

YEAR GROUP: 12 -A Level PE (Anatomy and Physiology)

		Paper 1; A & P - Musculo-Skeletal System Paper 1; A & P – Neuromuscular System							Paper 1; A & P - The Cardiovascular System Paper 1; A & P - The Respiratory System								Paper 1; A & P - The Energy Systems						Paper 2; Ex Phys - Diet and Nutrition																		
		AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Unit description	<p>Students should understand the relationship between muscular and skeletal systems to meet the demands of exercise. Students should be able to and apply their knowledge and understanding to specific sporting actions and movements in a range of physical activities.</p> <p>Students should understand the relationship between the nervous and muscular systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise.</p>	<p><i>Students should understand the relationship between the cardiovascular and respiratory systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise. They should also understand how taking part in physical activity and sport, as part of a healthy lifestyle, can have a positive effect on these systems.</i></p>															<p><i>Students should develop knowledge and understanding of energy systems prior to exercise, during exercise of differing intensities and during recovery.</i></p>						<p><i>Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.</i></p>																		
	Assessment	<p><i>Recall and retrieval questions. Multi-choice questions, short answer questions and extended answer questions.</i></p> <p><i>Consolidation private study.</i></p> <p><i>Knowledge Tests.</i></p> <p><i>Walking talking mock (WTM) practice extended writing for 8/15 mark questions.</i></p> <p><i>End of Topic Test</i></p>	<p><i>Recall and retrieval questions. Multi-choice questions, short answer questions and extended answer questions.</i></p> <p><i>Consolidation private study.</i></p> <p><i>Knowledge Tests.</i></p> <p><i>Walking talking mock (WTM) practice extended writing for 8/15 mark questions.</i></p> <p><i>End of Topic Tests</i></p>															<p><i>Recall and retrieval questions. Multi-choice questions, short answer questions and extended answer questions.</i></p> <p><i>Consolidation private study.</i></p> <p><i>Knowledge Tests.</i></p> <p><i>Walking talking mock (WTM) practice extended writing for 8/15 mark questions.</i></p> <p><i>End of Topic Test</i></p> <p><i>End of Year Paper 1 Exam</i></p>						<p><i>Recall and retrieval questions. Multi-choice questions, short answer questions and extended answer questions.</i></p> <p><i>Consolidation private study.</i></p> <p><i>Knowledge Tests.</i></p> <p><i>Walking talking mock (WTM) practice extended writing for 8/15 mark questions.</i></p> <p><i>End of Topic Test</i></p>																	

YEAR GROUP: 12 - A Level PE (Skill Acquisition)

		Paper 1; Skill/Skill Acquisition and Transfer of Learning							Paper 1; Guidance and Feedback							Paper 1: Theories of Learning and Performance							Paper 1; Memory Models and Info Processing							Paper 1; Information Processing							Mocks Prep							Paper 2; Individual Psychological factors						
		AUTUMN 1							AUTUMN 2							SPRING 1							SPRING 2							SUMMER 1							SUMMER 2													
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7			
Unit description	<p>Students learn about different ways to classify skills and the justification on how this influences coaching.</p> <p>Transfer of learning looks at how we transfer skill acquisition from one skill to another and how this can both facilitate and hinder skill development and performance</p>	<p>Different types of guidance used in caching to shape and develop skilled performance.</p> <p>A critical evaluation of the advantages and disadvantages of each type and how different levels of performers would use them.</p> <p>Identify different types of feedback and how these are used in skill development</p>							<p>The stages of learning and the characteristics of performers in these stages.</p> <p>The principle of learning and the concept of learning plateaus and how to overcome these.</p> <p>Theories of learning of how sports performers acquire motor skills</p>							<p>Information processing models to explain the process of decision making in sport.</p> <p>Whittings Model and application</p> <p>Baddley & Hitch Working Memory Model</p> <p>The speed of decision making/response times and factors which influence this.</p>							<p>Schema Theory and Motor Programmes</p>							<p>Paper 1 consoildatio n with a specific focus on extended question structure and technique (8 mark & 15 mark)</p>							<p>Personality and its influence upon Performance</p> <p>Attitudes, their formation, component parts and how to change attitudes in sport</p>													
	Assessment	<p>Exam questions</p> <p>Everlearner tasks and consolidation</p> <p>End of topic test</p>	<p>Exam questions</p> <p>Everlearner tasks and consolidation</p> <p>End of topic test</p>							<p>Exam questions</p> <p>Everlearner tasks and consolidation</p> <p>End of topic test</p>							<p>Exam questions</p> <p>Everlearner tasks and consolidation</p> <p>End of topic test</p>							<p>Exam questions</p> <p>Everlearner tasks and consolidation</p> <p>End of topic test</p>																										

