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		<ul style="list-style-type: none"> <li>• Golden triangle</li> <li>• Impacts of media coverage</li> </ul>
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Spring 2

<b>Paper 1 – Exercise Physiology</b>	<b>Year 12 - Paper 2 – Skill Acquisition</b>	<b>Year 12 - Paper 3- Contemporary issues in physical activity &amp; sport</b>
<p><b><u>Diet &amp; Nutrition and their Effect on Physical Activity &amp; Performance</u></b></p> <p>1. Diet and Nutrition</p> <ul style="list-style-type: none"> <li>• Function and importance of the components of a healthy, balanced diet:                             <ul style="list-style-type: none"> <li>- carbohydrates</li> <li>- proteins</li> <li>- fats</li> <li>- minerals</li> <li>- vitamins</li> <li>- fibre</li> <li>- water</li> </ul> </li> <li>• Energy intake and expenditure and energy balance in physical activity and performance.</li> </ul> <p>2. Ergogenic aids</p> <ul style="list-style-type: none"> <li>• Use of ergogenic aids; potential benefits and</li> </ul>	<p><b><u>Principles and theories of learning movement skills</u></b></p> <ul style="list-style-type: none"> <li>• Theories of learning:                             <ul style="list-style-type: none"> <li>- operant conditioning;</li> <li>- cognitive theory of learning</li> <li>- Bandura’s theory of social/observational learning</li> </ul> </li> </ul> <p><b><u>Stages of learning</u></b></p> <ul style="list-style-type: none"> <li>• Characteristics of the stages of learning:                             <ul style="list-style-type: none"> <li>- cognitive</li> <li>- associative</li> <li>- autonomous.</li> </ul> </li> </ul>	<p><b><u>Global sporting events:</u></b></p> <p>1. The modern Olympic games:</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Philosophy</li> <li>• Pierre de Coubertin</li> <li>• Aims of Olympic games and values</li> <li>• British Olympic Association</li> <li>• The Paralympics</li> </ul> <p>2. Politic exploitation of the Olympic games:</p> <ul style="list-style-type: none"> <li>• Berlin 1936 – Third Reich Ideology</li> </ul>

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<p>risks:</p> <ul style="list-style-type: none"><li>○ pharmacological aids:<ul style="list-style-type: none"><li>– anabolic steroids</li><li>– erythropoietin (EPO)</li><li>– human growth hormone (HGH)</li></ul></li><li>○ physiological aids:<ul style="list-style-type: none"><li>– blood doping,</li><li>– intermittent hypoxic training (IHT)</li><li>– cooling aids</li></ul></li><li>○ nutritional aids:<ul style="list-style-type: none"><li>– amount of food</li><li>– composition of meals</li><li>– timing of meals</li><li>– hydration</li><li>– glycogen/carbohydrate loading</li><li>– creatine</li><li>– caffeine</li><li>– bicarbonate</li><li>– nitrate.</li></ul></li></ul>		<ul style="list-style-type: none"><li>• Mexico City 1968 – ‘Black Power’ demonstration</li><li>• Munich 1972 – Palestinian terrorism</li><li>• Moscow 1980 – boycott led by the USA</li><li>• Los Angeles 1984 – boycott by Soviet Union</li></ul>
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## Key Stage 5 Curriculum Map 2021-22

Summer 1

Paper 1 – Exercise Physiology	Year 12 - Paper 2 – Skill Acquisition	Year 12 - Paper 3- Contemporary issues in physical activity & sport
<p><b><u>Preparation &amp; Training Methods in Relation to Improving and Maintaining Physical Activity &amp; Performance</u></b></p> <p>1. Aerobic Training</p> <ul style="list-style-type: none"> <li>• Aerobic capacity and maximal oxygen uptake (VO<sub>2</sub>max)</li> <li>• How VO<sub>2</sub>max is affected by:               <ul style="list-style-type: none"> <li>- individual physiological make-up</li> <li>- training</li> <li>- age</li> <li>- gender</li> </ul> </li> <li>• Methods of evaluating aerobic capacity:               <ul style="list-style-type: none"> <li>- laboratory test of VO<sub>2</sub>max using direct gas analysis</li> <li>- NCF multi-stage fitness test</li> <li>- Queen’s College step test</li> <li>- Cooper 12-minute run</li> </ul> </li> <li>• Intensity and duration of training used to develop aerobic capacity:               <ul style="list-style-type: none"> <li>- continuous training</li> <li>- high intensity interval training (HIIT)</li> <li>- the use of target heart rates as an intensity guide</li> </ul> </li> <li>• Physiological adaptations from aerobic training:               <ul style="list-style-type: none"> <li>- cardiovascular</li> <li>- respiratory</li> <li>- muscular</li> </ul> </li> </ul>	<p><b><u>Guidance</u></b></p> <ul style="list-style-type: none"> <li>• Types and uses of guidance:               <ul style="list-style-type: none"> <li>- verbal guidance</li> <li>- visual guidance</li> <li>- manual guidance</li> <li>- mechanical guidance</li> </ul> </li> <li>• Advantages and disadvantages of using each type of guidance.</li> </ul> <p><b><u>Feedback</u></b></p> <ul style="list-style-type: none"> <li>• Types and uses of feedback:               <ul style="list-style-type: none"> <li>- intrinsic</li> <li>- extrinsic</li> <li>- positive</li> <li>- negative</li> <li>- knowledge of performance</li> <li>- knowledge of results</li> </ul> </li> <li>• Advantages and disadvantages of using each type of feedback.</li> </ul> <p><b><u>Memory models</u></b></p> <ul style="list-style-type: none"> <li>• Atkinson and Shiffren’s multi-store memory model</li> <li>- use of selective attention</li> </ul>	<p><b><u>Hosting Global sporting events:</u></b></p> <p>1. The impacts of hosting a global sports events on the host country/city</p> <ul style="list-style-type: none"> <li>○ Sporting impacts</li> <li>○ Social impacts</li> <li>○ Economic impacts</li> <li>○ Political impacts</li> </ul> <p><b><u>Revision</u></b></p>

