



Curriculum Intent

Students will have an outstanding knowledge of the science behind physical activity. This includes the structure and function of key systems in the human body, the forces that act upon us and the adaptations we make to our bodies through diet and training regimes.

The study of biomechanical movement will allow learners to develop their knowledge and understanding of the more technical aspects of performance and participation in physical activity and sport and evaluate their own and others' effectiveness and efficiency.

Through the study of sport psychology, learners will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual's personality; therefore assisting in developing practical performance in physical activities and sports.

The students will develop a better understanding for socio-cultural issues within society which will enable the students to be more sympathetic different scenarios which occur.

Students will have the opportunity to attend a number of trips to enhance their cultural capital and where they will be able to apply their theoretical knowledge to a practical setting.

Students will develop exam techniques to successfully answer a range of questions in written format.

Lastly, they will be able to express themselves fully, through their written work as well as through discussion and oral presentations. Students have the confidence to learn from others whilst making their own decisions. They are equipped with the correct tools to make the transition to adulthood with the ability to debate and discuss key issues related to our wider society.

What do students *do* with this knowledge or these skills?

By improving and developing theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve physical performance in sporting contexts.

Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.

Improved understanding the contribution which physical activity makes to health and fitness.

Learners become effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Enables the learners to analyse and evaluate a physical performer to improve performance.

To be able to format written responses which are well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. As well as them being able to form well-argued, independent opinion and judgements which are well supported by relevant practical examples.

Through application of knowledge gained from this course, learners will be able to develop their skills in other sporting roles such as coach or leader, as well as directly relating it to their own performance.

How does the KS5 curriculum build on that from KS4?

The KS5 PE curriculum at DMA builds on the level 2 courses on offer at KS4. Pupils have the option of following A-Level PE. Through this course pupils develop their knowledge further in areas such as physiological and psychological factors affecting performance, social cultural issues in physical activity and sport.

This academic course will lead pupils into further study at University.

A-Level PE - What new knowledge or skills are students taught?

Term	Year 12	Year 13
Autumn	<p><u>Unit 1.3.a Biomechanical principles</u></p> <ul style="list-style-type: none"> • Newton's Laws • Force • Levers • Analysing movement through the use of technology <p><u>Unit 1.1a Skeletal Muscular Systems</u></p> <ul style="list-style-type: none"> • Joints, movements and muscles • Functional roles of muscles • and types of contraction • Analysis of movement • Skeletal muscle contraction <p>Muscle contraction during exercise of differing intensities and during recovery</p> <p><u>Unit 2.1 Skill Acquisition</u></p> <ul style="list-style-type: none"> • Classification of skills • Types and methods of practice • Transfer of skills • Principles and theories of learning movement skills <p><u>Unit 3.1 Sport and society</u></p> <p>Emergence and evolution of modern sport</p> <ul style="list-style-type: none"> • Pre- industrial Britain • Industrial Britain • 20th Century Britain • 21st Century Britain 	<p><u>Unit 1.3.b Linear motion, angular motion, fluid mechanics and projectile motion</u></p> <ul style="list-style-type: none"> • Linear motion • Angular motion • Fluid mechanics • Projectile motion <p><u>2.2 Sports psychology</u></p> <ul style="list-style-type: none"> • Social facilitation • Group and team dynamics in sport • Group and team dynamics in sport cont. • Leadership in sport • Goal setting in sports performance <p><u>3.2 Contemporary issues in physical activity and sport</u></p> <p>Commercialisation and media</p> <ul style="list-style-type: none"> • Coverage of sport by the media today and reasons for changes • Relationship between sport and the media <p>Routes to sporting excellence in the UK</p> <ul style="list-style-type: none"> • Routes from talent identification through to elite performance • The role of local and national organisations and insinuations • Strategies to address dropout from elite level sport.

<p style="text-align: center;">Spring</p>	<p><u>Unit 1.1.b. Cardiovascular and respiratory systems</u></p> <ul style="list-style-type: none"> • Cardiovascular and the Respiratory system at rest • Cardiovascular and the Respiratory system during exercise of differing intensities and during recovery <p><u>Unit 1.1.d. Environmental effects on body systems</u></p> <ul style="list-style-type: none"> • Exercise at altitude • Exercise in the heat <p><u>Unit 1.2.a Diet and nutrition</u></p> <ul style="list-style-type: none"> • Diet and nutrition • Ergogenic aids <p><u>Unit 2.1 Skill Acquisition</u></p> <ul style="list-style-type: none"> • Stages of learning • Guidance • Feedback • Memory models <p><u>Unit 3.1 Sport and society</u> Global sporting events</p> <ul style="list-style-type: none"> • The modern Olympic Games • positive and negative impacts on the host country/city of hosting a global sporting event 	<p><u>Unit 1.1.c. Energy for exercise</u></p> <ul style="list-style-type: none"> • Adenosine Triphosphate (ATP) and energy transfer • Energy systems and ATP resynthesis • ATP resynthesis during exercise of differing intensities and durations • The recovery process <p><u>Unit 1.2.c. Injury prevention and the rehabilitation of injury</u></p> <ul style="list-style-type: none"> • Acute and chronic injuries • Injury prevention <p><u>Unit 2.2 Sports psychology</u></p> <ul style="list-style-type: none"> • Attribution • Confidence and self-efficacy in sports performance. • Stress management to optimise performance <p><u>Unit 3.2 Contemporary issues in physical activity and sport</u></p> <ul style="list-style-type: none"> • Modern technology in Sport – its impact on Elite level sport, participation, fair outcomes and entertainment <p><u>Unit 4 Evaluation and Analysis of Performance for Improvement</u></p>
<p style="text-align: center;">Summer</p>	<p><u>Unit 1.2.b. Preparation and training methods</u></p> <ul style="list-style-type: none"> • Aerobic training • Strength training • Flexibility training • Periodisation of training • Impact of training on lifestyle diseases <p><u>Unit 2.2 Sport Psychology</u></p> <ul style="list-style-type: none"> • Personality 	<p>Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, learners will provide an oral response analysing and critically evaluating their peers' performance.</p>

	<ul style="list-style-type: none"> • Attitudes • Motivation • Arousal • Anxiety • Aggression <p><u>Unit 3.2 Contemporary issues in physical activity and sport</u></p> <ul style="list-style-type: none"> • Drugs and doping in sport • Violence in sport • Gambling in sport 	
Rationale for this sequencing	The sequencing has been decided upon as the order now flows and pupils have experience of previous topics which will enable them to more fully engage with the proceeding topic.	

Additional support at home

Additional reading for enjoyment, enhancement and extension	<ul style="list-style-type: none"> • Absolutely anything sport related! We enjoy talking about the world of sport and contemporary issues in sport. Keep up to date through TV, Internet, Podcasts and the Telegraph does a lovely Sport supplement!
Online resources to practice, consolidate and revise	<ul style="list-style-type: none"> • The Everlearner - https://theeverlearner.com/
Workbooks & revision guides to practice, consolidate and revise	<ul style="list-style-type: none"> • OCR A Level PE textbook