

# SOW- A Level PE 2024-2026

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	Term 1	Term 2	Term 3
<b>Teacher 1 Mrs Colyer</b>	Component 1 Topic 1: A&P <b>Units:</b> 1.1.Musculoskeletal 1.2.Cardiovascular System	Component 1 Topic 1: A&P <b>Units:</b> 1.2. Respiratory System 2.1.Diet Nutrition	Component 1 Topic 2: Exercise Physiology <b>Units:</b> 2.3. Injury 2.2 Methods of training, Fitness Testing Principles of Fitness
<b>Teacher 2 Mr Thomas</b>	Component 1 Topic 2: Exercise Physiology <b>Units:</b> 1.3Neuromuscular 1.4.Energy Systems 2.4 Biomechanics Coursework Technical assignment 1	Component 1 Topic 2: Exercise Physiology <b>Units:</b> 2.2 Methods of training, Fitness Testing Principles of Fitness Coursework Physiological assignment 2	Component 1 Topic 2: Exercise Physiology <b>Units:</b> Coursework PDP Planning 3 & Evaluation assignment 4

## Teacher 1 Mrs Colyer Term 1

	Content	Suggestions
1.1.1	<ul style="list-style-type: none"> <li>• Course outline/tutor responsibilities</li> <li>• Expectations</li> <li>• Practical performance and Non-examinable assessment through Performance Analysis</li> <li>• Key topic areas – technical terms</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Specification summary</li> <li>• Agreed protocols for taught lessons, homework and deadline</li> <li>• Sporting profile with indication of practical activity from the agreed list of activities, performance development</li> <li>• Matching activity – key terms/definitions</li> <li>• Group activity/research/notice board summary</li> <li>• Create glossary of key terms</li> </ul>
<b>Component 1- Topic 1:1 Muscular Skeletal System Anatomy and Physiology</b>		
1.1.2	<p>The stretch-shortening cycle, including the different types of contraction/muscular action: isotonic/eccentric, isotonic/concentric and isometric. Application of how movement or stability is produced as a result of these different contractions/muscular actions during physical activity and sporting movements.</p>	<p><u>Musculoskeletal system PPT</u>            Skeletal system (1-11) activities: label the skeleton and categorise bones            Joints and movement (12-22) activities: practically explore movements, movement musical statues            Muscular system (23-34) activities: label the muscles, practical demo of key terms, antagonistic pairs game</p>
1.1.3	<p>The concept of agonist, prime mover, antagonist, fixator, synergist and how a muscle can take on these different roles when providing stability or movement in a variety of physical or</p>	<p><u>Muscular skeletal system PPT</u>            Contraction types (35- 49) activities: Circuits session to identify which movements are isometric and isotonic contractions.Actions</p>

	sporting situations.	demonstrated for movement analysis. Movement analysis (joints) complete tables/ independent research
1.1.8	How the muscular and skeletal systems respond, acutely, both structurally and functionally to the stress of warming up and immediate physical or sporting activity	<a href="#">Muscular skeletal system PPT</a> - Warm up and chronic responses (52-55) activities: perform a warm up and record effects on the MS system
<b>Topic 1:2 Cardiovascular &amp; Respiratory -System</b>		
1.2 .1	<ul style="list-style-type: none"> <li>• Introduction to cardiovascular and respiratory systems in physical activity and how they function individually and in conjunction with each other</li> <li>• The anatomical components and structure of the cardio system</li> <li>• Cardiovascular key terms and values, Bradycardia</li> <li>• The physiology of the cardiovascular system</li> <li>- Conduction and cardiac cycle)</li> <li>- regulation of Heart rate</li> </ul>	<a href="#">Cardiovascular &amp; Respiratory system PPT</a> Heart (1-12) activities: diagrams and YouTube clips to consider structure & functions of the heart, Heart dissection Cardio terms and values (13-21): Independent research Cardiac cycle and conduction system (22-30) activities: diagrams and YouTube clips to consider conduction and cardiac cycle. Regulation of HR (31-41) role play to show the regulation of HR, table of factors affecting HR.
1.2.2	<ul style="list-style-type: none"> <li>• The anatomical components and structure of the vascular system</li> <li>• The physiology of the vascular system (circulation and vascular shunt)</li> <li>• Regulation of blood flow</li> <li>• Blood pressure- responses to exercise</li> </ul>	<a href="#">Cardiovascular &amp; Respiratory system PPT</a> Vascular system (42-50) activities: diagrams and YouTube clips to consider structure & functions. Vascular shunt (51-58) activities: Frubes/ ice pop experiment to investigate VS mechanisms Regulation of Q & BP (59- 66) activities: role play to show the regulation of VCC, take Bp measurements blood pressure
<b>Teacher 1 Mrs Colyer Term 2</b>		
1.2.3	<ul style="list-style-type: none"> <li>• The structure and function of the respiratory system</li> <li>• The physiology of the respiratory system as a mechanical process of ventilation; the cause and effect process</li> <li>• Respiratory values and capacities</li> </ul>	<a href="#">Cardiovascular &amp; Respiratory system PPT</a> Respiratory structures and functions (68-79) activities: diagrams and youtube clip to show the passage of air, structure and functions Mechanics of breathing (80-89) activities: Yogic breathing to

		demonstrate mechanics of breathing at rest and during exercise Gaseous exchange (90-98) activities: experiments on diffusion, explore differences between at rest and during exercise Respiratory terms and values(99-105) activities: definitions and VE response to exercise
1.2.4 -1.2.8	<ul style="list-style-type: none"> <li>• Acute responses of the cardio-respiratory and cardiovascular systems to warming up and immediate physical or sporting activity</li> <li>• Chronic adaptations of cardiorespiratory, cardiovascular,</li> <li>• Unhealthy lifestyles and the impact on the cardiovascular and cardio-respiratory systems</li> </ul>	<u>Cardiovascular &amp; Respiratory system PPT</u> Acute and Chronic responses to exercise on the CV & R systems (106-116) activities: split into 3 to create a spider diagram on long term effects of exercise of each system, consider research of exercise and training on cardiovascular and respiratory values. Impacts of unhealthy lifestyle on SV & R systems (117-120) activities: create a health advice booklet/ presentation/ display material which informs people how to prevent cardiovascular and respiratory diseases.
Revisions assessment and review of Topic 1.2	<ul style="list-style-type: none"> <li>• Recap and consolidation of Topic 1.2 DIRT time</li> <li>• Mock exam/test on Topic 1</li> <li>• Return scripts; identify areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presentations</li> <li>• Exam questions</li> <li>• Peer marking</li> </ul>

