher can collect the answers and collate onto the whiteboard, placing each student in the appropriate quarter (e.g. Stable-Extrovert/ Unstable-Extrovert/ Stable- Introvert/ Unstable-Introvert). Each student should be asked to consider if they agree with the findings.

Eysenck personality test
Similarminds.com
An online personality test, that allows learners

to consider their personality in relation to Eysenck's trait theory.

Your task is...

This activity will allow learners to experience possible stressful situations initially and evaluate how they were able to deal with the stress (or not!) Prior to the lesson, card/post it notes are placed on each table. Each card contains a particular task that the student will have to perform in front of the class. Upon entering the classroom the learners are told what is about to happen but that they must not look at their card until they are told to do so. The learners are then told to look at their card but should not tell anyone else what they are required to do. The teacher will explain that they will be given two minutes to prepare for their task and then will randomly choose learners to perform their task. The tasks on the cards will include activities such as, sing a nursery rhyme; tell a funny joke; perform a 20 second dance routine, etc. After the two minutes the teacher can reveal that this is a hoax and they will not be required to perform

(or if you know you have a particularly extroverted pupil in the class you could ask them to do it!). The learners should then consider how they felt about the task, what emotions they experienced and their physiological response to the situation. After this Girdano's Type A/B theory can be introduced and the learners can relate this to their experience, considering how well they were able to deal with the stress.

Personality Interactive quiz

This activity will assess the understanding of the learners on the Personality topic. They should be directed to the website below and register. They can then access the Personality topic within the Sports Psychology section and complete the online quiz within the required time. This quiz can also be carried out in pairs, allowing learners to agree and discuss answers.

Personality interactive quiz

Mypeexam website

An interactive website containing video

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		<p>tutorials and interactive quizzes covering the PE syllabus.</p> <p>Personality characteristics This activity will require the learners to match the personality characteristic to the appropriate personality type. It will enable them to get familiar with traits and how they can affect performance. (Learning Resource 1).</p>	
	<p>Super Curriculum</p>	<p>View full activity in Sports Psychology - Online delivery guide</p> <p>Bing Videos</p>	
	<p>Socio-cultural factors affecting sport</p> <p>Olympics Games (Berlin, Mexico, Munich, LA, Moscow) Impact of hosting</p>	<p>The topic uses knowledge of society from the previous topic to learn about a number of significant Olympic Games, evaluating that global events and society reflect one another.</p> <p>Students need to demonstrate an understanding of the: Background and aims (1896) Political exploitation of the Olympic Games – Berlin 1936, Third Reich Ideology</p>	<p>By the end of this section students will need to demonstrate the ability to:</p> <p>Acquire, Apply, Compare All students are encouraged to participate in any Q & A sessions, with appropriate prompting where necessary.</p>

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		<ul style="list-style-type: none"> – Mexico City 1968 ‘Black Power’ demonstration – Munich 1972 Palestinian terrorism – Moscow 1980 boycott lead by USA – Los Angeles 1984 boycott by Soviet Union <p>Positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup)</p> <ul style="list-style-type: none"> – sporting – social – economic – political <p>Students work in small groups to prepare a bid to host the Olympics.</p>	<p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p> <p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Teacher assessment during lesson</p> <p>End of module test</p> <p>End of Year assessments</p>
	<p>Super Curriculum</p>	<ul style="list-style-type: none"> • http://www.london2012.com/ • http://www.olympics.org.uk/home2.aspx 	
<p>Spring Term 2B</p>	<p>Aerobic capacity</p> <ul style="list-style-type: none"> • Factors affecting Aerobic capacity • Training to develop Aerobic 	<p>Knowledge and understanding developed in classroom with A3 flip learning sheet and pairs/group tasks.</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check

