Scheme of work

This resource gives you an example of a scheme of work for A-level Physical education (7582). We have presented the ideas here in the same order as the specification content. This scheme of work is designed as a suggestion only and not as a prescriptive approach. You are free to organise your teaching material in any way that suits the needs of your students.

Course overview

Hours per week				
1	**2**	**3**	**4**	**5**
3.1.1 Applied anatomy and physiology 3.1.1.1 Cardio-respiratory system 3.1.1.2 Cardiovascular system 3.1.1.3 Respiratory system 3.1.1.4 Neuromuscular system 3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities 3.1.1.6 Energy systems 3.2.1 Exercise physiology 3.2.1.1 Diet and nutrition and their effect on physical activity and performance 3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance 3.2.1.3 Injury prevention and rehabilitation of injury 3.2.2.1 Biomechanical principles 3.2.2.2 Levers 3.2.2.3 Linear motion		3.1.2 Skill acquisition 3.1.2.1 Skill, skill continuums and transfer of skills 3.1.2.2 Impact of skill classification on structure or practice for learning 3.1.2.3 Principles and theories of learning and performance 3.1.2.4 Use of guidance and feedback 3.1.2.5 Memory models 3.1.2.5.1 General information processing model 3.1.2.5.2 Efficiency of information processing 3.2.3 Sport psychology 3.2.3.1.1 Aspects of personality 3.2.3.1.2 Attitudes 3.2.3.1.3 Arousal 3.2.3.1.4 Anxiety 3.2.3.1.5 Aggression 3.2.3.1.6 Motivation		3.1.3 Sport and society 3.1.3.1 Emergence of globalization of sport in the 21st century 3.1.3.1.1 Pre-industrial (pre-1780) 3.1.3.1.2 Industrial and post-industrial (1780-1900) 3.1.3.1.3 Post World War II (1950 to present) 3.1.3.2.1 Sociological theory applied to equal opportunities 3.2.4 Sport and society and the role of technology in physical activity and sport 3.2.4.1 Concepts of physical activity and sport 3.2.4.2 Development of elite performers in sport 3.2.4.3 Ethics in sport 3.2.4.4 Violence in sport 3.2.4.5 Drugs in sport 3.2.4.6 Sport and the law 3.2.4.7 Impact of commercialisation on

Hours per week				
1	**2**	**3**	**4**	**5**
3.2.2.4 Angular motion 3.2.2.5 Projectile motion 3.2.2.6 Fluid mechanics		3.2.3.1.7 Achievement motivation theory 3.2.3.1.8 Social facilitation 3.2.3.1.9 Group dynamics 3.2.3.1.10 Importance of goal setting 3.2.3.1.11 Attribution theory 3.2.3.1.12 Self efficacy and self confidence 3.2.3.1.13 Leadership 3.2.3.1.14 Stress management		physical activity and sport and the relationship between sport and the media 3.2.4.8 The role of technology in physical activity and sport

Year one

Week	Hours 1 & 2	Hours 2 and 4	Hour 5
1	**3.1.1.2** Cardiovascular system	**3.1.2.1** Skill, skill continuums and transfer of skills	**3.1.3.1.1** Pre- industrial
2			
3		**3.1.2.2** Impact of skill classification on structure of practice for learning	**3.1.3.1.2** Industrial and post-industrial
4			
5		**3.1.2.3** Principles and theories of learning and performance	
6			**3.1.3.1.3** Post World War II
7			
Autumn half term			
8			
9			
10	**3.1.1.3** Respiratory system		
11		**3.1.2.4** Use of guidance and feedback	**Recap test**
12			**3.1.3.2.1** Sociological theory applied to equal opportunities
13		**3.1.2.5.1** General information processing	

14	**3.1.1.4** Neuromuscular system	model system	
Christmas break			
15			
16		**3.1.2.5.2** Efficiency of information processing model system	
17	**3.1.1.5** The musculo-skeletal system and analysis of movement in physical activities		
18			**Recap test**
19			**3.2.4.1** Concepts of physical activity and sport
20	**3.1.1.6** Energy Systems		
Spring half term			
21	**3.1.1.6** Energy Systems		**3.2.4.2** Development of elite performers in sport
22			
23		**3.2.3.1.1** Aspects of personality	
24			
25		**3.2.3.1.2** Attitudes	
26			**Recap tests**
27		**3.2.3.1.3** Arousal	

Easter break			
28	**3.2.1.1** Diet and nutrition and their effect on physical activity and performance		**3.2.4.3** Ethics in sport
29		**3.2.3.1.4** Anxiety	
30	**3.2.1.2** Preparation and training methods in relation to maintaining physical activity and performance		**3.2.4.4** Violence in sport
31		**3.2.3.1.5** Aggression	
Summer half term			
32			**3.2.4.5** Drugs in sport
33		**3.2.3.1.6** Motivation	
34		**3.2.3.1.7** Achievement motivation theory	
35			
36	**3.2.1.3** Injury prevention and rehabilitation of injury		
37		**3.1.6.1.7** Social facilitation	**Recap test/revision**
38			**End of year exams**

Year two

Week	Hour 1	Hours 2 and 3	Hours 4 and 5
39	**3.2.1.3** Injury prevention and rehabilitation of injury	**3.1.6.1.8** Group dynamics	**3.2.4.6** Sport and the law
40	**3.2.2.1** Biomechanical principles		
41			**3.2.4.7** Impact of commercialisation on physical activity and sport and the relationship between sport and the media
42			
43	**3.2.2.2** Levers		**Recap test**
44		**3.2.3.1.10** Importance of goal setting	**3.2.4.8** The role of technology in physical activity and sport
45	**3.2.2.3** Linear motion		
Autumn half term			
46		**3.2.3.1.11** Attribution theory	
47			
48	**3.2.2.4** Angular motion		
49			
50	**3.2.2.4** Projectile motion	**3.2.3.1.12** Self efficacy and self confidence	

51	**3.2.2.4** Fluid motion		
52			
Christmas break			
53			**Revision - recap and exam technique**
54	**Revision - recap and exam technique**		
55		**3.2.3.1.13** Leadership	
56			
57	**Mocks**	**Mocks**	**Mocks**
58			
Spring half term			
59	**Revision. Exam practice and practical preparation**	**3.2.3.1.14** Stress management	**Revision. Exam practice and practical preparation**
60			
61			
62		**Revision. Exam practice and practical preparation**	
63			
64			

65			
Easter break			
66	**Practical moderation**		
67			
68			
69			
May half term			
70	**Revision/exam leave/exams**		
71			
72			
73			
74			

3.1.1 Applied anatomy and physiology, 3.2.1 Exercise physiology and 3.2.2 Biomechanical Movement

3.1.1 Applied anatomy and physiology,

3.1.1.2 Cardiovascular system

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
1	To understand the impact of physical activity and sport on health and fitness.	Recap prior knowledge in relation to definitions for health, fitness, physical activity heart rate, stroke volume, cardiac output, systole and diastole. Could be done through movement around the room with definitions. Person A reads their definition and person B attempts to state the defined term. Person B reads theirs to person A who attempts to state the term. They then move on to someone else. Impact on health. British Heart Foundation has some good material for this topic. Impacts on fitness. Use graphs to compare cardiac output for different intensities of exercise and trained and untrained. Discuss reasons for differences.	Understanding the impact of physical activity and sport on the health and fitness of the individual (heart disease, high blood pressure, effects of cholesterol, stroke). Fitness (cardiac output – trained and untrained individuals, maximal and sub-maximal exercise).	Other health related diseases associated with physical inactivity.	Sample Assessment Material – AS Paper question 03.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
2	To understand how the heart contracts in relation to the cardiac conduction system.	Teach the cardiac conduction system (SA node, AV node, bundle of His, Purkinje fibres). Structure of the heart in relation to the conduction system and the order. Use of order cards/images to show the stages of the cardiac cycle in time with the conduction system.	The cardiac conduction system.	Structure of the heart and the cardiac cycle.	Heart diagram and order cards. Sample Assessment Material – AS Paper question 01.
3	Introduction to the nervous system.	Role of the sympathetic and parasympathetic nervous system in relation to sporting activity.	Nervous system. Sympathetic and parasympathetic.	Explain the role of each in changing heart rate and breathing rate.	Sample Assessment Material – A-Level Paper 1 question 03.2. YouTube video – Parasympathetic Nervous System: Crash Course
4	To understand the hormonal, neural and chemical regulation of heart rate during exercise.	Recap prior knowledge in relation to cardiac conduction system. Show heart rate change on a graph during exercise **or** get students to wear heart rate monitors and take part in a short exercise period and record heart	The hormonal, neural and chemical regulation of responses during physical activity and sport (Sympathetic and parasympathetic, Carbon dioxide, Anticipatory rise).	Other changes in the body during physical activity that are regulated by the nervous system.	Subject specific vocabulary