## Teacher 1 Mrs Colyer Term 3

### Component 2 Diet & Nutrition

2.1.1 & 2.1.2	<ul style="list-style-type: none"> <li>• Introduction/overview of Topic 2</li> <li>• Introduction to issues around dietary manipulation for performance pre, during and post physical activity</li> <li>• Optimal weight for performance</li> </ul>	<a href="#">Diet &amp; Nutrition PPT</a> Balanced diet and energy requirements (1-13) activities: use online software to calculate calorie intake and percentages of fats, carbohydrates and proteins, contrast weight of different athletes and debate concept of optimal weight
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	Optimal weight for performance to include energy balance, energy intake and expenditure.	Drink tasting/ testing sports drinks and compare ingredients of various commercial sports drinks and review manufacturers' claims
2.1.3	Electrolytes, hypotonic, hypertonic and isotonic solutions and their importance in maintaining hydration and performance	<a href="#">Diet &amp; Nutrition PPT</a> Water and sports drinks (14-25) activities: water challenge and investigate impacts of dehydration, sports drinks market place, sports drink pong
2.1.4 & 2.1.5	<ul style="list-style-type: none"> <li>• The role and use of supplementation</li> <li>• Contemporary supplements for enhancing performance</li> </ul>	<a href="#">Diet &amp; Nutrition PPT</a> Supplements (26-37) activities: supplement shop, explore which supplement suits which type of performer, plan a meal that is adapted for a performer using supplements.
2.1 .6	Strategies for ensuring optimal food, fuel and fluid intake for pre-, during and post-physical activity: carbohydrate (CHO) loading, two-hour window of opportunity, protein intake, pre-, during and post-event hydration.	<a href="#">Diet &amp; Nutrition PPT</a> Pre and post performance nutrition (38-48) activities: independent research, creating a food diary for anaerobic/ aerobic performers Strategies for optimal fuel for performance (49-) activities: watch video on carbo-loading, analyse the strategy
	<ul style="list-style-type: none"> <li>• Practical cooking session</li> </ul>	- <a href="#">Book cooking area</a> . Holmes Chapel Bake Off
2.1.7	<ul style="list-style-type: none"> <li>• Recap and consolidation of Topic 2.1</li> <li>• DIRT time</li> <li>• Mock exam/test on Topic 2.1</li> <li>• Return scripts; identify areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presentations</li> <li>• Exam questions</li> <li>• Peer marking</li> </ul>

## Teacher 1 Mrs Colyer Term 3

2.3.1.2.3  2.3.4	<p>2.3.1 Knowledge and understanding of the different classifications of common sporting injuries.</p> <ul style="list-style-type: none"> <li>• Classifying two types of injuries: Acute injuries: cruciate ligament injury; soft tissue damage, sprain, Achilles tendon injury, fracture, dislocation. Overuse injuries: strain, shin splints (periostitis), tendonitis (including tennis elbow and golfer's elbow), stress fractures</li> <li>• Strategies to prevent injuries Conditioning, muscle balance, technique, protective equipment, managing risks</li> </ul>	<p>Classifying injuries (1-13) activities: definitions and examples from elite performers, learner collect resources/pictures of injuries for identification quiz</p> <p>Prevention of injuries (14-23) activities: card sort – prevention and injury types, discussion on appropriateness of preventative strategies to create mind-map</p>
2.3.5	<ul style="list-style-type: none"> <li>• Contemporary recovery methods and timescales for return to play for the acute and overuse injuries above</li> <li>• Examples of these methods could include ultrasounds, physiotherapy, hyperbaric chambers, oxygen tents, compression garments, ice baths, nutrition, climate chambers, cryotherapy</li> <li>• POLICE – Protection, Optimal Loading, Ice, Compression, Elevation</li> <li>• RICE – Rest, Ice, Compression, Elevation</li> <li>• Advantages and disadvantages of rehabilitation strategies</li> </ul>	<p>Rehabilitation methods (33-46) activities: marketplace with examples and demonstrations at each station, match recovery method to sport and injury, advantages/disadvantages of methods for specific injuries. Matching exercise – recovery method to sport and injury</p> <ul style="list-style-type: none"> <li>• Elite athlete case studies for each method – poster/slideshow presentation</li> <li>• SAMs materials and exam papers (POLICE v RICE)</li> </ul> <p>First aid (24-32) activities: practical examples of first aid (annies), debate the use of POLICE v RICE</p> <ul style="list-style-type: none"> <li>• Advantages/disadvantages of methods for specific injuries. Develop key definitions and factsheet</li> </ul>

2.3 Sports Injury	<ul style="list-style-type: none"> <li>• Rehabilitation programme examples</li> </ul>	<p>Rehab programme example (47-51) activities: research examples of rehabilitation programmes for elite athletes, present findings back to the group (presentation)</p>
2.3 Sports Injury	<ul style="list-style-type: none"> <li>• Recap and consolidation of Topic 2.3</li> <li>• DIRT time</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presentations</li> <li>• Exam questions</li> </ul>

	<ul style="list-style-type: none"> <li>• Mock exam/test on Topic 2.3</li> <li>• Return scripts; identify areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Peer marking</li> </ul>
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## Teacher 2 Mr Thomas Term 1

### Topic 1:3 Neuro-muscular System

1.3.1	<ul style="list-style-type: none"> <li>• Introduction to the anatomy and physiology and the function of the neuro-muscular system during physical activity</li> </ul>	<a href="#"><u>Neuromuscular system PPT</u></a>
1.3.2 & 1.3.3	<ul style="list-style-type: none"> <li>• Characteristics and anatomical make-up of different fibre types</li> <li>• Structure of fibre types, their physiology and suitability for particular types of activity</li> </ul>	Structure and fibre types(1-11) activities: diagrams and YouTube clips to consider structure and functions, development of factsheet, debate around the domination by Kenyan and Ethiopian runners in middle/distance events contrasted to sprint events and domination of athletes from USA and Jamaica; with focus on fibre types and nature/demands of activity
1.3.4	<ul style="list-style-type: none"> <li>• Fibre recruitment patterns for endurance and power based events and how specific training can enable athletes to gain control over the recruitment pattern Acute responses of the neuro-muscular system to warming up and immediate physical or sporting activity</li> </ul>	
1.3.5	1.3.5 The anatomy of the neuro-muscular system, including the central nervous system, muscle fibres, myofibrils, sarcomeres, motor units, motor neurons and neuro-muscular end plates, the protein filaments of actin and myosin, and the roles of the globular proteins of troponin and tropomyosin	<a href="#"><u>Neuromuscular system PPT</u></a> Motor unit and action potential (12-18) activities: practical demo of different strengths of contraction, compare and contrast training programmes from different sports and link to fibre recruitment patterns, immediate and short term effects linked to practical, the effects of regular and long term participation

