DENE MAGNA
Leading : Learning : Training : Technology

Physical Education A LEVEL

The Physical Education department at Dene Magna aims to educate students about a range of topics and concepts involved in Sport and PE. By the end of Year 13 our students have a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education and be as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Our KS5 curriculum provides stretch and challenge for all our learners with a diverse specification. This curriculum follows on nicely from KS4 which allows students to embed prior knowledge and enhance this further using theoretical principles. Our A Level students are provided with a current and innovative learning experience which enables them to get a holistic view of the A Level physical education qualification. We provide relevant trips during the two years which can give the students a good insight into putting theory into practice. We also offer enrichment programmes which involve onsite and offsite activities for the students to enjoy during their time with us, these support the emphasis of healthy active lifestyles and having a passion for sport. For the A level PE students these practical elements link with part of their qualification which is practical performance.

The students will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. They will understand how physiological and psychological states affect performance and the key socio-cultural factors that influence people's involvement in physical activity and sport. They will also develop their knowledge of the role of technology in physical activity and sport and refine their ability to perform effectively in physical activity and sport. They will learn how to analyse and evaluate to improve performance and know the contribution which physical activity makes to health and fitness.

The subject also facilitates the development of skills in analysis and evaluation. As it involves elements of science and social aspects, the subject is designed to teach students critical evaluative skills. The teaching and learning strategies used by the Physical Education department allows students to be supported in their learning whilst developing independence and initiative. From the start of year 12 students are encouraged to find a learning routine that suits them. The students are guided in what to complete during iStudy sessions so that they can develop their knowledge and understanding in a well organised routine. This also supports students in developing their time management and organisational skills.

The topics explored and the teaching and learning strategies implemented by the department allow Dene Magna sixth formers to reach their full potential and enjoy the process.

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		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Knowledge	**Anatomy & Physiology -** *Introductory lessons, Skeletal system including joints.* **Exercise Physiology** *- Balanced diet, components of healthy plate, energy usage* **Skill Acquisition** - *Introduction and overview of topic, classification of skill - placement on continua* **Sports Psychology** *-Definition of personality. -Theories of personality. Attitudes and attitude formation.* **Sport and Society** *-Pre industrial Britain -Post 1850 Britain* **Biomechanics**	**Anatomy & Physiology -** *Muscular system including muscle contraction and movement analysis.* **Exercise Physiology** *- Ergogenic Aids, pharmacological aids, physiological aids, nutritional aids,* **Skill Acquisition** - *types and methods of practice - 8 types* **Sports Psychology** - *Motivation- definitions of. Uses of motivating factors.* **Sport and Society** - *Post 1850 Britain -20th Century Britain -21st Century* **Biomechanics** *-Force/Free body diagrams -Analysis through the use of technology*	**Anatomy & Physiology -** *Cardiovascular System at rest and during exercise.* **Exercise Physiology** *- Supplementation, training principles, periodisation* **Skill Acquisition** - *types of transfer, K+U of optimising and limiting* **Sports Psychology** - *Arousal Definition of -Theories of arousal.* **Sport and Society** *- Globalisation of sport - Modern Olympic games* **Biomechanics** *-Analysis through the use of technology -Centre of mass and stability*	**Anatomy & Physiology -** *Respiratory system at rest and during different exercise intensities.* **Exercise Physiology** *- V02 max, testing, training, adaptations, strength training* **Skill Acquisition -** *principles and theories of learning and stages of learning* **Sports Psychology** - *Anxiety- Types of anxiety. Responses to anxiety.* **Sport and Society** *- Modern olympic games - Hosting global sporting events* **Biomechanics** *-Lever systems*	**Anatomy & Physiology -** *Exam question techniques and topic recaps.* **Exercise Physiology** *- Flexibility training, testing, adaptations, training on lifestyle diseases.* **Skill Acquisition** - *guidance - advantages and disadvantages* **Sports Psychology** - *Aggression, Definition of Theories of aggression. Social facilitation/Social Inhibition.* **Sport and Society** *- Hosting global sporting events* **Biomechanics -**	Revision Further recap lessons Start to look at Year 13 content.

