		Students will then explore the evaluation of whether or not Jesus was only a teacher of wisdom; whether or not Jesus was more than a political liberator; whether or not Jesus' relationship with God was very special or truly unique and whether or not Jesus thought he was divine.			
	Ethics – Business Ethics	This explores ethical issues within business such as corporate social responsibility, whistle-blowing, good ethics is good business and globalisation. Students are expected to apply Kantian ethics and Utilitarianism to the issues studied. And then students will explore evaluation such as whether or not the concept of corporate social responsibility is nothing more than 'hypocritical window-dressing' covering the greed of a business intent on making profits; whether or not human beings can flourish in the context of capitalism and consumerism; whether globalisation encourages or discourages the pursuit of good ethics as the foundation of good business.		Timed essay with no notes. PPEs will also take place this half term in which students will complete two exam papers which will both consist of three 40 mark essays.	

Physical Education A Level — Key Stage 5 Curriculum Plan — Year 12

Exam Board:	*AQA*
Qualification:	*Physical Education*
Assessment Information:	*2 written examinations worth 70% of final grade (Paper 1 = 120 minutes. Paper 2 = 120 minutes.)* *1 piece of coursework, 15% of final grade.* *Assessment in 1 practical activity worth 15% of final grade.*
Link to official specification	

Department Information:

Our principal aim is to develop the sporting abilities, health and well-being of every student at Furze Platt. We strive for our students to adopt sporting values and develop a life-long love of sport and physical activity. Whether it be embracing competition in the numerous sports teams or developing an understanding of exercise that will benefit health for life, PE at Furze Platt is accessible to all.

Extra-curricular

We are proud to offer a broad extra-curricular provision that enables students to participate in traditional sports and more alternative sports such as fitness, table tennis and volleyball. Extra-curricular offerings change each term to provide students with variety throughout the year. In addition to our termly inter-house sporting competitions, the school also enters all sports teams into both league and cup competitions so that competitive fixtures are regular throughout the year. We also enter teams into regional athletics meets in the summer term. These fixtures enable many of our students to gain recognition at district and county level.

Leadership Opportunities

For students in Year 9 to Year 13, there is the yearly opportunity to apply to become a Furze Platt Sports Leader. This popular role allows students to develop essential life skills such as leadership, teamwork, planning and organisation, coaching and officiating all while supporting the PE department. Recent events led by our Sports Leaders include the whole school Sport Relief Mile, a Primary School netball festival that was attended by 10 local Primary Schools and the introduction of the Furze Platt Sport Review termly newsletter.

ACHIEVE in the curriculum:

The PE course embodies all the ACHIEVE values through its content and learning approaches. Some examples include:

Ambition - Developing written exam skills and producing high quality written work. Independently developing their practical performance to its highest standard.

Versatility - Applying their theoretical knowledge to a broad range of sporting activities and scenarios. Utilising prior knowledge they have from GCSE and other A Level courses they may be studying such as Biology, Physchology or Business.

Integrity - Students will be expected to show integrity, empathy and respect when discussing complex issues and engaging in debates.

Endurance - Students will be expected to demonstrate endurance by continuously revisiting previous content to ensure it is secure within the long term memory.

Curriculum Aims & Intent:

The year 12 A Level PE curriculum is divided into three sections: applied anatomy and physiology, skill acquisition and sport and society.

Applied anatomy and physiology - Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Students should be able to interpret data and graphs relating to changes within the musculo-skeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process.

Skill acquisition aim to teach students how skill is acquired and the impact of psychological factors on performance. Students should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. Students should be able to understand and interpret graphical representations associated with skill acquisition theories.

Sport and society - Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.

Resources:

- *Textbook: AQA A-level PE (Year 1 and Year 2) - ISBN 9781510473300*
- *Subject Specific Vocabulary: https://filestore.aqa.org.uk/resources/pe/AQA-7582-SSV.PDF*
- *Past paper, mark schemes & examiners reports: https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/assessment-resources*
- *EverLearner: https://theeverlearner.com/*

How we keep parents informed:

- Year 12 - Progress reports are published 4 times per year, in October, January, March and July, with a face-to-face parents' evening in November.

