

## PE Curriculum Intent

The PE curriculum is designed in order for all students to experience and learn a wide variety of skills across a number of different sports, health and exercise. This aims to encourage lifelong participation in sport, health and exercise post education. Across three key stages the department aims to increase knowledge on how to play, access and compete in a multitude of sports and activities be it team or individual pursuits. The curriculum follows progressive schemes of learning which begin in KS3 and lead through to the end of KS5. The curriculum also introduces students to a number of sporting careers so they can make informed choices regarding higher education.

The PE department has a number of academic qualifications which build on learning to help students progress to further education. There are a variety of qualifications to choose from in order to cater to the needs of different learners at Vyners. There are two academic pathways at KS4; GCSE PE and OCR Sports Studies which lead into two academic options at KS5; A-Level PE and CTEC in Sport and Physical Activity. The PE department have a proven track record of excellent results giving students an excellent platform into higher education.

Curricular PE is also streamlined with co-curricular activities with students being able to represent the school based on their attainment in lessons alongside their commitment to the co-curricular program.

<b>KS3</b>	<p>Throughout KS3 students are exposed to a wide range of games based and PE based activities. During Year 7 and 8 there is an emphasis on the development of core skills, movement and knowledge development. Students will learn how to move, coordinate and develop their physical attributes through progressive schemes of learning. Students will have 2 PE lessons a week; one lesson will focus on a games based activity (Rugby, Football, Hockey, Basketball, Netball, etc) and the other will be based around Physical Education (Fitness, OAA, Badminton, Gymnastics, Dance etc.). Throughout KS3 students will be exposed to KS4 terminology to enable them to gain insight into the academic language, options available post KS3.</p> <p>All students study Core PE which follows the National Curriculum Programmes of Study for KS3. Students also have the opportunity to study Enrichment PE or Sports Studies. These courses will focus on transferable skills development in preparation for KS4 studies.</p>
<b>KS4</b>	<p><b>Core PE:</b> PE at KS4 remains constant throughout every student's timetabled curriculum. Students will continue with two core PE lessons a week which further builds on what has been delivered across KS3. As students mature there is an increased emphasis on the technical and tactical development of their previously learnt knowledge. The curriculum is progressive from KS3 and builds on the knowledge developed during these years. As students progress through KS4 their options in PE increase and they are able to have a selective approach to what they choose to participate in. This is encouraged by the department to increase the likelihood of a long lasting love for Physical Education extending past curricular PE.</p> <p><b>GCSE PE:</b></p>

	<p>One academic option is GCSE PE. This is available for students to select towards the end of Year 9 following on from parents' evening discussion, careers evening, careers fayre and tutorial information sessions. This course is completed over two years finishing with two terminal examinations in Year 11 which equates to 70% of the qualification. 30% of the qualification is made up of a practical assessment where students will be assessed in three sports consisting of one team sport, one individual sport and one other either team or individual. This will be assessed alongside a personal exercise program which is completed as coursework during theory lessons. Students taking GCSE PE will have 5 timetabled lessons a fortnight. Year 9 students will be delivered a skeleton SOW as an enrichment PE lesson to allow students to develop the relevant knowledge and transferable skills that will allow them to transition to Year 10 content.</p> <p><b>Sports Studies:</b> The second academic option is Sports Studies. This is available for students to select towards the end of Year 9 following on from parents evening discussion, careers evening, careers fayre and tutorial information sessions. The Sports Studies course is a modular qualification where students study Units across the three years completing a unit before progressing onto the next. This qualification has a combination of assessments which include coursework, practical assessment and one unit of examination which will be sat in Year 11. This qualification is favoured by students who prefer coursework and a modular framework opposed to terminal examinations.</p>
<p><b>KS5</b></p>	<p><b>A-Level PE:</b> Our A Level in Physical Education develops knowledge, understanding and skills relevant to physical education. Students gain understanding of the scientific, psychological and socio-cultural factors that underpin physical activity, and demonstrate their ability as either performer or coach. This qualification is filled with a range of content across the sporting spectrum developing individuals' knowledge in preparation for a possible career in teaching, sports medicine, nutrition, coaching, strength and conditioning to name a few. This course is completed with three terminal exams completed in the summer of Year 13.</p> <p><b>Sport and Physical Activity Diploma:</b> This qualification provides learners with the knowledge, understanding and skills that they need to prepare them for employment or higher education in the sports, health and leisure industry. The qualification is equivalent in size to two 'A' levels studied over two years. The qualification is a level 3 qualification for post - 16 learners who want to achieve their potential and progress to the next stage of their lives whether it be in higher education, an apprenticeship or employment. It aims to develop students' knowledge, understanding and skills of the principles of sport and physical activity to a wide range of participants. This qualification is modular and students progress through units of study throughout the two year course. There are three examinations two of which are completed in January of Year 12 and one in January of Year 13.</p>

