

Year: 13 FOCUS:

- **Completing knowledge and understanding of psychology, biomechanics and Socio-cultural units**
- **Understanding the EAPI and practicing technique in every lesson**
- **Emphasis on exam questions (mark questions)**
- **Emphasis on linking topics to answer questions.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Psychology	Psychology	Psychology	Psychology	Revision for the Exams	Revision for the Exams
Knowledge	<p>Individual differences</p> <ul style="list-style-type: none"> ● Personality ● Attitudes ● Arousal ● Motivation ● Anxiety ● Aggression <p>Biomechanics</p> <ul style="list-style-type: none"> ● Newton's laws of motion ● Force ● Components of a lever system ● Biomechanical Technology ● Planes and Axes <p>Socio-cultural</p> <ul style="list-style-type: none"> ● Technology ● Routes to Sporting Excellence <p>EAPI</p> <ul style="list-style-type: none"> ● structure of an EAPI ● Creating checklists for each topic ● EAPI mock 	<p>Individual differences</p> <ul style="list-style-type: none"> ● Social facilitation ● Group and team dynamics in sport ● Goal setting in sports performance <p>Biomechanics</p> <ul style="list-style-type: none"> ● Angular motion ● Conservation of angular momentum ● Fluid mechanics ● Projectile motion ● Parabolic and non parabolic flight <p>Socio-cultural</p> <ul style="list-style-type: none"> ● The Development of Modern Sport ● Commercialisation and the Media <p>EAPI</p> <ul style="list-style-type: none"> ● Building structure of an EAPI ● completing checklists for each topic 	<ul style="list-style-type: none"> ● Attribution ● Confidence and self-efficacy in sports performance ● Leadership in sport <p>Biomechanics/physiology</p> <ul style="list-style-type: none"> ● Types of movement ● Muscular System ● Muscle contraction ● Cardiovascular System ● Cardiovascular System at differing intensities ● Starlings Law and Cardiovascular drift <p>Socio-cultural</p> <ul style="list-style-type: none"> ● World Games ● Drugs, Violence and Gambling in Sport 	<ul style="list-style-type: none"> ● Stress management to optimise performance ● Stages of learning ● Memory models ● Principles and theories of learning movement skills ● Types and methods of practice <p>Biomechanics/physiology</p> <ul style="list-style-type: none"> ● Bernoulli principle ● Spin and magnus force ● Respiration system ● Respiration during exercise and recovery <p>Socio-cultural</p> <ul style="list-style-type: none"> ● Technology and Routes to sporting excellence 	-this will vary from cohort to cohort and class to class as teachers diagnostically figure out what individuals need in the build up to their exam.	-this will vary from cohort to cohort and class to class as teachers diagnostically figure out what individuals need in the build up to their exam.

		<ul style="list-style-type: none"> Watching videos EAPI mock 	<p>EAPI</p> <ul style="list-style-type: none"> Building structure of an EAPI completing checklists for each topic Watching videos 	<p>EAPI</p> <ul style="list-style-type: none"> Building structure of an EAPI completing checklists for each topic Watching videos 		
Skills	<ul style="list-style-type: none"> Group discussions How to structure a 10 mark question Connecting theory learnt to sporting examples Understanding command words in exam questions Computer engagement. Communication skills for EAPI To memorise key specific information To draw complex evaluations around theories <p>To understand and apply the following:</p> <p>AO1 - To be able to accurately use/define key words; theories; premises and examples</p> <p>AO2 - To be able to apply knowledge, keys words or theories to sporting examples.</p> <p>AO3 - To be able to critically evaluate/compare topics across all modules.</p>	<ul style="list-style-type: none"> Group discussions How to structure a 10 mark question Connecting theory learnt to sporting examples Understanding command words in exam questions Computer engagement. Communication skills for EAPI To memorise key specific information To draw complex evaluations around theories <p>To understand and apply the following:</p> <p>AO1 - To be able to accurately use/define key words; theories; premises and examples</p> <p>AO2 - To be able to apply knowledge, keys words or theories to sporting examples.</p> <p>AO3 - To be able to critically evaluate/compare topics across all modules.</p>	<ul style="list-style-type: none"> Group discussions How to structure a 10 mark question Connecting theory learnt to sporting examples Understanding command words in exam questions Computer engagement. Communication skills for EAPI To memorise key specific information To draw complex evaluations around theories <p>To understand and apply the following:</p> <p>AO1 - To be able to accurately use/define key words; theories; premises and examples</p> <p>AO2 - To be able to apply knowledge, keys words or theories to sporting examples.</p> <p>AO3 - To be able to critically evaluate/compare topics across all modules.</p>	<ul style="list-style-type: none"> Group discussions How to structure a 10 mark question Connecting theory learnt to sporting examples Understanding command words in exam questions Computer engagement. Communication skills for EAPI To memorise key specific information To draw complex evaluations around theories <p>To understand and apply the following:</p> <p>AO1 - To be able to accurately use/define key words; theories; premises and examples</p> <p>AO2 - To be able to apply knowledge, keys words or theories to sporting examples.</p> <p>AO3 - To be able to critically evaluate/compare topics across all modules.</p>	<ul style="list-style-type: none"> Group discussions How to structure a 10 mark question Connecting theory learnt to sporting examples Understanding command words in exam questions Computer engagement. Communication skills for EAPI To memorise key specific information To draw complex evaluations around theories <p>To understand and apply the following:</p> <p>AO1 - To be able to accurately use/define key words; theories; premises and examples</p> <p>AO2 - To be able to apply knowledge, keys words or theories to sporting examples.</p> <p>AO3 - To be able to critically evaluate/compare topics across all modules.</p>	

