Curriculum Overview – Physical Education

Introduction

This document outlines **the curriculum and key considerations**. It articulates the department's core aims and purpose, ensuring alignment with the whole-school curriculum intent and strategic provision. Furthermore, it provides a summary of the programme of study, detailing the sequencing of taught content across all key stages.

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- **To equip pupils with the substantive knowledge and practical skills** necessary to lead healthy, active lives, fostering a sustained enjoyment of physical activity and a comprehensive understanding of its contribution to overall well-being.
- **To ensure all pupils have equitable opportunities** to participate in a broad and balanced range of sports and physical activities, providing an inclusive environment that caters to diverse abilities and interests.
- **To cultivate physical competence and confidence,** moving beyond fundamental skills to develop a positive and resilient disposition towards participation and performance.
- **To foster the development of transferable life skills,** including teamwork, effective communication, cooperation, problem-solving, self-confidence, and resilience.

Numeracy and Literacy

The Physical Education curriculum provides planned opportunities to reinforce and develop pupils' literacy and numeracy skills. Teachers actively integrate these core competencies into practical learning contexts.

Numeracy is developed through the application of mathematical skills in activities such as scoring, timing, measuring distances, and analysing performance data. Pupils learn to interpret numerical information to inform tactics and evaluate outcomes.

Literacy, particularly oracy and communication, is embedded within team-based activities. Pupils enhance their spoken language by articulating strategies, providing constructive feedback, and organising teammates effectively. This develops their confidence, clarity of expression, and leadership capabilities.

Purpose of Study

Physical Education plays a pivotal role in the holistic development of our pupils. Its primary function is to promote a healthy lifestyle, foster a lifelong positive relationship with movement, and equip pupils with valuable physical and social skills that yield lifelong benefits.

The key domains of impact are:

- **Physical Health and Fitness:** Encouraging pupils to improve their physical condition by developing key components of fitness, including cardiovascular endurance, muscular strength, and flexibility.
- **Lifelong Participation:** Enabling pupils to discover activities they enjoy, thereby building a foundation for sustained engagement with physical activity and sport throughout their lives.
- **Physical Literacy:** Developing pupils' understanding of movement through the acquisition of skills, techniques, and tactical awareness across a range of physical activities.
- **Mental and Emotional Well-being:** Promoting positive mental health through physical exertion, which serves as a proven method for stress reduction and mood enhancement.
- **Independence and Self-Management:** Fostering self-reliance and strategic thinking as pupils learn to navigate challenges and solve problems independently within physical contexts.
- **Confidence and Self-Esteem:** Building confidence through the process of mastering new skills and overcoming physical challenges in a supportive environment.
- **Collaborative and Social Skills:** Developing essential interpersonal skills such as teamwork, leadership, and cooperation through participation in team sports and group activities.

Wolfreton Curriculum Intent

Our Physical Education curriculum is underpinned by our Intent statement:

More than Sport: Building teamwork, resilience and confidence

Physical Education inspires lifelong enjoyment and understanding of a range of sporting physical activities developing well-being, independence, confidence and collaborative skills.

Curriculum Aims

Our vision is for all pupils at Wolfreton to develop a lifelong passion for physical activity and to thrive both within and beyond the curriculum. Our programme of study is designed to achieve the following aims:

- **To foster** an inclusive, safe, and engaging environment where every pupil is empowered to participate, achieve personal goals, and build enduring self-confidence.
- **To equip** pupils with the practical skills and theoretical knowledge required to lead healthy, active lives, thereby promoting their holistic physical, mental, and personal well-being.
- **To cultivate** strong character and positive sporting values, with an explicit emphasis on fairness, courtesy, integrity, and respect for others.

- **To provide** meaningful opportunities for competition, encouraging pupils to develop resilience, manage challenges, and appreciate the value of both winning and losing gracefully.
- **To inspire** a lasting enjoyment and deep understanding of a diverse range of sports and physical activities, developing pupils who are independent, confident, and skilled collaborators.