**PE Curriculum Implementation**

	<b>Autumn 1</b>		<b>Autumn 2</b>		<b>Spring 1</b>		<b>Spring 2</b>		<b>Summer 1</b>		<b>Summer 2</b>	
<b>Year 7 - Core PE</b>	<b>Girls:</b> Netball Fitness	<b>Boys:</b> Rugby Fitness	<b>Girls:</b> Football Badminton	<b>Boys:</b> Football Gymnast	<b>Girls:</b> Basketball OAA	<b>Boys:</b> Hockey OAA	<b>Girls:</b> Hockey Gymnast	<b>Boys:</b> Basketball Badminton	<b>Girls:</b> Athletics Cycling	<b>Boys:</b> Athletics Cycling	<b>Girls:</b> Striking World Sports	<b>Boys:</b> Striking World Sports
<b>Year 8 - Core PE</b>	<b>Girls:</b> Netball Fitness	<b>Boys:</b> Rugby Badminton /Table Ten	<b>Girls:</b> Handball Dance	<b>Boys:</b> Football Hockey	<b>Girls:</b> Hockey Badminton	<b>Boys:</b> Basketball Fitness	<b>Girls:</b> Basketball OAA	<b>Boys:</b> Handball Gymnast	<b>Girls:</b> Athletics Striking	<b>Boys:</b> Athletics World Sports	<b>Girls:</b> Cycling World Sports	<b>Boys:</b> Striking Cycling
<b>Year 9 - Core PE</b>	<b>Girls:</b> Netball Fitness	<b>Boys:</b> Rugby Net Games	<b>Girls:</b> Handball OAA	<b>Boys:</b> Football Hockey	<b>Girls:</b> Basketball Volleyball	<b>Boys:</b> Handball Fitness	<b>Girls:</b> Football Lacrosse	<b>Boys:</b> Basketball Lacrosse	<b>Girls:</b> Athletics Net Games	<b>Boys:</b> Athletics OAA	<b>Girls:</b> Striking Cycling	<b>Boys:</b> Striking World Sports
<b>Year 9 Enrichment PE</b>	<ul style="list-style-type: none"> <li>- Benefits of PA</li> <li>- Lifestyle Choices</li> <li>- Sedentary Lifestyle</li> <li>- Balanced Diet</li> </ul>		<ul style="list-style-type: none"> <li>- Skeletal System</li> <li>- Muscular System</li> </ul>		<ul style="list-style-type: none"> <li>- Muscular System</li> <li>- Injuries in Sport</li> <li>- Performance Enhancing Drugs</li> </ul>		<ul style="list-style-type: none"> <li>- Functions of Cardiovascular System</li> <li>- Functions of Respiratory System</li> </ul>		<ul style="list-style-type: none"> <li>- Components of Fitness</li> <li>- Fitness Testing</li> <li>- Principles of Training</li> <li>- Methods of Training</li> </ul>		<ul style="list-style-type: none"> <li>- Commercialisation of Sport</li> <li>- Sportsmanship, Gamesmanship, Deviance</li> </ul>	
<b>Year 9 OCR Sport</b>	<b>Learning Outcome 1:</b>  <b>Unit RO56</b> OAA - Provision and activities		<b>Learning Outcome 1:</b>  <b>Unit RO56</b> OAA - Provision and activities		<b>Learning Outcome 2:</b>  <b>Unit RO56</b> OAA - Provision and activities		<b>Learning Outcome 3:</b>  <b>Unit RO56</b> OAA - Provision and activities		<b>Learning Outcome 3:</b>  <b>Unit RO56</b> OAA - Provision and activities		<b>Learning Outcome 4:</b>  <b>Unit RO56</b> OAA - Provision and activities	