					evaluate/compare topics across all modules.	
Key Questions	<p><u>Psychology</u></p> <p>How does personality affect sporting performance?</p> <p>How much influence does the mind have over the body?</p> <p>What causes aggression in sport and is it acceptable?</p> <p><u>Biomechanics</u></p> <p>Should all regulations around sporting equipment be abolished? eg golf clubs, tennis rackets</p> <p>If Newtons 3rd law is true then how do things move?</p> <p><u>Socio-cultural</u></p> <p>Has Technology enhanced sport or created an uneven playing field?</p> <p>Is sporting excellence the preserve of the privately educated?</p>	<p><u>Psychology</u></p> <p>Does group formation effect performance? Do we see this at elite levels?</p> <p>Spectators..How much effect do they really have on team/individual performance? (pre/post covid)</p> <p>What does effective goal setting look like?</p> <p><u>Biomechanics</u></p> <p>Does the development of running footwear have a positive or negative effect on running technique and injury rate?</p> <p>Would practicing throwing projectiles on other planets help improve performance?</p> <p><u>Socio-cultural</u></p> <p>Mob football to the premier league, has much changed?</p> <p>Who controls sport, the fans, owners or the players?</p> <p>Has professional sport sold its soul to the highest bidder?</p>	<p><u>Psychology</u></p> <p>What attributes affect performance and why?</p> <p>Can you evaluate the effectiveness of the confidence and self efficacy theories?</p> <p><u>Physiology</u></p> <p>In a squat what types of contractions occur in which muscles are in the downward and upward phase.</p> <p>How many muscle fibres are in a motor unit in the eye compared to the quadriceps. Why are they different sizes?</p> <p><u>Socio-cultural</u></p> <p>Should drug taking be legalised in elite sport?</p> <p>Does violence in sport simply reflect the society in which it is played?</p>	<p><u>Psychology</u></p> <p>Stress relieving techniques, do they work and when should they be used?</p> <p>Does upbringing affect how you learn new sporting skills?</p> <p>Why do some athletes learn new skills faster than others/.</p> <p><u>Biomechanics</u></p> <p>Should sports teams be able to use a ball that they have developed to use at their home games or if they have won the toss e.g., football, rugby, tennis and handball?</p> <p>Should sports performers be able to use their own projectiles which have been developed for them for throwing events e.g. Javelin, hammer and discus?</p> <p><u>Socio-cultural</u></p> <p>Is sport in the UK equitable? Is Technology getting in the way of sport?</p> <p>Does Technology detract from the spectacle of sport?</p>	<p>-What do I need to revise?</p> <p>-How can I prepare for my exams?</p> <p>-What help / support do I need?</p>	<p>What do I need to revise?</p> <p>-How can I prepare for my exams?</p> <p>-What help / support do I need?</p>

<p>Assessment</p>	<p>Low stakes (teaching/reteaching/retrieval): The Everlearner 10-20 mark questions</p> <p>Multiple choice: The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>10 and 20 mark question structure</p> <p>Infrequent longer exams: End of half term test</p>	<p>Low stakes (teaching/reteaching/retrieval): The Everlearner 10-20 mark questions</p> <p>Multiple choice: The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>10 and 20 mark question structure</p> <p>Infrequent longer exams: End of half term</p>	<p>Low stakes (teaching/reteaching/retrieval): The Everlearner 10-20 mark questions</p> <p>Multiple choice: The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>10 and 20 mark question structure</p> <p>Infrequent longer exams: End of half term test</p>	<p>Low stakes (teaching/reteaching/retrieval): The Everlearner 10-20 mark questions</p> <p>Multiple choice: The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>10 and 20 mark question structure</p> <p>Infrequent longer exams: End of half term test</p>	<p>Low stakes (teaching/reteaching/retrieval): The Everlearner 10-20 mark questions</p> <p>Multiple choice: The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p>10 and 20 mark question structure</p> <p>Infrequent longer exams: End of half term test</p>	<p>A Level Examinations</p>
<p>Literacy/numeracy/SMSC/Character</p>	<p>SMSC:</p> <ul style="list-style-type: none"> • Working collaboratively in groups • Communication • History of sport • understanding class systems 					

Enrichment opportunities and futures

- Where possible lessons are taught through practical – This gives pupils an opportunity to embed knowledge learnt in the classroom through a different personalised learning style. Practical lessons are also used to increase individual fitness and skills within chosen sports, this will help create good sporting examples to use when answering exam questions
- Year 12/13 students help out with extra curricular activities
- Extra revision sessions held before mock examinations.

Employability skills-

- Good communication.
- Motivation and initiative.
- Leadership.
- Reliability/dependability.
- Following instructions.
- Team work.
- Patience.
- Adaptability.

Employment/careers:

- Athlete
- Sports coach/sports instructor
- Sports development officer
- PE teacher
- Sports lawyer
- Sports physiotherapist
- Sports therapy/psychologist
- Leisure centre/gym manager.
- Sports marketing
- Photography
- Journalist