The Wolfreton curriculum for PE aims to ensure that all students:

- develop **competence to excel in a broad range** of physical activities
- are **physically active** for **sustained periods of time**
- engage in **competitive sports and activities**
- lead **healthy**, **active lives**

Building on prior learning

What can students do by the end of KS2?

Students should be taught to:

- Learn and refine running, jumping, throwing, and catching skills, practising them alone and in combination.
- Play a variety of competitive games, with modifications as appropriate (for example, badminton, basketball, cricket, football, netball, and rounders), and understand basic strategies for attacking and defending.
- Build flexibility, strength, technique, control, and balance through focused activities, including athletics and gymnastics.
- Develop and perform dance sequences incorporating diverse movement patterns.
- Undertake outdoor and adventurous challenges, developing both individual resilience and teamwork skills.
- Evaluate their own performance against past efforts, showing clear improvement and striving for personal best outcomes. ***What are the skills gaps?***
- Sometimes a lack of PE subject specialists in primary school leads to a lack of core skills.
- Limited variety of sports with tennis, cricket and badminton at a significant disadvantage to other sports such as football and rounders.
- Limited exposure to competition and development of resilience for some students.

Four Corner Model

Success in Physical Education is informed by four key dimensions: technical, tactical, psychological, and physical. Within our curriculum, the pedagogical focus is placed upon the development of strong technical and tactical skills, and these constitute the aspects that are explicitly assessed. The requisite skills and attributes for success in PE and sport are cultivated universally across the core curriculum throughout Key Stages 3 and 4. Students who elect to pursue the GCSE Physical Education course will concentrate on the skills pertinent to their three chosen sports.

Technical

- **Technical skills:** The importance of mastering sport-specific technical skills for success.
- **Core and advanced skills:** The distinct levels of technical skills, from fundamental motor skills to advanced skill, which are crucial for various sports.
- **Common skills in specific sports:** Every sport has its own set of core and advanced skills, although some groups of sports, such as invasion games shame many of these such as passing.

Tactical

- **Focus on winning:** Tactical skills are all about using your abilities to achieve victory.
- **Applying physical skills effectively:** Mastering tactics allows students to leverage their physical skills in the best way possible for the situation.
- **Tactical skills:**
    - Tactical decision-making: Choosing the right course of action based on the situation.
    - Problem-solving: Adapting to challenges and overcoming obstacles during competition.
    - Communication: Clearly conveying ideas and strategies to teammates.
    - Strategy: Developing a plan to achieve a goal.
    - Teamwork: Working together effectively to maximise team performance.
- These are all essential skills of the Tactical corner, as they equip students and teams to think strategically and make the most of their physical capabilities to win.

Psychological

These refer to the mental and emotional characteristics that underpin success in sport and life. Key components include resilience, confidence, motivation, focus, and the ability to regulate emotions. A student who possesses these qualities can effectively navigate challenges and remain focused in demanding situations.

Physical

These constitute the fundamental components of fitness required for effective performance in a chosen sport or physical activity. They include Muscular Strength, Speed, Cardiovascular Endurance, Muscular Endurance, Co-ordination, Flexibility, and Power. Successful application of these components is crucial; for example, a sprinter requires Power for an explosive start, while a marathon runner necessitates exceptional Cardiovascular Endurance.

Technical Skills	Tactical Skills
Invasion Sports (Football, Netball, Rugby, Basketball, Hockey): • **Ball Control:** This combines dribbling, passing, and shooting, emphasising manipulating the ball effectively to advance it towards the goal. • **Footwork:** Agility, balance, and proper footwork are crucial for manoeuvring around opponents, changing direction quickly, and maintaining control of the ball.	• **Positioning and Formations:** Mastering group and player positioning, along with different formations, allows for better control of the game and creates opportunities to exploit weaknesses.

Net and Wall Sports (Badminton, Tennis):

- Serve and Return: Serving sets the rally in motion, while returning puts your opponent under pressure. Mastering both is essential.
- Volley Control: The ability to consistently volley shots back and forth is fundamental to maintaining rallies and creating scoring opportunities.
- Shot Selection: Knowing when to employ aggressive smashes, deceptive dropshots, or tactical clears helps gain an advantage over your opponent.

