

Key Stage 5: Year 12

| Overall Curriculum Goals | | | | | |
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| <ul style="list-style-type: none"> Understand the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them. Understand the organisations involved in sport in the UK, their roles and responsibilities and how they work together. Understand sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured. <ul style="list-style-type: none"> Apply skills, tactics, techniques and knowledge in individual sports, team sports and outdoor and adventurous activities which will allow you to participate effectively, safely and enjoyably. Understand different motivations that people have for participating in sport and exercise and how performance can be managed through an understanding of attribution theory, stress and group dynamics. Understand the impacts that participation in sport and exercise can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public. Understand the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. Understand the roles and responsibilities of coaches and leaders and how these differ from each other and others involved in delivering and teaching sport and physical activity. | | | | | |
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Body systems LO1 – The axial and appendicular skeleton: LO2 – Main muscles acting at synovial joints: understand how the muscles acting support the joint movements. LO3 – The structures of the heart and their roles: understand the directional flow of blood through the heart and role of each of the structures. LO4 – The structures of the lungs and their roles. Sport organisation and development Organisations involved in sport in the UK. International organisations which impact UK sport. Practical skills in sport and physical activities Individual sports: Appropriate selection and execution of skills and techniques Creativity and flair Use of tactics and strategies Decision-making Ability to manage/maintain own performance Adaptability during performance Officiating: Roles and responsibilities. | Body systems LO5 – Introduction to the three energy systems. ATP-PC/alactic system; type of reaction, chemical or food fuel, amount of ATP produced, by-products. LO1 – Classifications of joints: understand that in some areas of body (vertebral column) there are different types of joints working together. LO2 – Types of muscle function: understand types of muscle contraction that takes place in joint movements. Types of muscle contraction. Sport organisation and development Roles and responsibilities of sports organisations in the UK. How the different organisations interact. Practical skills in sport and physical activities Individual sports: Appropriate selection and execution of skills and techniques Creativity and flair Decision-making Ability to manage/maintain own performance | Body systems LO3 – Stroke volume, heart rate and cardiac output: resting values for trained and untrained individuals, changes during exercise of different intensity, interpret and draw graphs, use of data including calculations LO4 – The mechanics of breathing: Respiratory muscles used during exercise. LO5 – The three energy systems: lactic acid system, type of reaction, chemical or food fuel, amount of ATP produced, by-products. Sport organisation and development What sports development is. The purpose of sports development. The sports development continuum levels. Practical skills in sport and physical activities Team sports: Appropriate selection of skills and techniques. Creativity and flair. Use of tactics and strategies. Decision making. | Body systems LO1 – Joint movements: recognise types of movement in practical situations, both individually and in combination and types of movement that different joint types are capable of. LO2 – Components and functions of blood. LO4 – Gaseous exchange at the alveoli: awareness of differences in partial pressures is required but learners not expected to know specific pressures. Sport organisation and development Target groups. Possible measures. Methods. Purpose of measurement. Practical skills in sport and physical activities Team sports: Appropriate selection of skills and techniques. Creativity and flair. Use of tactics and strategies. Decision making. Awareness of own role within and contribution to the team. Adaptability during performance. | Body systems LO5 – The three energy systems: aerobic system type of reaction, chemical or food fuel, amount of ATP produced, by-products LO1 – Structure and function of the vertebral column LO2 – Structure and function of muscle fibre types LO3 – Structure of blood vessels. Sport organisation and development Methods of delivering sports development. Characteristics of sports development initiatives and events. Advantages and disadvantages of sports development initiatives and events. Practical skills in sport and physical activities Outdoor and adventurous activities: Skills and knowledge required for participation. Health and safety Communication skills Use and care of equipment. Emergency procedures. Team working and leadership skills. | Body systems LO4 – Tidal volume, breathing frequency and minute ventilation: resting values for trained and untrained individuals, changes during exercise of different intensity, interpret and draw graphs, use of data including calculations LO5 – The energy continuum and how intensity and duration of exercise determines which energy system is predominant LO1 – The functions of the skeleton and the link to types of bone: understand how type of bone relates to function it has. LO2 – Link between mix of fibre types and performance: in different types of physical activity and in different intensities of exercise. Sport organisation and development Benefits of sports development. Practical skills in sport and physical activities Outdoor and adventurous activities: Skills and knowledge required for participation. Health and safety Communication skills Use and care of equipment. Emergency procedures. |

