

		Paper 2; Ex Phys - Preparation and Training Methods Paper 2; Ex Phys - Injuries														Paper 2; Biomechanics – Biomechanical Principles Paper 2; Bio – Linear Motion Paper 2; Bio - Angular Motion Paper 2; Bio – Projectile Motion														Revision/Exams Period													
		AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2								
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7		
	Unit description	Students should understand quantitative methods, the types and use of data for planning, monitoring and evaluating physical training, and to optimise performance.														Students should develop knowledge and understanding of motion and force, and their relevance to performance in physical activity and sport.  Students should have a knowledge and use is biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.														Revision and Exam Technique													
	Assessment	Recall and retrieval questions. Multi-choice questions, short answer questions and extended answer questions.  Consolidation private study.  Knowledge Tests.  Walking talking mock (WTM) practice extended writing for 8/15 mark questions.  End of Topic Test														Recall and retrieval questions. Multi-choice questions, short answer questions and extended answer questions.  Consolidation private study.  Knowledge Tests.  Walking talking mock (WTM) practice extended writing for 8/15 mark questions.  End of Topic Test  Mock Exam Paper 2 Mock Exam Paper 1																											

YEAR GROUP: 13 - A Level PE (socio-cultural)

		Paper 2; Concepts				Paper 2; Development of Elite Performers			Written NEA; Evaluation								Paper 2; Ethics in Sport						Paper 2; Commercialisation		Paper 2; technology in Sport			Revision			Exams Period															
		AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2											
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7					
	Unit description	Students will develop their knowledge of the key concepts related to physical activity and sport, the differences and similarities between them <ul style="list-style-type: none"><li>- Physical Recreation</li><li>- Sport</li><li>- Physical Education School Sport</li></ul>				Students will develop their knowledge on the following topics; <ul style="list-style-type: none"><li>- The factors required to support progression from talent ID to elite</li><li>- The relationship between organisations in supporting elite performers</li></ul>				Students will complete the Evaluation section of the NEA. They will evaluate the weaknesses chosen for the analysis, using theoretical knowledge from the course, firstly explaining the cause of the weaknesses, then proposing a solution for each.  Students are permitted to work on this piece outside of lesson time								Students will develop understanding of the key terms relating to ethics in sport.  They will understand the causes, implications and solutions to violence in sport.  They will also be able to explain the forms of PED’s taken in sport, the implications and the strategies to prevent the use.  Students will understand the various ways the Law interacts with sport						Students will develop their understanding of the positive and negative impact of Commercialisation, sponsorship and the media.		Students will develop their knowledge of; <ul style="list-style-type: none"><li>- Technology for sport analytics</li><li>- Functions of sport analytics</li><li>- Development of facilities and equipment</li><li>- Impact of technology on performers, spectators and sport</li></ul>				Revision of key content across both papers, including rehearsal of synoptic questions technique																
		Retrieval activity each lesson  Consolidation homework  Application of knowledge via exam questions practice in lesson				Retrieval activity each lesson, including content from Topic 1  Consolidation homework  Application of knowledge via exam questions practice in lesson  End of topic assessment using real exam questions from past papers, 35 marks				General feedback given in line with exam board limitations/guidance  Formal marks will be given once the internal assessment procedures are complete, there will be no chance to amend the coursework after the final hand in date.								Retrieval activity each lesson, including content from Topic 1 and 2  Consolidation homework  Application of knowledge via exam questions practice in lesson  End of topic assessment using real exam questions from past papers, 35 marks						Retrieval activity each lesson, including content from Topic 1, 2 and 3  Consolidation homework  Application of knowledge via exam questions practice in lesson  End of topic assessment using real exam questions from past papers, 35 marks		Retrieval activity each lesson, including content from Topic 1, 2 and 3  Consolidation homework  Application of knowledge via exam questions practice in lesson  End of topic assessment using real exam questions from past papers, 35 marks				Layered retrieval tasks  Exam question technique practice in lesson (WAGOLL’s, unpicking incorrect answers etc.)  Walking talking mock run through																

Assessment Key:

Formative      Summative      Exam writing practice

		Paper 2; Individual Psychological Factors contd.							NEA Written; Evaluation							Paper 2; Group/Team Psych Factors contd.							Paper 2; Stress Management						Revision/Exams Period												
		AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
	Unit description	Further investigation into individual factors which influence sporting performance: <ul style="list-style-type: none"><li>Motivation: Types and concept of Achievement Motivation and Achievement Goal Theory</li><li>Arousal: Theories</li><li>Anxiety: Types of and management</li><li>Aggression: Definitions, causes and theories to explain why it occurs in sport.</li><li>Social Facilitation and presence of others</li></ul>															Psychological factors which influence group/team processes: <ul style="list-style-type: none"><li>Group Dynamics: Cohesion, Steiners Model and faulty processes, Ringelmann Effect &amp; Social Loafing.</li><li>Goal Setting: SMART principle and different types of goals and their use.</li><li>Attribution: Reasons for success &amp; failure</li><li>Leadership: Characteristics of leaders and leadership styles evaluated. Multi-Dimensional Theory</li><li>Self-Efficacy &amp; Confidence in sport.</li></ul>							Concept of stress  Cognitive and Somatic techniques for stress management.						Paper 1 & Paper 2 Revision in preparation for final exams.											
	Assessment	Exam questions  Everlearner tasks and consolidation  End of topic test							Exam questions  Everlearner tasks and consolidation  End of topic test								Exam questions  Everlearner tasks and consolidation  End of topic test							Exam questions  Everlearner tasks and consolidation  End of topic test																	

## >Something More?

*Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:*

**Awe at Human Design and Function**

Learning how the body produces energy, adapts to training, and moves with precision can inspire awe and wonder. This appreciation for the intricacy and capability of the human body supports spiritual reflection on life and existence.

**Respect for Physical Well-being**

Understanding how to train safely, recover, and avoid injury encourages respect for the body. This aligns with spiritual values of self-care, balance, and gratitude for health.

**The Pursuit of Excellence**

Topics like VO<sub>2</sub> max, lactate threshold, and force production show how athletes push the limits of performance. This pursuit of personal bests and human potential mirrors spiritual journeys of growth, discipline, and transcendence.

**Mind-Body-Spirit Connection**

Biomechanics, physiology and sport psychology highlight how mental focus, physical movement and emotional control are interconnected. This holistic view supports spiritual development through mindfulness, unity and self-awareness.

**Overcoming Physical Challenges**

Learning how the body adapts to stress, fatigue, and injury recovery fosters resilience and hope. These are deeply spiritual qualities that help students reflect on perseverance and inner strength.

**Ethical and Sustainable Training**

Discussions around doping, overtraining, and ethical coaching encourage students to consider moral and spiritual values in sport. This supports the development of integrity, fairness, and respect for others.

### How does our curriculum do >Something More?

Yr 13 A Level PE:

- Respect for Physical Well-being
  - ✓ **Gaining in-depth knowledge about a variety of training methods, how to optimise their benefit and perform at maximum levels, utilising this knowledge in their NEA**
- The pursuit of Excellence
  - ✓ **Students have to commit to performing at a competitive level for their NEA, utilising the knowledge learned in lessons to support their progress towards excellence in that activity**
- Ethical and Sustainable Training
  - ✓ **Learning about the use of performance enhancing drugs and ergogenic aids introduces discussion around morality and fairness. This links to the socio-cultural topics on ethics in sport**