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	<p>capacity</p> <ul style="list-style-type: none">• Evaluating Aerobic capacity• Adaptations leading to improved aerobic capacity <p>Strength</p> <ul style="list-style-type: none">• Factors affecting strength• Training to develop strength• Evaluating strength• Adaptations leading to improved strength	<p>Taught mainly through practical lessons. Students given A3 flip learning sheets to make notes, where the content and recall knowledge is developed in lesson.</p> <p>Application and evaluation of training/tests/adaptations largely done through practical lessons in the sports hall/on the field.</p> <p>Comparisons skills developed as students compare different methods of training and fitness tests.</p> <p>EAPI links – students are given the chance to design a training programme in an area of their choice. Practical lessons allow them to develop their understanding of training sessions, and how they can be progressed over weeks. This is done in the sports hall/field for aerobic capacity, and in the weights room/main hall for strength.</p> <p>Exam questions used in classroom-based lessons ensuring students are clear and precise</p>	<ul style="list-style-type: none">• Work scrutiny• Home learning tasks• Exam questions in class• End of Unit test on Cardiovascular System• End of Unit Test on Aerobic Capacity/Strength/Flexibility
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		<p>when answering questions on this topic (a training session for example).</p> <p>Practical application in the main hall to practice different stretches (yoga session) and evaluate the 2xfitness tests and adaptations from training.</p> <p>EAPI link – students design an 8-week flexibility training programme.</p>	
<p>Super Curriculum</p> <ul style="list-style-type: none"> • Take part in fitness-based sessions linked to the key components of fitness covered • Watch “The academy” and “The season” on YouTube to gain insight into elite coaching and performance – even at a young age 			
	<p>Psychology of Sport</p> <p>Motivation</p> <p>Definitions of:</p> <ul style="list-style-type: none"> – intrinsic motivation – extrinsic motivation 	<p>Once an understanding has been gained of individuals in a holistic sense from Spring half term 1, the focus shifts to individuals within sporting contexts.</p> <p>Why do you practice your sport? (sport motivation scale)</p> <p>This questionnaire allows learners to consider the difference between intrinsic and extrinsic motivation and apply this to themselves. They</p>	<p>By the end of this section students will need to demonstrate the ability to:</p> <p>Acquire, Apply, Compare All students are encouraged to participate in any Q & A sessions, with appropriate prompting where necessary.</p> <ul style="list-style-type: none"> • Teacher Q&A

	<p>Uses and effects of: – intrinsic motivation – extrinsic motivation</p> <p>Achievement Motivation Definition Atkinson’s & McClland’s Theory</p> <p>Need to achieve (Nach) Need to avoid failure (Naf) Characteristics of high/low achievers Practical Examples Effects of previous experiences Learned Helplessness Mastery Orientation Practical Examples</p>	<p>can then compare answers within the group and generate class discussion.</p> <p>Practical sports session A practical sports session in which learners will take part in a range of contrasting sports. They should be encouraged to consider how the activity affected their level of motivation and the affect on their performance level.</p> <p>What motivates elite sports performers? Learners are provided with a range of elite sports performers and should consider what motivates these performers. The learners can then use the internet to find quotes from the sports performers, referring to motivational factors.</p> <p>Impact of different types of motivation Learners should analyse this article and summarise the impact of different types of motivation on performance.</p>	<ul style="list-style-type: none"> • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class <p>End of Unit test</p>
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	<p>Arousal</p> <p>Definition of arousal</p> <p>Effects of arousal: – drive theory – inverted U theory – catastrophe theory</p>	<p>The relationship between motivation, self-confidence and anxiety Learners should analyse this article and summarise the links between motivation, self-confidence and anxiety.</p> <p>Optimum level of arousal? Learners are provided with a a range of skills from sports and should consider the optimum level of arousal required for successful performance.</p> <p>Practical activities You can set up a practical session where your learners take part in a variety of practical activities (of your choice) in a competitive environment to consider the effect on level of arousal and performance.</p> <p>Scenarios Learners are given a task sheet, with a range of situations from sport. They should create a list of strategies that could be used to control arousal and therefore optimise performance.</p> <p>Why did this happen?</p>	
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	<p>Anxiety</p> <p>Definition of anxiety</p>	<p>Learners observe a range of video clips from sport in which the performer has not controlled their arousal appropriately, and ultimately performed poorly. They should highlight what went wrong, and try to identify reasons.</p> <p>Being in the zone – the ‘holy grail’ Learners should analyse this article and summarise the key information. This can then be followed by class discussion.</p> <p>How can music influence performance? Learners should analyse this article and summarise the key information.</p> <p>Getting into the optimum performance zone Learners should analyse this article and summarise the key information. This can then be followed by class discussion.</p> <p>Motivation and arousal link up This activity requires learners to link the key terms with the appropriate definition.</p> <p>How anxious did you get?</p>	
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	<p>Types of anxiety: – state and trait</p> <p>Response to anxiety: – somatic and cognitive – zone of optimal functioning</p>	<p>This activity will allow learners to experience possible stressful situations initially and evaluate how they were able to deal with the stress (or not!).</p> <p>What is anxiety? Learners should analyse this article and summarise the key aspects of anxiety, and different types of anxiety.</p> <p>Causes of anxiety Learners should analyse this article and summarise the key causes of anxiety and methods to control.</p> <p>Choking in sport! Learners are directed to research ‘choking’ in sport and find examples from elite sport where a performer has ‘choked’ under intense pressure. The learners should present to the class the case study, describing the situation and the effect anxiety had on the performer.</p> <p>Scenarios</p>	
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		Learners are provided with a range of scenarios from sport. They should identify the possible causes of anxiety, and then consider the strategies that the performer could put in place to reduce anxiety.	
	Super Curriculum	<p>Arousal In Sport – What Does The Research Suggest? – Sport Science Insider</p> <p>Control and Regulation of Arousal for Athletes: A Sports Psychology Coaching Approach - Spencer Institute Health, Holistic and Wellness Certifications</p> <p>How to Get in the Zone Sports Psychology Today - Sports Psychology (sportpsychologytoday.com)</p>	
Summer Term 3A	<p>Flexibility</p> <ul style="list-style-type: none"> • Factors affecting flexibility • Training to develop flexibility • Evaluating flexibility • Adaptations leading to improved flexibility 	<p>Exam questions used in classroom-based lessons ensuring students are clear and precise when answering questions on this topic (a training session for example).</p> <p>Practical application in the main hall to practice different stretches (yoga session) and evaluate the 2xfitness tests and adaptations from training.</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test on Cardiovascular System