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		rate changes. Brainstorm changes that occur during exercise eg increase CO2, increase muscle contraction, increase heart rate, stroke volume. How does your body deal with these factors and cause an increase in heart rate?	Receptors involved in regulation of responses during physical activity (Chemoreceptor, proprioceptor, baroreceptor).		
5	To know how and why blood redistribution changes in different locations of the body during physical activity and sport. To understand how blood is redistributed during physical activity and sport.	Study a table of blood flow at rest and during exercise to identify where the changes occur and why. Build on prior knowledge of the sympathetic system to teach the redistribution of blood and how it is achieved during physical activity and sport.	The hormonal, neural and chemical regulation of responses during physical activity and sport. Redistribution of blood (vascular shunting, vasoconstriction, vasodilation).	Research or link to the vasomotor control centre in the medulla oblongata.	Blood redistribution table. Subject specific vocabulary.
6	To understand how oxygen is transported. To be able to explain the Bohr shift in	Transport of oxygen in the blood and muscles. Role of haemoglobin and myoglobin. Haemoglobin curve at rest. Introduce the Bohr shift and how	Transportation of oxygen. (Haemoglobin, Myoglobin, Oxyhaemoglobin disassociation curve, Bohr shift.)	Reasons why more oxygen is released during high temperature/exercise and acidic conditions.	Haemoglobin and myoglobin curves graph.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	relation to oxygen transport (haemoglobin and myoglobin) during exercise.	and why the curve changes during exercise. Ask pupils to mark points on the graph to show and compare saturation levels. This will help them to understand dissociation. Significance of the myoglobin curve.			
7	To know the venous return mechanisms. To understand Starling's law of the heart.	Recap prior knowledge of blood flow eg how does blood return to the heart? The muscles can't pump blood like the heart, so how does blood return to the heart from the gastrocnemius for example? Veins and their structure/characteristics. Link to the venous return mechanisms. Mechanisms and relationship with blood pressure. Pupils could take their blood pressure. Starling's law of the heart. Relate to a tap being turned at different amounts to fill a water balloon. Just like your heart at rest and during exercise. If the tap is more	Venous return mechanisms, relationship with blood pressure (systolic, diastolic). Starling's law of the heart.	Pose the question in preparation for next lesson's topic on Cardiovascular drift. What happens to your stroke volume if venous return decreases? When might this occur?	Subject specific vocabulary.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		powerful or turned on more, the balloon will stretch more. Like an elastic band if it has more stretch it will contract with more power, therefore stroke volume will be higher.			
8	To understand what is meant by the term cardiovascular drift and why it occurs during physical activity and sport.	Recap definition and units for heart rate, stroke volume, cardiac output and the relationship between them. Link to Starling's Law and the content of blood (importance of plasma). Cardiovascular drift using the graph as a visual. They could attempt to see this phenomenon by taking part in steady exercise if the equipment is available.	Cardiovascular drift.	Attempt or set up a practical task to see if you can observe the phenomenon.	Graph of cardiovascular drift.
9	To know what is meant by the term A-VO2 diff. To understand how A-VO2 diff varies between trained/untrained individuals and different exercise	Recap role of arteries and veins. Introduce arterio-venous oxygen difference (A-VO2 diff) as a term and the units. Study diagrams to show variations in trained and untrained and during exercise sessions of differing intensities.	Arterio-venous oxygen difference (A-VO2 diff). Variations in response to an exercise session, Variations between trained and untrained individuals, Adaptations to body systems resulting in training effect.	Link adaptations to the variations in trained and untrained.	

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	sessions. To know the adaptations that occur to the body systems which account for the variations in A-VO2 diff. Possible link to gas exchange	Adaptations to body systems that occur as a result of training and account for the differences in A-VO2 diff.			
	Students should understand the relationship between the cardiovascular and respiratory systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery, allow the body to meet the demands of exercise. They should also understand how taking part in physical activity and sport, as part of a healthy lifestyle, can have a positive effect on these systems.				

3.1.1.3 Respiratory system

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
10	To be able to define the lung volumes. To label a spirometer trace and explain the effects of exercise on volumes and minute ventilation.	Recap of system parts and roles within breathing. Show volumes on a spirometer trace and give definitions. Can pupils match terms to measures on the graph? Match up lung volumes and minute ventilation to definitions. Label spirometer trace at rest. Discuss changes to trace during physical activity and sport.	Understanding of lung volumes and the impact of and on physical activity and sport (Residual volume, Expiratory reserve volume, Inspiratory reserve volume, Tidal volume). Minute Ventilation.	Measure own levels of tidal volume using the lung volume bags.	Sample Assessment Material – AS Paper question 05.1, 05.2. A Level Paper 1 question 01. Blank spirometer trace, match up definitions.
11	To understand how gases are exchanged at the muscles and the lungs. Possible link to A-VO2 difference	Show an image of capillary locations – What is their function? What occurs here? Link back to A-VO2 Diff. How does haemoglobin pass the oxygen into the muscles and carbon dioxide into the lungs?	Gas exchange systems at alveoli and muscles. Oxygen and carbon dioxide. Principles of diffusion and partial pressures.	To consider why trained athletes are more efficient at this process.	
12	To understand the neural and chemical regulation of pulmonary	Recap receptors and neural control systems from cardiovascular system – identifying those which are neural	The neural and chemical regulation of pulmonary ventilation during physical activity and sport.	Link to the different muscles involved during respiration at rest and exercise.	

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	ventilation during physical activity and sport.	and chemical. Complete a learning mat on control of pulmonary ventilation. Respiratory Control Centre. Phrenic nerve.	Consider sympathetic and parasympathetic systems and carbon dioxide. Receptors involved in regulation of pulmonary ventilation during physical activity (Chemoreceptor, proprioceptor, baroreceptor).	Passive and active processes.	
13	To understand the impact of smoking on the respiratory system and oxygen transport.	Pupils research and investigate impact of smoking on the respiratory system and produce a poster to display their findings.	Impact of poor lifestyle choices on the respiratory system (Smoking, Oxygen transport)		

3.1.1.4 Neuromuscular system

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
14	To be able to identify the different types of muscle fibre and their associated characteristics	Introduce different fibres in relation to their characteristics, functions and the activities they're used in. Muscle Fibers Explained - Muscle Contraction and Muscle Fiber Anatomy Match up activity to test understanding. Match the characteristic or function to the fibre type.	Characteristics and functions of different muscle fibre types for a variety of sporting activities: • slow twitch (type i) • fast glycolytic (type iix) • fast oxidative glycolytic (type iia).	Look into how fibres may change or adapt with long term training eg how type IIx could become more like type IIa.	Sample Assessment Material – A Level Paper 1 question 04.1.
15	The recruitment of muscle fibres.	Muscle and motor unit structure – link to All-or-none law – once fibres within a unit are stimulated they all contract. Using different sporting examples explain how the different required forces are applied using the same muscle groups (larger muscle groups have more motor units). Practical opportunity: Ask a pupil to hold a 'heavy' box for you. This process can sometimes deceive us. For instance, when lifting a box that appears to be light, not	The recruitment of muscle fibres and the frequency of impulses: • motor units • spatial summation • wave summation • all-or-none law • tetanic.	Give the examples and ask pupils to explain them (reversal of task).	Sample Assessment Material – AS Paper question 07.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		enough motor units are recruited, and the box cannot be lifted. When trying a second time, the box is easily lifted because this time enough motor units have been recruited. Alternatively, when attempting to lift a box that appears to be heavy (but in fact is not), an explosive movement often occurs, as too many motor units have been recruited for the task. Apply sporting examples to the summation graphs			
16	Role of proprioceptors in PNF Possibility of teaching this in the next unit with muscles and muscle contractions	Description of PNF – practical demonstration. Introduction of the key terms and parts involved in a muscle stretch – Muscle spindles and Golgi tendon organ (use images or information worksheet). Why is PNF so successful in increasing flexibility? Pupils to create their own instructional video on PNF.	• Role of proprioceptors in PNF. • Muscle spindles. • Golgi tendon organ.		Subject specific vocabulary