Striking and Fielding Sports (Rounders, Cricket, Baseball, 'Croundersball'):

- Batting: Developing a strong batting technique is key to hitting the ball solidly and scoring runs.
- Bowling/Pitching: Mastering accuracy, pace, and spin allows bowlers/pitchers to make it difficult for batters to hit the ball cleanly.
- Fielding: Catching, throwing accurately, and covering ground quickly are essential defensive skills.

Track and Field (Athletics):

- Motor Skills: Running, jumping, and throwing are the fundamental movements at foundation of all track and field events.

Health & Fitness and Outdoor Adventurous Activities (OAA):

- Physical Conditioning: Building endurance and strength forms the foundation for optimal performance in all sports and activities.
- Training Principles: Understanding the components of fitness (e.g., cardiovascular endurance, muscular strength) and different training methods allows individuals to design effective fitness programs.
- Assessment: Regular testing helps individuals track progress and adjust their training accordingly.

Dance:

- Movement Vocabulary: Mastering various dance actions is the foundation for building a diverse repertoire.
- Adaptability: Students must learn to be flexible and adjust their tactics to unexpected situations during a game. This could involve changing formations, switching strategies, or capitalising on a sudden opening.

- Energy Management: Understanding how to pace yourself is crucial. Students need to conserve energy while having enough reserves for critical moments when speed and endurance are essential e.g. 'Make the ball do the work in football'

- Dynamic Decision-Making: Throughout practice and competition, athletes constantly make decisions based on the ever-changing game situation. This involves:
    - Spatial Awareness: Knowing your position relative to the field/court, your opponents, and teammates allows for informed decision-making.
    - Distance Estimation: Accurately estimating distances to goals, baskets, teammates, or opponents is vital for successful execution of plays.

- Game Analysis: Reviewing performance, both individually and as a team, is essential for improvement. This includes:
    - Identifying Strengths and Weaknesses: Athletes need to understand their own capabilities and those of their opponents to exploit advantages and address shortcomings.
    - Feedback and Improvement: Constructive feedback helps players recognize areas for development and implement strategies for improvement.

- Communication: In team sports, clear and concise communication is vital for success, especially during the intensity of a game. This involves:

• **Spatial Awareness:** Understanding how to move effectively in relation to yourself and others within a designated space is essential. • **Dynamics:** Controlling the energy and intensity of your movements adds expressiveness and emotional depth to your dance.	○ **Teamwork:** Effective communication fosters better interaction and strengthens the overall team dynamic. ○ **Respectful Language:** Using precise and respectful language, tailored to the situation, ensures clear communication and avoids misunderstandings.

Extra-curricular

Throughout their time at Wolfreton School, students are encouraged to continue to take part regularly in competitive sports and activities outside school. These are promoted within the department visibly with many of the activities taking place on the school site through approved providers or with the school staff. This allows a clear extension of the in-school provision with a thriving extra-curricular offer. This academic year, 3,789 student interactions were recorded across different sports clubs throughout the year (May 2024). This number reflects multiple participations by students, displaying their enthusiasm and commitment to maintaining a healthy, active, and balanced lifestyle. The prominent level of engagement indicates a strong interest in physical activities and teamwork among our students.

Assessment Objectives

AO1	AO2	AO3	AO4	
Develop competence to excel in a broad range of physical activities Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Be physically active for sustained periods of time Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Engage in competitive sports and activities Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	Lead healthy, active lives Demonstrate and apply relevant skills and techniques in physical activity and sport	Black = Core PE Red = GCSE PE

In core PE we assess against the technical and tactical skills explicitly taught for the activities completed prior to each assessment point.