<b>Core PE</b>	Netball Lacrosse	Rugby Badminton	Handball OAA	Football Basketball	Basketball Volleyball	Handball Fitness	Rounders Football	Indoor Football Volleyball	World Sports Cycling	Softball World Sports	-	-
<b>Year 11 - GCSE PE</b>	<ul style="list-style-type: none"> <li>- Short term effects of PA</li> <li>- Long term effects of PA</li> <li>- Lever System</li> <li>- Planes and Axes</li> </ul>		<ul style="list-style-type: none"> <li>-Classification of Skills               <ul style="list-style-type: none"> <li>- Goal Setting</li> </ul> </li> <li>- SMART Targets</li> <li>- Types of Guidance</li> <li>- Types of Feedback</li> <li>- Mental Preparation               <ul style="list-style-type: none"> <li>- Warm Up</li> <li>- Cool Down</li> </ul> </li> </ul> <p><b>December Mocks</b></p>		<ul style="list-style-type: none"> <li>- Personal Exercise Programme (PEP)</li> </ul>		<ul style="list-style-type: none"> <li>- Practical Evidence Gathering</li> <li>- Muscular System Revision</li> <li>- Cardiovascular System Revision</li> <li>- Components of Fitness, Methods of Training, Fitness Testing Revision</li> </ul>		<ul style="list-style-type: none"> <li>- Injuries Revision</li> <li>- Guidance and Feedback Revision</li> <li>- Lever System &amp; Planes of Movement Revision</li> <li>- Commercialisation, Mental Rehearsal, Sportsmans, Games, Deviance Rev</li> </ul>		<b>Exams</b>	
<b>Year 11 - OCR Sport</b>	<p style="text-align: center;"><b>Unit R052</b> Developing Sports Skills</p> <p><b>Learning Outcome 2 -</b> Be able to use skills, techniques and tactics/strategies/ compositional ideas as a team performer in sporting activity</p>		<p style="text-align: center;"><b>Unit R052</b> Developing Sports Skills</p> <p><b>Learning Outcome 3 -</b> Be able to officiate in a sporting activity</p> <p><b>Learning Outcome 4 -</b> Be able to apply practice methods to support improvement in a sporting activity</p>		<p style="text-align: center;"><b>Unit R051</b> Contemporary Issues in Sport</p> <p><b>Learning Outcome 1 -</b> Understand the issues which affect participation in sport</p>		<p style="text-align: center;"><b>Unit R051</b> Contemporary Issues in Sport</p> <p><b>Learning Outcome 2 -</b> Know about the role of sport in promoting values</p>		<p style="text-align: center;"><b>Unit R051</b> Contemporary Issues in Sport</p> <p><b>Learning Outcome 3 -</b> Understand the importance of hosting major sporting events</p>		<p style="text-align: center;"><b>Unit R051</b> Contemporary Issues in Sport</p> <p><b>Learning Outcome 4 -</b> Know about the role of national governing bodies in sport</p>	

<p><b>Year 12 - A Level PE</b></p> <p><b>Socio-cultural Studies</b></p>	<p><b>Emergence &amp; Evolution of Modern Sport:</b></p> <ul style="list-style-type: none"> <li>- How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain</li> <li>- How social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain:</li> </ul>	<p><b>Emergence &amp; Evolution of Modern Sport:</b></p> <ul style="list-style-type: none"> <li>- How social factors shaped the characteristics of, and participation in, sport in 20th century Britain</li> <li>- How contemporary factors are shaping the characteristics of, and participation in, sport in the 21st century</li> </ul>	<p><b>Global Sporting Events</b></p> <ul style="list-style-type: none"> <li>- The Modern Olympic Games</li> </ul>	<p><b>Global Sporting Events</b></p> <ul style="list-style-type: none"> <li>-Hosting global sporting events</li> <li>o positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup)</li> </ul>	<p><b>Ethics and Deviance in Sport</b></p> <ul style="list-style-type: none"> <li>- Drugs and doping in sport</li> <li>- Violence in Sport</li> </ul>	<p><b>Ethics and Deviance in Sport</b></p> <ul style="list-style-type: none"> <li>- Violence in Sport</li> <li>- Gambling in sport</li> </ul> <p><b>Commercialisation and Media</b></p> <ul style="list-style-type: none"> <li>- Factors leading to the commercialisation of contemporary physical activity and sport</li> <li>- Positive and negative impacts of the commercialisation</li> <li>- Coverage of sport by the media today and reasons for changes since the 1980s</li> <li>- Positive and negative effects of the media on sport</li> </ul>
<p><b>Year 12 - A Level PE</b></p> <p><b>Anat &amp; Phys</b></p>	<p><b>Joints, movements and muscles</b></p> <ul style="list-style-type: none"> <li>- Shoulder</li> <li>- Elbow</li> <li>- Wrist</li> <li>- Hip</li> <li>- Knee</li> </ul>	<p><b>Muscle contraction during exercise of differing intensities and during recovery</b></p> <p><b>Cardiovascular system at rest</b></p>	<p><b>Respiratory system at rest</b></p> <ul style="list-style-type: none"> <li>- Relationship between resting values</li> </ul>	<p><b>Diet and nutrition</b></p> <ul style="list-style-type: none"> <li>- Function and importance of the components of a healthy, balanced diet</li> </ul>	<p><b>Strength training</b></p> <ul style="list-style-type: none"> <li>- Types of strength</li> <li>- Factors that affect strength</li> <li>- Methods of evaluating each type of strength</li> </ul>	<p><b>Periodisation of training</b></p> <ul style="list-style-type: none"> <li>- Periodisation cycles</li> <li>- Phases of training</li> </ul>