3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
17	To know the types of joint, the articulating bones, main agonists and antagonists at the shoulder, elbow, hip, knee and ankle. Possibility of teaching PNF here as opposed to in the previous unit, as pupils will understand agonists and antagonists	Use a blank skeleton to label the types of joint and bones. Use a blank muscular diagram to label the muscles. Show image of how muscle is attached to the skeleton via tendons. Introduce the role of the agonist and antagonist using examples of the bicep curl. Video clips may help to explain. Give a number of sporting movements and ask pupil to label the different elements eg agonist, articulating bones, joint type. Ensure images show the variety of muscle contractions for explanations.	Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction (Isotonic (concentric and eccentric), isometric).	How does the agonist change depending on the type of contraction?	Skeleton bones and muscles blank sheets. Subject specific vocabulary.
18	To understand joint actions. To be able to identify the joint actions that occur at the shoulder and elbow. To apply your	Recap prior understanding of joint actions using match up cards. Use sporting images for pupils to identify actions. Introduce planes and axes using diagrams. Pupils could create their own using plasticine or toilet	Joint actions in the sagittal plane/transverse axis. Shoulder (flexion, extension and hyperextension). Elbow (flexion and extension). Joint actions in the frontal	Application of joint action understanding to research their own sporting examples.	Joint actions match up cards and planes and axes diagrams. Sample Assessment Material – A Level

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	understanding of joint actions at the shoulder and elbow to sporting examples. To know the planes and axes of the body.	roll centre and pieces of card (planes) with straws (for axes). Analyse a variety of sporting actions of the shoulder and elbow and identify the joint action, articulating bones, main agonists and antagonists. Practical opportunity: Ask pupils to create movement/gymnastic sequences with movements in certain planes and axes – check knowledge.	plane/sagittal axis. Shoulder adduction and abduction). Joint actions in the transverse plane/ longitudinal axis. Shoulder (horizontal abduction and adduction).		Paper 1 question 03.1.
19	To be able to identify the joint actions that occur at the hip, knee and ankle. To apply your understanding of joint actions at the hip, knee and ankle to sporting examples.	Analyse a variety of sporting actions of the hip, knee and ankle and identify the joint action, articulating bones, main agonists and antagonists.	Joint actions in the sagittal plane/transverse axis, hip (flexion, extension and hyperextension), knee (flexion and extension). Ankle (plantar flexion and dorsi flexion). Joint actions in the frontal plane/sagittal axis. Hip (adduction and abduction) Joint actions in the transverse plane/longitudinal axis. Hip (horizontal abduction and adduction).	Part completed movement analysis tables.	Sample Assessment Material – AS Paper question 02, 09.

3.1.1.6 Energy systems

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
20	Energy transfer in the body. Energy continuum of physical activity.	In classroom practical – repetitive fist clenching and releasing above your head. How long can you continue? Link different methods of producing energy to duration and intensity. Consider sources of energy production.	To understand Aerobic energy system (glycolosis, kreb/citric acid cycle, beta oxidation, electron transport chain). Anaerobic energy systems (ATP-PC system, anaerobic glycolytic system). Consideration for physical activity and sport of different intensities and durations. Differences in ATP generation between fast and slow twitch muscle fibre.	Research the enzymes involved in creating ATP in these systems.	
21	Energy transfer during short duration/high intensity exercise.	What is ATP? Exothermic/endothermic coupled reaction.	Anaerobic energy system. ATP-PC system.		
22	Energy transfer during short duration/high intensity exercise.	Lactic Acid System. Advantages and disadvantages. Sporting examples.	Anaerobic glycolytic system (lactate accumulation, lactate threshold, OBLA, lactate producing capacity and sprint/power		

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
			performance).		
23	Energy transfer during long duration/lower intensity exercise.	Aerobic system: research a stage each and present.	Aerobic energy system. Oxygen consumption during exercise (maximal and submaximal oxygen deficit).		
24	EPOC	Short term effects of exercise and what happens when we stop? Show EPOC on a graph. Highlight key terms. Relate the increased oxygen intake to the short term effects of exercise eg higher CO2, increased lactic acid. Fast and slow phase functions.	Oxygen consumption during recovery (excess post-exercise oxygen consumption EPOC).	Why do trained athletes recover quicker?	Subject specific vocabulary.
25	Factors affecting VO2 max/aerobic power.	Definition – Brainstorm which factors (things) affect our ability to use oxygen.		Why does increased training increase VO2max?	
26	Measurements of energy expenditure.	Why might a coach want to know which fuel an athlete is using/ whether the athlete has produced lactate? Research task, or question writing on the topic.	Indirect calorimetry. Lactate sampling. VO2 max test. Respiratory exchange ratio (RER).		

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
27	Impact of specialist training methods on energy systems.	Pupil presentations on each method OR pupils to produce an exam paper and mark scheme on this topic – to follow a certain structure (similar to real paper). Practical - HIIT - use the Body Coach online for example. Pupils complete a few exercises to gain understanding and then become the Body Coach for a partner. Design a HIIT for them according to their needs and then take them through the HIIT then swap over roles. Plyometrics – Discuss application to Sergant Jump test – attempt with a hold between squat and jump and without a pause. This demonstrates the importance of the short amortisation phase.	Altitude training. High Intensity Interval Training (HIIT). Plyometrics. Speed Agility Quickness.	Read articles on training methods such as altitude and evaluate effectiveness.	Subject specific vocabulary.

3.2.1 Exercise physiology

3.2.1.1 Diet and nutrition and their effect on physical activity and performance

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
28	To understand the exercise-related function of food classes.	Recap prior knowledge in relation to the seven nutrients. Introduction of specific fats, minerals and vitamins. Look at the content of their food and see which nutrients they are consuming. Could be done through top trumps game (possible starter activity). Pupils conduct research activity on the exercise related function of each of the food classes and then produce a presentation looking at diet of elite athletes and comparing between sports.	Understand the exercise-related function of: Carbohydrates, fibre, fats (saturated fat, trans fat and cholesterol), protein, vitamins (C, D, B-12, B-complex), minerals (sodium, iron, calcium), water (hydration before, during and after physical activity).	Use of sports specific diets eg high protein or carbohydrate loading.	

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
29	To understand the positive and negative effects of dietary supplements/manipulation on the performer.	Possibility of guest speaker – nutrition expert/ sports scientist. Pupils to research the use of these methods in sport. Why would athletes use these methods? What are the issues surrounding dietary manipulation?	Creatine, sodium bicarbonate, caffeine, Glycogen loading.	Link to specific sporting activities.	

3.2.1.2 Preparation and training methods in relation to maintaining physical activity and performance

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
30	To understand key data terms for laboratory conditions and field tests.	Using fitness test results as an example explore the terms giving examples. Practical possibility: Use a KS3 PE group to collect data and examine figures obtained in relation to the terms	Understanding of the key data terms relating to laboratory conditions and field tests.(Quantitative and qualitative, Objective and subjective, Validity and reliability)		Subject specific vocabulary.
31	To understand the physiological effects and benefits of a	Teach in a practical setting - pupils to complete different types of warm up and cool down	Physiological effects and benefits of a warm-up and cool down (Stretching	Differentiation: Give reasons and match with the effect of warming	Sample Assessment Material – AS

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	warm-up and cool down.	activities and sort effects to match the activities. Create a suitable warm – up and cool down for your sport and level of performance.	for different types of physical activity (static and ballistic)).	up and cooling down.	Paper question 06.
32	To know the principles of training.	Training will only improve performance if the Principles are followed. Give a working example of a training programme and ask pupils to read through and highlight where they see examples of the principles.	Principles of training (Specificity, progressive overload, reversibility, recovery, Frequency Intensity Time Type of training (FITT) principles)	Produce their own training programme for a period of time in their sport.	Subject specific vocabulary.
33	To understand and apply the principles of periodisation.	Use of Olympic athlete eg Mo Farah, Andy Murray and look at their sporting years. How can they ensure their performance peaks for each major tournament/ competition? Possibility of relating it to their school year and peaking for assessment points/exams. How does training change throughout these periods – characteristics.	Application of principles of periodisation (Macro cycle, Meso cycle, Micro cycle, Preparation, competition, transition, Tapering, peaking)	Consider the differences in relation to sports and the demands of their competitions eg boxing vs tennis.	Subject specific vocabulary.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
34	To know how the different training methods improve physical fitness and health.	Practical teaching task – groups to research a training method each and deliver a session to the group explaining how it helps performance. Complete a fitness profile of your sport. (Provide an example for pupils) Introduction to training methods – possible practical session.	Training methods to improve physical fitness and health. (HIIT) Interval training (anaerobic power). Continuous training (aerobic power). Fartlek (aerobic power). Circuit training (muscular power). Weight training (strength). Proprioceptive Neuromuscular Facilitation (PNF) (flexibility)).		
35	To know how the different training methods improve physical fitness and health.	Bringing your knowledge together: • which training method should I use for my sport? • produce a presentation or training guide for your sport.			