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	<p>Impact of training on lifestyle Diseases</p> <ul style="list-style-type: none"> • Cardiovascular system lifestyle diseases • Respiratory system lifestyle diseases 	<p>EAPI link – students design an 8-week flexibility training programme.</p> <p>Students are taught not just about the physiological adaptations to aerobic/strength/flexibility training, but also the benefits of exercise on improving lifestyle and preventing diseases.</p> <p>Students are to apply the adaptations to improving quality of life.</p> <p>Students analyse different statistics such as physical activity guidelines, and prevalence of diseases such as obesity and osteoporosis.</p> <p>Students complete engaging tasks such as design a poster/presentation advising people on the benefits of exercise.</p>	<p>End of Unit Test on Impact on Lifestyle Diseases</p>
	<p>Super Curriculum</p> <p>Find research papers linked to lifestyle diseases. Many articles investigate links between lifestyle factors and mortality rates. Consider the part sport/exercise plays in healthy lifestyle maintenance.</p>		
	<p>Acquisition of Skill</p>		<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content

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	<p>Transfer of learning</p> <p>Types of Transfer</p> <p>Positive</p> <p>Negative</p> <p>Bi-lateral</p> <p>Pro-active</p> <p>Retro-active</p>	<p>Students need to be able to demonstrate how we learn skills and the effect of past learning on the learning of a new skill.</p> <p>Students will learn to juggle exploring how we go from the:</p> <p>Cognitive stage – Learn it</p> <p>Associative stage - Practice it.</p> <p>Autonomous stage – Apply it</p> <p>Students will also now begin to explore how they would begin to teach a key skill from their own sport and develop a 12-week action plan to demonstrate this. This will build into the EAPI assessment undertaken in February of year 2</p>	<ul style="list-style-type: none"> • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test
	<p>Super Curriculum</p>	<p>Bing Videos</p>	
	<p>Psychology of Sport</p> <p>Group and team dynamics Goal setting year 1</p> <p>Definition of a group</p>	<p>Once an understanding of individual personality in sport has been gained in Spring half term 2, consideration is taken for how this may vary in a group/team. Having focused on both individuals and groups, understanding of</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class

