YEAR 12 PE SUMMER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: PE

Curriculum Intent	
Skills/National Curriculum Links	**In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:** Students should have a clear and thorough understanding of exam technique, command words and areas of assessment. Students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport Students should be able to understand and interpret graphical representations associated with sport psychology theories. Students should understand some of the key terms, key concepts and benefits of physical activity to both the individual and society.
Cross Curricular Links	**SMSC:** learning how to work with others. **PSHE/British Values:** healthy, active lifestyle **Literacy:** key words and terms linked to topic areas, command words when answering exam questions. **Numeracy:** ability to read graphs, tables, plot data, values etc. **Skills Builder:** leadership, teamwork, listening to others, collaborating
Becoming future ready	**Personal Skills:** knowledge of the human body, how the body works. **Careers/Employability:** career in sport, sports studies, sports science etc
Adaptation	
QFT/SEND Provision	Throughout this topic, quality first teaching will provide differentiation: **By product:** written information on learning mats, some through practical setting. **By resource:** textbooks, videos, learning mats, handouts to read through, graphs, tables and charts. **By Intervention**: by providing different levels of supervision and support **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender, social preference, preferred learning style. **By Task:** Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. **By Offering Optional Activities:** In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	
Learning Outcomes (Knowledge)	**Anatomy and Physiology** To be able to: • Understand AO1, AO2, AO3 • Understand how to structure 8 and 15 mark exam questions • Understand command words for exam questions • Consolidation of anatomy and physiology topic areas through exam technique practice **Sport Psychology** • Understand motivation – intrinsic, extrinsic, tangible and intangible • Explain Atkinson's Model of achievement motivation • Identify characteristics of personality components of achievement motivation – Nach and Naf • Explain the impact of situation component of achievement motivation – incentive value and probability of success

	• Understand achievement goal theory – impact of outcome orientated goals and task orientated goals and task orientated goals. • Identify strategies to develop approach behaviours leading to improvements in performance. • Explain social facilitation and inhibition – Zajonc's model • Explain evaluation apprehension • Identify strategies to eliminate the adverse effects of social facilitation and social inhibition. • Understand group formation – Tuckman's model • Understand cohesion – task and social • Explain Steiner's model of potential and actual productivity, faulty group processes – including cooperation and coordination • Explain the Ringelemann effect and social loafing • Identify strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance. • Understand the benefits of types of goal setting – outcome, performance and process goals. • Explain the principles of effective goal setting – SMARTER **Sport and society** • Understanding of the key terms relating to the study of sport and their impact on equal opportunities in sport and society – social issues (causes and consequences of inequality), social structures/stratification (e.g., schools/sports clubs). • Understanding social action theory in relation to social issues in physical activity and sport – impact of sport on society and society on sport. • Identify underrepresented groups in sport – disability, ethnic group, gender, disadvantaged. • Understand the key terms relating to equal opportunities – discrimination, stereotyping, prejudice. • Explain the barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport. • Explain the benefits of raining participation – health, fitness and social benefits. • Understand the interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport. **NEA written coursework** • Final draft of analysis • Identify cause and corrective measure for AA2 • Identify cause and corrective measure for AA3 Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	NEA written coursework.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.