	<p>- Ankle - Planes of Movement</p> <p><b>Functional roles of muscles and types of contraction</b></p> <p>- Roles of Muscles - Types of Contraction</p> <p><b>Analysis of movement</b></p> <p><b>Skeletal muscle contraction</b></p> <p>- structure and role of motor units in skeletal muscle contraction</p> <p>- nervous stimulation of the motor unit</p>	<p>- Resting values</p> <p>- Cardiac Cycle</p> <p>- Conduction System</p> <p><b>Cardiovascular system during exercise of differing intensities and during recovery</b></p> <p>- Effects of different exercise intensities and recovery</p> <p>- Redistribution of cardiac output during exercise of differing intensities and during recovery</p> <p>- Mechanisms of venous return during exercise of differing intensities and during recovery</p> <p>- Regulation of heart rate during exercise</p>	<p>- mechanics of breathing at rest and the muscles involved</p> <p><b>Respiratory system during exercise of differing intensities and during recovery</b></p> <p>- effects of differing intensities of exercise and recovery</p> <p>- mechanics of breathing during exercise of differing intensities and during recovery, including additional muscles involved</p> <p>- regulation of breathing during exercise of different intensities and during recovery</p> <p>- effect of differing intensities of exercise and recovery on gas exchange at the alveoli and at the muscles</p>	<p>- Energy intake and expenditure and energy balance in physical activity and performance</p> <p><b>Ergogenic aids</b></p> <p>- use of ergogenic aids; potential benefits and risks:</p> <ul style="list-style-type: none"> <li>• Pharmacological aids</li> <li>• Physiological aids</li> <li>• Nutritional aids</li> </ul> <p><b>Aerobic training</b></p> <p>- Aerobic capacity and maximal oxygen uptake (VO<sub>2</sub> max)</p> <p>- Methods of evaluating aerobic capacity</p> <p>- Intensity and duration of training used to develop aerobic capacity</p> <p>- The use of target heart rates as an intensity guide</p> <p>- Physiological adaptations from aerobic training</p>	<p>- Training to develop strength</p> <p>- Physiological adaptations from strength training</p> <p>- Activities and sports in which strength is a key fitness component.</p> <p><b>Flexibility training</b></p> <p>- Types of flexibility</p> <p>- Factors that affect flexibility</p> <p>- Methods of evaluating flexibility</p> <p>- Training used to develop flexibility</p> <p>- Physiological adaptations from flexibility training</p> <p>- Activities and sports in which flexibility is a key fitness component.</p>	<p>- Tapering to optimise performance</p> <p>- How to plan personal health and fitness programmes for aerobic, strength and flexibility training.</p> <p><b>Impact of training on lifestyle diseases</b></p> <p>The effect of training on lifestyle diseases:</p> <ul style="list-style-type: none"> <li>• cardiovascular system</li> <li>• respiratory system</li> </ul> <p><b>Year 12 Mock Exam and Study Leave</b></p>
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				- Activities and sports in which aerobic capacity is a key fitness component.		
<b>Year 12 - A Level PE</b>  <b>Psychology</b>	<b>Classification of Skills</b> justification of placement of skills on continua  <b>Types and methods of practice</b> characteristics and uses of each	<b>Transfer of skills</b> types of transfer: • positive • negative • proactive • retroactive  <b>Principles and theories of learning movement skills</b>  Learning Theories  <b>Stages of learning</b>  • cognitive • associative • autonomous  <b>Guidance</b>  types and uses of guidance	<b>Feedback</b> intrinsic • extrinsic • positive • negative • knowledge of performance • knowledge of results  <b>Psychology of Sport</b>  - Individual differences (Aggression, Arousal, Anxiety, Personality, Attitude, Motivation)	<b>Group and team dynamics in sport</b> definition of a group • the formation of groups and sports teams using stages of group development • forming • storming • norming • performing Steiner's model of group effectiveness Ringelmann effect and social loafing. Exam Preparation	<b>Injuries in Sport</b> acute injuries resulting from a sudden stress to the body: • hard tissue injuries • soft tissue injuries • concussion • chronic injuries resulting from continuous stress to the body: • soft tissue injuries • hard tissue injuries  <b>Exam Preparation + Revision of Year 12 topics</b>	<b>Exam Preparation + Revision of Year 12 topics</b>  <b>Introduction to Year 13 Topics</b>
<b>Year 12 - OCR Sport</b>	<b>Unit 3 - Sports Organisation and Development</b>  <b>Unit 11 - Physical Activity for Specific Groups</b>	<b>Unit 3 - Sports Organisation and Development</b>  <b>Unit 11 - Physical Activity for Specific Groups</b>	<b>Unit 8 - Sports Organisations</b>  <b>Unit 11 - Physical Activity for Specific Groups</b>	<b>Unit 8 - Sports Organisations</b>  <b>Unit 5 - Performance Analysis</b>	<b>Unit 8 - Sports Organisations</b>  <b>Unit 5 - Performance Analysis</b>	<b>Unit 13 - Fitness Testing</b>  <b>Unit 5 - Performance Analysis</b>