	<p>The formation of groups and sports teams using stages of group development</p> <p>Forming Storming Norming Performing</p> <p>Team Productivity and Performance</p> <p>Definition of a group Steiner’s Model of group performance Motivational and co-ordination problems</p> <p>Ringelmann Effect</p> <p>Concepts and practical examples of. Social Loafing</p> <p>Definition Ways of combating and coaching strategies to ensure maximum team and individual productivity.</p>	<p>how to set goals for both of these provides the basis to an improvement in performance.</p> <p>All students are encouraged to participate in any Q & A sessions, with appropriate prompting where necessary.</p> <p>The group will experience a range sports and activities over the following weeks. Trying to apply knowledge from their studies, to explain why certain outcomes were achieved and what contributed most to the success or failure of a task.</p> <p>Students choose a task/sport and must set a clear goal to achieve by the end of the half term. This is likely to occur outside of curriculum time. However the review will be important. To gauge whether the task was achieved or not.</p> <p>Note taking, key points. Students can refer to the induction task on effective note taking. This will aslo be a key point to check their folders</p>	<ul style="list-style-type: none"> • End of Unit test
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	<p>Goal Setting Importance and effectiveness of goal setting For attentional focus Persistence on tasks Raising confidence and self-efficacy Control of arousal and anxiety To monitor performance The SMART principle (Specific, Measurable, Achievable, Recorded, Time phased)</p>	<p>and the level of independent learning being undertaken.</p>	
	<p>Super Curriculum</p>	<p>Bing Videos What is Goal Setting and How to Do it Well (positivepsychology.com)</p>	
	<p>Socio-cultural factors affecting sport Deviance in sport Gambling Drugs</p>	<p>As with topic 1, this topic uses knowledge of society from the first topic to understand how sport can lead to deviant behaviour. Many examples are used from the Olympic Games, and other significant global events, from the previous topic</p> <p>Students will explore and demonstrate an understanding of:</p>	<p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p>

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	<p>Match fixing</p>	<p>The key issues relating to drugs in sport. Legal supplements versus illegal drugs and doping</p> <p>Reasons why elite performers use illegal drugs/doping</p> <p>Consequences/implications to: – society – sport – performers</p> <p>Strategies to stop the use of illegal drugs and doping</p>	<p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Teacher assessment during lesson</p> <p>End of module test</p> <p>End of Year assessments</p>
	<p>Super Curriculum</p>	<p>Lance Armstrong: I wouldn't change a thing about doping - BBC Sport</p> <p>Bing Videos</p>	
<p>Summer Term 3B</p>	<p>Biomechanics</p> <ul style="list-style-type: none"> • Newtons laws of motion • Force and free body diagrams • Biomechanical calculations • Centre of mass and stability 	<p>Knowledge gained in the skeletal and muscular system topics enables understanding of basic biomechanical principles.</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks

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	<ul style="list-style-type: none"> • Levers <p>Analysing movement with technology</p>	<p>Students are taught to recall the three laws of motion, and apply them to different sporting examples. Classroom based, pair/group work. Practical application to different sports through classroom/practical lessons.</p> <p>Whiteboards and interactive tasks are used to learn about drawing free body diagrams.</p> <p>Practical lesson for biomechanical principles – students record their 20m splits and calculate velocity/momentum/acceleration.</p> <p>Practical lessons used where possible to understand and apply centre of mass and stability. Students teach KS3 students the technique of the Fosbury Flop, linking in how an athlete is able to manipulate their CoM.</p> <p>Levers drawn on whiteboards and applied to different sporting examples. Theory and practical lessons – Javelin throw, tennis serve.</p>	<ul style="list-style-type: none"> • Exam questions in class • End of Unit test on Cardiovascular System • End of Unit Test on Biomechanics
	<p>Super Curriculum</p> <p>Research Biomechanical influences on different sports, especially formula 1, cycling and swimming.</p>		
	<p>Psychology of Sport</p>		

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	<p>Aggression</p> <p>Definition of aggression</p> <p>Theories of aggression:</p> <ul style="list-style-type: none"> – instinct – social learning – frustration-aggression hypothesis – aggressive cue hypothesis 	<p>Observing aggression</p> <p>Learners are provided with a range of video clips to observe from sport in which aggressive behaviour occurred.</p> <p>Is it aggression?</p> <p>Learners are provided with a range of examples from sport and should consider if it is aggression or assertion. They should be able to justify their answer with reasons.</p> <p>What is aggression?</p> <p>Learners should analyse the accompanying article and summarise the key aspects of aggression, and link to theories.</p> <p>Controlling aggression!</p> <p>Learners are asked to consider a situation in sport which is likely to cause frustration (these can be provided by the teacher). They should identify the likely outcome of the frustration (how would they respond?), and the different responses can be collated by the teacher.</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test on Cardiovascular System • End of Unit Test on Biomechanics
	<p>Super curriculum</p>	<p>16.1.pdf (khejournal.com)</p>	