1.3.6	The physiology of a muscular contraction, from a nervous impulse to a muscular response. To include: the neuro-muscular transfer, sliding filament theory, the all-or none law. Knowledge of the five stages of a muscle contraction (resting, excitation, contraction, recharge and relaxing). Understanding of wave summation and gradation of contraction.	Neuromuscular junction (29-38 ) activities: label diagram, storyboard the sequence of the neuromuscular junction  Sliding filament theory (39- 48) activities: label diagram, storyboard the sequence of the sliding filament theory, Romeo and Juliet role play
1.3.7 - 1.3.8	Understanding of how the neuro-muscular system responds acutely, both structurally and functionally, to the stress of warming up and immediate physical or sporting activity. Chronic adaptations neuro-muscular systems to training	

### Topic 1:4 Energy Systems

1.4.1	Knowledge and understanding of the concepts of energy, with specific reference to physical activity and sport.	Directed Study
1.4.2	Understanding of the forms of energy, processes by which it is regenerated, how depletion occurs and the recovery process.	Directed Study
1.4.3	Forms of energy to include: mechanical, electrical, potential, chemical and kinetic. The role of energy as adenosine triphosphate (ATP) in muscular contraction and the use of phosphocreatine (PC), glycogen and fat as sources for ATP resynthesis.	Directed Study
1.4.4	The characteristics and physiology of the three energy pathways (ATP-PC, glycolytic and aerobic).	Role Play to secure understanding



1.4.5	<p>The characteristics of the three pathways in relation to:</p> <ul style="list-style-type: none"> <li>● ease and speed of ATP production</li> <li>● force of contraction possible with each pathway</li> <li>● the intensity and duration of exercise supported by each pathway as the dominant energy giver</li> <li>● how each pathway regenerates ATP</li> </ul>	<ul style="list-style-type: none"> <li>● Video clips of sports with different energy requirements – learners identify differences and similarities. Classify pathways, use of timeline</li> <li>● Theory applied to specific events and actions</li> </ul>
1.4.6.7.8	<ul style="list-style-type: none"> <li>● The principle of the energy continuum when based around athletic running events.</li> <li>● Use of the continuum as a medium to support understanding of the joint and collaborative role of the three energy pathways in physical activity</li> <li>● Positioning of athletic running events on the energy continuum</li> </ul>	<ul style="list-style-type: none"> <li>● YouTube videos to research characteristics of each system</li> <li>● Compare and contrast athletic events</li> <li>● Posters of continuum and justification of placement of athletic running events</li> <li>● Theory applied to sporting context and/or previous experience</li> </ul>
1.4.9	<ul style="list-style-type: none"> <li>● Factors that contribute to fatigue: energy depletion, dehydration and build-up of waste products (which should include an exploration of the role of lactic acid in performance)</li> <li>● Understand EPOC (excessive post oxygen consumption) and the stages of recovery</li> </ul>	<ul style="list-style-type: none"> <li>● Practical demonstration of EPOC and recovery, e.g. repeated sprint intervals completed by learners, discuss physical responses and reasons for these. Comparison to elite performers</li> </ul>
1.4.10.11	<p>The fast component: re-phosphorylation; the speed and rate of phosphagen replenishment</p> <p>The slow component of recovery; the oxidation of lactate (removal of lactate and H<sup>+</sup>), replenishment of energy stores and the two hour window of opportunity: re-hydration, physical cooling and thermoregulation; the 48-hour window of opportunity: saturation of myoglobin, re-synthesis of protein, glycogen and carbohydrate (CHO), exercise induced muscle damage (EMID) and delayed onset muscular soreness (DOMS)</p>	<ul style="list-style-type: none"> <li>● Definitions and key terms developed through display work by learners</li> <li>● Examination of lengths of events to accommodate stages of recovery, e.g. length of a tennis match, time between points/between sets, time between rounds in athletics javelin/400m/boxing, etc.</li> <li>● Analysis of each component in recovery graphs</li> <li>● Development of key terms factsheet</li> </ul>

	Understanding of how the energy systems respond acutely to the stress of warming up/priming exercise. EPOC (excess post-exercise oxygen consumption), and the stages of recovery.	<ul style="list-style-type: none"> <li>• YouTube clip with follow up application of theory in practical situation: Response of energy systems to warming up/priming exercise</li> </ul>
1.4.13	Understanding of how the energy systems respond acutely to the stress of warming up/priming exercise.	Directed Study
1.4.14	Understanding of how the energy systems respond acutely to the stress of warming up/priming exercise.	Directed Study
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## Topic 1.1 & 2:4 Biomechanics

1.1.4	The components of an anatomical lever and how the body uses the lever systems (1st, 2nd and 3rd class) in physical activity and sport. This should include the mechanical advantages and disadvantages of each lever. <a href="#">Biomechanics ppt</a>	
1.1.5	Newton's Three Laws of Motion and how they apply to sporting contexts: Law of Inertia, Law of Acceleration and Law of Action & Reaction.	Practical examples using a variety of scenarios and objects
1.1.6	The principles related to the stability of the body in relation to the centre of mass and its implication in physical activities.	Explore different gymnastic positions and perform
1.1.7	The calculation of force and resultant force: a mass of 1 kg exerts a force of 9.81 N (down).	
2.4 .1	Biomechanics: Scalars & Vectors. Introduction to the S&V, Understand the definitions, practical examples and formulas that govern S&V. Also recognise Forces: Net forces, Resultants. Displacement, acceleration, weight and mass.	