How parents can help their child:

Parents can support their child in gathering footage of their practical performance in one sport from the above specification and producing a timeline of skills shown for each piece of footage, again in line with the specification requirements. There will be no live moderation so it is imperative that the video footage to be showing your child at their highest possible standard.

What we study and when:					
Term	**Unit, Topic Or Summary Of Work Covered**	**Knowledge, Understanding & Skills Developed**	**ACHIEVE / Personal Development Focus**	**How The Work Is Assessed**	**Careers Links**
1	**The Cardiovascular System** **Skill Acquisition**	• Understanding the impact of physical activity and sport on health and fitness • The hormone, neural and chemical regulation of responses • Receptors involved in regulation of responses • Transportation of oxygen • Venous return • Starling's law of the heart • Cardiovascular drift • Arterio-venous oxygen difference (A-VO_2 diff) • Characteristics of skill • Use of skill continua • Transfer of learning • Methods of presenting practice • Types of practice • Understanding how knowledge of skill classification informs practice structure to allow learning/development of skills • Stages of learning • Feedback between the different stages of learning. • Learning plateau Students must be able to apply their knowledge to a range of sporting scenarios and contexts.	Versatility will be shown when students are able to apply their theoretical knowledge to a range of sporting examples and scenarios. Ambition will be demonstrated when students use appropriate, complex, technical language in their verbal and written answers. Happiness will be shown when students take part in practical coaching sessions to their peers.	Combination of practice exam questions completed in class and for home learning and an end of unit test. *Maximum length question practiced at this stage 8 marks.*	Cardiologist Sports Coach PE Teacher Sports Scientist
2	**The Respiratory System** **The Neuromuscular System**	• Understanding of lung volumes and the impact of and on physical activity and sport • Gas exchange systems at alveoli and muscles • The neural and chemical regulation of pulmonary ventilation during physical activity and sport	Endurance will be required this term when learning more complex, abstract theories of learning.	Combination of practice exam questions completed in class and for home learning and an end of unit test.	Pulmonologist Sports Scientist Sports Coach PE Teacher

	Theories of learning and performance **Introduction to Information Processing**	• Receptors involved in regulation of pulmonary ventilation during physical activity • Impact of poor lifestyle choices on the respiratory system • Characteristics and functions of different muscle fibre types for a variety of sporting activities • Nervous system • Role of proprioceptors in PNF • The recruitment of muscle fibres • Cognitive theories (Insight learning) • Behaviourism (Operant conditioning) • Social learning (Observational) • Constructivism (Social Development) • Understanding of how theories of learning impact on skill development • Methods of guidance • Understand the different purposes and types of feedback • General information processing Students must be able to apply their knowledge to a range of sporting scenarios and contexts.	Versatility will be demonstrated when student build upon their GCSE knowledge to develop it further.	*Students will begin to practice 15 mark answers with support and guidance provided in their first attempts.*	
3	**The musculo-skeletal system and analysis of movement** **Introduction to Energy Systems** **Information processing & memory**	• Joint actions in the sagittal plane/transverse axis • Joint actions in the frontal plane/sagittal axis • Joint actions in the transverse plane/longitudinal axis • Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction • Energy transfer in the body • Energy continuum of physical activity • Energy transfer during short duration/high intensity exercise • Energy transfer during long duration/lower intensity exercise • Factors affecting VO_2 max/aerobic power • Measurements of energy expenditure	Versatility will be shown when students are able to apply their theoretical knowledge to a range of sporting examples and scenarios.	Combination of practice exam questions completed in class and for home learning and an end of unit test.	Orthopedics Physiotherapy Sports Scientist Sports Analyst Sports Medicine Biologist Sports Psychologist