3.2.1.3 Injury prevention and the rehabilitation of injury

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
36	To understand the different types of injury.	Ruby Walsh - Iron man Ask pupils to identify the injury types suffered by sports people and how they are sustained.	Acute (fractures, dislocations, strains, sprains). Chronic (achilles tendonitis, stress fracture, 'tennis elbow').		
37	To understand different methods used in injury prevention, rehabilitation and recovery.	Clips from movie 'I am Bolt' showing him using cryotherapy, massage and other methods of rehab and injury prevention.	Injury prevention methods: • screening • protective equipment • warm up, flexibility training (active, passive, static and ballistic), taping and bracing • injury rehabilitation methods (proprioceptive training, strength training, hyperbaric chambers, cryotherapy, hydrotherapy) • recovery from exercise (compression garments, massage/foam rollers, cold therapy, ice bath, cryotherapy).		

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
38	To understand the physiological reasons for methods used in injury rehabilitation.	Visit to centres with these chambers. Examples of stars who have used these: David Beckham, Michael Jackson – Why?	Hyperbaric chambers, cryotherapy.		
39	To understand the Importance of sleep and nutrition for improved recovery.				

3.2.2 Biomechanical movement

3.2.2.1 Biomechanical principles

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
40	To understand Newton's three laws of linear motion applied to sporting movements.	Option to teach as a practical. Types of force – stations with small activity for pupils to identify the force causing movement (muscular, air resistance, gravity, friction, ground reaction force). Pose the question what will happen to the object if no force acts on it? Do with a still object/moving object (eg tennis ball). Blowing a table tennis ball across the table length – team competition in pairs. What forces are acting on the ball? Why would it be harder to move a shot than the tennis ball? Netball bounce pass – why does the ball bounce up into the hands of the other player when done correctly and not if done poorly?	First law (inertia), second law (acceleration), third law (action/reaction). Force.	Identify moments in your sport where each of Newton's laws occur.	Sample Assessment Material – AS Paper question 08

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
41	Definitions, equations and units of example scalars.	Introduction - The mathematical quantities that are used to describe the motion of objects can be divided into two categories. A vector or a scalar. Scalars are quantities that are fully described by a magnitude (or numerical value) alone. They have no direction. Show clips of speed measures eg 100m record, tennis serve speed, distance of throws. Give definitions and ask pupils to come up with other scalars used in sport.	Speed, distance.	Compare Scalars to Vectors using sporting examples.	Sample Assessment Material – AS Paper question 04 The Khan Academy website.
42	To understand the term centre of mass. To understand the factors affecting stability.	Wrestlers – Fork and cork test (ask pupils to balance cork on their nose (difficult) then give to forks to make it more stable) – relate to sumo wrestlers. Gymnasts – show balance beam recovery clips TED talk - An athlete uses physics to shatter world records - Asaf Bar-Yosef	Height of centre of mass, area of base of support, position of line of gravity and body mass.		

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		Consider the location of their centre of mass and how it helps their events.			

3.2.2.2 Levers

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
43	To know the three classes of lever and examples of their use in the body during physical activity and sport.	Teach the rhyme 1, 2, 3, F, L, E Whilst extending elbow, up onto toes and flexing elbow. Images for pupils to label. Show video clip to aid understanding.			
44	To understand the mechanical advantage and mechanical disadvantage of each class of lever.	Labelling of effort and resistance arm to help explain. Give a practical example.			

3.2.2.3 Linear motion

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
45	An understanding of the forces acting on a performer during linear motion.	Clips of sports performers in action – Skiers, high jump, long jump, sumo wrestlers, runners – identify forces.	Gravity, frictional force, air resistance, internal muscular force, weight.	Distinguish between horizontal and vertical forces.	
46	Definitions, equations and units of vectors Definitions, equations and units of vectors and scalars.		Weight, velocity, displacement, acceleration and momentum. Mass, speed and distance.		Sample assessment material – A-level Paper 2 Q3.
47	The relationship between impulse and increasing and decreasing momentum in sprinting through the interpretation of force/time graphs.	Matching graphs with moments within a race.			

3.2.2.4 Angular motion

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
48	Application of Newton's laws to angular motion. Definitions and units for angular motion.		Angular displacement, angular velocity, angular acceleration.		Sample assessment material. A-level paper 2 Q6.
49	Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity.	Science of the 2010 Olympic winter games: figuring out figure skating Show the image on a graph of these terms and relate to the phases of a somersault.			

3.2.2.5 Projectile motion

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
50	Factors affecting horizontal displacement of different projectiles and their flight paths. Vector components of parabolic flight.		Comparison of shot put, badminton shuttle.		

3.2.2.6 Fluid mechanics

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
51	Dynamic fluid force.		Drag and lift.		SAMs A-level Paper 2 Q4
52	Factors that reduce and increase drag and their application to sporting situations.				
53	The Bernoulli principle applied to sporting situations.		Upward lift force (discus). Downward lift force (speed skiers, cyclists, racing cars).		

3.1.2 Skill Acquisition and 3.2.3 Sport Psychology

3.1.2 Skill Acquisition

3.1.2.1 Skill, skill continuums and transfer of skills

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
1	To know the characteristics of skill. To be able to classify skills on different skill continua. Could teach methods of presenting practice following this topic	Introduce skills and the characteristics through observation of elite vs novice performers (swimmers and hurdlers are good examples to use). Introduce the skill classification continua. Classify a selection of skills on the continua. Justify their placements. Make use of A3 laminated continua and colour coded skills to be placed on these. Pupils move around and check others on a rotation and move any they think are wrong.	Characteristics of skill. Use of skill continua. (Open – closed. Discrete – serial – continuous. Gross – fine). Self-paced – externally paced. High – low. Simple – complex). Justification of skill placement on each of the continua.	Classify skills from their own sport. Does classification change in different situations?	Sample Assessment Material – AS Paper question 10. .
2	To name and describe the different types of transfer of	Novak Djokovic shows off his netball skills Transfer of learning – discussion	Transfer of learning. (Positive, Negative, Zero, Bilateral).	Explain own examples of skills from a variety of sports.	

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	learning. Give examples of each type of transfer from a sporting context To understand how transfer of learning impacts on skill development.	to lead into the meaning of the term. If you have never played a sport, how can you perform some of the skills in it and have success? Image cards used to match up the types of transfer of learning as a guided discovery task. Once paired up, introduce the names of the transfer and ask pupils to try to place the name to the paired cards. Provide pupils then with the information card sort to define the different transfer types	Understanding of how transfer of learning impacts on skill development.	Research other athletes who have had success transferring to a different sport.	

