

**Year: 12 FOCUS:**

- **Completing knowledge and understanding of Skill acquisition, Physiology 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  Knowledge	<p><b>Skill acquisition</b></p> <ul style="list-style-type: none"> <li>● Classification of skill</li> <li>● Types and methods practise</li> <li>● Types of transfer</li> <li>● Reinforcement</li> <li>● Operant Conditioning</li> </ul> <p><b>Physiology</b></p> <ul style="list-style-type: none"> <li>● Joints, movements and muscles</li> <li>● Analysis of movement</li> <li>● Functional roles of muscles and types of contraction</li> <li>● Skeletal muscle contraction</li> <li>● Muscle fibre types</li> </ul> <p><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>● Pre-Industrial Sport</li> <li>● Sport in 1850s Britain</li> <li>● <b>19<sup>th</sup> Century Public Schools</b></li> </ul>	<p><b>Skill acquisition</b></p> <ul style="list-style-type: none"> <li>● Operant Conditioning</li> <li>● Cognitive learning theory</li> </ul> <p><b>Physiology</b></p> <ul style="list-style-type: none"> <li>● Resting values</li> <li>● Conduction of the heart</li> <li>● Cardiac Cycle</li> <li>● ECG linked to cardiac cycle</li> <li>● Conduction linked to cardiac cycle</li> <li>● effects of exercise on:                             <ul style="list-style-type: none"> <li>● SV/ HR/Q</li> <li>● Starling's law</li> <li>● Vascular shunt</li> <li>● Venous return</li> <li>● Regulation of HR during exercise</li> </ul> </li> </ul> <p><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>● 20th -21st Century Sport</li> <li>● Globalisation of the World Games</li> </ul>	<p><b>Skill acquisition</b></p> <ul style="list-style-type: none"> <li>● Social/obs theory</li> <li>● Stages of learning</li> </ul> <p><b>Physiology</b></p> <ul style="list-style-type: none"> <li>● Anatomy</li> <li>● Mechanics of breathing</li> <li>● Resting values</li> <li>● Regulation of breathing</li> <li>● Effect of differing intensities of exercise and recovery on gaseous exchange</li> </ul> <p><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>● Drugs to Violence</li> <li>● Violence to Gambling</li> <li>● Practical performance</li> </ul>	<p><b>Skill acquisition</b></p> <ul style="list-style-type: none"> <li>● Types of transfer</li> <li>● Types of guidance</li> </ul> <p><b>Physiology</b></p> <ul style="list-style-type: none"> <li>● Adenosine Triphosphate (ATP) and energy transfer</li> <li>● ATP-PC system</li> <li>● The Lactic acid system</li> <li>● The aerobic system</li> <li>● The recovery process</li> </ul> <p><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>● Commercialisation and the Media</li> <li>● Global Sporting events</li> <li>● Practical performance</li> </ul>	<p><b>Skill acquisition</b></p> <ul style="list-style-type: none"> <li>● Types of feedback</li> <li>● Types of feedback</li> </ul> <p><b>Physiology</b></p> <ul style="list-style-type: none"> <li>● Exercise at altitude</li> <li>● Exercise in the heat</li> <li>● Diet and Nutrition</li> <li>● Pharmacological aid</li> </ul> <p><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>-Routes to Sporting Excellence</li> <li>-Sport in 20-21st Century</li> </ul>	<p><b>Skill acquisition</b></p> <ul style="list-style-type: none"> <li>● Memory models</li> </ul> <p><b>Psychology</b></p> <ul style="list-style-type: none"> <li>● Individual differences (personality)</li> </ul> <p><b>Physiology</b></p> <ul style="list-style-type: none"> <li>● Physiological aids</li> <li>● Nutritional aids</li> <li>● Aerobic training</li> <li>● Strength Training</li> <li>● Flexibility Training</li> </ul> <p><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>Technology in Sport</li> </ul>