	<b>Unit 1 - Body Systems and the effects of Physical Activity</b>	<b>Unit 1 - Body Systems and the effects of Physical Activity</b>	<b>Unit 2 - Sports Coaching and Activity Leadership</b>	<b>Unit 2 - Sports Coaching and Activity Leadership</b>	<b>Unit 2 - Sports Coaching and Activity Leadership</b>	<b>Unit 2 - Sports Coaching and Activity Leadership</b>
<b>Year 13 - A Level PE</b>	<p><b>Commercialisation and Media</b></p> <ul style="list-style-type: none"> <li>- Relationship between sport and the media</li> </ul> <p><b>Routes to Sporting Excellence in UK</b></p> <ul style="list-style-type: none"> <li>- Talent Identification</li> <li>- UK Sport and National Institutes</li> <li>- Dropout rates/Failures</li> <li>- Schools, clubs, unis</li> </ul>	<p><b>Modern Technology in Sport</b></p> <ul style="list-style-type: none"> <li>- Elite Performance</li> <li>- General Participation</li> <li>- Fair Outcomes</li> <li>- Entertainment</li> </ul>	<p><b>Evaluation and Analysis of Performance for Improvement</b></p>	<p><b>Evaluation and Analysis of Performance for Improvement</b></p> <p><b>Practical Assessment</b></p>	<p><b>Revision</b></p> <p><b>Exam Practice</b></p>	<p><b>Revision</b></p> <p><b>Exam Practice</b></p>
<b>Year 13 - A Level PE Anat &amp; Phys</b>	<p><b>Adenosine Triphosphate (ATP) and energy transfer</b></p> <ul style="list-style-type: none"> <li>- ATP as 'energy currency'</li> <li>- Principle of energetically coupled reactions</li> </ul> <p><b>Energy systems and ATP resynthesis</b></p>	<p><b>The recovery process</b></p> <ul style="list-style-type: none"> <li>- How the body returns to its pre-exercise state</li> <li>- Fast components of EPOC, the processes that occur and the duration</li> <li>- Slow components of EPOC, the processes</li> </ul>	<p><b>Biomechanical principles</b></p> <ul style="list-style-type: none"> <li>- Define and apply Newton's laws of motion</li> <li>- Force</li> </ul> <p><b>Levers</b></p>	<p><b>Analysing movement through the use of technology</b></p> <ul style="list-style-type: none"> <li>- Definitions and uses of: <ul style="list-style-type: none"> <li>• limb kinematics</li> <li>• force plates</li> <li>• wind tunnels</li> </ul> </li> <li>- How each type of technology may be</li> </ul>	<p><b>Fluid Mechanics</b></p> <ul style="list-style-type: none"> <li>- Factors that impact the magnitude of air resistance (on land) or drag (in water) on a body or object</li> </ul> <p><b>Projectile motion</b></p>	<p><b>Revision and Exam Preparation</b></p>