3.1.2.2 Impact of skill classification on structure of practice for learning

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
3	Be able to describe the three different methods of presenting a practice. Could teach with skill	Practical lesson. Taking three skills that can be easily delivered in an indoor space, teach them using the three different methods of presenting practices.	Methods of presenting practice (Whole, Progressive part, Whole–part–whole). Understanding how knowledge of skill	Advantages and disadvantages of each method for different learners/skills.	Task cards of skills broken down into parts eg Tennis serve.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	classification Link each method of presenting a practice to a given skill learning situation. Evaluate the factors to consider in deciding how to present a practice (Including skill classification).	Sprint start, tennis serve, triple jump and golf swing are examples of skills that you could use to break skills down. Card sort to break skills down can be given in small groups to help them work on the progressive part method. (Tennis serve example) List of skills can be discussed and link method and justify.	classification informs practice structure (presentation and type) to allow learning/ development of skills.		
4	Be able to name and describe the four types of practice methods. Link each type of practice to a given skill learning situation. Evaluate the factors to consider in deciding how to present a practice (Including skill classification).	Use the confectionary cards to provoke discussion prior to naming the types of practice (eg skittles have lots of different flavours = variety). Match up the cards then with the description of the practice then with the names of practice types. Skill classification cards then used to match up.	Types of practice. (Massed, Distributed, Variable, Mental practice). Understanding how knowledge of skill classification informs practice structure (presentation and type) to allow learning/ development of skills.		Sample Assessment Material – AS Paper question 13.1/13.2 Confectionary discussion picture cards. Use of skill cards.

3.1.2.3 Principles and theories of learning and performance

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
5	Stages of learning and how feedback differs between the different stages of learning. Possibility of teaching feedback here	Stages of learning introduced via characteristic card sort and each stage defined and explained. Recap the types of feedback and pupils attempt to add these to their A3 stages of learning and feedback model sheets. Why would a novice require extrinsic feedback?	Cognitive, associative, autonomous.	Plan a session for teaching the same skill for different phases showing the changes you would make and why.	Characteristic card sort. Sample Assessment Material – AS Paper question 12. Types of feedback cards. A3 Stages of Learning and Feedback model sheets.
6	Learning plateau.	Learning plateaus introduced via a data collection/application task. Data given on 50 free throw basketball shots recorded over 15 weeks of learning. Pupils plot the graph and identify the plateau. Causes and solutions match up used to separate these and form a discussion.	Causes and solutions.		Cause and solution match up.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
7	Cognitive theories.	Insight learning: chimpanzee problem solving How could this apply to coaching a skill in your chosen sport? Advantages and disadvantages of using such a method to cause learning.	Insight learning (Gestalt).		Sample Assessment Material – A Level Paper 1 question 12. Video used to describe theory. Kohler Chimpanzees.
8	Behaviourism.	Practical within lesson using a reinforcer eg to one pupil, every time they attempt to answer a question give them something. Big Bang Theory - operant conditioning Encouraging desired behaviour through the use of reinforcement. Using the same sporting example as the cognitive theory, state how you would coach the skill using behaviourism theory.	Operant conditioning (Skinner). Social learning.		Video used to describe theory Big Bang Theory.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
9	Social learning.	The Bobo beatdown - crash course psychology This clip summarises all learning theories, but begins with (social learning theory). Using the same sporting example as the cognitive theory, state how you would coach the skill using social learning theory.	Observational learning (Bandura). Constructivism.		Video used to describe theory.
10	Constructivism.	Teach the pupils to juggle to demonstrate the ZPD. Let them try alone without any help for 5 minutes to demonstrate the task is too difficult and learning is slow. Then guide them through the process slowly as a whole class. Focus on the social interaction of the teacher and the pupil in guiding learning. Compare and evaluate all four learning theories in relation to skills being taught and the level of the performer.	Social development theory (Vygotsky).		Video used to describe theory.

3.1.2.4 Use of guidance and feedback

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
11	Be able to name and describe the four types of guidance. Link each method of guidance to a given skill learning situation.	Introduce the four types of guidance and define each term. Make use of videos to support the learning of each method and how they develop skills. Link to kinaesthesis.	Methods of guidance (Verbal, Visual, Manual, Mechanical). Understanding of how guidance impacts on skill development.		Videos of each type to be shown.
12	Be able to name and describe the six methods of feedback. Link each type of feedback to a given skill learning situation. Evaluate the factors to consider on deciding on which feedback is most appropriate and how feedback impacts on skill development. Possibility to teach	Practical task – throwing into a target. Give no feedback, give KOR, and KOP. Compare results. In pairs or small groups, provide pupils with a Scenario/statement card. Display the six types of feedback on the board and ask pupils to choose which type of feedback matches their card. Feedback to the whole class and then match up and define each method.	Understand the different purposes and types of feedback (knowledge of performance, knowledge of results, positive and negative, intrinsic, extrinsic). Understanding of how feedback impacts on skill development.	Why might feedback change with ability?	Feedback and stage of learning A3 laminates to write on. Statement/ scenario.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	feedback with stages of learning				

3.1.2.5.1 General information processing model

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
13	Input.	Play the moonwalking bear clip and the basketball clip available at awarenesstest.co.uk Consider how you take in information in your sport.	• Senses • Receptors • Proprioception • Perception • DCR process • Selective attention	Compare speed of input from different senses.	Subject specific vocabulary.
14	Decision making.	Memory tests to show functions of short term memory. Describe your best sporting moment in detail compare with a description of a game you played a month ago. Why do you remember one more? Draw memory model applying to a sporting situation.	Short and long term memory		Subject specific vocabulary.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	Baddeley and Hitch, working memory model, memory system.		Functions and characteristics of components of working memory model.		
15	Output and feedback.	How we put decisions into action. Types of feedback. Matching task to examples. Provide feedback to a performer during a task, to improve output and decision making. Link back to previous feedback task.			

3.1.2.5.2 Efficiency of information processing

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
16	Application of Whiting's information processing model to a range of sporting contexts.	Apply a sporting skill from your sport to the model. Why are there multiple arrows in certain places on the model?			Subject specific vocabulary.
17	Applied understanding of information processing terms	Extended descriptive writing explaining how we produce a sporting skill, using the key terms from the model.	• Environment • Display • Sensory organs • Perceptual mechanism		

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	within a sporting context.	Model a perfect example for weaker pupils.	• Translatory mechanism • Effector mechanism • Muscular system output data • Feedback data		
18	Definitions of and the relationship between reaction time, response time, movement time. Anticipation and how it affects reaction time.	ESPN's sports science: penalty kick	• Simple reaction time • Choice reaction time • Temporal and spatial		Subject specific vocabulary.
19	Factors affecting response time. Strategies to improve response time.	Card sorting task timed. Why are you slower when sorting into suits over colours? Video clips to show the PRP. Dummies and ball against net in tennis. Example from the book 'Bounce' by Matthew Syed , regarding a top table tennis player who looks and plays like he has the fastest reactions ever, but when tested	Hick's law. Psychological refractory period. Single channel hypothesis.	Complete a hypothesis for class reaction time test. If possible complete the test to prove your hypothesis.	

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		he is quite poor. It is all due to experience.			
20	Schmidt's schema theory.	Pupil to throw a paper ball into a bin from different positions repeating each three times – ask questions at each stage – preparation, execution, feedback. How did you change your actions and why?	• Recall • Recognition • Initial conditions • Response specifications • Sensory consequences • Response outcomes		
21	Application of schema theory in sporting situations.	As a coach explain how you would teach a skill considering what you know about schema theory.			
22	Strategies to improve information processing.	Produce a guide for an athlete informing them how they can improve their information processing.	Input – selective attention decision making process – chunking, chaining, response time, schema.		

3.2.3 Sports psychology

3.2.3.1.1 Aspects of personality

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
23	To understand the different schools of thought based on nature vs nurture.	Describe the person sitting next to you**.** Are they always like this? Have they always been the same? Where did their personality characteristics come from? Discuss. Link to definition of personality. Discuss the situation of twins – identical and non-identical. Sporting examples of athletes who display different characteristics – What is their personality? Ask pupils to move a step right or left in response to questions based on extrovert – introvert scale.	Understanding of the nature vs nurture debate in the development of personality. Trait, social learning.		Subject specific vocabulary.
24	To be able to state the equation for interactionist perspective on personality.	Introduction to Lewin's interactionist perspective – B=f(PxE) Sporting examples of athletes who display different	Interactionist perspective. Hollander, Lewin. How knowledge of interactionist perspective	Complete personality test – POMS.	

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	State how sports coaches can use their knowledge of this theory to get the best from their performers.	characteristics in different situations – Djokovic is a good example. Pupils to give their own examples. Label Hollander's diagram giving examples. Could link to sports specific personality measure – POMS which supports Hollander's viewpoint. How can a coach use this perspective to get the best from their performer?	can improve performance.		

