



## Physical Education Curriculum Intent: Start to End Point Mapping Year – A Level PE



Year 12	Term 1	Term 2	Term 3
<p><b>Unit(s)</b> – As outlined in 39 week plans</p>	<p><b>ANATOMY AND PHYSIOLOGY</b></p> <ul style="list-style-type: none"> <li>- Body systems [skeletal/muscular/cv/respiratory]</li> <li>- Lifestyle diseases</li> </ul> <p><b>PSYCHOLOGY</b></p> <ul style="list-style-type: none"> <li>- Classification of skill</li> <li>- Types and methods of practice</li> <li>- Transfer of skills</li> <li>- Stages of learning and Guidance and feedback</li> </ul> <p><b>SOCIO CULTURAL</b></p> <ul style="list-style-type: none"> <li>- Emergence of Sport [pre and post industrial</li> <li>- Influence of Public schools</li> </ul>	<p><b>ANATOMY AND PHYSIOLOGY</b></p> <ul style="list-style-type: none"> <li>- Biomechanics [Force and Motion: Newton’s Laws, Use of technology, Stability, Lever systems]</li> <li>- Diet and Nutrition</li> </ul> <p><b>PSYCHOLOGY</b></p> <ul style="list-style-type: none"> <li>- Learning theories of skill</li> <li>- Individual differences</li> </ul> <p><b>SOCIO CULTURAL</b></p> <ul style="list-style-type: none"> <li>- Emergence of Sport [20<sup>th</sup> and 21<sup>st</sup> Century sport]</li> <li>- Globalisation of sport</li> </ul> <p><b>PRACTICAL UNIT</b></p> <ul style="list-style-type: none"> <li>- Performance diary completed and analysis of own performance</li> </ul>	<p><b>ANATOMY AND PHYSIOLOGY</b></p> <ul style="list-style-type: none"> <li>- Fitness and Training [AC / Strength / Flexibility]</li> </ul> <p><b>PSYCHOLOGY</b></p> <ul style="list-style-type: none"> <li>- Leadership</li> <li>- Group and Team dynamics and goal setting</li> </ul> <p><b>SOCIO CULTURAL</b></p> <ul style="list-style-type: none"> <li>- Olympics [aims and background / case studies]</li> <li>- Hosting global events</li> </ul> <p><b>PRACTICAL UNIT</b></p> <ul style="list-style-type: none"> <li>- Preparation for first draft EAPI</li> </ul>
<p><b>Key Retainable Knowledge &amp; Skills</b></p>	<p><b>Physiology:</b> Students gain a deeper understanding of key systems in the body to include the skeletal, muscular, respiratory and cardiovascular systems</p> <p><b>Psychology:</b> Students study how skill acquisition affects the performance of skills. Analysing and evaluating practice methods across different classifications of skill and stages of learning</p> <p><b>Socio-cultural issues:</b> This component focuses on the social and cultural factors that have shaped sports over time, and their influences on physical activity. An introduction to the emergence of sport and the influence of public schools sets the scene for socio-cultural studies.</p>	<p><b>Physiology:</b> Students gain a deeper understanding of Biomechanics and are able to apply these theories to sporting examples from a range of activities. They also study the effects of force and motion on the body and how they can be used to our advantage The key body systems are linked to Diet and nutrition.</p> <p><b>Psychology:</b> Students study the models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person.</p> <p><b>Socio-cultural issues:</b> Students now analyse how sport emerged into the 20<sup>th</sup> and 21<sup>st</sup> century, linking the globalisation of sport and how it affects every day lives</p> <p><b>Practical:</b> Students are assessed in the role of either performer or coach in one practical activity. They are required to demonstrate effective performance, the use</p>	<p><b>Physiology:</b> Students analyse Fitness Components and the Training required to bring about improvements in forensic detail.</p> <p><b>Psychology:</b> They also explore the psychological factors that affect group dynamics and the effects of leadership and stress on performance</p> <p><b>Socio-cultural issues:</b> Students consider the impact of hosting a global sporting event such as the Olympic Games, and the influence of modern technology on both the performer and the spectator of contemporary sport.</p> <p><b>Practical Oral:</b> Students apply what they have learnt in year 12 to an analysis of performance. Suggesting ways to improve for an unseen performance and linking theory to practice</p>



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		of tactics or techniques and the ability to observe the rules and conventions under applied conditions.	
<b>Key Technical Vocabulary</b>	See OCR word glossary for each topic area [in text books]		
<b>Opportunities for Reading</b>	PE A level textbooks Y1 and Y2 See reading lists for each sub-part	PE A level textbooks Y1 and Y2 See reading lists for each sub-part	PE A level textbooks Y1 and Y2 See reading lists for each sub-part
<b>Developing Cultural Capital</b>	Leadership opportunities within core PE 6 <sup>th</sup> form teams and fixtures	Use of local Private Businesses to widen understanding of movements for Physiology. Local gym 6 <sup>th</sup> form teams and fixtures	University Visit to use advanced fitness testing equipment 6 <sup>th</sup> form teams and fixtures
<b>Cross Curricular Links (Authentic Connections)</b>	Links to other A levels: <ul style="list-style-type: none"> <li>- Biology (body systems)</li> <li>- Psychology (guidance and feedback)</li> <li>- Humanities (sociocultural)</li> <li>- Health and well being</li> </ul>	Links to other A levels: <ul style="list-style-type: none"> <li>- Physics (Biomechanics)</li> <li>- Psychology (Learning theories)</li> <li>- Humanities (Globalisation)</li> </ul>	Links to other A levels: <ul style="list-style-type: none"> <li>- Biology (Long term changes to body systems through exercise)</li> <li>- Psychology (Leadership characteristics)</li> <li>- Humanities (Global events / Olympics long lasting effects on host cities)</li> </ul>
<b>Key Assessment</b>	Assessment one and two, each half term	Assessment three and mock exam, each half term	Assessment five and end of year assessment Practical unit Assessment [activity/logs/oral EAPI]

