



KS5

PE Key Stage 5 Curriculum Overview

	Autumn Term	Spring Term	Summer Term
Year 12	<ul style="list-style-type: none">• Cardiovascular system• Skill, skill continuums and transfer of skills• Impact of skill classification on structure of practice for learning• Principles and theories of learning and performance• Pre-industrial• Industrial and post-industrial• Post World War !!• Respiratory system• General information processing• Sociological theory applied to equal opportunities• Neuromuscular system• The Musculo-skeletal system and analysis of movement in physical activities• Efficiency of information processing model system• Concepts of physical activity and sport• 	<ul style="list-style-type: none">• Energy systems• Diet and nutrition and their effect on physical activity and performance• Preparation and training methods in relation to maintaining physical activity and performance• Energy systems• Aspects of personality• Attitudes• Arousal• Anxiety• Aggression• Audience effects/ Social facilitation• Development of elite performers in sport• Technology in Sport	<ul style="list-style-type: none">• Injury prevention and rehabilitation of injury• NEA coursework• Analysis• Evaluation• Videos

Year 13	<ul style="list-style-type: none"> • Injury prevention and rehabilitation of injury • Group dynamics • Sport and the law • Impact of commercialisation on physical activity and sport and the relationship between sport and the media • Biochemical principles • Levers • Linear motion • Angular motion • Attribution theory • Projectile motion • Self-efficacy and self confidence • Leadership • Attribution theory 	<ul style="list-style-type: none"> • Diet and nutrition and their effect on physical activity and performance • Preparation and training methods un relation to maintaining physical activity and performance • Injury prevention and rehabilitation of injury • Motivation • Drugs in Sport • Achievement and motivation theory • Information processing • Schema • Reaction time • Memory 	<ul style="list-style-type: none"> •
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