	Dallam School Curriculum Overview	**Department: Physical Education** **Year Group: 12**

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic **Skeletal System** **Biomechanical Principles** **Skill Acquisiton**	**Theme / Topic** **Muscular System** **Levers** **Analysing Movement through Technology** **Skill Acquisition**	**Theme / Topic** **Cardiovascular System** **Nutrition** **Individual Differences**	**Theme / Topic** **Respiratory system** **Ergogenic aids** **Leadership** **Stress Management**	**Theme / Topic** **Respiratory system** **Physical Training** **Emergence and evolution of modern sport**	**Theme / Topic** **Energy for exercise** **Physical Training** **Emergence and evolution of modern sport**
By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*
➢ Joints & Movements ➢ Newtons Laws ➢ Classification of skills ➢ Types and methods of practice ➢ Transfer of skills ➢ Principles and theories of learning movement skills ***Tier 3 vocab*** ➢ Centre of mass ➢ Law of inertia, acceleration, reaction	➢ Skeletal Muscle Contraction ➢ Components of a lever system ➢ Definitions of limb kinematics, force plates, wind tunnels ➢ Stages of learning ➢ Guidance ➢ Feedback ➢ Memory Models ***Tier 3 vocab*** ➢ Agonist, antagonist, fixator ➢ Isotonic, concentric, eccentric, isometric ➢ Motor neuron, action potential, neurotransmitter, 'all or none' law ➢ Slow oxidative, fast oxidative glycolytic, fast glycolytic	➢ Cardiovascular system at rest ➢ Cardiovascular system during exercise of differing intensities and during recovery ➢ Diet & Nutrition ➢ Individual differences ➢ Group and team dynamics in sport ➢ Goal Setting ➢ Attribution ***Tier 3 vocab*** ➢ *Cardiac cycle, CV drift, intrinsic/extrinsic motivation, Karvonens theory, venous return* ➢ *Pre-capillary sphincters* ➢ *Ringelmann Effect* ➢ *Social Inhibition*	➢ Respiratory system at rest ➢ Use of ergogenic aids ➢ Confidence and self-efficacy in sports performance ➢ Leadership in sport ➢ Stress Management to optimise performance ***Tier 3 vocab*** ➢ *Biofeedback* ➢ *Laissez Faire*	➢ Aerobic capacity and $V0_2$ max ➢ Strength Training ➢ Flexibility Training ➢ Social and cultural factors shaped sports in pre-industrial Britain ➢ Influence of public schools ***Tier 3 vocab*** ➢ *Amateurism* ➢ *Professionalism*	➢ ATP and energy transfer ➢ Energy systems and ATP resynthesis ➢ Periodisation of Training ➢ Impact of training on lifestyle diseases ➢ Social and cultural factors shaped sports in 20th century Britain ➢ Social and cultural factors shaped sports in 21st century Britain ***Tier 3 vocab*** ➢ *Glycolysis* ➢ *ADP* ➢ *Actin*

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic **Skeletal System** **Biomechanical Principles** **Skill Acquisiton**	**Theme / Topic** **Muscular System** **Levers** **Analysing Movement through Technology** **Skill Acquisition**	**Theme / Topic** **Cardiovascular System** **Nutrition** **Individual Differences**	**Theme / Topic** **Respiratory system** **Ergogenic aids** **Leadership** **Stress Management**	**Theme / Topic** **Respiratory system** **Physical Training** **Emergence and evolution of modern sport**	**Theme / Topic** **Energy for exercise** **Physical Training** **Emergence and evolution of modern sport**
They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*
➢ Factors affecting the position of the centre of mass ➢ Force ➢ Where to place skills on continua ➢ Characteristics of types and methods of practices ➢ Types of transfer ➢ Theories of learning	➢ Functional roles of muscles and types of contraction ➢ Muscle contraction during exercise of differing intensities and during recovery ➢ 1st, 2nd ,3rd class levers ➢ How technology can optimise performance ➢ Characteristics of the stages of learning ➢ Advantages and disadvantages of each type of guidance ➢ Adv/Dis of using feedback ➢ Use of selective attention	➢ Relationship between and resting values of; HR, CV, Q. ➢ Function and importance of health, balanced diet ➢ Definition of personality, attitude, motivation, arousal, anxiety, aggression, social facilitation ➢ Definition of a group ➢ How groups are formed ➢ Importance and effectiveness of goal setting	➢ Respiratory system during exercise of differing intensities and during recovery ➢ Relationship between resting values of breathing frequency, tidal volume, minute ventilation ➢ Potential benefits and risks ergogenic aids	➢ How $V0_2$ max is affected by… ➢ How to develop aerobic capacity ➢ Physiological adaptations from aerobic training ➢ Which sports need aerobic capacity ➢ Physiology adaptations from strength training ➢ Physiological adaptations from flexibility training ➢ Types of flexibility ➢ How social class, gender, law and order, education/literacy, availability of time, money and transport shaped pre-industrial Britain ➢ The ‘cult of athleticism’	➢ ATP as ‘energy currency’ ➢ Interplay of energy systems ➢ Periodisation of cycles ➢ Phases of training ➢ How social class, amateurism and professionalism, gender, law and order, education, availability of time, money and transport shaped 20th century Britain ➢ How social class, amateurism and professionalism, gender, law and order, education, availability of time, money and transport, globalisation of sport shaped 21st century Britain ➢ Impact of training on lifestyle diseases
They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*

