YEAR 12 PE SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: PE

Curriculum Intent	**In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:**
Skills/National Curriculum Links	Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Students should be able to interpret data and graphs relating to changes within the Musculo-skeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery processes. 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 for 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	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	**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	**Anatomy and Physiology** To be able to:
Learning Outcomes (Knowledge)	• Understand energy transfer during short duration/high intensity exercise – ATP-PC system and anaerobic glycolytic system (lactate accumulation, lactate threshold, OBLA, lactate producing capacity and sprint/power performance). • Understand energy transfer during long duration/lower intensity exercise – aerobic energy system, oxygen consumption during exercise, oxygen consumption during recovery (EPOC). • Explain the energy continuum of physical activity – consideration of intensities and duration, differences in ATP generation between fast and slow twitch muscle fibre. • Identify factors effecting vo2 max/aerobic power. • Explain measurements of energy expenditure – indirect calorimetry, lactate sampling, VO2 max test, RER

	• Analyse the impact of specialist training methods on energy systems – altitude, HIIT, plyometrics, SAQ. **Sport Psychology** • Understand the nature vs nurture debate in the development of personality (trait, social learning) • Describe interactionist perspective (Hollander, Lewin) and explain how it can improve performance • Analyse the triadic model – components of an attitude, formation of attitudes, changing attitudes through cognitive dissonance and persuasive communication. • Explain theories of arousal – drive, inverted U, catastrophe and zone of optimal functioning. • Understand practical applications of theories of arousal and their impact on performance • Identify characteristics of peak flow experience. • Identify types of anxiety – somatic, cognitive, competitive trait and competitive state. • Analyse the advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety. • Explain the difference between aggression and assertive behaviour • Explain the theories of aggression – instinct, frustration-aggression, social learning and aggressive cue theory. • Understand and explain the strategies to control aggression. • Identify the characteristics of self-efficacy, self-confidence and self-esteem • Explain Bandura's Model of self-efficacy (performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal). • Explain Vealey's model of self-confidence – relationship between trait sport confidence, competitive orientation, the sport situation and state sport confidence. • Analyse the effects of home field advantage. • Explain strategies to develop high levels of self-efficacy leading to improvements in performance. **Sport and society** • Understand the characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics) and the interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies. • Explain the changing status of amateur and professional performers (limited to development of association football, tennis and athletics). • Analyse factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st Century. • Understanding of the key terms relating to the study of sport and their impact on equal opportunities in sport and society – society, socialisation (primary and secondary), social processes (social control and social change). **NEA written coursework** • Further analyse two individual weaknesses from chosen activity for AA2 and AA3. • Further analyse how weakness differs from perfect model and how the weakness impacted the competitive situation. Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	NEA written coursework. Impact of commercialisation
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.