YEAR 13 PE AUTUMN 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 develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams. 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 develop knowledge and understanding of the interaction between, and the evolution of, sport and society and technological developments in physical activity and sport.
Cross Curricular Links	**SMSC:** learning how to work with others. **PSHE/British Values:** healthy, active lifestyle **Literacy:** key words and terms linked to topics, 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)**	**Biomechanical movement** To be able to: • Identify 3 classes of lever and examples of their use in the body during physical activity and sport. • Explain the mechanical advantage and disadvantage of each class of lever. • Explain Newton's 3 Laws of linear motion applied to sporting movements – inertia, acceleration, action/reaction, force. • Define equations and units of example scalars – speed and distance • Explain centre of mass • Explain factors affecting stability – height of centre of mass, area of base of support, position of line of gravity and body mass. • Understand the forces acting on a performer during linear motion – gravity, frictional force, air resistance, internal muscular force and weight.

	• Definitions, equations and units of vectors – weight, velocity, displacements, acceleration and momentum. • Definitions, equations and units of scalars – mass, speed and distance • Explain the relationship between impulse and increasing and decreasing momentum in sprinting through interpretation of force/time graphs. • Apply Newton's laws to angular motion • Identify definitions and units for angular motion – angular displacement, angular velocity, angular acceleration. • Explain the conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity. • Identify factors affecting horizontal displacement of projectiles • Identify factors affecting flight paths of different projectiles – shot out, badminton shuttle. • Understand vector components of parabolic flight. • Explain dynamic fluid force – drag and lift • Identify factors that reduce and increase drag and their application to sporting situations • Understand the Bernoulli principle applied to sporting situations – upward lift force (discus), downward lift force (speed skiers, cyclists, racing cars). **Sport Psychology** • Understand the attribution process • Explain Weiner's Model and its application to sporting situations • Link between attribution, task persistence and motivation • Explain self-serving bias • Explain attribution retraining • Understand learned helplessness – general and specific • Identify strategies to avoid learned helplessness leading to improvements in performance. • Describe characteristics of effective leaders • Analyse styles of leadership – autocratic, democratic, laissez-faire • Explain leadership styles for different sporting situations • Describe prescribed and emergent leaders • Understand theories of leadership in different sporting situations – Fiedler's contingency theory and Chelladurai's multi-dimensional model. • Explain the terms 'stress' and 'stressor' • Describe the use of warm up for stress management • Explain the effects of cognitive and somatic techniques on the performer • Explain cognitive techniques – mental rehearsal, visualisation, imagery, attentional control and cue utilisation, thought stopping and positive self-talk • Explain somatic techniques – biofeedback, centring, breathing control and progressive muscle relaxation. **Sport and society** • Understand the characteristics and functions of key concepts and how they create the base of the sporting development continuum – physical recreation, sport, physical education, school sport. • Identify the similarities and differences between these key concepts. • Identify the factors required to support progression from talent identification to elite performance • Explain the generic roles, purposes and relationship between organisations in providing support and progression from talent identification through to elite performance – NGB, National Institute of Sport, UK Sport. • Explain the support services provided by National Institutes of Sport for talent development • Understand the key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development (or equivalent current names programmes). • Understand the key terms relating to ethics in sport – amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic. • Analyse positive and negative forms of deviance in relation to the performer. • Explain the causes and implications of violence in sport – performer, spectator, sport. • Identify strategies for preventing violence within sport to the performer and spectator. **NEA written coursework**

	• Further analyse cause and corrective measure for AA2 • Further analyse cause and corrective measure for AA3 • Complete commentary sheets and any editing needed for practical activity Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.