YEAR GROUP: 12 -A Level PE (socio-cultural)

		Paper 1; Pre-Industrial Sports				Paper 1; Industrial and Post-Industrial Sports							Paper 1; Post 1950-								Paper 1; Sociological Issues						Written NEA - Analysis						Mocks Prep				Paper 2; Concepts				
		AUTUMN 1				AUTUMN 2							SPRING 1								SPRING 2						SUMMER 1						SUMMER 2								
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
Unit description	Students will develop their understanding of the characteristics of Britain pre-1780 and how this impacted on sports and pastimes. Real Tennis and Mob Football will be used as case studies to apply this knowledge	Students will develop their understanding of the characteristics of Industrial and Post-Industrial Britain (1780-1900) and how this impacted on sports and pastimes. Association football, lawn tennis and athletics will be used as case studies to apply this knowledge							Students will develop their knowledge of the following topics; <ul style="list-style-type: none"> - characteristics and impact of the Golden Triangle, including the interrelationship between - commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies. - The changing status of amateur and professional performers and factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century. 								Students will develop their knowledge of the following topics; <ul style="list-style-type: none"> - the key terms relating to the study of sport and their impact on equal opportunities in sport and society. - Understanding social action theory in relation to social issues in physical activity and sport. - Underrepresented groups in sport (disability, ethnic minorities, gender, disadvantaged) - The barriers to participation in sport and physical activity and possible solutions to overcome them for under represented groups in sport. - Benefits of raising participation - The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport. 						Students will complete the Analysis section of the NEA. They will analyse a performance and highlight/explain two separate weaknesses (skills taken from the specification for their chosen activity). Students are permitted to work on this piece outside of lesson time						Students will revise the whole course, making synoptic links where relevant.				Students will develop their knowledge of the key concepts related to physical activity and sport, the differences and similarities between them <ul style="list-style-type: none"> - Physical Recreation - Sport - Physical Education - School Sport 								
	Assessment	Retrieval activity each lesson Consolidation homework Application of knowledge via exam questions practice in lesson	Retrieval activity each lesson, linking back to knowledge from Topic 1 where relevant Consolidation homework Application of knowledge via exam questions practice in lesson End of topic assessment using real exam questions from past papers, 35 marks							Retrieval activity each lesson, linking back to knowledge from Topic 1 and 2 where relevant Consolidation homework Application of knowledge via exam question practice in lesson including long answer question structure guidance End of topic assessment using real exam questions from past papers, 35 marks								Retrieval activity each lesson, linking back to knowledge from Topic 1, 2 and 3 where relevant Consolidation homework Application of knowledge via exam question practice in lesson including long answer question structure guidance End of topic assessment using real exam questions from past papers, 35 marks						General feedback given in line with exam board limitations/guidance Formal marks not given until final hand in after the evaluation section completed in Year 13						Layered retrieval tasks Exam question technique practice in lesson (WAGOLL's, unpicking incorrect answers etc.)				Retrieval activity each lesson Consolidation homework Application of knowledge via exam questions practice in lesson							

Assessment Key:

Formative

Summative

Exam writing practice

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Awe and Wonder at the Human Body

Learning about the complexity of the muscular, skeletal, cardiovascular, and respiratory systems can inspire a sense of awe. Students may develop a deeper appreciation for life, health, and the intricacies of the human form

Respect for the Body

Understanding how the body functions and how to care for it encourages respect for oneself and others, this aligns with spiritual values of stewardship, self-care, and gratitude for physical well-being.

Interconnectedness of Systems

The way body systems work together (e.g. how the respiratory and circulatory systems support performance) can reflect the interconnectedness of life.

Mind-Body Connection

Topics like neuromuscular control and energy systems highlight the relationship between mental and physical performance.

Overcoming Physical Limits

Studying how the body adapts to training and recovers from injury can inspire resilience, hope, and personal growth.

How does our curriculum do >Something More?

Yr 12 A Level PE:

- Awe and Wonder at the Human Body
 - ✓ **Going deep into the understanding of how the human body functions all the way down to the cellular level and how these systems work together to produce effective movement can inspire students at the wonder of human anatomy**
- Mind-Body Connection:
 - ✓ **Learning how the human body responds to external stimuli, such as the thought of exercising increasing the heart rate, gives students a real insight into the connection between body and mind**
- Overcoming physical limits
 - ✓ **Students learn how to assess their physical strengths and weaknesses, then train effectively to improve themselves, which can inspire them to focus on personal development and consistent effort in order to make physical progress**