➢ Identify key joints, movements and muscles of the body ➢ Analyse movement ➢ Calculate force, momentum, acceleration and weight ➢ Draw free body diagrams ➢ Justify placement of skills on the continua ➢ Use types and methods of practices ➢ Optimise effect of positive transfer ➢ Limit the effect of negative transfer	➢ Mechanical advantage of a 2nd class lever ➢ Identify who is a cognitive, associative or autonomous learner ➢ Use guidance with a range of learners and situations ➢ Use feedback with a range of learners and situations ➢ Relate memory models to learning and performing	➢ Calculate HR, SV and Q ➢ Calculate energy balance ➢ Set goals for specific targets	➢ Calculate breathing frequency, tidal volume, minute ventilation	➢ Administer methods of evaluating aerobic capacity ➢ Evaluate types of strength ➢ Develop strength ➢ Methods of evaluating flexibility ➢ Train to develop flexibility ➢ Use target HR as intensity guide	➢ Taper training to optimise performance ➢ Plan personal health and fitness programmes for aerobic, strength and flexibility training

	Dallam School Curriculum Overview	**Department:** **Year Group: 13**

AUTUMN		**SPRING**		**SUMMER**	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic **Energy for exercise** **Linear and Angular Motion** **Global Sporting Events**	**Theme / Topic** **Fluid Mechanics & Projectile Motion** **EAPI**	**Theme / Topic** **Environmental effects** **Ethics and deviance in sport**	**Theme / Topic** **Injury Prevention** **Routes to sporting excellence**	**Theme / Topic** **Injury Prevention** **Modern technology in sport**	**Theme / Topic** **Revision** **20 Mark Questions**
By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*	By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*

➢ The recovery process ➢ Linear Motion ➢ Angular Motion ➢ The modern Olympic games ***Tier 3 vocab*** ➢ Angular velocity, momentum ➢ Oxygen debt	➢ Fluid Mechanics ➢ Projectile Motion ***Tier 3 vocab*** ➢ Bernoulli's principle	➢ Exercise at altitude ➢ Exercise in the heat ➢ Drugs and doping in sport ➢ Violence in sport ➢ Gambling in sport ➢ Commercialisation and media ***Tier 3 vocab*** ➢ *Golden Triangle*	➢ Acute & Chronic injuries ➢ Injury prevention ➢ Routes to sporting excellence ***Tier 3 vocab*** ➢ *Acute, Chronic* ➢ *UK Sport* ➢ *National Institutes*	➢ Responding to injuries ➢ Rehabilitation of injury ➢ Elite performance ➢ General participation ➢ Fair outcomes ➢ Entertainment ***Tier 3 vocab*** ➢ *Acute, Chronic*	➢ Revision: Command Words ➢ Revision: Recap Assessment Objectives (AO1, AO2, AO3). ➢ The key areas for revision for each paper based on QLA of Mock papers and formative/summative assessment. ➢ ***Tier 3 vocab*** ➢ *Assessment Objectives*
AUTUMN		**SPRING**		**SUMMER**	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic Energy for exercise Linear and Angular Motion Global Sporting Events	**Theme / Topic Fluid Mechanics & Projectile Motion EAPI**	**Theme / Topic Environmental effects Ethics and deviance in sport**	**Theme / Topic Injury Prevention Routes to sporting excellence**	**Theme / Topic Injury Prevention Modern technology in sport**	**Theme / Topic Revision 20 Mark Questions**
They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*	They will understand *(key concepts)*
➢ How the body returns to its pre-exercise state ➢ Conservation of angular momentum ➢ Political exploitation of the Olympic Games ➢ Positive and negative impacts on the host country/city of holding a global sporting event	➢ Factors that impact magnitude of air resistance, drag on a body or object ➢ Factors affecting the horizontal distance travelled by a projectile ➢ Parallelogram of forces ➢ Patterns of flight ➢ Design of equipment to create downwards force ➢ Types of spin ➢ EAPI assessment and be able to reflect on their mock recording.	➢ Effect of altitude on the CV and respiratory systems ➢ Effect of heat on the CV and respiratory system ➢ Acclimatisation to arrival ➢ Reasons why elite performers use illegal drugs/doping ➢ Consequences of taking illegal drugs/doping ➢ Causes of violence in relation to players and spectators ➢ Match fixing/bribery ➢ Illegal sports betting	➢ Acute injuries from sudden stress ➢ Chronic injuries from continuous stress ➢ Intrinsic and extrinsic factors ➢ Development of routes from talent id to elite performance ➢ The role of schools, clubs, universities in elite sport success ➢ Role of UK Sport and National institutes ➢	➢ Treatment of common sporting injuries ➢ How modern technology has affected elite, general participation, fair outcomes, entertainment	➢ Revision: Understand what command words are asking them to do when answering a question ➢ Revision: The assessment objectives found in questions of different lengths. ➢ The different ways they can revise for A-Level PE

		➢ Factors leading to the commercialisation of sport ➢ Coverage of sport by the media			
They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*	They will know how to *(key skills)*
➢ Interpret graphs of angular velocity, moments of inertia and angular momentum ➢	➢ Draw free body diagrams ➢ Create a plan for the EAPI ➢ Practise the EAPI and record mock. ➢ Record final EAPI	➢ Identify strategies to prevent violence to players and spectators ➢ Discuss the relationship between sport and the media	➢ Identify acute and chronic injuries ➢ Use research to debate surrounding effective warm up and cool down ➢ Address drop-out/failure rates from elite development programmes	➢ Assess sporting injuries using SALTAPS ➢ Use PRICE ➢ Recognising concussion ➢ Treat common sports injuries	➢ Revision: How to plan answers to longer mark questions ➢ Create revision resources and techniques that work for them