	<ul style="list-style-type: none"> <li>(Amateurism &amp; Professionalism)</li> <li>Introduction to practical performance</li> </ul>					
Skills	<ul style="list-style-type: none"> <li>Group discussions</li> <li>How to structure a 10 mark question</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> <li>Communication skills for EAPI</li> <li>To memorise key specific information</li> <li>To draw complex evaluations around theories</li> </ul> <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 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"> <li>Group discussions</li> <li>How to structure a 10 mark question</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> <li>Communication skills for EAPI</li> <li>To memorise key specific information</li> <li>To draw complex evaluations around theories</li> </ul> <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"> <li>Group discussions</li> <li>How to structure a 10 mark question</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> <li>Communication skills for EAPI</li> <li>To memorise key specific information</li> <li>To draw complex evaluations around theories</li> </ul> <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"> <li>Group discussions</li> <li>How to structure a 10 mark question</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> <li>Communication skills for EAPI</li> <li>To memorise key specific information</li> <li>To draw complex evaluations around theories</li> </ul> <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"> <li>Group discussions</li> <li>How to structure a 10 mark question</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> <li>Communication skills for EAPI</li> <li>To memorise key specific information</li> <li>To draw complex evaluations around theories</li> </ul> <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"> <li>Group discussions</li> <li>How to structure a 10 mark question</li> <li>Connecting theory learnt to sporting examples</li> <li>Understanding command words in exam questions</li> <li>Computer engagement.</li> <li>Communication skills for EAPI</li> <li>To memorise key specific information</li> <li>To draw complex evaluations around theories</li> </ul> <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>

<p>Key Questions</p>	<p><b><u>Skill acquisition</u></b></p> <ul style="list-style-type: none"> <li>Can you describe the 6 classifications of skills and applying sporting examples to the scale</li> <li>Can you give positive/negatives for the 4 types of practise and 4 methods</li> <li>Explain 5 types of transfer</li> </ul> <p><b><u>Physiology</u></b></p> <p>- How do muscles work together to produce movement?</p> <p>- Why can some people run faster than others?</p> <p><b><u>Socio-cultural</u></b></p> <p>Has football really changed from it's pre-Industrial roots?</p> <p>Was the Industrial revolution a sporting revolution?</p>	<p><b><u>Skill acquisition</u></b></p> <ul style="list-style-type: none"> <li>How does operant conditioning affect the learning of skills?</li> <li>How are skills learnt?</li> </ul> <p><b><u>Physiology</u></b></p> <p>-What makes an individual physically suitable for a sport? (Sprinting vs endurance)</p> <p>-How can technology be used to test cardiovascular performance?</p> <p><b><u>Socio-cultural</u></b></p> <p>Are World Games no longer a viable option for a developing country?</p> <p>Would Baron De Coubertain be turning in his grave?</p>	<p><b><u>Skill acquisition</u></b></p> <ul style="list-style-type: none"> <li>Can Bandura's theory of observation be related to sport?</li> <li>Why can some athletes learn skills faster than others?</li> </ul> <p><b><u>Physiology</u></b></p> <p>-How and why does the body adapt when we play sports?</p> <p>- During a 5000 metre race, the athlete's tidal volume increases. Explain how neural control of breathing causes this to happen.</p> <p><b><u>Socio-cultural</u></b></p> <p>Should PED be made legal in all sports?</p> <p>Is violence in sports simply a mirror of the society in which it exists?</p>	<p><b><u>Skill acquisition</u></b></p> <ul style="list-style-type: none"> <li>Does feedback motivate athletes to perform better?</li> </ul> <p><b><u>Physiology</u></b></p> <p>- What are the advantages and disadvantages of training at altitude?</p> <p>- What is an ergogenic aid and identify the three types.</p> <p>- Why does training have to be specific to a sports performer?</p> <p>- Explain the importance of periodisation.</p> <p><b><u>Socio-cultural</u></b></p> <p>Have sports sold out to the highest bidder?</p> <p>Has sports lost it's tradition?</p>	<p><b><u>Skill acquisition</u></b></p> <ul style="list-style-type: none"> <li>Describe the MSMM</li> </ul> <p><b><u>Physiology</u></b></p> <p>- Does living a sedentary lifestyle impact your health? .</p> <p>- Compare acute and chronic injuries.</p> <p>-Why are rehabilitation treatments important for athletes?</p> <p><b><u>Socio-cultural</u></b></p> <p>Has Britain abandoned it's amateur roots?</p> <p>Is UK Sport now run as a corporate business?</p>	<p><b><u>Skill acquisition</u></b></p> <ul style="list-style-type: none"> <li>Craik and Lockhart's level of processing model</li> </ul> <p><b><u>Physiology</u></b></p> <p><b><u>EAPL:</u></b></p> <p>- Describe strengths and weaknesses of a performer.</p> <p><b><u>Socio-cultural</u></b></p> <p>Has the growth in Technology meant sport has lost it's soul?</p> <p>Is sport now about who has the most money?</p>
<p>Assessment</p>	<p><b>Low stakes (teaching/reteaching):</b> ReACT task The Everlearner</p> <p><b>Multiple choice:</b> The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p><b>Infrequent longer exams:</b> End of half term test</p> <p>The PE review is used for extra reading into each topic</p>					<p><b>Low stakes (teaching/reteach):</b> ReACT task The Everlearner Zig zag online 6 mark questions</p> <p><b>Multiple choice:</b> The Everlearner Recall questions during lessons (ABCD) White board multiple choice.</p> <p><b>Infrequent longer exams:</b></p>

