YEAR 13 PE SPRING 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 understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems. Students should understand quantitative methods, the types and use of data for planning, monitoring and evaluating physical training, and to optimise performance. 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. Students should have a clear and thorough understanding of exam technique, command words and areas of assessment.
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)	**Exercise Physiology** To be able to: • Understand the exercise-related function of food classes – carbohydrate, fibre, fat, protein, vitamins, minerals, water. • Evaluate the positive and negative effects of dietary supplements/manipulation on the performer – creatine, sodium bicarbonate, caffeine, glycogen loading. • Understand the key terms relating to laboratory conditions and field tests – quantitative, qualitative, objective, subjective, validity and reliability • Identify the physiological effects and benefits of a warm-up and cool down (stretching for different types of physical activity • Understand the principles of training and the FITT principle • Apply the principles of periodisation to sporting examples (macros, meso and micro cycles, preparation, competition and transition, tapering and peaking).

	• Describe how training methods improve physical fitness and health (HIIT, continuous, fartlek, circuit training, weight training, PNF). • Identify types of injury – acute and chronic • Understand methods used in injury prevention, rehabilitation and recovery • Explain the physiological reasons for methods used in injury rehabilitation (hyperbaric chambers, cryotherapy). • Explain the importance of sleep and nutrition for improved recovery. **Sport Psychology and skill acquisition** • Revision of topic areas including exam technique, essay questions and synoptic links. **Sport and society and role of technology** • Understand the social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance. • Explain the physiological effects if drugs on the performer and their performance – EPO, anabolic steroids, beta blockers. • Analyse the positive and negative implications to the sport and the performer of drug taking – physiological adaptations, social and psychological rewards (for sport and performer), negative impact on current and future health, social and psychological repercussions (for the sport and the performer). • Identify strategies for elimination of performance enhancing drugs in sport. • Analyse arguments for and against drug taking and testing. • Discuss the uses of sport legislation – performers (contracts, injury, loss of earning), officials (negligence), coaches (duty of care), spectators (safety, hooliganism). • Identify the positive and negative impact of commercialisation, sponsorship and the media – performer, coach, official, audience, sport. • Understand the technology for sports analytics – use of technology in data collection, video analysis programmes, testing and recording equipment, use of GPS and motion tracking software and hardware, maintaining data integrity. • Explain functions of sports analytics – monitor fitness for performance, skill and technique development, injury prevention, game analysis, talent ID/scouting. • Explain the development of equipment and facilities in physical activity and sport, and their impact on participation and performance – impact of material technology on equipment (adapted – disability, ages), facilities – Olympic legacy (surfaces, multi-use). • Analyse the role of technology in sport and its positive and negative impacts – sport, performer, coach, audience. **NEA written coursework** • Complete any outstanding corrections to coursework • Complete any outstanding 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.