2.4.2	<p>Introduction to the factors associated with linear motion:</p> <ul style="list-style-type: none"> <li>● Speed = distance/time (<math>s=d/t</math>)</li> <li>● Velocity = displacement/time or distance/time (m/s)</li> <li>● Acceleration = (final velocity – initial velocity)/time taken (<math>m/s^2</math>)</li> <li>● Application of definitions, equations, calculations and units of measurement in a sporting context</li> <li>● Plot, label and interpret distance/time and speed/time graphs</li> </ul>	<ul style="list-style-type: none"> <li>● Collection of data through physical performance eg walking, running, rolling a ball</li> <li>● Use of data to calculate linear motion and plot graphs</li> <li>● Graphical analysis of data and graphs – use of GPS data from elite performers, e.g. football and hockey</li> <li>● Exam papers and worked examples</li> </ul>
2.4.3	<ul style="list-style-type: none"> <li>● Introduction to the factors associated with angular momentum: conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity</li> <li>● Factors affecting moment of inertia: mass and distribution of mass from axis of rotation</li> <li>● Application and understanding of how angular motion is applied in a sporting context, such as an ice-skating spin or a somersault in gymnastics</li> <li>● Effects of increasing or decreasing the moment of inertia when rotating about an axes (whole body or specific joint)</li> </ul>	<ul style="list-style-type: none"> <li>● Learner practical experiments – spinning objects of different shapes/sizes, e.g. tennis ball, stick, racket, rugby ball</li> <li>● Develop key definitions and factsheet</li> </ul> <p>Introduce angular motion terms applied to these spinning object and relationship between them</p> <ul style="list-style-type: none"> <li>● YouTube video of ice skater, diver creating spin</li> <li>● Application of angular motion terms to these spinning object and relationship of these to change speed of rotation</li> <li>● Exam papers and worked examples</li> </ul>
2.4.4	<ul style="list-style-type: none"> <li>● Introduction to the three forces acting during flight that affect projectile motion: gravity, air resistance and lift forces</li> <li>● Knowledge of the three factors that determine the horizontal displacement of a projectile: velocity of release, height of release, angle of release</li> </ul>	<ul style="list-style-type: none"> <li>● Practical – draw the flight path of various objects, discuss why they vary. Throw different projectiles and discuss flight paths</li> </ul>
2.4.6	<ul style="list-style-type: none"> <li>● Application of projectile motion in refining technique in different sporting contexts (for example athletics throwing events)</li> </ul> <p>Technique modification through the application of technology by the performer and coach in order to improve performance</p>	<ul style="list-style-type: none"> <li>● Experiment with factors that can be changed to affect the horizontal displacement (height, velocity, speed of release) – use exemplar discus events to support learning</li> <li>● Exam papers and worked examples</li> <li>● Investigation into various sport skills and use of</li> </ul>

2.4.7	<ul style="list-style-type: none"> <li>• Introduction to the factors affecting fluid friction and air resistance and the application of these in sporting contexts: velocity, drag force, mass, streamlining and surface characteristics of the body.</li> <li>• Interaction of lift forces with objects: upward and downward lift forces, angle of attack and the Bernoulli effect</li> </ul>	<ul style="list-style-type: none"> <li>• Class visit to (university) science lab and undergo practical testing and then analyse</li> <li>• Definition and key terms factsheet / zig zag resources to be completed</li> <li>• Apply theory to practice and relate to a variety of objects/sports skills</li> </ul>
2.4.7	<ul style="list-style-type: none"> <li>• Types of spin: topspin, backspin, sidespin.</li> <li>• Magnus effect and how they impact on flight path and bounce</li> </ul>	<ul style="list-style-type: none"> <li>• Use of table tennis to demonstrate types of spin and magnus effect. Youtube video Magnus Effect</li> <li>• Learner annotated diagram of forces affecting different objects</li> </ul>
2.4.7	<ul style="list-style-type: none"> <li>• Technology: how fluid mechanics has influenced technological advancements in technique modification, clothing/suits, equipment/apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• Learner research on clothing and equipment such as swimwear, world cup football, Debate legality and cost implications to athlete/sport</li> </ul>
Revision and Assessment	Recap and consolidation of Topics 2.4 / Mock exam/test on all Topics	

## Teacher 2 Mr Thomas Term 2 & 3

<b>Topic 2:2 Methods of Training Fitness Testing Principles of Fitness</b>		
2.2.1	Knowledge and understanding of preparation and training methods in relation to maintaining and improving physical activity and performance.	<ul style="list-style-type: none"> <li>• Practical sessions to understand range of methods and link practical to theory</li> </ul>

2.2.2	Fitness tests: functional thresholds, lactate threshold/anaerobic threshold/maximum steady state, gas analysis, multi-stage fitness test, step tests, yo-yo test, Cooper minute run, Wingate test, maximum accumulated oxygen deficit (MAOD), RAST (repeat anaerobic sprint test), Cunningham and Faulkner, jump tests, Margaria-Kalaman, strength tests, agility tests, sprint tests < 100 m.	<ul style="list-style-type: none"> <li>• Undertake a battery of tests and then evaluate individual and class data against normative tables and elite performers.</li> <li>• Identify strengths and weaknesses</li> <li>• Apply fitness tests to components and apply to various sports/events</li> </ul>
2.2.3	Interpret, calculate and present data (tables and graphs) based on fitness test results.	Gather data from testing and plot accurate graphs
2.2.4	Determinants of movement/running performance and their application to sprint, endurance and intermittent activities.	Explore the determinants against different test and link to methods of training
2.2.5	Components of fitness: localised muscular endurance, VO <sub>2</sub> • max, anaerobic capacity, maximal strength, strength, power, speed, agility, coordination, reaction time, balance, flexibility, exercise economy, maximal and 'submaximal' aerobic fitness	
2.2.6	Principles of training: individual needs, specificity, progressive overload, Frequency Intensity Time and Type (FITT), overtraining, reversibility.	
2.2.7	Different ways of measuring and calculating intensity: percentage of one repetition maximum (RM), Rate of Perceived Exertion (RPE), percentage of functional threshold, target HR, work to rest ratios.	<ul style="list-style-type: none"> <li>• Apply theory to practice and relate to people of different age/ability</li> <li>• Class visit to (university) science lab and undergo practical testing and then analyse.</li> </ul>
2.2.8	Target heart rate: understanding and use of Karvonen's theory.	
2.2.9	Contemporary technologies used by the performer and coach to monitor fitness and performance.	Research technologies used by elite athletes