Core PE Curriculum Programme

				Autumn Term 1	Autumn Term	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Yr 7	Girls	Games	1	Hockey	Netball	Football	Netball	Fielding & Striking	Tennis
			2	Netball	Hockey	Netball	Football	Tennis	Fielding & Striking
		PE	1	Dance	Badminton	Gymnastics	Team Games	Athletics	Athletics
			2	Badminton	Dance	Team Games	Gymnastics		
	Boys	Games	1	Rugby – Football		Football – Rugby		Field & striking	Tennis
			2	Rugby - Football		Football - Rugby		Tennis	Fielding & Striking
		PE	1	Badminton	Gymnastics	Basketball	Team Games	Athletics	Athletics
			2	Gymnastics	Badminton	Team Games	Basketball		
Yr 8	Girls	Games	1	Hockey	Netball	Football	Netball	Fielding & Striking	Tennis
			2	Netball	Hockey	Netball	Football	Tennis	Fielding & Striking
		PE	1	Dance	Badminton	Gymnastics	Team Games	Athletics	Athletics
			2	Badminton	Dance	Team Games	Gymnastics		
	Boys	Games	1	Rugby – Football		Football – Rugby		Field & striking	Tennis
			2	Rugby - Football		Football - Rugby		Tennis	
		PE	1	Badminton	Gymnastics	Basketball	Team Games	Athletics	Athletics
			2	Gymnastics	Badminton	Team Games	Basketball		
Yr 9	Girls	Games	1	Hockey	Netball	Football	Netball	Fielding & Striking	Tennis
			2	Netball	Hockey	Netball	Football	Tennis	Fielding & Striking
		PE	1	Dance	Badminton	Fitness	Team Games	Athletics	Athletics
			2	Badminton	Dance	Team Games	Fitness		
	Boys	Games	1	Rugby	Football	Football	Rugby	Field & striking	Tennis
			2	Rugby	Football	Football	Rugby	Tennis	Fielding & Striking
		PE	1	Badminton	Fitness	Basketball	Team Games	Athletics	Athletics
			2	Fitness	Badminton	Team Games	Basketball		
Yr 10	Girls	Games	1	Hockey	Netball	Football	Netball	Fielding & Striking	Tennis
			2	Netball	Hockey	Netball	Football	Tennis	Fielding & Striking
		PE	1	Dance	Badminton	Fitness	Team Games	Athletics	Athletics
			2	Badminton	Dance	Team Games	Fitness		
	Boys	Games	1	Rugby/Hockey	Football/Handball	Football/Handball	Rugby/Hockey	Field & striking	Tennis

			2	Rugby/Hockey	Football/Handball	Football/Handball	Rugby/Hockey	Tennis	Fielding & Striking
		PE	1	Gymnastics	Fitness	Badminton	Basketball	Athletics	Athletics
			2	Fitness	Gymnastics	Basketball	Badminton		
Yr 11 Options	Girls	Games	1	Options	Options	Options	Options		
			2	Options	Options	Options	Options		
		PE	1	Options	Options	Options	Options		
			2	Options	Options	Options	Options		
	Boys	Games	1	Options	Options	Options	Options		
			2	Options	Options	Options	Options		
		PE	1	Options	Options	Options	Options		
			2	Options	Options	Options	Options		

	Invasion Sports	Net & Wall	Striking & Fielding	Track & Field	Health & Fitness	Dance & Gymnastics
Core PE Vocabulary • Tactical • Technical	Possession Attack Defence Space Passing Receiving	Forehand Backhand Serve Volley Rally	Batting Bowling Fielding Run Wide No-Ball	Throwing Jumping Sprint Middle Distance Long Distance	Agility Co-ordination Speed Reaction Time Power Physical Fitness: Cardiovascular Endurance Flexibility Muscular Endurance Muscular Strength Body Composition	Balance Shape Roll Travel Sequence Actions Space Dynamics Relationships Choreography

GCSE PE Curriculum Sequencing

Key Stage 4 Year 10 – GCSE PE (OCR) Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	Paper 1: Physical Factors Affecting Performance The structure and function of the skeletal system • Bone • Functions • Synovial joints • Components of joints The structure and function of the muscular system	Paper 1; The cardiovascular and Respiratory Systems • Cardiovascular system • Vascular Shunt • Aerobic and anaerobic exercise The cardiovascular and Respiratory Systems • Respiratory system • Effects of exercise • (Long/Short on all systems)	Paper 2: Sports Psychology • Characterisation of a skill • Classification • Goal Setting • Mental Preparation • Types of guidance • Types of feedback Coursework Preparation • Retest fitness