Year 13	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	<b>EXERCISE PHYSIOLOGY</b> <ul style="list-style-type: none"> <li>- Energy systems</li> <li>- Recovery process</li> <li>- Environmental factors</li> </ul> <b>SOCIO CULTURAL</b> <ul style="list-style-type: none"> <li>- Ethics and Deviance in Sport</li> <li>- Commercialisation and media</li> </ul> <b>PSYCHOLOGY</b> <ul style="list-style-type: none"> <li>- Attribution theory</li> <li>- Confidence and self-efficacy</li> <li>- Stress and stress management techniques</li> </ul>	<b>EXERCISE PHYSIOLOGY</b> <ul style="list-style-type: none"> <li>- Biomechanics [linear motion, angular motion, fluid mechanics and projectile motion]</li> <li>- Injury prevention and rehabilitation</li> </ul> <b>SOCIO CULTURAL</b> <ul style="list-style-type: none"> <li>- Routes to sporting excellence in UK</li> <li>- Modern technology in sport</li> </ul> <b>PSYCHOLOGY</b> <ul style="list-style-type: none"> <li>- Recap whole of Year 12/13 content covered so far</li> </ul> <b>PRACTICAL UNIT</b> <ul style="list-style-type: none"> <li>- Preparation for final EAPI</li> </ul>	<b>FINAL Revision for each sub topic</b>



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<p><b>Key Retainable Knowledge &amp; Skills</b></p>	<p>See OCR A level specification for details</p> <p><b>Physiology:</b> Students gain a deeper understanding of energy systems in the body and analyse when each is used in different sports. The recovery process is analysed in detail and linked to environmental factors.</p> <p><b>Psychology:</b> Students learn how the top coaches attribute success and failure to maintain motivation or as a kick to improve. The effect of sports confidence is analysed , with stress management techniques linked to ways to improve performance</p> <p><b>Socio-cultural issues:</b> Sportsmanship, ethics and deviance is analysed first. Why do players cheat and how do they do it? This links directly to commercialisation and media influence on performers, which is studied next with clear links made between topics.</p>	<p><b>Physiology:</b> Students study Biomechanics for a second time, focussing this year on motion and fluid mechanics, while recapping Year 12 study as well. Injury prevention and rehabilitation link to Biomechanics where poor running technique can lead to injury,</p> <p><b>Psychology:</b> Students finish the Sport Psychology course by Christmas in the 2<sup>nd</sup> year. This enables us to reassess the whole course covered so far and focus on exam technique and 10 mark answers to show deeper understanding of topics</p> <p><b>Socio-cultural issues:</b> Modern technology's influence on sport is analysed in detail and the routes to sporting excellence in the UK studied, with case studies and examples a key part of this section of the course</p> <p><b>Practical:</b> Students are assessed in the role of either performer or coach in one practical activity. They are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. Final Grade awarded</p>	<p><b>Students revise key areas for the last 6 weeks of the course across all 3 components.</b></p> <p><b>Oral:</b> Students are also assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). They observe a live or recorded performance by a peer and provide an oral analysis and critical evaluation of their peer's performance.</p>
<p><b>Key Technical Vocabulary</b></p>	<p>See OCR word glossary for each topic area [in text books]</p>		
<p><b>Opportunities for Reading</b></p>	<p>PE A level textbooks Y1 and Y2 See reading lists for each sub-part</p>	<p>PE A level textbooks Y1 and Y2 See reading lists for each sub-part</p>	<p>PE A level textbooks Y1 and Y2 See reading lists for each sub-part</p>
<p><b>Developing Cultural Capital</b></p>	<p>Sixth form teams / fixtures</p>	<p>6<sup>th</sup> form teams and fixtures</p>	<p>6<sup>th</sup> form teams and fixtures</p>
<p><b>Cross Curricular Links (Authentic Connections)</b></p>	<p>Links to other A levels:</p> <ul style="list-style-type: none"> <li>- Psychology (why people cheat / self-efficacy and stress management techniques)</li> <li>-</li> </ul>	<p>Links to other A levels:</p> <ul style="list-style-type: none"> <li>- Physics (Biomechanics)</li> <li>- All A levels as exam technique focussed on in A level PE.</li> </ul>	<p>Links to other A levels:</p> <ul style="list-style-type: none"> <li>- All A levels as exam technique focussed on in A level PE.</li> </ul>
<p><b>Key Assessment</b></p>	<p>Assessment one and mock exams, each half term</p>	<p>Assessment two and second mock exam, each half term Practical unit Final Assessment [activity/logs/oral EAPI]</p>	<p>Moderation process Final external examination</p>