2.2.10	Periodisation: Macro, Meso and Micro Cycles Knowledge and understanding of the preparation phase (general and specific), competition phase and transition phase.	<ul style="list-style-type: none"> <li>• Apply periodisation to an Olympic Cycle</li> <li>• Practice/lead others in training methods to activities and produce a fact sheet</li> </ul>
2.2.11	Methods of training and their appropriateness for different activities: interval, circuits, cross, continuous, fartlek, flexibility (static, ballistic and proprioceptive neuromuscular facilitation (PNF)), weights (free weights and machines), resistance (including pulleys, parachutes), assisted (including bungees, downhill), plyometrics, speed agility quickness (SAQ) and functional stability. Advantages and disadvantages of each method of training.	Practical experience of different methods
2.2.12	Preparation for performance at altitude, in heat and in humidity.	<ul style="list-style-type: none"> <li>• Research hypoxic chamber and evaluate; case studies of warm weather training and altitude training (such as Iten - <a href="http://www.traininkenya.com">www.traininkenya.com</a>)</li> <li>• Apply theory to practice and impact on performance such as endurance events</li> </ul>
2.2.13	Knowledge and understanding of strategies for speeding up recovery following physical activity: cooling down, massage, ice baths, compression clothing.	
	<ul style="list-style-type: none"> <li>• Recap and consolidation of Topic 2.2</li> <li>• Mock exam/test on Topic 2.2</li> <li>• Return scripts; identify areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presentations</li> <li>• Exam questions</li> </ul>

# Year 13

	Term 1	Term 2	Term 3
Teacher 1 Mrs Colyer:	<b>Units:</b> 3.1.Skill Acquisition 3.2 .Learning Skills	4.1 1 Factors that can influence an individual in physical activities 4.2 Dynamics of a group/team and how they can influence the performance of an individual and/or team.	4.3 Goal setting 4.4 Attribution theory 4.5 Confidence and self-efficacy 4.6 Leadership
Teacher 2 Mr Thomas	<b>Units:</b> 5.1 1 The factors leading to the emergence and development of modern day sport  5.2 Globalisation of sport	5.3 Commercialisation of sport 5.4 Ethics and deviance in sport 5.5 The relationship between sport and the media 5.6 Development routes from talent identification through to elite performance 5.7 Participation and health of the nation	Coursework completion & Revision

Teacher 1 Mrs Colyer Term 1

**Component 2- Topics: 3 Skill Acquisition & 4 Sports Psychology**

Specification		Learning activities	Assessment/ HWK
3.1 Coaching Skills	<ul style="list-style-type: none"> <li>• Skill definitions</li> <li>• Continuums of skills</li> <li>• Transfer of skills</li> </ul>	<u>3.1 Coaching Skills PPT</u> Understanding that skills have many characteristics which makes classifying them difficult. Practically assess skills tests to apply classification. Defining the following Continuums of skills with application of examples: Gross and Fine; Open and Closed; External and Internal Paced; Discrete, Serial and Continuous Flipped learning (HWK) - transfer Describe and develop appliance of theory to practice of how performing a skill can impact on the learning of another.	
3.1.2	<ul style="list-style-type: none"> <li>• Coaching styles</li> <li>• Tactics and strategies to optimise the outcome in an activity</li> <li>• Analysis of skills: preparation, execution and recovery phases/ strengths and weaknesses</li> <li>• How to compare to higher level performer</li> </ul>	<u>3.1 Coaching Skills PPT</u> Deliver a short practical session using identified coaching style Develop understanding of tactics and strategies in practical context Use video footage to breakdown skills and compare them to perfect models or elite performers. Observational analysis within a group to identify strengths and weaknesses.	
3.1 Coaching skills	<ul style="list-style-type: none"> <li>• Practice methods</li> <li>• Guidance methods</li> <li>• Uses of technology to underpin guidance methods</li> <li>• Practice structure</li> </ul>	<u>3.1 Coaching Skills PPT</u> Apply theory to practice methods in practical setting through marketplace Practical demonstrations of different types of guidance to analyse advantages and disadvantages.	
3.1 Coaching skills	<ul style="list-style-type: none"> <li>• Types, purpose and effectiveness of feedback</li> <li>• Use of technology to support feedback</li> <li>• Mental practice</li> <li>• Open and closed loop control models with application of each loop control model</li> </ul>	<u>3.1 Coaching Skills PPT</u> Describe and explain the different types of feedback Apply theory to practical context with learners attempting and receiving different forms of feedback Define and describe the concept of mental practice	



		<p>Consider recent research into concept of rehearsal of a physical skill without movement</p> <p>Review use visualisation and rehearsal in a practical setting</p> <p>Description of each of the models with diagrams for learners to label and explain- open and closed loop jigsaw</p> <p>Apply Open Loop Model (e.g. a golf swing), but closed examples include (such as a gymnast on the balance beam)</p>
3.1 Coaching skills	<ul style="list-style-type: none"> <li>Recap and consolidation of Topics 3.1</li> <li>End of unit test Topic 3.1</li> <li>Feedback on assessment</li> </ul>	<p>DIRT lesson to review performance, action any learning gaps/ wider reading/ exam technique</p> <p>Exam style questions in unit test including 15 mark question</p> <p>Teacher/Peer Marking highlighting WWW &amp; EBI, students action</p> <p><b>Assessment-</b></p> <p><u>1 Unit Test &amp; Mark Scheme</u></p>
HALF TERM		
3.2 Learning skills & Memory	<p>An introduction to Topic 3</p> <ul style="list-style-type: none"> <li>Fitts and Posner's three stages of learning and the role of feedback at each stage</li> <li>The associative theories (phases of learning)</li> </ul>	<p><u>3.2 Learning skills and memory</u></p> <ul style="list-style-type: none"> <li>Describe and develop understanding of significance of associative theories and reinforcement to learning skills</li> <li>Apply theory to practical setting</li> </ul>
3.2 Learning skills & Memory	<ul style="list-style-type: none"> <li>Reinforcement and its application to learning skills</li> <li>Thorndike's three laws in relation to learning (flipped learning)</li> </ul>	<p><u>3.2 Learning skills and memory</u></p> <ul style="list-style-type: none"> <li>Describe and develop understanding of Thorndike's work by application to example of personal development (<a href="http://www.youtube.com/watch?v=opt05klIJZw">www.youtube.com/watch?v=opt05klIJZw</a>)</li> <li>Apply theory of three stages to practice in practical setting</li> </ul>
3.2 Learning skills & Memory	<ul style="list-style-type: none"> <li>Components of information processing, based on the models of Welford and Whiting, to include:</li> <li>input/stimulus identification</li> <li>perception and selective attention,</li> </ul>	<p><u>3.2 Learning skills and memory</u></p> <ul style="list-style-type: none"> <li>Learners analyse a skill using all the stages of information processing: information received before receiving a pass in netball, senses used to collect the information and information received during and after receiving a pass in netball</li> <li>Create a diagram with this information, compare to models of Welford and Whiting</li> </ul>

