

Year 13 Paper 2 Curriculum Overview:



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	2.2 – Sports Psychology 2.1 – Skill Acquisition	8.1 Attribution 8.2 - Confidence and self-efficacy in sports performance 8.3 Leadership in sport 8.4 Stress management to optimise performance 9.1 - Memory models	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.
Spring Term	2d – Performance in physical education	1. EAPI Prepeation 2. Section 1 -Evaluative of performance 3. Section 2 - Development plan 4. Section 3 – Application 5. Independent time in lessons to make notes and improve knowledge and understanding. 6. Mock Exam preparation 7. Synoptic assessment	1. AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 2. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 3. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	PowerPoint presentations, YouTube video links etc Note questions – to consolidate knowledge (see resource file) Recall and retention – Starter activities (see resource file) Exam questions (see resource file) Green pen answers using mark schemes on Showbie.
Summer Term	Revision Assessment	1. REVISION 2. Go through year 13 content 3. Exam technique 4. Past paper questions 5. REVISION 6. Personalised revision based on topic areas highlighted from the student's past exam papers and student self-reflection using revision checklist 7. REVISION 8. Timed practice exams and self-reflection using mark schemes and model answers.	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.

Year 13 Curriculum Overview: A level PE Paper 3



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Ethics and Deviance in Sport	Drugs and doping in sport Violence in Sport Gambling in Sport	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision
Spring Term	Commercialisation Routes to Excellence in Sport Modern Technologyp	Factors that influence the commercialisation of sport Impact on Elite level sport, participation, fair outcomes and entertainment Development routes from talent identification through to elite performance • the role of school, clubs, universities in contributing to elite sporting success • the role of UK Sport and National Institutes in developing sporting excellence/high performance sport • strategies to address drop-out/failure rates from elite development programmes	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	<ul style="list-style-type: none"> Support students accessing subject resources on Showbie. Encourage students to actively participate in their three practical sports and/or attend school extra-curricular. Check ClassCharts Support in completion of homework and revision
Summer Term	Revision			

Year 12 AS PE Paper 2 Curriculum Overview:



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	2.1 – Skill Acquisition 2.2 – Sports Psychology	4.1 – Classification of skills 4.2 – Types and methods of practice 4.3 – Transfer of skills 4.4 – Principles and theories of learning 4.5 – Stages of learning 4.6 – Guidance 4.7 – Feedback 5.1 – Personality 5.2 – Attitude 5.3 – Motivation	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.
Spring Term	2.2 – Sports Psychology	1. 5.4 – Anxiety 2. 5.5 – Arousal 3. 5.6 – Aggression 4. 5.7 – Social Facilitation 5. 6.1 – Group and team dynamics 6. 6.2 – Goal setting 7. 7.1 – Pre Industrial Britain	AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.
Summer Term	2.3 – Sport and society	7.2 – Post Industrial Britain 7.3 – Public Schools 7.4 – 20 th Century Britain 7.5 – 21 st Century 7.6 – Global sporting events	1. AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 2. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 3. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	1. PowerPoint presentations, YouTube video links etc 2. Note questions – to consolidate knowledge (see resource file) 3. Recall and retention – Starter activities (see resource file) 4. Exam questions (see resource file) 5. Green pen answers using mark schemes on Showbie.

Year 12 BTEC SPORT Unit 1- Anatomy & Physiology Curriculum Overview:

Unit 1 is a mandatory unit externally assessed in a 90-minute exam, usually at the end of Year 12. The exam will contain short and long answer questions that will assess learners' understanding of anatomy and physiology and how the different systems of the body can affect sports performance.



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Skeletal System Muscular System	<ul style="list-style-type: none"> Names, locations and types of major bones Process of bone growth Functions of the skeleton Types and classification of joints Responses (short term) and adaptations (long term) to exercise Skeletal disease and age Names and locations of major muscles Characteristic and functions of muscles Antagonistic pairs Types of contraction and fibres Responses (short term) and adaptations (long term) to exercise Age and cramp 	<p>You need to demonstrate thorough knowledge and understanding of the body systems in the context of exercise and sports performance, applying this to a range of familiar and unfamiliar situations.</p> <p>You need to be able to analyse how the body carries out exercise and sporting movements and how the body systems respond to <u>short-term</u> and <u>long-term</u> exercise.</p> <p>You will be able to interpret information on exercise and sports performance and make reasoned judgements on how body systems carry out exercise and sporting movements in a range of different contexts, demonstrating understanding of the interrelationships between the body systems.</p>	<ul style="list-style-type: none"> Read around the skeletal and muscular systems Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments
Spring Term	Respiratory System Cardiovascular System	<ul style="list-style-type: none"> Structure of the respiratory system Function and mechanism of breathing Lung volumes Control of breathing (neural and chemical) Responses (short term) and adaptations (long term) to exercise Asthma and altitude Structure of the cardiovascular system Function Nervous control of the cardiac cycle Responses (short term) and adaptations (long term) to exercise SADS, blood pressure, hypothermia/hyperthermia 		<ul style="list-style-type: none"> Read around the respiratory and cardiovascular systems Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments
Summer Term	Energy systems Interrelationships between the body systems	<ul style="list-style-type: none"> Role of ATP in exercise ATP-PC System (chemical source, resynthesis, recovery time, duration and intensity) Lactate System (process of anaerobic glycolysis) Aerobic System (food fuel source, resynthesis, aerobic glycolysis, Krebs Cycle, ETC) Adaptations of the energy systems to exercise Diabetes Children's lack of lactate system Creating links between the body systems in order to answer an 8-mark question explaining how two systems work together 		<ul style="list-style-type: none"> Read around the energy systems Look at the materials on Showbie Access the past papers on Showbie Complete any homework set Revise for any assessments

