

AQA A Level PE Curriculum Map Year 12 & 13

Vision

In the PE department, our vision is to inspire our students to want to take part in life long physical activity, through delivering a curriculum with depth and breadth accessing a variety of experiences and allowing us to capture their enthusiasm. We want to create a teaching space where students feel *comfortable yet challenged*, where they feel a true *sense of belonging* and where they can discover *confidence* in their own skills, abilities and skins. Our goal is for our students to understand the benefits of regular physical activity on *physical, mental and social health* but also to gain those benefits by being people who regularly participate. We aim for them to be able to begin to understand just how wonderful the *human mind and body* is and that looking after it will only help aid in their successes. We want students to have endless positive experiences with physical activity and exercise and for them to know what hard work truly feels like. This in turn will develop into a *work ethic* and be transferrable into all aspects of their lives. We will develop and expand on the life skills necessary for any and every success; *determination, resilience, motivation, teamwork, self-discipline, communication and respect*. We will do this not only through being athletes and performers but through *alternative roles* such as coach, analyst, leader and official. We will insist on great *sportsmanship* and *sports etiquette* to instil great values to give each student and their experiences a real sense of *purpose*. And finally we wish for those students who have a true *love and passion* for our subject to *pursue* our PE courses and eventually go on to have *careers* within the sports industry.

Year 12				
Content & Chronology Declarative Knowledge – 'Know What'	Applied Anatomy & Physiology	Psychological Factors Affecting Performance	Socio-cultural Issues in Physical Activity & Sport	Non Examined Content (Sept-June) VIDEO EVIDENCE COLLATION
Year 12 Autumn Term	Movement Analysis (Paper 1) Cardiovascular System (P1)	2.1 Skill characteristics and their on transfer and practice Paper 1 Book 1 2.2 Principles and Theories of Learning and Performance Paper 1 Book 1	Sport and Society (Paper 1)	Performance Assessment Performer: <ul style="list-style-type: none"> Execute the core skills/techniques outlined in the specific activity criteria, in a fully competitive situation/equivalent scenario. Demonstrate their range of skills and will be assessed on their execution of recognised techniques, compliance with the official rules and regulations, accuracy, consistency and outcome.

<p>Spring Term</p>	<p>Respiratory System (P1)</p> <p>Neuromuscular System (P1)</p>	<p>2.1 Information Processing Paper 1 Book 1</p> <p>6.1 Psychological Influences on the Individual Paper 2 Book 1</p>	<p>Sport and Society (Paper 1)</p> <p>Exercise physiology (Paper 2)</p>	<ul style="list-style-type: none"> ● Application of skills and techniques will be assessed through the implementation of appropriate strategies and tactics to optimise their performance to create effective attacking and defensive options/equivalent situations depending on the requirements of individual activities through the practical performance.
<p>Summer Term</p>	<p>Biomechanical Principles (P2)</p> <p>Energy Systems Intro. (P1)</p>	<p>6.2 Further psychological influences on the individual Paper 2 Book 1</p>	<p>Sport and Society and the role of technology in PA and Sport (Paper 2)</p>	
<p>Skills Procedural Knowledge – ‘Know How’</p>	<p>AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p>			<p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport.</p> <ul style="list-style-type: none"> ● Perform a range of skills and techniques in chosen physical activity. ● Make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and ● Understanding of rules and regulations while performing physical activity and sport ● Evaluate performance in physical activity and sport, applying relevant knowledge and understanding.

<p>Key Questions</p>	<p>How do the nervous, cv and muscular system work together during exercise? How do the muscular and skeletal system work together to meet the demands of exercise?</p>	<p>How skills are learnt and what characterises different skills? What are strengths and weaknesses of the theories of learning and how do they impact on learning and performance? How does an athlete use information processing to improve performance? What are the different psychological principles and theories relating to an individual?</p>	<p>What Socio-cultural factors contributed to the development of Rational Recreation? How does Socialisation influence a person's experience in PA & sport? What are the exercise-related functions of each type of food? How can Sports Analytics be used to improve PA & sport performance?</p>	
<p>Assessment</p>	<p>Q and A in Class Multiple Choice Questions Short answer qs Long answer qs (8/15) End of Unit Tests Year 12 Mocks</p>	<p>Q and A in Class Multiple Choice Questions Short answer qs Long answer qs (8/15) End of Unit Tests Year 12 Mocks</p>	<p>Q and A in Class Multiple Choice Questions Short answer qs Long answer qs (8/15) End of Unit Tests Year 12 Mocks</p>	<p>Video(s) of sporting performance in a chosen sport!</p>
<p>Feedback</p>	<p>1. Verbal feedback will be given that is individual and specific to the task at hand throughout every lesson. It will be given to supplement written feedback (see below).</p> <p>2. Written feedback in the form of individual (1x per term) and whole group feedback (2x per term). Focus on key vocabulary, common successes/ misconceptions. Students reflect on feedback creating an action plan. They can use WWW/EBI. Feedback to be acted upon during DIRT time.</p> <p>3. Maintenance marking will be completed on a half termly basis with a focus on notes, key terms, vocabulary and concepts work. The expectation is each teacher will complete this per half term (3 x teachers = 3 x occurrences per student – File Check). Homework to receive feedback within 2 weeks of being handed in.</p> <p>4. DIRT (Dedicated Improvement and Reflection Time) lessons as per yearly overview and done in a different colour. This can also be additionally included at any time the teacher's discretion.</p>			