	<ul style="list-style-type: none"> <li>● response selection</li> <li>● response programming, and output</li> <li>● The role of detection, comparison and recognition</li> <li>● (DCR) phases when processing information</li> </ul>	<ul style="list-style-type: none"> <li>● Define and explain key terms and develop factsheet</li> </ul>
3.2 Learning skills & Memory	<ul style="list-style-type: none"> <li>● The characteristics and functions of the three memory systems: Short Term Sensory Store (STSS) and Short Term Memory (STM) to include capacity, duration, encoding, chunking, selective attention, and Long Term Memory (LTM) to include capacity, duration, encoding, recall, multi store memory</li> <li>● Understand the link between STSS, STM and LTM when processing information in terms of retrieval and rehearsal and how this affects output</li> </ul>	<p><u>3.2 Learning skills and memory</u></p> <ul style="list-style-type: none"> <li>● Memory quiz – what can they remember best? Why? What can they still remember by the end of the lesson? By next week? How do they remember things more easily?</li> <li>● Card sort for characteristics and functions</li> <li>● Define key terms and develop factsheet</li> <li>● Link memory stores to Information Processing model (Whiting/Welford)</li> <li>● Exam papers and worked examples</li> </ul>
3.2 Learning skills & Memory	<ul style="list-style-type: none"> <li>● Introduction to different types of reaction time: Hick's Law, simple/choice reaction time</li> <li>● Psychological refractory period.</li> <li>● Factors affecting reaction time and ways a coach and performer can improve reaction time so as to optimise performance</li> </ul>	<p><u>3.2 Learning skills and memory</u></p> <ul style="list-style-type: none"> <li>● Practical or video clips to show factors affecting reaction time, e.g. starter's gun, tennis ball clipping the net, deflected shot</li> <li>● Link memory stores to Information Processing model (Whiting/Welford)</li> <li>● Exam papers and worked examples</li> <li>● Fact sheet for definition of reaction times &amp; ways to improve</li> </ul>
3.2 Learning skills & Memory	<ul style="list-style-type: none"> <li>● Measuring reaction, movement and response time using appropriate technology.</li> <li>● Using data to understand reaction times and Hick's Law</li> <li>● Plotting, interpreting and analysing data generated from reaction, movement and response times</li> </ul>	<p><u>3.2 Learning skills and memory</u></p> <ul style="list-style-type: none"> <li>● Practical activity – collection of data from Fitness testing, speed gates, websites, etc. Plot and analyse graphs on reaction time (<a href="http://www.exploratorium.edu/baseball/reactiontime.html">www.exploratorium.edu/baseball/reactiontime.html</a>) (<a href="http://www.bbc.co.uk/science/humanbody/sleep/sheep/">www.bbc.co.uk/science/humanbody/sleep/sheep/</a>)</li> <li>● Worked examples and exam questions on plotting and interpretation of data</li> </ul>
3.2	<ul style="list-style-type: none"> <li>● Introduction to Schema theory as an organised package of information stored in LTM that updates and</li> </ul>	<p><u>3.2 Learning skills and memory</u></p>

Learning skills & Memory	modifies motor programmes using four sources of information: <ul style="list-style-type: none"> <li>• knowledge of the initial conditions</li> <li>• response specifications</li> <li>• sensory consequences</li> <li>• movement outcomes.</li> <li>• Recall schema (to produce the movement) and</li> <li>• Recognition schema (to judge the movement).</li> <li>• Understand how a knowledge of schema theory can help a coach and performer optimise performance</li> </ul>	<ul style="list-style-type: none"> <li>• Practical activity – analyse the stages of a skill being performed using the four schema conditions – learners decide which section of the skill is knowledge of initial conditions, which is response specifications, etc.</li> <li>• Discussion/application to a variety of skills.</li> <li>• Card sort for above skills to determine which parts are before/during/after to create Recall and Recognition Schema</li> <li>• Exam papers and worked examples</li> </ul>
3.2 Learning skills & Memory	<ul style="list-style-type: none"> <li>• Recap and consolidation of Topics 3.2</li> <li>• Mock exam/test on Topics 3.2</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presentations</li> <li>• Exam questions</li> <li>• Peer Marking</li> </ul>
<b>Teacher 1 Mrs Colyer Term 2</b>		
<b>Component 2: Topic 4.1 &amp; 4.2 - Sports Psychology</b>		
4.1 Individual Factors	<ul style="list-style-type: none"> <li>• Introduction/overview of Topic 4</li> <li>• Personality theories</li> <li>• Interactionist theory             <ul style="list-style-type: none"> <li>• Wood's Triadic Model</li> </ul> </li> <li>• Understanding how attitudes are formed and shape behaviour</li> <li>• Changing attitudes: negative to positive – cognitive dissonance</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms developed through glossary of terms</li> <li>• Theories outlined followed by opportunity for learners to experience online tests</li> <li>• Description of model and explanation of key processes</li> <li>• Develop understanding through quiz cards</li> <li>• Apply to case study/practical experiment of seeking to persuade an athlete to modify his/her approach to training using persuasion theory and cognitive dissonance</li> </ul>