	• Muscles • Roles in movement • Tendons <u>Movement Analysis</u> • Lever Systems • Planes and axes of movement <u>Preventing injury in Physical Education</u> • Prevention of injury <u>Components of fitness</u> • Components of fitness • Fitness Testing booklets <u>1.2b Principles of Training</u> • Optimising Training • Training methods • Warm-ups & cool-downs <u>1.2b Principles of Training</u> • Principles of training • FITT & SPOR	<u>Practical Sport</u> • Football • Netball	• Design and implement drills to test skills • Peer observations during games <u>Practical Sport</u> • Athletics
Vocabulary and Key Terms	<u>The structure and function of the skeletal system</u> **Agonist**: The muscle that works/contracts to create the movement. **Antagonist**: The muscle that works in the opposite way of the agonist, relaxes and lengthens **Antagonistic** muscle action: A pair of muscles that work together to produce movement with one muscle contracting whilst the other muscle relaxes. **Fixator:** A muscle which acts as the stabilizer and helps the agonist work effectively of one part of the body during movement of another part.	<u>The cardiovascular and Respiratory Systems</u> **Gaseous exchange**: The movement of gases taking place at the alveoli and capillaries **Cardiac output:** The volume of blood pumped per minute by each ventricle of the heart. Cardiac output = stroke volume x heart rate **Stroke volume:** The amount of blood pumped out of the heart (left ventricle - to the body) during each contraction. **Double circulatory system**: The human body has two circulatory loops in which blood circulates. One is oxygenated, and the other is deoxygenated.	<u>Paper 2: Sports Psychology</u> **Closed skill:** Skills that are performed in a predictable environment. E.g. a basketball free throw **Open skill**: These are affected by the environment and are predominantly perceptual as they must be adapted to suit the environment. These skills are usually externally paced. E.g. a pass within a game situation in football. **Simple skill**: Consists of basic movement actions that are not difficult to perform with few decisions to make. E.g. A chest pass, a straight up and down jump.

	Articulating bones: Bones that move relative to each other at a joint <u>The structure and function of the muscular system</u> **Ligament**: A short band of tough and flexible tissue connecting bones together and stabilise the joint. **Tendon:** A tendon is a tough yet flexible band of fibrous tissue which joins muscle to bone. **Cartilage**: A tough, elastic, fibrous connective tissue **Synovial joint**: An area where two or more bones meet within a joint capsule and allows a wide range of movement to occur. <u>Movement Analysis</u> **Abduction**: Movement away from the midline of the body. **Adduction**: Movement towards the midline of the body. **Circumduction**: The circular movement of a joint. It is a movement pattern that combines flexion, extension, adduction, and abduction **Flexion:** A bending movement around a joint in a limb. **Extension:** A straightening movement around a joint **Rotation**: The turning of a body part about its long axis as if on a pivot **1st Class Lever**: A lever in which the fulcrum is positioned between the load and the effort. **2nd Class lever:** A class 2 lever has the load and the effort on the same side of the fulcrum, with the load nearer the fulcrum.	**Systemic:** The circulatory loop that controls blood flow from the heart to the rest of the working muscles and organs. <u>Pulmonary</u> - the circulatory loop that controls blood flow from the heart to the lungs. <u>The cardiovascular and Respiratory Systems</u> **Breathing rate**: The number of breaths taken in a minute. **Tidal volume**: The amount of air which enters the lungs during normal inhalation at rest **Minute ventilation:** The volume of gas inhaled or exhaled from the lungs per minute **Aerobic exercise**: Use of oxygen for the duration of the exercise. Usually at moderate intensity at a continuous rate e.g. long distance running **Anaerobic exercise**: Exercise which does not allow for the predominant usage of oxygen. Usually high or very high intensity for a short period of time. E.g. sprinting up a hill **Lactic acid:** A waste product produced in the muscle tissues during strenuous exercise where the anaerobic energy system is in use **Redistribution of blood flow**: When you exercise the blood is diverted from inactive areas to the muscles that are being used. This action is completed through vasodilation and vasoconstriction. Also known as the vascular shunt mechanism. **Capillarisation:** The development of blood capillaries in the body which increases through long term effects of exercise. **Fatigue:** Muscle tiredness when the body has a lack of energy.	**Complex skill:** A skill which requires a lot of focus and decision making to perform pleasing. **Skills continua:** A method of categorising skills along a continuum that acknowledged that whilst they are all different, they can all be classified according to their level of difficulty **Skilful movement:** A fluent and coordinated movement which is efficient, technically accurate and aesthetically I**ntrinsic Feedback**: Feedback from within the performer **Extrinsic Feedback**: Feedback from external sources **Knowledge of Results:** Feedback on the outcome of the skill **Knowledge of Performance**: Feedback on the quality of the skill performed (technique) **Manual Guidance:** a coach physical moving a performing into the correct position **Mechanical Guidance**: the use of equipment/aids to improve performance (harness on a trampoline) **Verbal Guidance**: Spoken instructions on how to improve **Visual Guidance**: images, videos or demonstrations to show how to make improvements **Names of bones: (taught in term 1)** • Cranium • Clavicle • Scapula • Ribs • Sternum