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		<u>Aggression in Sports: Theories and Examples - HowTheyPlay</u>	
<p>YEAR 13 Autumn Term 4A</p>	<p>Energy for exercise</p> <ul style="list-style-type: none"> • Energy • PC system • Glycolytic system • Aerobic system • Energy continuum • Recovery (lactacid and Alactacid) <p>Environmental effects</p> <ul style="list-style-type: none"> • Altitude • Heat 	<p>Students taught the different energy systems through practical application. Practical lessons include different activities to target different energy systems (running, sprinting, game-play).</p> <p>A3 flip learning and worksheets used to make notes.</p> <p>Pair/Group tasks where possible to develop evaluative skills when discussing the positives and negatives of each energy system.</p> <p>Videos and imagery used when discussing environmental effects.</p> <p>Recall pop quizzes used to develop understanding and Recall knowledge.</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test on Cardiovascular System • End of Unit Test on Biomechanics
	<p>Super curriculum Research Biomechanical influences on different sports, especially formula 1, cycling and swimming.</p>		

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	<p>Acquisition of Skill</p> <p>Memory models</p> <p>Model of the Memory Process</p> <p>Role & use of selective attention</p> <p>Characteristics of: Short-term sensory store Short term memory Long term memory</p> <p>Strategies for improving short term memory & Retention of information</p>	<p>A rigorous topic to start the A2 course; recalling all AS skill acquisition topics to understand how skills are processed and recalled.</p> <p>Students need to understand: The differences between Atkinson and Schiffren's multi memory model and Craik and Lockhart's levels of processing model.</p> <p>Students need to demonstrate how they would use this understanding in the learning of a key skill from within their own sport.</p>	<p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p> <p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Teacher assessment during lesson</p> <p>End of module test</p> <p>End of Year assessments</p>
	<p>Super curriculum</p>	<p>https://cognitiontoday.com/memory-models-in-psychology-understanding-human-memory/</p> <p>Bing Videos</p>	
	<p>Psychology of Sport</p> <p>Attribution</p> <p>Social Facilitation</p> <p>Confidence and self-efficacy</p> <p>Attribution</p>	<p>Having considered internal factors that affect performance in several previous topics, consideration is taken for those factors beyond sportspersons ability, for example coach, audience leadership.</p>	<p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p>

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	<p>Weiner's model of attribution Stability dimension (unstable and stable) Locus of control dimension (internal and external) Controllability dimension</p> <p>Learned helplessness as a barrier to sports performance</p> <p>Mastery orientation to optimise sports performance</p> <p>Social facilitation Definition of social facilitation and social inhibition The effect of an audience on: – introverts/extroverts – beginners/experts – simple/complex skills – gross/fine skills Evaluative apprehension Strategies to minimise social inhibition</p>	<p>How well do you perform? A practical sports session in which learners will undertake a range of contrasting physical skills in front of each other. They should be encouraged to consider how the type of skill affected their level of performance, and the impact of the observers.</p> <p>Crowd effects and the home advantage Learners should analyse this article and summarise the impact of a home crowd on performance. This article covers many aspects of social facilitation.</p> <p>Why are some players afraid to shoot? Learners should analyse this article and summarise the key aspects of evaluation apprehension, and how it links with anxiety and arousal.</p> <p>What impact? Learners are provided with a range of scenarios from sport, from which they should discuss the potential impact on the performer.</p>	<p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Teacher assessment during lesson</p> <p>End of module test</p> <p>End of Year assessments</p>
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	<p>Definitions of sports confidence and self-efficacy</p> <p>The impact of sports confidence on: Performance Participation Self-esteem</p> <p>Vealey’s model of sports confidence: Trait sports confidence Competitive orientation State sports confidence Subjective perceptions of outcome</p> <p>Bandura’s theory of self efficacy: Performance accomplishments Vicarious experiences Verbal persuasion Emotional arousal</p>	<p>Strategies to promote social facilitation</p> <p>Following on from the scenarios from the previous task, learners should work in pairs/groups to describe what strategies could be used to promote social facilitation and reduce social inhibition.</p>	
	<p>Super curriculum</p>	<p>Self-Efficacy: Bandura's Theory Of Motivation In Psychology (simplypsychology.org)</p> <p>Bing Videos</p>	