		• Impact of specialist training methods on energy systems • Decision making • Baddeley and Hitch, working memory model memory system • Whiting's information processing model • Definitions of and the relationship between reaction time, response time, movement time. • Factors affecting response time • Anticipation • Schmidt's schema theory • Strategies to improve information processing			
4	**Diet & nutrition** **Preparation and training methods** **Injury prevention and the rehabilitation of injury** **Sports Psychology Personality, attitudes, arousal**	• Understand the exercise-related function of food classes • Positive and negative effects of dietary supplements/manipulation on the performer • Key terms relating to laboratory conditions and field tests • Physiological effects and benefits of a warm-up and cool down • Principles of training • Application of principles of periodisation • Training methods to improve physical fitness and health • Types of injury • Different methods used in injury prevention, rehabilitation and recovery. • Physiological reasons for methods used in injury rehabilitation • Importance of sleep and nutrition for improved recovery • Nature Vs nurture debate • Interactionist perspective (Hollander & Lewin) • Woods Triadic Model – attitudes	Ambition and excellence will be displayed by completing timed, long answer questions, ensuring technical language and structure in correct in a restricted time.	Combination of practice exam questions completed in class and for home learning and an end of unit test. *Students will begin to answer long mark questions in timed conditions to prepare for PPEs.*	Personal Training Sports Medicine Sports Scientist Nutritionist Sports Psychologist Physiotherapist

		• Cognitive dissonance • Persuasive communication • Theories of arousal • Peak flow experience			
5	**Biomechanical movement** **Levers** **Linear motion** **Angular motion** **Anxiety** **Aggression**	• Newton's Three Laws of linear motion applied to sporting movements • Definitions, equations and units of example scalars • Centre of mass • Factors affecting stability • Three classes of lever system and their mechanical advantage/disadvantage • Understanding of the forces acting on a performer during linear motion • Definitions, equations and units of vectors and scalars • The relationship between impulse and increasing and decreasing momentum in sprinting through the interpretation of force/time graphs • Application of Newton's laws to angular motion (including definitions and units) • Conservation of angular momentum during flight, moment of inertia and its relationship with angular velocity • Types of anxiety • Measuring and monitoring anxiety • Aggression vs assertion • Instinct theory of aggression • Frustration-aggression hypothesis • Social learning theory of aggression • Aggressive cue theory of aggression • Strategies to control aggression	Students will be expected to show integrity by being mature and empathetic when discussing sensitive issues such an anxiety and drawing upon personal experiences. Versatility will be required when students build upon their knowledge obtained in Science and transfer it to PE.	Combination of practice exam questions completed in class and for home learning and an end of unit test.	Sports Scientist Sports Coach Sports Psychologist
6	**Projectile Motion** **Fluid mechanics** **Sport and society**	• Factors affecting horizontal displacement of projectiles • Factors affecting flight paths of different projectiles • Vector components of parabolic flight • Dynamic fluid force	Endurance is required when students are revising all the content learned throughout the year.	Paper 1 PPE First draft of coursework Section A will be marked and returned to students	Sports Scientist Sports Business and marketing Sports Historian

	Pre-industrial revolution *Industrial and post-industrial* *Post World War II* **Section A coursework NEA**	• Factors that reduce and increase drag and their application to sporting situations • The Bernoulli principle applied to sporting situations • Characteristics of society and impact on sporting recreation • Characteristics of sporting recreation • How the industrial revolution impacted the development of sport including The British Empire, churches, transport revolution etc. • The Golden Triangle • The changing status of amateur and professional performers • Emergence of elite female performers in late 20th and early 21st century. Students will also begin Section A of their coursework NEA by analysing their performance and identifying their two weaknesses.	Students will show ambition with exam questions written to a high, technical standard.	for amendments over summer.	

**The course is delivered by two members of staff who will each teach a specific section. Students will have 4x hours with one and 5x hours with the other.*

***Some content may be delivered practically if appropriate to help students to understand.*