3.2.3.1.2 Attitudes

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
25	Knowledge of the Triadic model and its three components in relation to an attitude object.	Use images to trigger attitudes/ opinions of group eg spiders, female body builders, fitness tests, homeless people, smokers. Why do pupils have these attitudes towards these images (Formation of attitudes)? Draw the Triadic model using	Triadic model. Components of an attitude. Formation of attitudes.	Does attitude always predict behaviour?	Sample Assessment Material – AS Paper question 15. Triadic Model Giant wall display to make and use in lesson.

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		your attitude to one of the above then apply it to a sporting situation.			
26	Knowledge of how to change an attitude.	Recap model components - place the labels onto the blank diagram of the Triadic model. Persuasion – Pupils to play a persuasion game eg persuade your partner. How did you do this? Consider the difference between positive and negative attitudes. Link to Cognitive dissonance. Scenario: As a coach/captain you have an athlete who doesn't do any fitness training. How can you change their negative attitude to fitness training to encourage them to train?	Changing attitudes through cognitive dissonance and persuasive communication.		Sample assessment material. A-level Paper 2 question 12.

3.2.3.1.3 Arousal

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
27	Knowledge of the three theories of arousal - Drive theory, inverted U theory, catastrophe theory and zone of optimal functioning theory.	Definition of arousal – link to peak flow and being in the zone. Rate a list of events/situations on a continuum as to which would make you least and most stressed. Provide images of the graphs for the three theories – match the theory explanation to the graph. Discuss theory in relation to phase of learning and how this changes optimum arousal for peak performance.	Theories of arousal (Drive theory, inverted U theory). Practical applications of theories of arousal and their impact on performance.		Arousal graphs and headings match up.
28	State situations where the theories are evident in sport.	Show video clips demonstrating varied levels of arousal and possible outcomes in sport. How does the activity impact level of arousal? On the inverted U Graph, show how optimum arousal may change for a boxer/rugby player/gymnast/archer.	Theories of arousal (catastrophe theory and zone of optimal functioning theory). Practical applications of theories of arousal and their impact on performance. Characteristics of peak flow experience.	Link to cognitive and somatic anxiety – is one worse for performance?	Peak flow video.

3.2.3.1.4 Anxiety

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
29	Knowledge of types of anxiety. Somatic, cognitive, competitive trait and competitive state.	Possible role play – Teacher to enter class and say 'test today which counts for final grade'. How did pupils feel? Research the different types of anxiety and how they are measured. Rate your anxiety and compare to results from completing anxiety questionnaire.	Types of anxiety. Somatic, cognitive, competitive trait and competitive state.		Sample Assessment Material – AS Paper question 14.
30	How do we measure anxiety? What are the issues surrounding this?	Did your results show an accurate reflection of you? How else can we measure anxiety, especially if some of the effects are internal? Introduction to Biofeedback. Summarise advantages and disadvantages of methods.	Advantages and disadvantages of using observations, questionnaires and physiological measures to test anxiety.		Laminated examples of questionnaires

3.2.3.1.5 Aggression

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
31	To be able to distinguish between Aggression and Assertion in sport. Evaluate theories of why we act aggressively.	Video clips demonstrating both behaviours – discuss. Brainstorm: Why do we act aggressively in sport? Introduction of theory – apply to your own sporting example. Link back to Bandura's Social Learning Theory of personality that people can learn aggressive behaviour.	Difference between aggression and assertive behaviour. Theories of aggression (Instinct theory, frustration aggression hypothesis).		Sample Assessment Material – AS Paper question 16. Video of aggressive acts.
32	State strategies to control aggression.	What can we do to reduce aggression in sport?	Theories of aggression (social learning theory and aggressive cue theory). Strategies to control aggression.	How have governing bodies dealt with aggressive acts	

3.2.3.1.6 Motivation

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
33	Define and understand the different types of motivation.	Why do they take part in sport? Classify groups responses into the types of motivation.	• Intrinsic • Extrinsic • Tangible • Intangible		Sample assessment material A-level Paper 2 question 9. Subject specific vocabulary.

3.2.3.1.7 Achievement motivation theory

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
34	Atkinson's model of achievement motivation. Characteristics of personality components of achievement motivation. Strategies to develop approach behaviours leading to improvements in performance.	Show the clip of Stuart Pearce missing the penalty in the 1990 World Cup and then scoring in the 1998 European Cup – Nach. How would you encourage youngsters to show approach behaviours.	Need to achieve (Nach) and Need to avoid failure (Naf).		

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
35	Impact of situational component of achievement motivation.	Place Nach and Naf performers on the graph. Think of sporting examples of how someone could aim for a higher incentive value with less of chance of success eg higher tariff routines in gymnastics.	Incentive value and probability of success.		
36	Achievement goal theory. This could be taught alongside goalsetting		Impact of outcome orientated goals and task orientated goals.		

3.2.3.1.8 Social facilitation

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
37	Define and distinguish between Social facilitation and inhibition.	Introduce the acronym BEDPOO. Give a pupil a task to do in front of the class – do they perform better than normal or worse? Why? Link to phase of learning and their dominant response. How can we encourage facilitation to occur rather than inhibition?	Social facilitation and inhibition. Zajonc's model. Strategies to eliminate the adverse effects of social facilitation and social inhibition.		Videos of penalty misses/Top players thriving under pressure (Ian Poulter).
38	Evaluation apprehension.	Give all pupils a task to practise eg cup stacking (they write their best time down). Then ask one pupil at a time to show their effort and you are going to grade/score their performance. How does the thought of being judged impact you?	Evaluation apprehension.	Link to famous examples of people failing or excelling under pressure and evaluate why.	

3.2.3.1.9 Group dynamics

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
39	Group formation.	Class could be put into groups and given a task. Do they experience any of these stages? Introduce video clips from 'Remember the Titans' movie - https://www.youtube.com/watch?v=hEJaz3sinEs Discuss and identify characteristics of each stage	Tuckman's model.		Giant Display to cut out and use in lessons Sample Assessment Material – AS Paper Question 11
40	Cohesion.	As previously, give pupils a task where they have to work together to achieve success. How successful were they and why? Define cohesion and discuss the difference between social and task cohesion – show clips of team mates displaying problems with cohesion Can you be successful without cohesion? Which type is more important to successful sports performance?	Task and social.		Sample Assessment Material – AS Paper Question 17 Sample assessment material. A-level Paper 2 Q 13

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
41	Steiner's model of potential and actual productivity, faulty group processes.	Link to the FA Cup and how underdogs often win. Why? Show team lists (lineup) of favourites against relative unknown team. How is it possible for the underdogs to win? (England vs Iceland/ Wales vs Belgium Euros) How can a coach reduce these faulty processes?	Including cooperation and coordination.		
42	Ringelmann effect and social loafing.	Does double the amount of people mean you go twice as fast? Give class figures of rowing times for 2 man boats and ask them to predict times for 4 men and 8 men. Discuss responses vs actual times Define the Ringelmann Effect How lack of motivation and coordination impacts performance.			Subject specific vocabulary

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
43	Strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance.	Possibility of practical – give them a task – are there any social loafers? Pupils in class could take coaches role and attempt some of the strategies			

3.2.3.1.10 Importance of goal setting

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
44	Benefits of types of goal setting.	Why do we set goals? Look at common goals people set for themselves. Why do they often fail? Look at Michael Johnson's article based on setting effective goals and create some goals for your own sporting performance	Outcome goals, performance related goals, process goals.		
45	Principles of effective goal setting. Link to Achievement Goal Theory	Change poor examples of goals to effective goals Using the SMARTER principle	SMARTER (specific, measurable, achievable, realistic, time bound, evaluate, re-do).		

3.2.3.1.11 Attribution theory

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
46	Attribution process. Weiner's model and its application to sporting situations.	Look at recent sports results and media interviews. Why did a team win or lose? Ask pupils about their games. Link to Weiner's model and place examples on the model.			Sample assessment material. A-level paper 2 Q 11 Subject specific vocabulary
47	Link between attribution, task persistence and motivation Could link to Nach and Naf with task persistence	Pupils to complete a flow chart based on a recent sporting experience. What happened (success or failure)? Why did you fail/succeed? Analyse your attribution – cause, stability, control. How do you feel about this situation? What if you had to do it again? Would this change if the initial outcome was different?			
48	Self-serving bias. Attribution retraining.	Using the information from your flow chart, explain self-serving bias and attribution re-training.			