	<ul style="list-style-type: none"> <li>- Energy systems: <ul style="list-style-type: none"> <li>• ATP-PC (Phosphocreatine) system</li> <li>• glycolytic system</li> <li>• aerobic system</li> </ul> </li> </ul> <p><b>ATP resynthesis during exercise of differing intensities and durations</b></p> <ul style="list-style-type: none"> <li>- The energy continuum</li> <li>- Predominant energy system used during exercise</li> <li>- Interplay of energy systems during intermittent exercise and factors that affect this interplay</li> </ul>	<p>that occur and the duration</p> <ul style="list-style-type: none"> <li>- Effect of exercise intensity on EPOC and implications</li> </ul> <p><b>Exercise at altitude</b></p> <ul style="list-style-type: none"> <li>- Effect of altitude on the cardiovascular and respiratory systems</li> <li>- Acclimatisation, including the importance of timing arrival, at altitude (above 2400m).</li> </ul> <p><b>Exercise in the heat</b></p> <ul style="list-style-type: none"> <li>- Effect of heat on the cardiovascular and respiratory systems</li> </ul>	<ul style="list-style-type: none"> <li>- Components of a lever system</li> <li>- 1st class lever</li> <li>- 2nd class lever</li> <li>- 3rd class lever</li> </ul> <ul style="list-style-type: none"> <li>- Mechanical advantage of a 2nd class lever</li> </ul>	<p>used to optimise performance in sport.</p> <p><b>Linear motion</b></p> <ul style="list-style-type: none"> <li>- Definition of linear motion.</li> <li>- The centre of mass</li> <li>- Following quantities of linear motion</li> <li>- Plot and interpret graphs of linear motion</li> </ul> <p><b>Angular motion</b></p> <ul style="list-style-type: none"> <li>- Definition of angular motion</li> <li>- Force about one (or more) of the three axes of rotation: <ul style="list-style-type: none"> <li>- Definitions, calculations and units of measurement for each quantity of angular motion</li> </ul> </li> <li>- Factors affecting the size of the moment of inertia of a rotating body</li> </ul>	<ul style="list-style-type: none"> <li>- Factors affecting the horizontal distance traveled by a projectile</li> <li>- Free body diagrams showing the forces acting on a projectile once in flight</li> <li>- Resolution of forces acting on a projectile in flight using the parallelogram of forces</li> <li>- Patterns of flight paths as a consequence of the relative size of air resistance and weight</li> <li>- The addition of lift to a projectile through the application of Bernoulli's principle: <ul style="list-style-type: none"> <li>- Angle of attack to create an upwards lift force on a projectile</li> <li>- Design of equipment to create a downwards lift force:</li> <li>- Use of spin in sport to create a Magnus force, causing deviations to expected flight paths:</li> </ul> </li> </ul>	
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<p><b>Year 13 - A Level PE Psychology</b></p>	<p><b>Goal setting in sports performance</b></p> <p>importance and effectiveness of goal setting</p> <ul style="list-style-type: none"> <li>• for attentional focus</li> <li>• persistence on tasks</li> <li>• raising confidence and self-efficacy</li> <li>• control of arousal and anxiety</li> <li>• to monitor</li> </ul>	<p><b>Injuries in sport</b></p> <p><b>Leadership in sport</b></p> <p>characteristics of effective leaders</p> <ul style="list-style-type: none"> <li>• emergent or prescribed leaders</li> <li>• leadership styles <ul style="list-style-type: none"> <li>• autocratic</li> <li>• democratic</li> <li>• laissez-faire</li> </ul> </li> <li>• theories of leadership</li> </ul>	<p><b>Stress management to optimise performance</b></p> <p>definition and causes of stress</p> <ul style="list-style-type: none"> <li>• use of cognitive stress management techniques: <ul style="list-style-type: none"> <li>• positive thinking/self-talk</li> <li>• negative thought stopping</li> <li>• rational thinking</li> <li>• mental rehearsal</li> <li>• imagery</li> <li>• goal setting</li> <li>• mindfulness</li> </ul> </li> <li>• use of somatic stress management</li> </ul>	<p><b>Memory models</b></p> <p>Atkinson and Shiffrin's multi-store memory model • use of selective attention • Craik and Lockhart's levels of processing model • relate both models to learning and performing physical activity skills.</p>	<p><b>Exam Preparation and Revision</b></p>	<p><b>Exam Preparation and Revision</b></p>