| <p>Apply rules and regulations. Communicate effectively. Maintain good positioning.</p> <p>Sport and exercise psychology Types of motivation.</p> <p>Goal setting.</p> <p>Achievement motivation theory.</p> <p>Differences in motivation between general participation compared to elite performers.</p> <p>Differences in goals between general participation compared to elite performers.</p> | <p>Adaptability during performance</p> <p>Officiating: Roles and responsibilities. Apply rules and regulations. Communicate effectively. Maintain good positioning.</p> <p>Sport and exercise psychology Weiner's model of attribution.</p> <p>The effect of different attributions on sport and exercise performance.</p> <p>Attribution retraining.</p> <p>Stress and anxiety – causes, symptoms and effect on sporting performance.</p> <p>Theories of arousal and effect on performance.</p> <p>Methods of controlling stress, anxiety and arousal.</p> | <p>Awareness of own role within and contribution to the team. Adaptability during performance.</p> <p>Officiating: Roles and responsibilities. Apply rules and regulations. Communicate effectively. Maintain good positioning.</p> <p>Sport and exercise psychology Stages of group development</p> <p>Cohesion – types and factors affecting.</p> <p>Steiner's model of group effectiveness.</p> <p>Methods for improving team cohesion.</p> <p>Impact of sport and exercise on mental health.</p> <p>Use of exercise to treat certain psychosomatic illnesses.</p> <p>Different psychological impacts of sport and exercise for elite performers and general participants.</p> | <p>Officiating: Roles and responsibilities. Apply rules and regulations. Communicate effectively. Maintain good positioning.</p> <p>Sports coaching and activity leadership Roles and responsibilities of sports coaches and activity leaders. How the roles and responsibilities involved in teaching and delivering sport differ. Differences between coaches, coaching assistants and officials.</p> | <p>Sports coaching and activity leadership Principles of leadership. Personality. Suitability of different leadership approaches in different situations. Group dynamics. Steiner's model of group effectiveness. Attributes of coaches and leaders. Review participants' needs considering which could influence coaching sessions.</p> | <p>Team working and leadership skills.</p> <p>Sports coaching and activity leadership Methods for identifying strengths and weaknesses in skills, techniques and deployment of tactics. Classification of skills and its links to types of practice. Methods for measuring improvement in skills, techniques and deployment of tactics.</p> |
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| Key Vocabulary/Concepts/Ideas | Key Vocabulary/Concepts/Ideas | Key Vocabulary/Concepts/Ideas | Key Vocabulary/Concepts/Ideas | Key Vocabulary/Concepts/Ideas | Key Vocabulary/Concepts/Ideas |
| <p>Axial skeleton; Cranium, sternum, ribs, vertebral column (cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacrum, coccyx) Appendicular skeleton; Scapula, clavicle, humerus, radius, ulna, carpals, metacarpals, phalanges, ilium, ischium, pubis, femur, patella, tibia, fibula, tarsals, talus, metatarsals</p> <p>shoulder – deltoid, latissimus dorsi, pectoralis major, trapezius, teres major elbow - biceps brachii, triceps brachii radio-ulnar - pronator teres, supinator muscle</p> | <p>ATP-PC/alactic system, lactic acid system, aerobic system.</p> <p>Aerobic, anaerobic.</p> <p>Fixed/fused, slightly movable/cartilaginous, freely movable/synovial, hinge, ball and socket, pivot, radio-ulnar, condyloid, saddle, gliding.</p> <p>Agonist, antagonist, fixator.</p> <p>Isometric, concentric, eccentric.</p> <p>Locus of causality, internal stable, internal unstable, external stable, external unstable.</p> | <p>Inspiration, expiration.</p> <p>Sternocleidomastoid, scalene, pectoralis minor, internal intercostals, rectus abdominus, diaphragm.</p> <p>Aerobic, anaerobic.</p> <p>Forming, storming, norming, performing.</p> <p>Task, social, personal, environmental, goals, leadership.</p> <p>Motivational losses, coordination losses.</p> <p>Psychosomatic illnesses.</p> | <p>Flexion and extension, lateral flexion, abduction and adduction, horizontal abduction and adduction, medial and lateral rotation, circumduction, pronation and supination, dorsi flexion and plantar flexion.</p> <p>Red blood cells, white blood cells platelets, plasma.</p> <p>Role model, motivator, planner, instructor, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organiser.</p> <p>Sports coach, sports, leader, PE teacher.</p> | <p>Aerobic, anaerobic.</p> <p>Slow oxidative, fast oxidative, fast glycolytic.</p> <p>Arteries, arterioles, capillaries, venules, veins.</p> <p>Autocratic, democratic, laissez-faire, aggressive, passive, introvert, extrovert, NACH, NAF, type a, type b.</p> <p>Communication skills, establish and maintain relationships, knowledge of the activity, organisational skills, empathy.</p> | <p>Functions = Shape, support, protection, movement, blood cell production, mineral storage</p> <p>Types of bone = Long, short, flat, irregular, sesamoid.</p> <p>Self-assessment, peer assessment, open/closed, gross/fine, simple/complex, discrete/serial/continuous, whole, part, whole-part-whole, variable, fixed, massed, open.</p> |