<p>Literacy/numeracy/SMSC/Character</p>	<p>Developing students' essay skills and critical thinking to evaluate and compare different theories</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> <li>Identifying strengths and weaknesses when watching an athlete perform</li> </ul>	<p>Developing students' essay skills and critical thinking to evaluate and compare different theories</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> <li>Identifying strengths and weaknesses when watching an athlete perform</li> </ul>	<p>Developing students' essay skills and critical thinking to evaluate and compare different theories</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> <li>Identifying strengths and weaknesses when watching an athlete perform</li> </ul>	<p>Developing students' essay skills and critical thinking to evaluate and compare different theories</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> <li>Identifying strengths and weaknesses when watching an athlete perform</li> </ul>	<p>Developing students' essay skills and critical thinking to evaluate and compare different theories</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> <li>Identifying strengths and weaknesses when watching an athlete perform</li> </ul>	<p>Mock – Paper 1 and 2 Practical moderation</p> <p>Developing students' essay skills and critical thinking to evaluate and compare different theories</p> <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Working collaboratively in groups</li> <li>Communication</li> <li>Identifying strengths and weaknesses when watching an athlete perform</li> </ul>
<p>Enrichment opportunities and futures</p>	<ul style="list-style-type: none"> <li>1/5 lesson is theory through practical – 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 (<b>Topics with practical elements are coded throughout the knowledge section – EN</b>)</li> <li>Year 10 students run sports days for primary schools in the area – This teaches them leadership, responsibility and taster of teaching.</li> <li>Extra revision sessions held before mock examinations.</li> </ul> <p>Employability skills-</p> <ul style="list-style-type: none"> <li>Good communication.</li> <li>Motivation and initiative.</li> <li>Leadership.</li> <li>Reliability/dependability.</li> <li>Following instructions.</li> <li>Team work.</li> <li>Patience.</li> <li>Adaptability.</li> </ul> <p>Employment/careers:</p> <ul style="list-style-type: none"> <li>Athlete</li> <li>Sports coach/sports instructor</li> <li>Sports development officer</li> <li>PE teacher</li> <li>Sports lawyer</li> <li>Sports physiotherapist</li> <li>Sports therapy/psychologist</li> <li>Leisure centre/gym manager.</li> <li>Sports marketing</li> <li>Photography</li> <li>Journalist</li> </ul>					

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