	3rd Class Lever: The effort is placed between the load and the fulcrum, and the effort must travel a shorter distance and be greater than the load **Mechanical advantage:** A lever which allows a large load to be moved with a small amount of effort. **Frontal axis of rotation:** An imaginary line which passes through the body horizontally from left to right, allowing flexion and extension **Longitudinal axis of rotation:** An imaginary line which passes through the body from front to back, allowing abduction and adduction. **Transverse axis of rotation** Allows only forward and backward movement (flexion and extension) in the sagittal plane around this axis. **Frontal plane** An imaginary line which divides the body from front to back vertically **Transverse plane**: An imaginary line which divides the body horizontally from front to back. **Sagittal plane**: An imaginary line which divides the body vertically into left and right sides **Agility**: The ability to change direction at speed; nimbleness **Balance**: The ability to maintain a centre of gravity and not fall over **Co-ordination**: Ability to simultaneously move/use two body parts in a controlled manner. **Cardiovascular endurance**: The ability to continue exertion while getting energy from the aerobic system used to supply the body with energy. Also referred to as stamina **Flexibility**: Range of movement available around a joint **Muscular endurance**: The ability to move your body and muscles repeatedly without fatiguing.	**FIIT**: outlines the key components of an effective exercise program: **Frequency: T**he number of times exercise takes place **Intensity:** How hard and intense the exercise is **Continuous training**: Training that involves activity without rest intervals. Usually 20 minutes or more. **Fartlek training:** Training which varies in intensity and duration and consists of bursts of intense effort alternating with less strenuous activity **Interval training:** Training that incorporates periods of exercise and rest. **Circuit training:** Series of alternate exercises performed at stations that focus on different muscle groups **Weight training**: a method of training that uses free weights or resistance machines **Plyometrics:** involves jumping, bounding, hopping exercise **HIIT:** exercise that alternates between high intensity and periods of recovery. **Specificity:** The training must be matched to the needs of the sporting activity and individual. **Overload:** A greater than normal stress that is applied on the body for training adaptations to take place. **Progression**: Gradual increases in exercise in order for the body to adapt through overload. **Reversibility**: Any adaptation that takes place as a result of training will be lost if you stop training	• Vertebral column • Pelvis • Femur • Patella • Tibia • Fibula • Tarsals • Metatarsals • Phalanges • Humerus • Radius • Ulna • Carpals • Metacarpals **Names of Muscles: (taught in Term 1)** • Deltoid • Pectorals • Abdominals • Biceps • Triceps • Trapezius • Latissimus Dorsi • Gluteal • Hamstrings • Quadriceps • Gastrocnemius • Hip Flexors