Year 12 BTEC SPORT Unit 2- Fitness Training and Programming for Health, Sport and Well-being. Curriculum Overview:

Unit 2 is a mandatory unit externally assessed in a 150-minute exam, usually at the end of Year 12. The exam will contain 6 long answer questions that will assess learners' understanding of Fitness Training and Programming for Health, Sport and Well-being of an individual.



Autumn Term

- Topics/ content outline:**
- Positive Lifestyle factors
 - Negative lifestyle factors
 - Lifestyle Modification techniques.
 - Screening Processes
 - Health Monitoring Tests
 - Interpreting the results of Health Monitoring tests
 - Revision Strategies
 - Exam Technique

- Powerful Knowledge (key concepts, skills)**
- Exercise and Physical Activity
 - Healthy Balanced diet
 - Positive risk-taking activities
 - Government recommendations/guidelines
 - The impact of smoking on a person's health and well-being
 - The impact of alcohol on a person's health and well-being
 - The impact of stress on a person's health and well-being
 - The impact of sleep on a person's health and well-being
 - Sedentary lifestyle and the health risks
 - Modification techniques
 - Common barriers
 - Interpreting lifestyle and physical activity questionnaires
 - Interpreting health screening information and linking to health

What will you be assessed on?

This unit will be assessed externally using an examination set by Pearson. The examination will contain two parts.

Part A: Is supplied two weeks before your examination so that you can carry out independent research about a scenario based on an individual who requires guidance on training, lifestyle and nutrition.

Part B: Is a written examination lasting two hours under controlled conditions in which you can use research notes to complete a task that builds on part A.

- How can you help at home?**
- Read around positive and negative lifestyle factors.
 - Look at the materials on Showbie
 - Access the past papers on Showbie
 - Complete any homework set
 - Revise for any assessments

Spring Term

- Common nutritional terminologies
- Components of a balanced diet
- Nutritional Strategies
- Components of fitness
- Components of skill related fitness
- Aerobic endurance training methods
- Strength methods Training
- Muscular Endurance training methods
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- Understand RDA, RNI and energy measures
- Understand energy balance and BMR
- Macro and Micronutrients
- Hydration and the effect on sporting performance
- Nutritional strategies to gain or lose weight
- Understand the use of ergogenic aids in sport
- Understand the use of sports drinks in sport
- Aerobic Training methods: Continuous, interval and fartlek training
- Muscular Strength: Pyramid sets, free weights and resistance machines
- Muscular Endurance: Circuit training, free weights, resistance machines

You need to demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being.

Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals.

Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests.

- Read around the topic of nutrition and components of physical and skill related fitness
- Look at the materials on Showbie
- Access the past papers on Showbie
- Complete any homework set
- Revise for any assessments

Summer Term

- Core Stability Training methods
- Flexibility training methods
- Speed training methods
- Training methods for skill related fitness
- Principles of fitness training programme design

- Core stability: Yoga, Pilates and abdominal exercises
- Flexibility training: PNF, static and dynamic stretching,
- Speed training methods: Hollow sprints, acceleration sprints, interval training and resistance drills.
- Agility, balance, reaction time, power and coordination training methods.
- How to devise a training programme for an individual's goals.
- Smart Targets (Specific, measurable, achievable, recorded, time.
- Principles of training- FITT principle
- Additional principles- SPOVAIRR
- Periodisation

Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved.

Be able to develop a fitness training programme with appropriate justification.

- Read around training methods and the principles of training.
- Look at the materials on Showbie
- Access the past papers on Showbie
- Complete any homework set
- Revise for any assessments

