

Mastery:

Sandbach School Physical Education Curriculum:

Y13 A level PE Curriculum Sequence

Intent: To embed knowledge and understanding in OCR A level PE, improve examination performance and to enable students to achieve practical competency, culminating with the EAPI.

Term 1

H555/01 Physiological factors affecting performance
H555/02 Psychological factors affecting performance
H555/05 Practical Performances

Term 2

H555/01 Physiological factors affecting performance
H555/02 Psychological factors affecting performance
H555/06 Evaluating and Analysing Performance for Improvement

Term 3

H555/01 Physiological factors affecting performance
H555/02 Psychological factors affecting performance
H555/06 Evaluating and Analysing Performance for Improvement

Why start here?

All of the foundational physiological and psychological components will have been taught and internally examined in YR12, allowing the students to have a better understanding in preparation for the more advanced concepts of each area to be understood.

Why move onto these units?

These physiological and psychological components will allow learners to develop their theoretical knowledge which is specifically linked to performance analysis examined by the evaluation of performance improvement.

EAPI - This component draws upon the knowledge, understanding and skills a learner has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity with detail. Practice interviews will further develop a learner's confidence to verbalise their knowledge in this area.

Why move onto these units?

EAPI – all practice and preparation will culminate in a final, videoed assessment
Examination performance and revision of all topic areas covered

Spec links:

1.2 Exercise physiology This topic focuses on key systems of the human body involved in movement and physical activity. Learners will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities and during recovery. Learners will know and understand the different energy systems and factors that affect the interplay of the energy systems during physical activity.

- Diet and nutrition
- Ergogenic aids
- Aerobic training
- Strength training
- Flexibility training
- Periodisation of training
- Impact of training on lifestyle diseases

2.2 Sports psychology Learners knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport; group and team dynamics in sport; the importance of goal setting in sports performance; the role of attribution in motivating performers; confidence and self-efficacy in sport; leadership in sport and stress management in physical activities and sports to optimise performance.

- Attitudes
- Personality
- Social facilitation
- Types of motivation
- Arousal theories
- Aggression theories

Teaching these topics here supports:

- 1.1 Applied anatomy and physiology
- 1.3 Biomechanics
- 2.1 Skill acquisition
- Non-exam assessment (NEA) 15% of total A Level
- H555/06 Evaluating and Analysing Performance for Improvement

These topics feed from:

Year 12 Acquisition of skill
Year 12 Anatomy and Physiology
Year 12 Biomechanics
GCSE PE aspects

Spec links:

1.2 Exercise physiology This topic focuses on key systems of the human body involved in movement and physical activity. Learners will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities and during recovery. Learners will know and understand the different energy systems and factors that affect the interplay of the energy systems during physical activity.

- Acute and chronic injuries
- Injury prevention
- Responding to injuries and medical conditions in a sporting context
- Rehabilitation of injury

2.2 Sports psychology Learners knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport; group and team dynamics in sport; the importance of goal setting in sports performance; the role of attribution in motivating performers; confidence and self-efficacy in sport; leadership in sport and stress management in physical activities and sports to optimise performance.

- Anxiety
- Stress management
- Goal setting
- Groups and teams
- Attributions
- Sports confidence
- Self efficacy
- Leadership

Teaching these topics here are supported by:

- 1.1 Applied anatomy and physiology
- 1.3 Biomechanics
- 2.1 Skill acquisition
- Non-exam assessment (NEA) 15% of total A Level
- H555/06 Evaluating and Analysing Performance for Improvement

These topics feed from:

Previous components taught in TERM 1 of YR13
Year 12 Acquisition of skill
Year 12 Anatomy and Physiology
Year 12 Biomechanics

Spec links:

Application of physiological theoretical knowledge will enable learners to understand how changes in physiological states can influence performance in physical activities and sport enhancing their EAPI responses and video assessment.

Teaching these topics here supports:

EAPI – Draws all components of the specification together, enhancing the revision process which follows.

These topics feed from:

Year 12 &13 Psychological factors
Year 12 & 13 Physiological factors
Year 12 Biomechanics