	Power: The ability to use strength quickly. Explosive strength. (strength x speed) **Reaction Time**: Ability to respond quickly to a stimulus. **Speed:** The ability to move quickly across the ground or move limbs rapidly through movements. **Strength:** The maximum force a muscle/group of muscles can apply against a resistance.		
Assessment	**Year 10 Cumulative Assessment 1** (Muscular & skeletal systems & movement analysis) **Year 10 Cumulative Assessment 2** (Components of fitness & testing added in)	**Year 10 Cumulative Assessment 3** (CV and Respiratory Systems added in) **Year 10 Cumulative Assessment 4** (Physical Training added onto previous topics) **Practical assessment begins**	**Year 10 Cumulative Assessment 5** (Sports Psychology added onto other topics) **End of Year Full Paper 1 Mock** 60 Marks

Key Stage 4: Year 11 – GCSE PE Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	Paper 2: Socio-Cultural Influences Engagement patterns of different social groups in PA and sport • Physical Activity and sport in the UK • Participation • Commercialisation • Drugs in sport • Violence in Sport Coursework • Evaluation • Analysis • Overview • Assessment • Movement Analysis	Paper 2: Health, Fitness and Wellbeing • Health, fitness and Wellbeing • Diet and Nutrition Exam preparation • Paper 1 Recap • Paper 2 Recap	Exam preparation • Individualised revision lessons • Use RAG sheets to revise current weaknesses

	• Action Plan • Final Checks		
Vocabulary and Key Terms	Engagement patterns of different social groups in PA and sport **Role models:** Someone to be looked up to, (good role model) an example to follow **Sponsorship:** The giving of money or goods to performers to get good publicity and/or increase profit. **Commercialisation:** Links business and commerce into sport with a primary focus of profit which can lead to exploitation. **Beta Blockers**: A drug used to control heart rhythm and lower blood pressure. **Steroids**: Anabolic steroids are synthetic hormones that enhance physical performance **Stimulants:** Drugs used to raise physiological arousal, alertness and focus in the body **Violence:** Physical acts committed in sport that go beyond the accepted rules of play or the expected levels of contact within a contact sport **Sportsmanship**: Ethical, appropriate, polite and fair behaviour while participating in a game or athletic event; fair play **Gamesmanship**: Where the laws of the game are interpreted in ways, which whilst not illegal, are not in the spirit of the game. Pushing the limits to gain unfair advantage **Deviance**: Behaviour that is either immoral or seriously breaks the rules and norms of the sport	Health, Fitness and Wellbeing **Fitness:** Your ability to meet the physical demands placed on you by the environment. **Health**: The state of emotional, physical and social well-being **Well-being:** Being contented, happy or prosperous **Obesity:** The state of being very overweight, with a lot of excess body fat, usually classified using the BMI calculation of 30 or above. **Type 2 diabetes**: A metabolic disorder that affects how your body handles glucose. Often associated with obesity and can be controlled through changes to your diet **Coronary Heart Disease (CHD):** Where the blood vessels are narrowed and blood flow and oxygen to the heart is reduced. **Energy balance**: Energy input = energy expenditure This equation must balance for your body weight to remain constant	
Assessment	**Year 11 Cumulative Assessment 1** (Engagement Patterns added in to all Y10 topics)	**Year 11 Cumulative Assessment 3** (Health, Fitness & Nutrition added onto other topics)	**Final External Assessments** **J587/01: Physical Factors affecting Performance** 60 Marks

	Year 11 Cumulative Assessment 2 (Commercialisation & Ethics added in) **J587/03: Analysing & Evaluation Performance Task** Set piece of coursework (60 marks)	**J587/04: Practical Performance & Live Moderation**	**J587/02: Socio-Cultural Factors Affecting Performance** • 60 Marks

