

Year: 12 A Level PE

Subject: Health Sport & Exercise

<b>Autumn Term</b>		
Overarching Topic: 1) Applied anatomy and physiology – skeletal & muscular systems, cardiovascular and respiratory systems		
What has come before and what comes later:	Previously students will have studied GCSE Physical Education. During the completion of this certificate the students will have developed a basic understanding of movement analysis, anatomy and physiology, psychology, and skill acquisition.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"><li>• What are the functions of the different types of joints we have in the human body?</li><li>• What are the functions of the different structures found in a joint?</li><li>• How can we classify movement?</li><li>• What are planes and axis</li><li>• What are the advantages and disadvantages of the different types of muscle fibres?</li><li>• How do our muscles contract?</li><li>• How do we inspire &amp; expire?</li><li>• What is the difference between inspiration at rest &amp; exercise?</li><li>• How does blood move around the body?</li><li>• How do we alter our heartbeat?</li><li>• What are the long-term effects of exercise on our cardiorespiratory system?</li><li>• What is the sympathetic nervous system?</li><li>• What is the parasympathetic nervous system?</li> <li>• How did certain modern sports emerge?</li><li>• How have different modern sports evolved?</li></ul>	<ul style="list-style-type: none"><li>• What impact does gender have on the cardiorespiratory systems?</li><li>• What is the significance of the ‘all or none law’?</li></ul>

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	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"><li>• Analysis of movement</li><li>• Written communication</li><li>• Oral communication</li><li>• Justification of choices made using factual information to support statements made</li><li>• Direct comparisons between theories &amp; principles</li></ul>	<ul style="list-style-type: none"><li>• Practical application – analysis of movement &amp; cardiorespiratory system. Students will be given the opportunity to take part in practical sessions that enable them to apply knowledge to practical examples</li><li>• Verbal application – class discussions &amp; Q&amp;A sessions &amp; Taboo</li><li>• Students will create and present a short explanation of a set skill performed in a sport, identifying the correct analysis of that skill</li><li>• Written application – short answer questions</li><li>• Written application – extended answer questions</li><li>• Use of mark schemes to develop an understanding of the questions</li><li>• 20 mark question lesson guide</li><li>• Command word support table</li></ul>

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Spring Term		
Overarching Topic: 1) Exercise Physiology – Diet & nutrition & preparation & training methods 2)		
What has come before and what comes later:	For skill acquisition the students have developed a knowledge and understanding of classification of skills, types of practice, transfer of skills, learning theories and stages of learning. In applied anatomy and physiology, they have explored and developed an understanding of the skeletal & muscular systems, cardiovascular and respiratory systems and the impact diet and nutrition have on physical activity & performance. In sport and society, they have explored the emergence of sport and sport in the twenty-first century. They will now begin to develop their ability to analyse sports performance, develop an understanding of global sporting events and the role of ergogenic aids in sport, preparation and training methods and Newton's laws of motion	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"><li>• What are the stages of training?</li><li>• How can we enhance our training?</li><li>• What are the principles of training?</li><li>• How does the body respond to the different types of training?</li><li>• How do we select an appropriate type of training for a specific athlete?</li><li>• What is the role of fitness testing?</li><li>• How do we ensure fitness tests are valid and reliable?</li><li>• How can we ensure training targets are SMART?</li><li>• What are the components of a healthy balanced diet?</li><li>• How can we use knowledge of energy intake and expenditure to enhance our training and performance?</li></ul>	<ul style="list-style-type: none"><li>• How can the principle of periodisation be used to enhance training outcomes?</li><li>• How does a break from training impact the training that should take place?</li><li>• How can you identify a type A personality?</li><li>• What similarities does social learning theory have with other relevant theories?</li><li>• How can you recognise instinct aggression?</li><li>• What role do global sporting events have?</li><li>• How do the Olympic Games achieve their aims?</li></ul>

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	<ul style="list-style-type: none"><li>• What is energy balance in physical activity and performance?</li><li>• How can we manipulate our diet to help prepare us for an event or training?</li><li>• What is type A personality?</li><li>• What is the theory of social learning?</li><li>• What are the components of attitude?</li><li>• What is anxiety?</li><li>• What is instinct aggression?</li><li>• What global sports events are there?</li><li>• What are the aims of the Olympic Games?</li></ul>	
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"><li>• Written communication</li><li>• Oral communication</li><li>• Evaluate information</li><li>• Mathematics – METS &amp; fitness testing</li><li>• Performance of fitness tests</li><li>• Analysis of fitness results</li><li>• Justification of choices made using factual information to support statements made</li><li>• Direct comparisons between theories &amp; principles</li></ul>	<ul style="list-style-type: none"><li>• Verbal application – class discussions &amp; Q&amp;A sessions, class activities – Taboo, speed dating &amp; who am I?</li><li>• Written application – short answer questions</li><li>• Written application – extended answer questions</li><li>• Practical application – students will complete all fitness tests &amp; experience the different types of training</li><li>• Students will design and complete a fitness plan</li><li>• Use of mark schemes to develop an understanding of the questions</li><li>• 20 mark question lesson guide</li><li>• Command word support table</li></ul>

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Summer Term		
Overarching Topic: 1) Energy for exercise & Biomechanical principles 2)		
What has come before and what comes later:	For skill acquisition the students have developed a knowledge and understanding of classification of skills, types of practice, transfer of skills, learning theories and stages of learning. In applied anatomy and physiology, they have explored and developed an understanding of the skeletal & muscular systems, cardiovascular and respiratory systems and the impact diet and nutrition have on physical activity & performance. In sport and society, they have explored the emergence of sport and sport in the twenty-first century. They will now begin to develop their ability to analyse sports performance, develop an understanding of global sporting events and the role of ergogenic aids in sport, preparation and training methods and Newton's laws of motion	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"><li>• What are Newton's laws of motion?</li><li>• What is projectile motion?</li><li>• Why is the centre of gravity important in different activities?</li><li>• What is a free body diagram?</li><li>• What is the difference between linear and angular motion?</li><li>• How does inertia effect momentum?</li><li>• What is a parabolic curve?</li><li>• What is fluid mechanics?</li><li>• How can we use biomechanical knowledge and principles to enhance sporting performance?</li><li>• What are the mechanical advantages of the 3 different lever systems?</li><li>• How can we use technology to enhance sports performance?</li></ul>	<ul style="list-style-type: none"><li>• What impact does intermittent exercise have on the use of the energy systems?</li><li>• What impact does a somersault performed in pike have on angular momentum?</li></ul>

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	<ul style="list-style-type: none"><li>• What are the 3 different types of energy systems?</li><li>• What are the advantages of each of the 3 energy systems?</li><li>• What are the recovery periods for the 3 energy systems?</li><li>• How can we train our energy systems?</li><li>•</li></ul>	
	<b>Skill/Technique</b>	<b>How students will develop and demonstrate this</b>
Key skills	<ul style="list-style-type: none"><li>• Written communication</li><li>• Oral communication</li><li>• Mathematics</li><li>• Analysis of key information</li><li>• Justification of choices made using factual information to support statements made</li><li>• Direct comparisons between theories &amp; principles</li></ul>	<ul style="list-style-type: none"><li>• Practical application – angular momentum will be explored through trampolining, knowledge of the energy systems will be developed further through the use of physical activity</li><li>• Verbal application – class discussions, Q&amp;A sessions and what is the question?</li><li>• Written application – short answer questions</li><li>• Written application – extended answer questions</li><li>• Use of mark schemes to develop an understanding of the questions</li><li>• 20 mark question lesson guide</li><li>• Command word support table</li></ul>