	<p>Socio-cultural factors affecting sport</p> <p>Factors leading to commercialisation Relationship between sport and media Coverage of sport post 1980</p> <p>Coverage of sport by the media today and reasons for changes since the 1980s</p>	<p>Students explore the Growing public interest in watching sport and the changes in:</p> <p>Media interest Professionalism Advertising Sponsorship</p> <p>Students develop an understanding of the changes in sport coverage in the media.</p> <p>Television – terrestrial – free-to-air – satellite – subscription – pay-per-view</p> <p>Radio – dedicated sports stations – local and national radio</p> <p>Written press – newspapers – magazines</p> <p>Internet</p>	<p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p> <p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Teacher assessment during lesson</p> <p>End of module test</p> <p>End of Year assessments</p>
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		<p>Students discuss the positive and negative effects of the media on sport:</p> <p>Individual sports</p> <p>Performers</p> <p>Spectators</p>	
	Super curriculum	<p>Bing Videos</p> <p>Bing Videos</p>	
Autumn Term 4B	<p>Injuries</p> <ul style="list-style-type: none"> • Acute and Chronic injuries • Injury prevention • Responding/treating injuries • Injury rehabilitation. 	<p>Application of real-life context and in relation to all other physiology topics. Rigorous topic to complete the course when students are motivated following mock and as end of course approaches</p> <p>Students will be taught the main symptoms and treatments for a range of different injuries. A3 flip learning and worksheets are used to develop a knowledge and understanding, with an application in practical lessons.</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test on Cardiovascular System • End of Unit Test on Biomechanics
	Super curriculum		
	Acquisition of Skill		

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	<p>Applying the theory to the learning of a key skill. This is key to their ability to develop an EAPI next year for the non-examined assessment.</p>	<p>The summer term will be looking it draw all the units studied through the EAPI. Students will explore and analyse model examples of the EAPI and then begin to develop their own action plans for a sport/skill of their choice.</p> <p>Students will be given the opportunity to lead on an activity whilst others will act as the athlete.</p> <p>Nonparticipating students are looking for opportunities to apply theory in sessions observed.</p>	<p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p> <p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Peer assessment during lesson</p> <p>Teacher assessment during lesson</p>
	<p>Super curriculum</p>	<p>Build an Individualized Sports Performance Training Program (acefitness.org)</p> <p>How To Design Sport Specific Training Programs Biolayne</p> <p>Bing Videos</p>	
	<p>Psychology of Sport</p> <p>Definition and causes of stress</p> <p>Use of cognitive stress management techniques:</p>	<p>Students to research the causes of stress and the physical responses evident during performance.</p>	<p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p>

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	<p>Positive thinking/self-talk Negative thought stopping Rational thinking Mental rehearsal Imagery Goal setting Mindfulness</p> <p>Use of somatic stress management techniques: Progressive muscular relaxation Biofeedback Centring technique Breathing control</p>	<p>Students to identify what makes them feel under stress in sport. Do they think that the same stresses will affect someone else in the same way? And if not why not?</p> <p>Students identify as many Stresses as they can in a variety of sporting situations.</p> <p>Students to explore the concept of 'positive and negative self-talk', describing at least three techniques and three emotions that will be evident.</p> <p>Students to explore the concepts of visualisation and imagery. Trying to put themselves in a variety of sporting situations, such as hitting a forehand in tennis. They need to examine how effective each strategy is. Whether it is possible to maintain a mental picture of performance through visualisation. Whether is it easy or difficult to carry out imagery themselves and what emotional responses were they made aware of?</p>	<p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Peer assessment during lesson</p> <p>Teacher assessment during lesson</p>
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	<p>Super curriculum</p>	<p>Stress In Sport Sport Psychology (sportingbounce.com)</p> <p>3 Types of Psychological Stress Affecting Athletes In-season - Firstbeat Sports</p>	
	<p>Socio-cultural factors affecting sport</p> <p>Routes to sporting excellence</p>	<p>Development of understanding of talent identification and provision in the modern era to enable success in global sporting events from previous topic.</p> <p>Students need to research and demonstrate how each of the sporting bodies within the uK affect an individual's chance of achieving success.</p> <p>Groups will be assigned a particular sporting body and suggest whether they have achieved their goal.</p> <p>Students will research and discuss the development of and impact of technology in the modern era in relation to provision for elite</p>	<p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p> <p>Homework to develop fluency, problem solving, reasoning and mastery</p> <p>Teacher assessment during lesson</p> <p>End of module test</p> <p>End of Year assessments</p>