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| <p>wrist - wrist flexors, wrist extensors</p> <p>vertebral column - rectus abdominus, erector spinae group, internal and external obliques</p> <p>hip – iliopsoas, gluteus maximus, gluteus medius, gluteus minimus, adductor longus, adductor brevis, adductor magnus</p> <p>knee - rectus femoris, vastus medialis, vastus intermedius, vastus lateralis, biceps femoris, semimembranosus, semitendinosus</p> <p>ankle - tibialis anterior, gastrocnemius, soleus</p> <p>Atria, ventricles, bicuspid and tricuspid valves, pulmonary and aortic valves, aorta, venae cavae, pulmonary artery, pulmonary vein</p> <p>Nasal cavity, epiglottis, pharynx, larynx, trachea, bronchi, bronchioles, alveoli</p> <p>Department for Culture, Media and Sport, Department of Health, Department for Education, National Governing Bodies, National Disability Sports Organisations (NDSOs), National Lottery, Sport England, UK Sport, Sport and Recreation Alliance, Active Partnerships, local councils, Youth Sports Trust, Association for Physical Education (AfPE), Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), Activity Alliance.</p> <p>International Governing Bodies, Committees and Federations, International Olympic Committee (IOC), European Governing Bodies, Committees and Federations, European Boxing Union (EBU), European Union (EU)</p> <p>Intrinsic, extrinsic.</p> <p>Short, medium and long-term goals, SMARTER principle.</p> | <p>Attribution bias, mastery orientation, learned helplessness.</p> <p>Eustress, distress.</p> <p>Trait, state, somatic, cognitive.</p> <p>Drive theory, inverted U hypothesis, catastrophe theory, reversal theory, IZOF.</p> <p>Self-talk, imagery, mental rehearsal, positive thinking, confidence building, concentration, progressive muscular relaxation, goal setting, cue utilisation, thought stopping.</p> | | | | |
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| | | Discussion about careers in sport including roles in NGBs and management roles in terms of organising major sporting events. | Discussion about leadership careers in sport such as coaching or teaching. | | |
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Key Stage 5: Year 13

| Overall Curriculum Goals | | | | | |
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| <ul style="list-style-type: none"> Understand the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them. Understand the organisations involved in sport in the UK, their roles and responsibilities and how they work together. Understand sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured. Understand the skills necessary to effectively plan and deliver a series of sports or activity sessions reflecting on practice and using this feedback to improve performance as a sports coach or activity leader. | | | | | |
| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Body systems LO3 – Vascular shunt mechanism and the role of arterioles and pre-capillary sphincters LO1 – Recap structure and function of the vertebral column – type of joint and movement, complete rest of table LO1 – Structures and functions of synovial joints: Understand the structure and function of different types of joints and how these relate to one another in practical situations. | Body systems LO1 – The impact of physical activity, training and lifestyle on the skeletal system: short-term effects, long-term effects, effects of warm ups and cool downs LO2 – The impact of physical activity, training and lifestyle on the muscular system short-term, long-term, effects of warm ups and cool downs LO3 - The impact of physical activity, training and lifestyle on the cardiovascular system: short-term effects, long-term effects, effects of warm ups and cool downs | Body systems Revision Exam Sport organisation and development Revision Exam Sports coaching and activity leadership Reviewing sport/activity sessions and modifying for future use. | Sports coaching and activity leadership Reviewing sport/activity sessions and modifying for future use. | | |

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| <p>LO5 – The recovery process for each energy system: processes involved, timescales for full recovery.</p> <p>Sport organisation and development Revision</p> <p>Sports coaching and activity leadership Key considerations when planning sports/activity sessions.</p> <p>Preparing equipment for sports/activity sessions.</p> <p>Preparing the environment for sports/activity sessions.</p> <p>Assessing and minimising risks before sports/activity sessions. Appropriate safeguarding policies and procedures.</p> | <p>LO4 – The impact of physical activity, training and lifestyle on the respiratory system: short-term effects, long-term effects, effects of warm ups and cool downs.</p> <p>Sport organisation and development Revision</p> <p>Sports coaching and activity leadership Preparing participants for sport/activity sessions.</p> <p>Delivering warm-up activities which are appropriate for the participants and session.</p> <p>Delivering sport/activity sessions.</p> | | | | |
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| Structure; articular/hyaline cartilage, ligaments, synovial membrane, synovial fluid, menisci, pads of fat, bursae, joint capsule Functions = stability, mobility | | | | | |
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| Discussion about careers in sport such as sports reporting/broadcasting, sports analysis or research and Public Relations or media work within a sports organisation. | Discussion about leadership careers in sport such as coaching or teaching. | | | | |