		-Newton's Laws of motion				*-Exam question techniques and topic recaps.*	
	Skills	**Anatomy & Physiology/ Exercise Physiology** - *interpretation of data and graphs relating to: changes within musculo-skeletal, cardiorespiratory and neuro-muscular systems during different types of physical activity and sport. Use of energy systems during different types of physical activity and sport and the recovery process. Quantitative methods for planning, monitoring and evaluating physical training and performance.* **Biomechanics -** *knowledge and use of definitions, equations, formulae and units of measurement. Ability to plot, label and interpret graphs and diagrams.* **Skill Acquisition/Sports psychology -** *understanding and interpretation of graphical representations associated with sport psychology theories.* **Sport and society -** *interpretation and analysis of data and graphs relating to participation in physical activity and sport.* **General skills -** *exam style writing, question interpretation, independent learning, critical reflection, evaluation, recall, application of knowledge, synoptic understanding..*					
	Justification	*The reason for teaching the topic content in this order is because they interlink and progress gradually throughout the two years. In order to have an in depth understanding of the next topic the one prior needs to be taught. This also relates across topics e.g. muscular and cardiovascular system links with training principles and centre of mass/stability.* *We teach all topics at the same time during the year using a range of teachers. This allows a diverse range of teaching styles and also the content gets covered by experts in their field.* *From this students establish a holistic knowledge base which supports them moving onto higher education or into the world of work.* *During the course all teachers check prior learning and continue to revisit topics and content when opportunities arise to link back or to close the loop. This also enables discussions around common misconceptions.*					

	Assessment	Initial assessment, ILT and mini assessments (topic specific).	Holistic assessment & ILT, formative assessments.	Exam questions and mini assessments (topic specific).	ILT, holistic assessment and formative assessment.	Year 12 trials	Exam questions and formative assessment.

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13	Knowledge	**Anatomy & Physiology -** *Recap of Yr 1 content & energy systems* **Exercise Physiology-** *Injury - acute injuries, chronic injuries* **Skill Acquisition** - *Recap Y1 content and types of feedback, advantages and disadvantages* **Sports Psychology** - *Goal setting,*	**Anatomy & Physiology -** *Energy systems and the recovery process..* **Exercise Physiology** - injury prevention, warm up, cool down, responding to injury **Skill Acquisition** - *memory models - relating both models to physical activity* **Sports Psychology** - *self efficacy, leadership in sport, leadership theories*	**Anatomy & Physiology -** *Exercise at altitude and in the heat.* **Exercise Physiology** - *rehabilitation of injury* **Skill Acquisition** - *Revision and Recap* **Sports Psychology** - Stress management, cognitive and somatic **Contemporary Issues**	**Anatomy & Physiology -** *Exam question techniques and content recap.* **Exercise Physiology** - *Long answer questions/technique* **Skill Acquisition** - *Revision and Recap* **Sports Psychology** - *Revision/long answer questions* **Contemporary Issues**	Revision & exam preparation	

		attribution in sport, sport confidence **Contemporary Issues** *-Ethics and deviance* *- Violence & gambling in sport* **Biomechanics** -Linear motion	**Contemporary Issues** *-Commercialisation and media* *- Routes of sporting excellence* **Biomechanics** *-Linear motion* *-Angular motion*	*- Routes of sporting excellence* *- Modern technology* **Biomechanics** *-Fluid mechanics and projectile motion*	*-Exam question techniques and content recap.* **Biomechanics** *-Fluid mechanics and projectile motion* *-Exam question techniques and content recap.*		
	Skills	**Anatomy & Physiology/ Exercise Physiology** - *interpretation of data and graphs relating to: changes within musculo-skeletal, cardiorespiratory and neuro-muscular systems during different types of physical activity and sport. Use of energy systems during different types of physical activity and sport and the recovery process. Quantitative methods for planning, monitoring and evaluating physical training and performance.* **Biomechanics -** *knowledge and use of definitions, equations, formulae and units of measurement. Ability to plot, label and interpret graphs and diagrams.* **Skill Acquisition/Sports psychology -** *understanding and interpretation of graphical representations associated with sport psychology theories.* **Sport and society -** *interpretation and analysis of data and graphs relating to participation in physical activity and sport.* **Sports technology -** *understanding of types of and use of data analysis to optimise performance.* **General skills -** *exam style writing, question interpretation, independent learning, critical reflection, evaluation, recall, application of knowledge, synoptic understanding.*					

	Justification	*The reason for teaching the topic content in this order is because they require prior learning from Year 12 topics and allow for a deeper understanding in the final year. In order to fully understand the topics in Year 13 the students need to have a good understanding and knowledge base e.g. For energy systems in year 2 they will need to understand muscle fibre types and motor units from year 1. This not only interlinks with the same topics but cross curricular across the course.* *We teach all topics at the same time during the year using a range of teachers. This allows a diverse range of teaching styles and also the content gets covered by experts in their field.* *From this students establish a holistic knowledge base which supports them moving onto higher education or into the world of work.* *During the course all teachers check prior learning and continue to revisit topics and content when opportunities arise to link back or to close the loop. This also enables discussions around common misconceptions.* *Finishing content teaching in the spring term allows each topic to have sufficient revision and revisit time before the exams.*					
	Assessment	Initial assessments, ILT & exam questions	Year 13 trials	Mini Assessments (topic specific)	Holistic assessments	Year 13 A level exams.	