	<p>performance</p> <ul style="list-style-type: none"> <li>• the SMART principle (Specific, Measurable, Achievable, Recorded, Time phased)</li> </ul> <p><b>Attribution</b></p> <p>Weiner's model of attribution</p> <ul style="list-style-type: none"> <li>• stability dimension (unstable and stable)</li> <li>• locus of causality dimension (internal and external)</li> <li>• controllability dimension</li> <li>• learned helplessness as a barrier to sports performance</li> <li>• mastery orientation to optimise sports performance</li> </ul>	<ul style="list-style-type: none"> <li>• trait perspective</li> <li>• social learning</li> <li>• interactionist</li> <li>•Chelladurai's multidimensional model of sports leadership</li> </ul>	<p>techniques:</p> <ul style="list-style-type: none"> <li>• progressive muscular relaxation • biofeedback</li> <li>• centring technique • breathing control.</li> </ul> <p><b>Confidence and self-efficacy</b></p> <ul style="list-style-type: none"> <li>•definitions of sports confidence and self-efficacy</li> <li>•the impact of sports confidence on: <ul style="list-style-type: none"> <li>• performance</li> <li>• participation</li> <li>• self-esteem</li> </ul> </li> <li>•Vealey's model of sports confidence:</li> <li>• trait sports confidence</li> <li>• competitive orientation <ul style="list-style-type: none"> <li>• state sports confidence</li> </ul> </li> <li>• subjective perceptions of outcome</li> <li>•Bandura's theory of self efficacy: <ul style="list-style-type: none"> <li>• performance accomplishments</li> </ul> </li> <li>• vicarious experiences</li> </ul>			
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			<ul style="list-style-type: none"> <li>• verbal persuasion</li> <li>• emotional arousal.</li> </ul>			
<b>Year 13 - OCR Sport</b>	<p><b>Unit 13 - Fitness Testing</b></p> <p><b>Unit 17 – Sports Injuries and Rehabilitation</b></p> <p><b>Unit 4 - Working Safely in Sport, Exercise, Health and Leisure</b></p>	<p><b>Unit 13 - Fitness Testing</b></p> <p><b>Unit 17 – Sports Injuries and Rehabilitation</b></p> <p><b>Unit 4 - Working Safely in Sport, Exercise, Health and Leisure</b></p>	<p><b>Unit 19 - Sports Psychology</b></p> <p><b>Unit 17 – Sports Injuries and Rehabilitation</b></p> <p><b>Unit 18 - Practical Skills in Sport and Physical Activities</b></p>	<p><b>Unit 19 - Sports Psychology</b></p> <p><b>Unit 17 – Sports Injuries and Rehabilitation</b></p> <p><b>Unit 18 - Practical Skills in Sport and Physical Activities</b></p>	<p><b>Unit 19 - Sports Psychology</b></p> <p><b>Unit 17 – Sports Injuries and Rehabilitation</b></p> <p><b>Unit 18 - Practical Skills in Sport and Physical Activities</b></p>	-

<b>Subject</b> <b>PE KS3</b>		<b>FUNCTIONS OF ASSESSMENT</b>		
		<b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	<b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)	<b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.
<b>TI ME SC AL E</b>	<b>Annually</b>	Assessment in each sport/activity undertaken and students graded against M,S,D,E criteria	An end of year grade is generated from all of the activities completed over the year – an average is taken.  Students will sit a short assessment testing them on their knowledge from the terms PE lessons	The grade at the end of the year is compared to their projected grade. Their grade plays an important part in generating set lists and deciding on options.

	<b>Interim</b>  Could be termly or half termly	Half termly schemes of learning are completed. The assessment criteria is shared with students in the first few weeks.	Half termly schemes of learning assessed against criteria at the end of every half term.  At the data points, an average of the activities completed so far is taken.	
	<b>Weekly</b>	Verbal feedback.  Questioning.  Suggestions of clubs to go to extend learning further.		
	<b>Hourly</b>	Lesson objectives.  Teacher, peer and self assessment – verbal feedback.  Questioning.  Success criteria explained.		

