



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	<p>In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>Students should have a clear and thorough understanding of exam technique, command words and areas of assessment.</p> <p>Students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport</p> <p>Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p> <p>Students should understand some of the key terms, key concepts and benefits of physical activity to both the individual and society.</p>
Cross Curricular Links	<p>SMSC: learning how to work with others.</p> <p>PSHE/British Values: healthy, active lifestyle</p> <p>Literacy: key words and terms linked to topic areas, command words when answering exam questions.</p> <p>Numeracy: ability to read graphs, tables, plot data, values etc.</p> <p>Skills Builder: leadership, teamwork, listening to others, collaborating</p>
Becoming future ready	<p>Personal Skills: knowledge of the human body, how the body works.</p> <p>Careers/Employability: career in sport, sports studies, sports science etc</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: written information on learning mats, some through practical setting.</p> <p>By resource: textbooks, videos, learning mats, handouts to read through, graphs, tables and charts.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>Anatomy and Physiology</p> <p>To be able to:</p> <ul style="list-style-type: none">• 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.• Understand AO1, AO2, AO3• Understand how to structure 8 and 15 mark exam questions
Learning Outcomes (Knowledge)	

	<ul style="list-style-type: none"> • Understand command words for exam questions • Consolidation of anatomy and physiology topic areas through exam technique practice <p>Sport Psychology</p> <ul style="list-style-type: none"> • 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 Ringlemann 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 <p>Sport and society</p> <ul style="list-style-type: none"> • 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 raising 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. <p>NEA written coursework</p> <ul style="list-style-type: none"> • Final draft of analysis • Identify cause and corrective measure for AA2 • Identify cause and corrective measure for AA3 <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
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.