<p>4.1 Individual Factors</p>	<ul style="list-style-type: none"> <li>• Aggression v. Assertion</li> <li>• Knowledge and understanding, in relation to the player, coach and spectator, of aggression and assertion and the difference between the two.</li> <li>• Theories: Instinct, Social Learning, Aggressive-Cue Hypothesis (Berkowitz) and Frustration-Aggression Hypothesis.</li> <li>• Types of aggression</li> <li>• Causes of aggression</li> <li>• Strategies to reduce aggression/aggressive play</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions of key terms</li> <li>• Theories behind aggression in sport explored by reviewing examples (Keane, Zidane, Mealamu and Umaga tackle on O’Driscoll)</li> <li>• Learners debate whether actions are aggression or assertion</li> <li>• Consider effect on performance</li> <li>• Coping strategies, including that of performer (see Donahue et al. [2009]) and role of coach (see Rancer &amp; Avtgis [2010] and Kerr [2005])</li> </ul>
<p>4.1 Individual Factors</p>	<ul style="list-style-type: none"> <li>• • Motivation</li> <li>• • Types of motivation: self-motivation-characteristics, positive, negative, intrinsic and extrinsic, link to rewards - internal/external, tangible /intangible</li> <li>• • Theories: Achievement Motivation Theory, NAF (Need to Avoid Failure) and NACH (Need to Achieve)</li> <li>• • Social Learning Theory</li> <li>• An application of these theories to optimise performance</li> <li>• • Factors that influence behaviour: situation, personality, behaviour and expectation</li> <li>• • Use of goal setting to develop and enhance motivation</li> <li>• • SMART(ER) targets</li> <li>• • The importance and relevance of goal setting and the different types used to optimise performance</li> </ul>	<ul style="list-style-type: none"> <li>• Types of motivation discussed and debated and applied to practical situation with learner self-assessment using the Sports Motivation Scale</li> <li>• Effect on sport performance</li> <li>• Link to different sporting activities</li> <li>• Consider difference between pressure on amateur and professional sports performers</li> <li>• Research different types of motivation – how do these relate to learners own sport and role</li> <li>• Define and describe acronym and apply to personal goal setting situation short/medium/long term.</li> <li>• Apply to academic and sporting contexts; link back to periodisation and Olympic cycles</li> </ul>
<p>Review &amp; assessme</p>	<ul style="list-style-type: none"> <li>• • Recap and consolidation of Topic 4.1</li> <li>• • Mock exam/test on Topic 4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presentations</li> <li>• Exam questions</li> <li>• Peer marking</li> </ul>

<p>nt of Topic 4.1</p>		
<p>4.2 Stress and Group dynamics</p>	<ul style="list-style-type: none"> <li>• Strategies to control anxiety: somatic and cognitive techniques.</li> <li>• Strategies to combat social inhibition</li> </ul>	<ul style="list-style-type: none"> <li>• Apply practical techniques: cognitive (self talk/ mental rehearsal/ centreing) somatic: (relaxation/ feedback/ breathing)</li> </ul>
<p>4.2 Stress and Group dynamics</p>	<ul style="list-style-type: none"> <li>• Introduction to concept of team cohesion and its impact on performance</li> <li>• Characteristics of a successful and cohesive group/team. <ul style="list-style-type: none"> <li>• Task and social cohesion</li> <li>• Key theories: Carron, Steiner</li> <li>• Group dynamics</li> <li>• Social loafing</li> <li>• Coordination/cooperation factors: Ringelmann Effect</li> <li>• Strategies to develop group cohesion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Define key terms and develop factsheet</li> <li>• Develop understanding by applying theory to learners' own experience (or that of elite team) by exploring characteristics of a successful and cohesive group/team</li> <li>• Learners apply theory of task and social cohesion with a personal case study of a group known to them</li> <li>• Describe and explore key theories</li> <li>• Develop factsheet</li> <li>• Apply theory to practice of developing group cohesion</li> <li>• Practical task to explore Ringelmann Effect; discuss findings and how they compare with classic rope-pulling findings</li> </ul>
<p>4.2 Leadership and Group dynamics</p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the importance of effective leadership and its impact on performance.</li> <li>• The different types of leadership styles based on the models of Fiedler and Chelladurai: autocratic, laissez-faire, transformational, situational and democratic</li> <li>• The advantages and disadvantages of each leadership style</li> <li>• Theories how leaders are created: Trait 'great man theory', Social Learning, and Interactionist</li> </ul>	<ul style="list-style-type: none"> <li>• Card sort types of leadership styles</li> <li>• Practical task to explore different leadership styles – discuss findings and how they compare with theory</li> <li>• Elite performer/coach/referee for each style –evaluate advantages and disadvantages of each</li> <li>• YouTube videos: Theories of leaders in relation to the above work</li> <li>• Describe and explore key theories</li> <li>• Develop factsheet</li> </ul>

Review & assessment of Topic 4.2	<ul style="list-style-type: none"> <li>• Recap and consolidation of Topic 4.2</li> <li>• Mock exam/test on Topic 4.2</li> </ul>	<ul style="list-style-type: none"> <li>• Learner presentations</li> <li>• Exam questions</li> <li>• Peer marking</li> </ul>
<b>Teacher 1 Mr Thomas Term 1</b>		
<b>Component 2: Topic 5- Sports and Society</b>		
5.1.1	<ul style="list-style-type: none"> <li>• An introduction to Topic 5</li> <li>• Factors leading to the emergence and development of modern day sport</li> <li>• The historical and social context of popular recreations: characteristics of mob activities (peasants) and those for the courtly/aristocracy in pre-industrial Britain – field sports, games and pastimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand key terms and dates</li> <li>• Give an overview through a timeline of key developments and dates</li> <li>• Explore characteristics of mob games, pre-industrial sports festivals and popular recreation through YouTube clips (e.g. Shrovetide football)</li> <li>• Learners research and present findings on roles played by peasants, gentry and church</li> </ul>
5.1.2	The effect of the Industrial Revolution on British society and how it was reflected in recreational activities. The impact on recreational activities leading from: industrialisation, urbanisation, education and transport developments.	<ul style="list-style-type: none"> <li>• Describe the salient points of the Industrial Revolution and Urbanisation</li> <li>• Outline the emergence of ‘rational sport’ as a product of the Industrial Revolution</li> </ul>
5.1.3	The social cultural factors that influenced the development of rational recreation of sport in the post-industrial era. The role played by Thomas Arnold, Muscular Christianity and the cult of athleticism, the development of factory teams; the growth of the sporting press; establishment of the early national governing	<ul style="list-style-type: none"> <li>• Explain the interaction of socio-cultural factors that led to the rationalisation of sport: codification (reason, need, process), development of national governing bodies, role of Oxbridge, export of the games ethic, development of sporting press, changes to transport, etc Consideration of how sport reflects/leads culture</li> <li>• Learners to research the development of identified NGBs in UK</li> <li>• Learners develop previous research on a UK based NGB to include creation,</li> </ul>

