



# YEAR 13 PE AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: PE

<b>Curriculum Intent</b>	<p>In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p>Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport.</p> <p>Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.</p>
<b>Skills/National Curriculum Links</b>	<p>Students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport</p> <p>Students should be able to understand and interpret graphical representations associated with sport psychology theories.</p> <p>Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and technological developments in physical activity and sport.</p>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> learning how to work with others.</p> <p><b>PSHE/British Values:</b> healthy, active lifestyle</p> <p><b>Literacy:</b> key words and terms linked to topics, command words when answering exam questions.</p> <p><b>Numeracy:</b> ability to read graphs, tables, plot data, values etc</p> <p><b>Skills Builder:</b> leadership, teamwork, listening to others, collaborating</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> knowledge of the human body, how the body works.</p> <p><b>Careers/Employability:</b> career in sport, sports studies, sports science etc</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> written information on learning mats, some through practical setting.</p> <p><b>By resource:</b> textbooks, videos, learning mats, handouts to read through, graphs, tables and charts.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	<p><b>Biomechanical movement</b></p> <p>To be able to:</p> <ul style="list-style-type: none"> <li>Identify 3 classes of lever and examples of their use in the body during physical activity and sport.</li> <li>Explain the mechanical advantage and disadvantage of each class of lever.</li> <li>Explain Newton's 3 Laws of linear motion applied to sporting movements – inertia, acceleration, action/reaction, force.</li> <li>Define equations and units of example scalars – speed and distance</li> <li>Explain centre of mass</li> <li>Explain factors affecting stability – height of centre of mass, area of base of support, position of line of gravity and body mass.</li> <li>Understand the forces acting on a performer during linear motion – gravity, frictional force, air resistance, internal muscular force and weight.</li> </ul>
<b>Learning Outcomes (Knowledge)</b>	

- Definitions, equations and units of vectors – weight, velocity, displacements, acceleration and momentum.
- Definitions, equations and units of scalars – mass, speed and distance
- Explain the relationship between impulse and increasing and decreasing momentum in sprinting through interpretation of force/time graphs.
- Apply Newton's laws to angular motion
- Identify definitions and units for angular motion – angular displacement, angular velocity, angular acceleration.
- Explain the conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity.
- Identify factors affecting horizontal displacement of projectiles
- Identify factors affecting flight paths of different projectiles – shot out, badminton shuttle.
- Understand vector components of parabolic flight.
- Explain dynamic fluid force – drag and lift
- Identify factors that reduce and increase drag and their application to sporting situations
- Understand the Bernoulli principle applied to sporting situations – upward lift force (discus), downward lift force (speed skiers, cyclists, racing cars).

#### **Sport Psychology**

- Understand the attribution process
- Explain Weiner's Model and its application to sporting situations
- Link between attribution, task persistence and motivation
- Explain self-serving bias
- Explain attribution retraining
- Understand learned helplessness – general and specific
- Identify strategies to avoid learned helplessness leading to improvements in performance.
- Describe characteristics of effective leaders
- Analyse styles of leadership – autocratic, democratic, laissez-faire
- Explain leadership styles for different sporting situations
- Describe prescribed and emergent leaders
- Understand theories of leadership in different sporting situations – Fiedler's contingency theory and Chelladurai's multi-dimensional model.
- Explain the terms 'stress' and 'stressor'
- Describe the use of warm up for stress management
- Explain the effects of cognitive and somatic techniques on the performer
- Explain cognitive techniques – mental rehearsal, visualisation, imagery, attentional control and cue utilisation, thought stopping and positive self-talk
- Explain somatic techniques – biofeedback, centring, breathing control and progressive muscle relaxation.

#### **Sport and society**

- Understand the characteristics and functions of key concepts and how they create the base of the sporting development continuum – physical recreation, sport, physical education, school sport.
- Identify the similarities and differences between these key concepts.
- Identify the factors required to support progression from talent identification to elite performance
- Explain the generic roles, purposes and relationship between organisations in providing support and progression from talent identification through to elite performance – NGB, National Institute of Sport, UK Sport.
- Explain the support services provided by National Institutes of Sport for talent development
- Understand the key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development (or equivalent current names programmes).
- Understand the key terms relating to ethics in sport – amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic.
- Analyse positive and negative forms of deviance in relation to the performer.
- Explain the causes and implications of violence in sport – performer, spectator, sport.
- Identify strategies for preventing violence within sport to the performer and spectator.

#### **NEA written coursework**

	<ul style="list-style-type: none"><li>• Further analyse cause and corrective measure for AA2</li><li>• Further analyse cause and corrective measure for AA3</li><li>• Complete commentary sheets and any editing needed for practical activity</li></ul> Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.