Year 12 Curriculum Overview: Sports leaders (Year1)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Understand the basic expectations of IGS leadership, allocated IGS clubs 2. Understand the skills and behaviours needed for effective, inclusive leadership 3. Understand the importance of leadership skills and behaviours in a range of situations 4. Understand how effective, engaging warm ups can be led 	<p>The 5 main leaderships skills:</p> <ul style="list-style-type: none"> • Communication • Self-belief • Teamwork • Self-management • Problem solving <p>Evaluate the effect that identified skills and behaviours can have on the successful application of leadership skills for: • Participants • Sessions • Themselves as the leader</p>	<p>Peer, self and teacher evaluation of warm up delivery in a practical peer-peer environment Understanding and application of skills and behaviours for successful leadership. Application to assessed 'Learner evidence record' (LER) task LER Formal Assessed tasks: Task 1.1 – Understanding the skills and behaviours a Sports Leader needs Complete task worksheet Task 1.2 – Using leadership skills and behaviours in other environments Complete task worksheet 1.3 Evaluate current leadership skills (Self), evaluate another person's, and plan for future leadership</p>	<p>Assist in guiding attendance at IGS extracurricular clubs and community clubs</p> <p>]Engage in conversation about what each of the 5 key leadership skills are and the associated behaviours and how they may affect future leadership and employment</p>
Spring Term	<ol style="list-style-type: none"> 1. Understand how 'duty of care' effects the safeguarding of participants 2. Describe what is meant by 'safeguarding' 3. Be able to maximise safety when leading sport/physical activity 4. Describe the characteristics of progression in a series of sport/physical activity sessions 5. Plan, lead and evaluate a progressive series of inclusive sport/activity sessions at IGS clubs 	<p>Safeguarding: Safeguarding refers to the process of protecting children (and adults) to provide safe and effective care. This includes all procedures designed to prevent harm to a child (CPSU).</p> <p>Progression acronym for simple activity manipulations: S - Space T - Time E - Equipment P - People</p>	<p>Task 2.1 – Duty of care and safeguarding . Complete the task worksheet Task 2.2 – Completing a risk assessment for a sport/physical activity session Complete the risk assessment template Task 4.1 – What makes a series of sessions Complete the task worksheet Task 4.2 – Plan, lead and evaluate a series of progressive sport/physical activity sessions Complete three linked series of sport/physical activity sessions</p>	<p>Discuss the key buzzwords 'Safeguarding' and 'duty of care'</p> <p>Show curiosity into what extra-curricular/lesson progression practices the students are leading</p>
Summer Term	<ol style="list-style-type: none"> 1. Know how to plan inclusive sport/physical activity sessions and events 2. Describe the physiological, psychological and social benefits for the community, of people taking part in sport/physical activity 3. Describe the financial, social and health benefits to society, of people taking part in sport/physical activity 4. Describe strategies which could increase the participation levels of sport/physical activity in the community 	<p>Understand community sport/physical activity and the associated barriers and benefits Understand the impacts that sport/physical activity can have on participants Understand how to make sport/physical activity sessions inclusive to the needs of participants Knowing the core types of sporting events and their subtle differences and adv/disadv of different event types Understand how to lead events for primary aged children and children with a variety of learning needs</p>	<p>Task 3.1 – The effects of sport and physical activity on your community and wider society Complete the task worksheet</p> <p>Practice formal assessment of 'event' leadership, leading a swimming gala in the IGS swimming pool</p> <p>Formal assessment for Unit 6 independent practical: - Stand 1: Primary (Helping at IGS Y6 transition day) - - Strand 2: Children with a variety of learning needs (IGS SRP sports day)</p>	<p>Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity.</p> <p>Question how instruction delivery, organisation and equipment may change for the two Unit 6 strand groups (Primary aged and children with learning needs)</p>

Year 13 Curriculum Overview: Sports leadership (Year 2)



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1.Recap the basic expectations of IGS leadership, allocated IGS clubs and recap the skills and behaviours needed for effective, inclusive leadership 2. Know different types of sports/physical activity event and the associated pros/cons 3. Understand how to make sport/physical activity sessions inclusive to the needs of participants 4. Lead an inclusive sports/physical activity event 	<p>Understand how to make sport/physical activity sessions inclusive to the needs of participants</p> <p>Understand how to gather, collate and organise sporting results</p>	<p>Task 3.2 – Making sport/physical activity sessions inclusive. Complete the task worksheet</p> <p>Task 5.2 – Plan, lead and evaluate an inclusive sports and physical activity event</p> <p>Task 5.3 – Event Leadership Log inclusive sports/physical activity</p>	<p>Engage in conversations gauging what makes sport inclusive and what barriers and benefits there are from engaging in physical activity.</p> <p>Question students what the pros/cons are for the different types of tournament and event structures.</p>
Spring Term	<ol style="list-style-type: none"> 1. Unit 6 practical leadership: Be able to plan inclusive sport/physical activity sessions for a range of participant groups <p>The six session plans must include examples of how a given session has been made inclusive for the participant group(s).</p>	<p>Possible participant groups</p> <ul style="list-style-type: none"> • Children • Older people • Disabled people • Women and girls • Minority ethnic groups • Deaf people 	<p>Task 6.1 – Plan, lead and evaluate inclusive sport/physical activity sessions to a range of participant groups. Complete <u>six</u> sessions</p> <p>IGS prescribe 2 strands of activity and give 1 personal choice.</p> <ul style="list-style-type: none"> - Children (IGS feeder primaries): 4 hours Min - Children with a variety of learning needs (Green meadows primary, IGS SRP): 4 hours min - Personal choice (Any other in the community): 4 hours min 	<p>Assist students in gaining placements within the Ilkley and local community for their personal choice strand.</p> <p>Discuss and question how their experiences shaped their leadership style and instruction delivery and why</p>
Summer Term	<p>Any necessary mop-up of LER tasks or theory hours for those behind, to be completed during Y13 study leave with an early may deadline</p>			