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
49	Learned helplessness. Strategies to avoid learned helplessness leading to improvements in performance.	Pupils to think about something they can't do. How do they feel about it? If they were asked to do it? Partners to encourage them to believe they can do it. Perhaps changing your belief from general to specific.	General and specific.		

3.2.3.1.12 Self-efficacy and confidence

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
50	Characteristics of self-efficacy, self-confidence and self-esteem.				
51	Bandura's model of self-efficacy.		Performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal.		

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
52	Vealey's model of self-confidence.		Relationship between trait sport confidence, competitive orientation, the sport situation and state sport confidence.		
53	Effects of home field advantage.	Look at sports and different tables to show points scored home vs away			
54	Strategies to develop high levels of self-efficacy leading to improvements in performance.				

3.2.3.1.13 Leadership

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
55	Characteristics of effective leaders. Styles of leadership. Types of leader - Prescribed and emergent leaders.				

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
56	Leadership styles for different sporting situations. Theories of leadership in different sporting situations	Consider different situations, abilities and conditions eg danger, novices, time limits	Fiedler's contingency theory and Chelladurai's multi-dimensional model		Sample assessment material. A-level Paper 2 Q 10

3.2.3.1.14 Stress management

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
59	Explanation of the terms 'stress' and 'stressor'. Effects of cognitive and somatic techniques on the performer.	Set up a fake situation and see pupils' response eg important test without warning, or fitness test that contribute to final mark Describe how you felt?			
60	Use of warm up for stress management. Explanation of cognitive techniques.	Mental rehearsal. Visualisation. Imagery. Attentional control and			

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		cue utilisation. Thought stopping. Positive self-talk.			
61	Explanation of somatic techniques	Biofeedback, centering, breathing control, progressive muscle relaxation.			

3.1.3 Sport and society and 3.2.4 Sport and society and the role of technology in physical activity and sport

3.1.3 Sport and society

3.1.3.1.1 Pre-industrial (pre-1780)

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
1-2	To know the two tier class system To be able to describe the characteristics of popular and rational recreation for the upper and lower class To understand how the two tier system impacted on sporting recreation	Introduce what society looked like during pre-industrial times. Look at the two-tier system and their characteristics. Look at characteristics of mob football, real tennis and Wenlock Olympic Games through videos of Shrovetide football. Video clip on YouTtube 'Shrovetide Football' Identify characteristics Pupils look over information sheets and make posters displaying the key characteristics. Make links to the characteristics of the activities and the class they were played by.	Characteristics of society and impact on sporting recreation. (Two-tier class system. Rural, Limited communication/technology /transport, Widespread illiteracy, Harsh lifestyle. Characteristics of sporting recreation (limited to mob football and real tennis	Compare to current class divisions and differences across sporting activities	Sample Assessment Material – AS Paper Question 20, 21

3.1.3.1.2 Industrial and post-industrial (1780 - 1900)

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
3-5	To understand how the industrial revolution, urbanisation, transport and communication and the factory system impacted society and sport	Introduce the industrial revolution and the changes that occurred to society as a result. Look at impact on activities played generally. Research and present on one of the sports. Compare society pre industrial to industrial.	Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games). Industrial Revolution. Urbanisation. Transport and communication. Provision through factories. Three-tier class system (emphasis on middle class and working class).	Pupils investigate which football teams originated as factory teams.	Subject specific vocabulary
	To understand how the British Empire and the church impacted society and sport To be able to explain the three tier class	Recap industrial revolution influence from last lesson. Introduce the three tier system that emerged towards the latter half of the nineteenth century. Timeline from the industrial revolution to the creation of	Characteristics and impact on sport (limited to development of association football, lawn tennis and rationalisation of track and field events). Three-tier class system	Pupils investigate which football teams originated as church teams.	Sample Assessment Material – AS Paper Question 22 Sample

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	system	NGBS Investigate impact of church and British empire and also look at how sporting activities might have started to spread alongside improvements in transport Pupils create a poster to recognise the importance of the development of NGBs due to society developments.	(emphasis on middle class and working class). The British Empire. Churches and local authorities. Public schools/universities Development of national governing bodies. Consideration of the changing role of women in sport. The status of amateur and professional performers.	Research the key facts of the FA, British Tennis and British Athletics.	Assessment Material – A Level Paper 1 Question 19

3.1.3.1.3 Post World War II (1950 to present)

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
6-10	To understand the interrelationship between commercialisation media and sports and governing bodies	Media (radio, TV, satellite, internet and social media) Research and discuss how media has led to rule changes in sport eg tennis tie break. What other areas of the sport have been influenced? Debate the positive and negative impact on sport	Characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics). The interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies.	Discuss how sport has changed as a result of commercialisation in both a positive and negative way.	
	To understand the interrelationship between commercialisation media and sports and governing bodies	Picture board quiz of sponsors to teams and sports. Sponsorship - Suitable sponsors for sport Benefits to the sport, sponsor and to the athlete. Issues that could or have arisen or could occur for an athlete	Characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics). The interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies.	Consider the number and suitability of sponsors promoted in a football or tennis match.	

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	To know the key features of modern day amateurism and professionalism	Look at case studies from football, tennis and athletics for amateur and professional athletes in these sports. Compare these athletes.	The changing status of amateur and professional performers.		
	To know the factors affecting the emergence of elite female performers in football, tennis and athletics	Practical task: groups given a set amount of money (monopoly money or Chocolate coins). Groups are given athlete profiles (facts about their sport eg time played, level) in the 3 sports. They divide the funds up according to how much they think they should be paid. Research salary changes in female sport. Compare to male figures. Should they earn the same? Discuss Discuss opportunities to participate together with role models and media coverage. Discrimination laws and other changes in society enabling women to increase their commitment to sport.	Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in the late 20th and early 21st century. Characteristic of football, athletics and tennis.		

3.1.3.2.1 Sociology theory applied to equal opportunities

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
12-17	To understand the key terms society, socialisation and social processes and their impact on equal opportunities in sport	Socialisation (primary and secondary) Social processes (Social control and social change)	Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society Society Socialisation (primary and secondary) Social processes (social control and social change).	Subject specific vocabulary	Sample Assessment Material – AS Paper Question 19 Sample Assessment Material – A Level Paper 1 Question 14, 17
	To understand the key terms social issues and social structure/stratification and their impact on equal opportunities in sport	Show images of different social groupings eg school friends, OAPs, running groups and families Describe leisure activities such groups would take part in and why? The ways in which society groups	Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society Social issues (causes and consequences of inequality). Social		

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		itself for the purpose of daily activity. Identify which are primary and which are secondary and why?	structures/stratification (eg schools/ sports clubs).	Explain why both primary and secondary influences are vital for healthy development	
	To investigation Social Action Theory in relation to physical activity and sport	Introduce Social Action Theory Discuss how social issues are or have been reflected in sport? Can sport change society for the better? Give possible examples of where this has happened.	Understanding social action theory in relation to social issues in physical activity and sport. (Impact of sport on society and of society on sport).	Discuss that sport reflects society	
	To understand the terms equal opportunities, discrimination, stereotyping and prejudice. To know the barriers to participation for the disabled in sport and physical activity and possible	Introduction - On entry class could be treated differently according to a feature eg blonde hair Use of media articles and figures to show prejudice and discrimination to target groups Practical – playing a disability sport and consider all implications for both the sport and the individual. Discussion point –	Understanding the key terms relating to equal opportunities.(Discrimination , Stereotyping, Prejudice) The barriers to participation in sport and physical activity and possible solutions to overcome them for under-represented groups in	Research the factors you would have to consider to set up a disability sports club at school	Sample Assessment Material – AS Paper Question 24 Physical activity data / graphs for those with a disability