Key Stage 5: Year 12/13 – A Level PE Long Term Planning

	Paper 1	Paper 2	Paper 3
Knowledge	**1.1 Applied Anatomy and Physiology** Skeletal system Muscular system Cardiovascular system Respiratory system Energy for exercise (including ATP and the three energy systems) Environmental effects on body systems (e.g., altitude, heat) **1.2 Exercise Physiology** Responses to acute exercise Adaptations to chronic exercise (training) Diet and nutrition for sport and exercise Injury prevention and the rehabilitation of injury Methods of training (including principles of training) Physiological indicators of fitness **1.3 Biomechanics** Biomechanical principles (including force, motion, and Newton's Laws) Linear motion Angular motion Fluid mechanics (including drag and lift) Projectile motion Levers and their application to the human body Technology in sport (related to biomechanical analysis)	**2.1 Skill Acquisition** Classification of skills Types and methods of practice Principles and theories of learning movement skills (e.g., cognitive, associative, autonomous stages; different learning theories) Guidance and feedback Memory models and information processing **2.2 Sports Psychology** Individual differences (including personality, attitudes, and motivation) Arousal and anxiety Aggression Social facilitation and inhibition Group and team dynamics Leadership Attribution theory Stress management and psychological skills training Confidence and self-efficacy	**3.1 Sport and Society** The emergence and evolution of modern sport in Britain (including pre-industrial, industrial, and post-industrial periods) Globalisation of sport The role of sport in promoting social inclusion and addressing inequality (including factors such as social class, gender, race, ethnicity, and disability) The role of sport in promoting health and well-being. **3.2 Contemporary Issues in Physical Activity and Sport** The relationship between sport and the media The commercialisation of sport Ethics and deviance in sport (including drugs, violence, and gambling) The role of technology in sport (including its impact on performance, officiating, and spectatorship) Routes to sporting excellence in the UK The impact of hosting global sporting events

Vocabulary and Key Terms	• **Applied Anatomy & Physiology:** The structure and function of the body's systems (skeletal, muscular, etc.) during physical activity. • **Exercise Physiology:** How the body responds and adapts to the stress of exercise. • **Biomechanics:** The mechanical principles (force, motion, leverage) of human movement. • **Energy Systems:** The body's methods of producing ATP (energy) for muscle contraction. • **Cardiovascular System:** The role of the heart, blood, and vessels in oxygen/nutrient transport during exercise. • **Respiratory System:** The function of the lungs in gas exchange (oxygen for carbon dioxide) during exercise. • **Muscle Contraction:** The process of force generation in muscles via the sliding filament theory. • **Adaptation to Training:** Long-term physiological changes resulting from regular exercise. • **Injury & Rehabilitation:** The causes, prevention, and recovery methods for common sports injuries. • **Diet & Nutrition:** The impact of food and fluid intake on energy, performance, and recovery.	• **Skill Acquisition:** The process of learning, developing, and refining motor skills. • **Theories of Learning:** Psychological models explaining how skills are learned (e.g., conditioning, social learning). • **Stages of Learning:** The distinct phases a performer progresses through (cognitive, associative, autonomous). • **Practice Types:** Methods of structuring practice to enhance learning (e.g., massed vs distributed, whole vs part). • **Feedback:** Information a performer receives to guide improvement. • **Guidance:** Methods used to assist a performer in learning a skill (visual, verbal, manual). • **Motivation:** The internal and external factors that drive behaviour in sport. • **Arousal:** A performer's physiological and psychological state of alertness and its effect on performance. • **Anxiety:** A negative emotional state of worry or nervousness and its cognitive and somatic impact on performance. • **Attribution Theory:** How performers explain their successes and failures, affecting future motivation.	• **Sport and Society:** The relationship between sport and broader social structures, values, and issues. • **Emergence of Modern Sport:** The historical transformation of pastimes into organised, modern sport. • **Social Class:** The influence of socioeconomic status on sporting access and participation. • **Gender:** The impact of societal norms on participation and representation in sport. • **Race & Ethnicity:** The experience of different ethnic groups in sport, including issues of discrimination and identity. • **Disability:** Barriers to participation and the development of inclusive and adapted sports. • **Commercialisation:** The influence of business, sponsorship, and finance on sport. • **Media and Sport:** The relationship between sport and media, including how it is promoted and consumed. • **Ethics & Deviance:** Moral issues in sport such as doping, cheating, violence, and corruption. • **Global Sporting Events:** The social, economic, and political impact of major events like the Olympics or World Cup.
Assessment	Assessment 1 October Assessment 2 January	Assessment 1 October Assessment 2 January	Assessment 1 October Assessment 2 January

	Assessment 3 Mock Exam	Assessment 3 Mock Exam	Assessment 3 Mock Exam