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<ul style="list-style-type: none"><li>- metabolic</li><li>• Activities and sports in which aerobic capacity is a key fitness component.</li><li>2. Strength training<ul style="list-style-type: none"><li>• Types of strength:<ul style="list-style-type: none"><li>- strength endurance</li><li>- maximum strength</li><li>- explosive/elastic strength</li><li>- static and dynamic strength</li></ul></li><li>• Factors that affect strength:<ul style="list-style-type: none"><li>- fibre type</li><li>- cross sectional area of the muscle</li></ul></li><li>• Methods of evaluating each type of strength:<ul style="list-style-type: none"><li>- grip strength dynamometer</li><li>- 1 Repetition Maximum(1RM)</li><li>- press up or sit-up test</li><li>- vertical jump test</li></ul></li><li>• Training to develop strength:<ul style="list-style-type: none"><li>- repetitions</li><li>- sets</li><li>- resistance guidelines used to improve each type of strength</li><li>- use of multi-gym</li><li>- weights</li><li>- plyometrics</li><li>- circuit/interval training: – work intensity – work duration – relief interval – number of work/relief intervals</li></ul></li><li>• Physiological adaptations from strength training:<ul style="list-style-type: none"><li>- muscle and connective tissues</li><li>- neural</li><li>- metabolic</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>• Craik and Lockhart’s levels of processing model</li><li>• Relate both models to learning and performing physical activity skills.</li></ul> <p><u>Revision</u></p>	
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## Key Stage 5 Curriculum Map 2021-22

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| <ul style="list-style-type: none"><li>• Activities and sports in which strength is a key fitness component.</li></ul> <p>3. Flexibility training</p> <ul style="list-style-type: none"><li>• Types of flexibility:<ul style="list-style-type: none"><li>- static flexibility (active and passive)</li><li>- dynamic flexibility</li></ul></li><li>• Factors that affect flexibility:<ul style="list-style-type: none"><li>- type of joint</li><li>- length of surrounding connective tissue</li><li>- age</li><li>- gender</li></ul></li><li>• Methods of evaluating flexibility:<ul style="list-style-type: none"><li>- sit and reach test</li><li>- goniometer</li></ul></li><li>• Training used to develop flexibility:<ul style="list-style-type: none"><li>- passive stretching</li><li>- proprioceptive neuromuscular facilitation (PNF)</li><li>- static stretching</li><li>- dynamic stretching</li><li>- ballistic stretching</li><li>- isometric stretching</li></ul></li><li>• Physiological adaptations from flexibility training:<ul style="list-style-type: none"><li>• muscle and connective tissues</li></ul></li><li>• Activities and sports in which flexibility is a key fitness component.</li></ul> <p>4. Periodisation of training</p> <p>Periodisation cycles:</p> <ul style="list-style-type: none"><li>- macrocycle</li><li>- mesocycle</li><li>- microcycle</li></ul> |  |  |
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<p>Phases of training:</p> <ul style="list-style-type: none"><li>- Preparatory</li><li>- Competitive</li><li>- transition</li><li>• Tapering to optimise performance</li><li>• How to plan personal health and fitness programmes for aerobic, strength and flexibility training.</li></ul> <p>5. Impact of training on lifestyle diseases</p> <ul style="list-style-type: none"><li>• The effect of training on lifestyle diseases:<ul style="list-style-type: none"><li>- cardiovascular system: – coronary heart disease (CHD) – stroke – atherosclerosis – heart attack</li><li>- respiratory system – asthma – chronic obstructive pulmonary disease (COPD).</li></ul></li></ul> <p><b><u>Revision</u></b></p>		
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