	bodies (NGBs)	development and impact of national and international governing bodies and international competition. Present findings and/or produce a video
5.1.4	The emergence of competing for corporations rather than geographically-based teams; advantages and disadvantages.	Look at the advantages & disadvantages and discuss
5.1.5	Equality and diversity in disability sport and for gender, with specific reference to the ParaSport movement and improved opportunities for women in global sport.	
5.1.6	Migration patterns of sporting labour and the impact on domestic competitions and national teams.	<ul style="list-style-type: none"> <li>• Research/case study examples of elite performers who have migrated- investigate reasons why.</li> </ul>
5.2.1.2	<p><b>Globalisation of Sport</b></p> <p>5.2.1 Overview of the concept of the 'globalisation of sport'; definition, features and the impacts on sport and society.</p> <p>5.2.2 Colonial diffusion of sport across the British Empire; roles of the Army, Church, Industry and Education. Overview of the further creation and development of international sport.</p>	<p>Discussion as to the advantages and shortcomings of such freedom of movement of athletes in society.</p> <p>How CD took sports across the globe and the impact it had.</p>
<b>Half Term</b>		
5.2.3.4	<p><b>The creation, development and impact of national and international governing bodies on sport and society.</b></p> <p>5.2.4 The context and impact of participating at the modern Olympic Games, World Cups, and major international sporting events. Exploration of the issues of</p>	

	bidding for, staging and competing at world events	
5.3.1.2.3	<p><b>Commercialisation of sport</b></p> <p>5.3.1 Knowledge and understanding of the commercialisation of sport and its impact on society.</p> <p>5.3.2 An understanding of the concept of commercialisation and commodities. Comparisons between advertising, sponsorship, endorsement and merchandising.</p> <p>5.3.3 The historical and social context of commercialisation: broken time payments; spectatorism; developments in the media.</p>	<ul style="list-style-type: none"> <li>● Research/case study examples of each of the commodities using an elite performer</li> <li>● Reasons for broken time payments and links to professionalism</li> <li>● Comparison of spectatorism from the early 19th century to present day and reasons for changes. Impact of media on these phenomena. YouTube videos, student research and produce timeline of developments</li> <li>● Learners research and produce timeline of developments</li> </ul>
5.3.4	<p><b>The ideals, context and impact of the modern Olympic Games.</b></p> <ul style="list-style-type: none"> <li>● The events of the 1968, 1972 and the 1976 Olympics and their impact on the 1984 games in Los Angeles.</li> <li>● The blueprint for the commercialisation of future sport created by Peter Ueberroth at the 1984 Olympic Games.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore key ideals, symbols, creeds, mottos, aims of Olympics.</li> <li>● Timeline of key events – sporting and socio-political. Learners research and present on identified events (e.g. 1936, 1968, 1972, 1984, 2012). Give an overview through a timeline of key developments and dates</li> <li>● Case study of the three Olympic games and changes as a result of commercialism</li> <li>● Explore key ideals of FIFA World Cup and Commonwealth Games and European Championships</li> <li>● Consider globalisation of international competitions</li> <li>● Develop a scrapbook of contemporary examples</li> <li>● Regular review of press/media for related stories/examples</li> </ul>
5.3.5	<p><b>Franchises in sport</b> (USA and UK), the concept of the ‘golden triangle’. Sports stars as global stars. The Americanisation of sport. The concept of competitive sports fixtures and events being played on other continents. For example, NFL, NBA, Tour de France.</p>	<ul style="list-style-type: none"> <li>● Relationships in the golden triangle between sport, media and sponsors/businesses</li> <li>● Understanding of franchises in sport. Impact of commercialising/business models in sport</li> <li>● Case studies: Utah Jazz and MK Dons</li> </ul>
5.4.1.2	<p><b>Ethics &amp; Deviance</b></p> <p>5.4.1 Knowledge and understanding of ethics and</p>	<ul style="list-style-type: none"> <li>● Stimulus for discussion of reasons for deviance - newspaper articles, football hooliganism, video clips of top sports performers</li> </ul>



	<p>deviance in sport. The pressures on sports performers and spectators to behave in a deviant way.</p> <p>5.4.2 The impact of commercialisation on the sportsmanship ethic and the growth of gamesmanship in the UK.</p>	<ul style="list-style-type: none"> <li>• Compare early 19th century sportsmanship to present day and reasons for increase in gamesmanship from commercialisation and money</li> </ul>
5.4.3	<p><b>Deviance in sport:</b> use of performance enhancing drugs, (early conception of drug use up to the modern day); blood doping and transfusions; diuretics and pain relief; simulation; bribery; ‘bungs’; match fixing, betting syndicates and other contemporary forms of deviance.</p>	<ul style="list-style-type: none"> <li>• Learner led research on types of deviance and examples of each</li> </ul>
5.4.4.5	<p>Different responses of national and international governing bodies, governments and the law to combat deviance in sport, including the utilisation of technology.</p> <p>5.4.5 The role of the World Anti-doping Agency (WADA) in combating the use of performance enhancing drugs.</p>	<ul style="list-style-type: none"> <li>• Learner led investigation into range and effectiveness of strategies for reducing deviance - research WADA and other NGB/world organisations, e.g. IAAF</li> <li>• Learner led investigation into range and effectiveness of strategies for reducing deviance - research WADA and other NGB/world organisations, e.g. IAAF</li> <li>• Current WADA issues – cycling, athletics, consistency of testing across different sports and different countries</li> </ul>
<b>Teacher 1 Mr Thomas Term 2</b>		
5.5.1	<p><b>Relationship between media &amp; sport</b></p> <p>Knowledge and understanding of the two-way relationship between sport and the media. The development of media coverage from print to televised events and its role in sport. Reasons for the growth of live media/social media coverage and its implications for performers, supporters and the sport.</p>	<ul style="list-style-type: none"> <li>• World Sport (<a href="http://www.worldsport.com/ws">www.worldsport.com/ws</a>)</li> <li>• Analysis of current newspaper coverage versus television and growth of social media and changes over time</li> </ul>
5.5.2	<p>The impact of technology on the viewing experience. The advantages and disadvantages of the development of specific sports media packages and the growth of ‘pay</p>	<ul style="list-style-type: none"> <li>• Discussion of pros/cons of social media and implications for performers and sport</li> </ul>

	per view’.	
5.6.1	<p><b>Development routes from talent identification through to elite performance</b></p> <p>5.6.1 Knowledge and understanding of UK talent identification and development: novice to elite performer. The historical influences on UK provisions – East Germany and Australia.</p>	
5.7.1	<p><b>Participation and health of the nation</b></p> <p>5.7.1 Knowledge and understanding of barriers to participation, the benefits of mass participation and the impact of wearable technology on participation. 5.7.2 Concept of mass participation and initiatives/programmes to promote community participation in the UK. 5.7.3 Participation trends in the UK in the 21st century.</p>	<p>Discussion surrounding the national curriculum in pE, the national health service and organisations such as theST in their aim to get the nation active.</p> <p>Look at trends of poverty and obesity. Infographics from YST.</p>

## Revision & NEA