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	solutions to overcome them.	should sport be segregated or inclusive? Possibility of visit to local sports centres who may have facilities and equipment eg wheelchair basketball	sport (Disability).		
	To know the barriers to participation for ethnic groups in sport and physical activity and possible solutions to overcome them.	Analyse ethnic participation in elite sports – compare sports. How many white quarterbacks in the NFL? Show clips of recent Olympians breaking barriers eg black swimmer and refugee runner. Pupils to identify barriers Discussion – reasons, causes, ways to overcome these. Link to cultural differences and stereotypes	The barriers to participation in sport and physical activity and possible solutions to overcome them for under-represented groups in sport (Ethnic group).	Examples of channelling, stereotyping and stacking in sport	Sample Assessment Material – A Level Paper 1 Question 18 Physical activity data / graphs for ethnic groups
	To know the barriers to participation for women in sport and physical activity and possible solutions to overcome them.	Possible group research tasks focussed on barriers eg Use of media coverage – compare newspaper articles on men's sports to women's Are there differences in the images of both genders? Compare attendance figures at	The barriers to participation in sport and physical activity and possible solutions to overcome them for under-represented groups in sport (Gender).	Analyse the change in women's participation levels in sport	Physical activity data / graphs for men and women

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		women's events to men's in different sports?			
	To know the barriers to participation for the disadvantaged in sport and physical activity and possible solutions to overcome them.	Ask pupils how much they spend on playing their sport. Compare to how much you spend on your sport (give pupils examples). Images of private gyms compared to public What other barriers do people have in disadvantaged areas? Show profile of deprived areas in relation to health, crime and sport/activity – discuss the impact of increasing participation on these areas	The barriers to participation in sport and physical activity and possible solutions to overcome them for under-represented groups in sport (Disadvantaged).	Scenario: New facility manager in deprived area – How would you increase participation at your centre?	Physical activity data / graphs for disadvantaged
	Identify the benefits of raising participation to both society and the individual	Match benefit to the area helped. Show profile of deprived areas in relation to health, crime and fitness Research Sport England's role in increasing participation in your local area	Benefits of raising participation. (Health benefits, Fitness benefits, Social benefits). The interrelationship between Sport England, local and national partners to increase participation at grass roots level and	Produce a flyer to raise the importance of participation in activity.	Sample Assessment Material – A Level Paper 1 Question 19

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
			underrepresented groups in sport.		

3.2.4 Sport and society and the role of technology in physical activity and sport

3.2.4.1 Concepts of physical activity and sport

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
19-20	The characteristics and functions of key concepts and how they create the base of the sporting development continuum. The similarities and the differences between these key concepts.	Venn diagram Exam questions	Physical recreation. Sport. Physical education. School sport		Subject specific vocabulary

3.2.4.2 Development of elite performers in sport

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
21 - 25	The factors required to support progression from talent identification to elite performance.	Look at the iceberg poster of success https://www.jamsovaluesmarter.com/blog/3-keys-for-success-in-life-and-business Relate the model to sport and any other factors required to progress. Split these factors into personal and social and cultural. Prioritise these factors and justify why.		Research the pathway to success of your sporting role model. How did they achieve success?	
	The generic roles, purpose and the relationship between organisations in providing support and progression from talent identification through to elite performance.	Research an effective Talent ID programme in a sport of your choice. Identify the links with other organisations. Produce a Prezi on your findings	National governing bodies. National institutes of sport. UK Sport.		
		Research British Rowing and Royal Yachting Association Whole Sport Plans – Venn diagram to compare		Create your own sport plan and present to the class	

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	The support services provided by national institutes of sports for talent development.	EIS Performance Pathway Health Check - Create a Kahoot quiz on the support provided for talent development		Compare with the AIS	
	The key features of UK Sport's World Class Performance Programme, Gold Event Series and Talent Identification and Development.	Possible option of a guest speaker who has been involved in these programmes	Or equivalent current named programmes.		Sample assessment material. A-level paper 2 Q 16

3.2.4.3 Ethics in sport

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
28-29	Understanding of the key terms relating to ethics in sport.	Is the Olympic Oath irrelevant in the modern day Olympics? Examples of sportsmanship and gamesmanship in your sport	Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic.	Write a school sport Oath	Subject specific vocabulary
	Positive and negative forms of deviance in relation to the performer.	Examples of deviance in sport – pupils to sort into positive and negative and justify why.			

3.2.4.4 Violence in sport

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
30-31	The causes and implications of violence in sport. Strategies for preventing violence within sport to the performer and spectator.	Video clips of violence in sport - suggest reasons for these acts. Pick one of the major spectator sports and research how they aim to reduce violence within sport	Performer Spectator Sport		

3.2.4.5 Drugs in sport

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
32-36	The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.	Discussion/debate for the acceptance of drugs in sport. Why not allow them?			Sample assessment material. A-level paper 2 Q18
	The physiological effects of drugs on the performer and	Match athletes who have been banned for using these drugs to the drug type to suggest effects of them. Research effects of the	Erythropoietin (EPO). Anabolic steroids. Beta blockers		Subject specific vocabulary

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
	their performance.	drugs. Pupils to create warning tweets to fellow athletes about the dangers associated with these drugs.			
	The positive and negative implications to the sport and the performer of drug taking.	Case study of cycling. How has it been affected by drug scandals. Also, look into the impressive achievements of some of its athletes	Physiological adaptations. Social and psychological rewards (for the sport and the performer). Negative impact on current and future health. Social and psychological repercussions (for the sport and the performer).		
	Strategies for elimination of performance enhancing drugs in sport.	Use the '100% me' websites to create a poster/information leaflet about eliminating drugs from sport Research how governing bodies have dealt with athletes caught taking drugs			
	Arguments for and against drug taking and testing	Discussion/debate for the acceptance of drugs in sport. Why not allow them?	Testing procedures will not be examined.		

3.2.4.6 Sport and the law

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
39-40	The uses of sports legislation	Discussion of why those involved in sport may need protection from the law during their careers – use current affairs. Consider the recent case of abuse in football. Research 2 examples of professional athletes who have used the law to help them after career ending injuries or where claims have been made against officials or coaches. Present your findings. Compare images of spectators at football matches pre Hillsborough to today. What differences are they aware of? Create a timeline of crowd safety legislation. Possibility of creating a quiz or questions to accompany the timeline for a partner to answer.	Performers (contracts, injury, loss of earnings). Officials (negligence). Coaches (duty of care). Spectators (safety, hooliganism).		

3.2.4.7 Impact of commercialisation on physical activity and sport and the relationship between sport and the media

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
41-42	The positive and negative impact of commercialisation, sponsorship and the media.	Analyse the earning of top athletes and consider how much is from success in their sport and how much comes from commercialisation Possibility of a class debate. Half of the group to research and argue that positive impact of commercialisation and half the negative impact in relation to all roles Pupils to complete a summary learning mat.	Performer. Coach. Official. Audience. Sport		Sample assessment material. A-level paper 2 Q 19.

3.2.4.8 The role of technology in physical activity and sport

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
44-52	To know what is meant by the key terms quantitative and qualitative, objective and subjective, validity and reliability.	Potential for guest speaker or visit to sports club / University sports science department to look at analysis first hand. Introduce key words such as quantitative and qualitative Pupils to undertake fitness tests (possibly with KS3 students) they must ensure tests are valid and reliable. Video tests and feedback to group who will assess their validity and reliability. Pupils conduct a project to research the use of a specified piece of technology used in sports analytics and present. Link to a team or athlete that uses the technology.	Understanding of technology for sports analytics (Use of technology in data collection (quantitative and qualitative, objective and subjective, validity and reliability of data), video and analysis programmes, testing and recording equipment (metabolic cart for indirect calorimetry), use of GPS and motion tracking software and hardware, maintaining data integrity).		Subject specific vocabulary
	Functions of sports analytics	Use of sports analysis software during a live game or skill practice of your choice and feedback to the group. Dartfish / upmygame	Monitor fitness for performance. Skill and technique development. Injury prevention. Game analysis. Talent		Performance analysis software/ apps

Week	Learning objective	Learning activity	Specification content	Differentiation and extension	Resources
		Possibility of using it to aid practical assessment Research a device that monitors fitness for performance and try to sell it to the group (management team)	ID/scouting.		
	The development of equipment and facilities in physical activity and sport, and their impact on participation and performance.	Comparison of old equipment to new, records on old surfaces to new and with older equipment Presentation/research on how Olympic facilities are now being used	Impact of material technology on equipment – adapted (disability, age). Facilities – Olympic legacy, (surfaces, multiuse).		
	The role of technology in sport and its positive and negative impacts.	Examples of when technology has helped or hindered sport. Should replays be used in football? Compare with use in rugby and hockey and suggest when it should be used in football. How will it impact the different roles?	Sport. Performer. Coach. Audience.		