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	Modern Technology	<p>sport, entertainment and participation; linked to several previous topics.</p> <p>Research task with clear guidelines e.g. to include:</p> <ul style="list-style-type: none">logomission statementfundingstrategies for excellencestrategies for increasing participationcurrent initiatives.creation of 'model' to show relationships between different organisations. <p>Elite performance:</p> <p>Students will explore the extent to which modern technology has affected elite level sport including increased/improved:</p> <ul style="list-style-type: none">– access– facilities– equipment– monitoring of exercise– safety	
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For their own sport they must be able to apply each of these and the consequences for their chosen activity.

General participation:

The extent to which modern technology has increased participation including increased/improved:

- access
- facilities
- equipment
- monitoring of exercise
- safety

The extent to which modern technology has limited or reduced participation including:

- cost
- the range of alternatives to physical activity and sport

Fair outcomes:

Students discuss the extent to which modern technology has increased fair outcomes

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including:

- better timing devices
- increased accountability of officials
- more accurate decision making
- improved detection of foul play
- improved detection of doping

Students explore the extent to which modern technology has limited or decreased fair outcomes including:

- access to modern technology can be limited
- performance enhancing drug testing technology cannot keep up with new drug development
- pressure on officials due to the exposure and scrutiny of their decisions

Entertainment:

Students explore the extent to which modern technology has increased entertainment

including:

- action replays
- multiple camera angles

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		<ul style="list-style-type: none"> – slow motion technology – improved analysis – punditry <p>Whilst questioning the extent to which modern technology has reduced or limited entertainment including:</p> <ul style="list-style-type: none"> – interruption and delay – reduced live attendances 	
	Super Curriculum	<ul style="list-style-type: none"> • http://www.ukssport.gov.uk/ • http://www.sportengland.org/ • http://www.sports-council-wales.org.uk/ 	
Spring Term	<p>Biomechanics</p> <ul style="list-style-type: none"> • Linear motion <ul style="list-style-type: none"> • Angular motion • Linear and angular motion graphs • Fluid mechanics • Analysing movement with technology • Projectile motion • Lift and the Bernouli principle 	<p>Students will learn how to define and apply different mechanical principles using sporting examples. Practical lessons used to show the effect of force on a body, for example magnus effect on the topspin of a tennis forehand.</p> <p>Exam based activities, demonstrating exam answering techniques and use of key terminology. Very specific and precise method of answering.</p>	<ul style="list-style-type: none"> • Teacher Q&A • Pop tests on key AO1 content • Folder check • Work scrutiny • Home learning tasks • Exam questions in class • End of Unit test on Cardiovascular System • End of Unit Test on Biomechanics

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	<ul style="list-style-type: none"> • Spin and the magnus effect 		
	Super Curriculum		
	EAPI Preparation & Performance	<p>The term is focused entirely on the students preparation for their EAPI. It a time when students will review their studies and identify strengths in their understanding of particular concepts which they feel they can incorporate into their EAPI.</p> <p>Lessons will: Model examples from previous years. Give opportunities for students to work with a partner or small group. To build confidence and share ideas. Explore different Training programmes and how these can be adapted for their own sport. Give an understanding of the assessment criteria by which they are judged.</p>	<p>In class teacher assessment through Q & A</p> <p>Knowledge recall activity</p> <p>Homework to develop fluency, problem solving, reasoning and mastery</p>
Summer Term	Revision	<p>Upon completion of the EAPI, we will spend the remaining weeks looking at exam technique and their ability to identify what</p>	<p>Use of past papers</p>

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		questions are looking for. Particularly their ability to focus an answer in the short answer questions. Whilst understanding how to plan for the extended question	
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