<b>Subject</b>  <b>PE KS4 GCSE &amp; Sport Studies</b>		<b>FUNCTIONS OF ASSESSMENT</b>		
		<b>FORMATIVE;</b>  The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	<b>SUMMATIVE;</b>  This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	<b>EVALUATIVE;</b>  This is about institutional accountability and comes after terminal exams.
<b>TI ME SC AL E</b>	<b>Annually</b>	Early theory test at the beginning of the year.	An end of year grade is generated from all of the assessments completed over the year.  Year 10/11 Trial exams	The grade at the end of the year is compared to their projected grade. Their grade plays an important part in whether they should continue the subject as an option in Year 10 and which qualification they should do.

	<b>Interim</b>  Could be termly or half termly	<p>Theory topics are taught in blocks for as long as the topic takes. At the end of the topic a test is sat but it is accumulative, i.e. if topics have been taught before there may also be questions on that topic in the test too.</p> <p>Practical activities are visited throughout year 9 to assess practical capability in terms of the GCSE criteria.</p>	Tests are levelled against the grade boundaries/Predicted grades	
	<b>Weekly</b>	<p>Verbal feedback.</p> <p>Questioning.</p> <p>Suggestions of clubs to go to extend learning further.</p>		
	<b>Hourly</b>	<p>Lesson objectives.</p> <p>Teacher, peer and self assessment – verbal feedback.</p> <p>Questioning.</p> <p>Success criteria explained.</p> <p>Low stakes testing</p>		

<b>Subject</b>  <b>PE KS5 A Level</b>		<b>FUNCTIONS OF ASSESSMENT</b>		
		<b>FORMATIVE;</b>  The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	<b>SUMMATIVE;</b>  This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	<b>EVALUATIVE;</b>  This is about institutional accountability and comes after terminal exams.
<b>TI ME SC AL E</b>	<b>Annually</b>	<p>Early theory test at the beginning of the year.</p> <p>Students assessed in their practical activity.</p> <p>Students assessed in their EAPI assessment.</p>	An end of year grade is generated from all of the assessments completed over the year.	The grade at the end of the year is compared to their projected grade.

	<b>Interim</b>  Could be termly or half termly	<p>Theory topics are taught in blocks for as long as the topic takes. At the end of the topic a test is sat but it is accumulative, i.e. if topics have been taught before there may also be questions on that topic in the test too. At least 1 x self/peer/teacher assessment</p> <p>Students studying A level are expected to be practising their one practical activity regularly.</p>	<p>Tests are levelled against the grade boundaries.</p> <p>Grade compared to predicted grades each time an assessment takes place</p>	
	<b>Weekly</b>	<p>Verbal feedback.</p> <p>Low stakes testing</p> <p>Questioning.</p> <p>Suggestions of clubs to go to extend learning further.</p>		
	<b>Hourly</b>	<p>Lesson objectives.</p> <p>Teacher, peer and self assessment – verbal feedback.</p> <p>Questioning.</p> <p>Success criteria explained.</p>		

<b>Subject</b> <b>PE KS5 OCR</b>		<b>FUNCTIONS OF ASSESSMENT</b>		
		<b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	<b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	<b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.
<b>TI ME SC AL E</b>	<b>Annually</b>	<p>Early theory test in the examined units near the beginning of the year.</p> <p>Coursework unit deadlines are set throughout the year.</p>	<p>Examined units - a grade is given after sitting the exam.</p> <p>Coursework units are assessed against the exam board criteria.</p>	The overall grade at the end of the year is compared to their projected grade.

	<b>Interim</b> Could be termly or half termly	Examined units - theory topics are taught in blocks for as long as the topic takes. At the end of the topic a test is sat but it is accumulative, i.e. if topics have been taught before there may also be questions on that topic in the test too.  Coursework units – feedback given after submission of coursework. Peer and self assessment	Tests are levelled against the grade boundaries.	
	<b>Weekly</b>	Verbal feedback.  Questioning.		
<b>Hourly</b>	Lesson objectives.  Low stakes testing  Teacher, peer and self assessment – verbal feedback.  Questioning.  Success criteria explained.			