	<p>5. Peer feedback will be used during exam questions to mark and improve a partner's work. Initials should be present. Sharing of exemplar work and model answers. Sharing of LAQ's- 8/15 mark questions for each other to mark and feedback.</p> <p>6. Self-feedback there is the high expectation that students will act upon feedback given, to include perfect presentation and redoing work deemed not of an acceptable standard. DIRT lessons as per yearly overview. Ongoing as students complete and self-monitor their own work. Teacher to check for improvements on a previous task set as an assignment; once a month as evidence.</p> <p>7. Improve examination long answers – once per topic minimum. Focus on literacy and exam technique (metacognition) also. Opportunity to draft and redraft using DIRT/ model answers/ mark schemes</p> <p>8. Topics tests will provide students with a numerical grade, either a % or what the % equates to on grading system.</p> <p>9. Controlled assessment will be marked and returned a minimum of 3 occasions to allow for improvements to be made.</p> <p>10. Termly strategies sent home to students and parents/ carers informing them of specific actions they need to take.</p>
<p>Homework</p>	<p>Frequency: Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. Teachers will be available at dedicated times to support students with coursework, practical and reinforcement of learning sessions. Types of tasks:</p> <ul style="list-style-type: none"> ▪ To embed key subject content in long term memory, e.g. the learning of physiological, sociological or psychological concepts. ▪ Learning and revision for class tests and examinations. ▪ To prepare and answer questions based on subject content. ▪ Extend learning and reinforce key learning in class e.g. to practise examination questions. ▪ Research in preparation for future tasks e.g. psychological profiling of elite performers – wider/topical reading. ▪ Practise and develop skills e.g. annotation class notes, text research. ▪ Completion of coursework tasks e.g. synoptic assignment evaluating performance. ▪ Extension of learning from the lesson e.g. questions related to key learning.
<p>How can I support my child?</p>	<ul style="list-style-type: none"> ▪ Encourage / check in on their EL ▪ Aid them in the filming of their performance coursework (15% of qualification). ▪ Support their Year 12 exam revision (June) as communicated via school/department.

Year 13				
Content & Chronology Declarative Knowledge – ‘Know What’	Applied Anatomy & Physiology	Psychological Factors Affecting Performance	Socio-cultural Issues in Physical Activity & Sport	Non Examined Content (Sept-June) VIDEO EVIDENCE COLLATION
Year 13 Autumn Term	Injury & Rehabilitation (Paper 2) Linear, Angular & Projectile Motion (P2)	6.3 Psychological Influences on the team Paper 2 Book 1 5.1 Psychological Influences on the Individual that can influence an individual in physical activities Book 2 – Paper 2	Sport & Society and the role of technology in physical activity and sport	Continuation of collation of performance footage. 1st Draft Performance Analysis written NEA
Spring Term	Fluid Mechanics (P2) Energy Systems (P1)	5.1 Psychological Influences on the Individual that can influence an individual in physical activities Book 2 – Paper 2	Sport & Society and the role of technology in physical activity and sport	Confirmation & QA of video footage Final draft & submission of written NEA
Summer Term	Revision	Revision	Revision	Performance ‘script’ to accompany video footage. Moderation visit
Skills Procedural Knowledge ‘Know How’	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.			AO4: Apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance

				Evaluate performance in physical activity and sport, applying relevant knowledge and understanding.
KQ	<p>How is energy provided according to the intensity of activity?</p> <p>How is 'motion' relevant to physical activity & sport?</p>	<p>What are the different psychological principles and theories relating to a team?</p> <p>How does sports psychology impact on a team's performance?</p> <p>What are the different psychological principles and theories relating to the individual and how do these impact sporting performance?</p>	<p>How does the Sporting Development Continuum influence PA & Sport?</p> <p>How do personal and socio-cultural factors influence the development of elite performers in sport?</p> <p>What are the causes and implications of violence in sport?</p> <p>Why do performers continue to use PEDS?</p>	<p>What are your strengths and weaknesses? How can you apply the key concepts, theories and methods to your own sporting performance?</p> <p>How does your sporting performance compare to an elite performer?</p>
Assessment	<p>Q and A in Class</p> <p>Multiple Choice Questions</p> <p>Short answer questions</p> <p>Long answer qs (8/15)</p> <p>End of Unit Tests</p> <p>Y13 Mocks</p> <p>A Level Exams - 2 x papers</p>	<p>Q and A in Class</p> <p>Multiple Choice Questions</p> <p>Short answer questions</p> <p>Long answer qs (8/15)</p> <p>End of Unit Tests</p> <p>Y13 Mocks</p> <p>A Level Exams - 2 x papers</p>	<p>Q and A in Class</p> <p>Multiple Choice Questions</p> <p>Short answer questions</p> <p>Long answer qs (8/15)</p> <p>End of Unit Tests</p> <p>Y13 Mocks</p> <p>A Level Exams - 2 x papers</p>	<p>Video of sporting performance in a chosen sport</p> <p>Teacher assessment</p> <p>Moderation of teacher assessments by exam board</p> <p>Extended writing</p>
Homework	<p>Frequency: Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks. Teachers will be available at dedicated times to support students with coursework, practical and reinforcement of learning sessions.</p> <p>Types of tasks:</p> <ul style="list-style-type: none"> ▪ To embed key subject content in long term memory, e.g. the learning of physiological, sociological or psychological concepts. ▪ Learning and revision for class tests and examinations. ▪ To prepare and answer questions based on subject content. ▪ Extend learning and reinforce key learning in class e.g. to practise examination questions. ▪ Research in preparation for future tasks e.g. psychological profiling of elite performers – wider/topical reading. 			

	<ul style="list-style-type: none"> ▪ Practise and develop skills e.g. annotation class notes, text research. ▪ Completion of coursework tasks e.g. synoptic assignment evaluating performance. ▪ Extension of learning from the lesson e.g. questions related to key learning.
Feedback	<ol style="list-style-type: none"> 1. Verbal feedback will be given that is individual and specific to the task at hand throughout every lesson. It will be given to supplement written feedback (see below). 2. Written feedback in the form of individual (1x per term) and whole group feedback (2x per term). Focus on key vocabulary, common successes/ misconceptions. Students reflect on feedback creating an action plan. They can use WWW/EBI. Feedback to be acted upon during DIRT time. 3. Maintenance marking will be completed on a half termly basis with a focus on notes, key terms, vocabulary and concepts work. The expectation is each teacher will complete this per half term (3 x teachers = 3 x occurrences per student – File Check). Homework to receive feedback within 2 weeks of being handed in. 4. DIRT (Dedicated Improvement and Reflection Time) lessons as per yearly overview and done in a different colour. This can also be additionally included at any time the teacher’s discretion. 5. Peer feedback will be used during exam questions to mark and improve a partner’s work. Initials should be present. Sharing of exemplar work and model answers. Sharing of LAQ’s- 8/15 mark questions for each other to mark and feedback. 6. Self-feedback there is the high expectation that students will act upon feedback given, to include perfect presentation and redoing work deemed not of an acceptable standard. DIRT lessons as per yearly overview. Ongoing as students complete and self-monitor their own work. Teacher to check for improvements on a previous task set as an assignment; once a month as evidence. 7. Improve examination long answers – once per topic minimum. Focus on literacy and exam technique (metacognition) also. Opportunity to draft and redraft using DIRT/ model answers/ mark schemes 8. Topics tests will provide students with a numerical grade, either a % or what the % equates to on grading system. 9. Controlled assessment will be marked and returned a minimum of 3 occasions to allow for improvements to be made. 10. Termly strategies sent home to students and parents/ carers informing them of specific actions they need to take.
How can I support my child?	<ul style="list-style-type: none"> • Encourage / check in on their EL • Aid them in the analysis of their performance coursework (a further 15% of qualification). • Support their Year 13 mocks & finals revision as communicated via school/department.