

Key Stage 5 Curriculum Map 2025-26

Autumn Term 1	Autumn Term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Approx: 7 weeks	Approx: 7 weeks	Approx: 6 weeks	Approx: 6 weeks	Approx: 6 weeks	Approx: 7 weeks

Autumn Term 1

Year 13 - Paper 1 – Biomechanics	Year 13 - Paper 2 – Sports Psychology	Year 13 - Paper 3- Contemporary issues in physical activity & sport	Year 13 - Paper 4- EAPI (practical performance)
<p><u>Biomechanical Principles</u></p> <ul style="list-style-type: none"> Define and apply Newton's laws of motion: <ul style="list-style-type: none"> Newton's first law: inertia Newton's second law: acceleration Newton's third law: reaction Force: <ul style="list-style-type: none"> net force balanced and unbalanced force weight reaction friction air resistance factors affecting friction and air resistance and their manipulation in sporting performance free body diagrams showing vertical and horizontal forces acting on a body at an instant in time and the resulting motion calculations of force, momentum, acceleration and weight definition of centre of mass factors affecting the position of the centre of mass 	<p><u>Goal setting in sports performance</u></p> <ul style="list-style-type: none"> Importance and effectiveness of goal setting <ul style="list-style-type: none"> for attentional focus persistence on tasks raising confidence and self-efficacy control of arousal and anxiety to monitor performance the SMART principle (Specific, Measurable, Achievable, Recorded, Time phased). <p><u>Attribution</u></p> <ul style="list-style-type: none"> Weiner's model of attribution <ul style="list-style-type: none"> stability dimension (unstable and stable) locus of control dimension (internal and external) controllability dimension Learned helplessness as a barrier to sports performance Mastery orientation to optimise sports performance 	<p><u>Emergence & Evolution of sport</u></p> <ol style="list-style-type: none"> Socio-cultural factors <ul style="list-style-type: none"> Definition of social Definition of cultural Identify the 7 socio-cultural factors: <ul style="list-style-type: none"> Social class Gender Time & money Transport Law and order Education and literacy Influence of public schools Mob football in pre-industrial Britain Which social class? Which gender? What about rules? (law and order /education) When played? (availability of time) How was it played? (availability of money, law and order, education) Where and how often was it played? (availability of time and transport) Give real-life examples of mob football 	<ol style="list-style-type: none"> <u>Practical performances</u> <u>The evaluation and analysis of performance for improvement</u>

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<ul style="list-style-type: none"> - the relationship between centre of mass and stability. <p><u>Levers</u></p> <ul style="list-style-type: none"> • Components of a lever system: <ul style="list-style-type: none"> - load - effort - fulcrum - effort arm - load arm • 1st class lever • 2nd class lever • 3rd class lever • Mechanical advantage of a 2nd class lever. <p><u>Analysing Movement through the use of technology</u></p> <ul style="list-style-type: none"> • Definitions and uses of: <ul style="list-style-type: none"> - limb kinematics - force plates - wind tunnels • How each type of technology may be used to optimise performance in sport. 	<p><u>Revision</u></p>	<p>3. Background of popular recreation in pre-industrial Britain</p> <ul style="list-style-type: none"> • Sport and pastimes reflected society and the life people at the time led. • Social class system influenced everything • Role of the church was important at the time • Peasants led a tough life and had very little free time • Drinking public houses were a hub for socialising and activities • Activities that existed at this time were: bear baiting, cock fighting, dog fighting, billiards, bowls and skittles. • Country pursuits such as hunting, coursing (chasing hares) and shooting were done by the upper classes. • Militaristic activities such as archery and fencing also grew at this time. 	
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Autumn 2

Year 13 - Paper 1 – Biomechanics	Year 13 - Paper 2 – Sports Psychology	Year 13 - Paper 3- Contemporary issues in physical activity & sport	Year 13 - Paper 4- EAPI (practical performance)
<p><u>Linear motion</u></p> <ul style="list-style-type: none"> • Definition of linear motion. • Creation of linear motion by the application of a direct force through the centre of mass • Definitions, calculations and units of measurement for each of the following quantities of linear motion: <ul style="list-style-type: none"> - distance - displacement - speed - velocity - acceleration/deceleration • Plot and interpret graphs of linear motion: <ul style="list-style-type: none"> - distance/time graphs - speed/time graphs - velocity/time graphs. <p><u>Angular motion</u></p> <ul style="list-style-type: none"> • Definition of angular motion • Creation of angular motion through the application of an eccentric force about one (or more) of the 	<p><u>Confidence and self-efficacy in sports performance</u></p> <ul style="list-style-type: none"> • Definitions of sports confidence and self-efficacy • The impact of sports confidence on: <ul style="list-style-type: none"> - Performance - Participation - self-esteem • Vealey's model of sports confidence: <ul style="list-style-type: none"> - trait sports confidence - competitive orientation - state sports confidence - subjective perceptions of outcome • Bandura's theory of self-efficacy: <ul style="list-style-type: none"> - performance accomplishments - vicarious experiences - verbal persuasion - emotional arousal. <p><u>Stress management to optimise performance</u></p> <ul style="list-style-type: none"> • Definition and causes of stress • Use of cognitive stress management techniques: 	<p><u>Popular recreation in pre-industrial Britain</u></p> <ul style="list-style-type: none"> • Natural/simple: lack of technology, lack of purpose-built facilities, lack of money for majority of population. • Rural: Prior to industrial revolution, Britain was mainly rural and agricultural. • Simple unwritten rules: organisation was basic, literacy was poor and results and rules were passed on by word of mouth, no NGBs had been formed. • Local: Limited transport and communication meant that sport had to be local. It wasn't until newspapers were created that sport became widely advertised and promoted. • Cruel/violent: reflected harshness of society at time. • Occasional: generally took part as part of holy days, village fairs or Christmas celebrations. • Courtly: affected by the two class system. • Occupational: work often became the basis for sport. E.g. competitive rowing came out of 	<ol style="list-style-type: none"> 1. <u>Practical performances</u> 2. <u>The evaluation and analysis of performance for improvement</u>

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<p>three axes of rotation:</p> <ul style="list-style-type: none"> - longitudinal - frontal - transverse <ul style="list-style-type: none"> • Definitions, calculations and units of measurement for each quantity of angular motion: <ul style="list-style-type: none"> - moment of inertia - angular velocity - angular momentum • Factors affecting the size of the moment of inertia of a rotating body: <ul style="list-style-type: none"> - mass of the body (or body part) - distribution of the mass from the axis of rotation • The relationship between moment of inertia and angular velocity • The conservation of angular momentum during flight in relation to the angular analogue of Newton's first law of motion • Interpret graphs of angular velocity, moment of inertia and angular momentum. 	<ul style="list-style-type: none"> - positive thinking/self-talk - negative thought stopping - rational thinking - mental rehearsal - imagery - goal setting - mindfulness • Use of somatic stress management techniques: <ul style="list-style-type: none"> - progressive muscular relaxation - biofeedback - centring technique - breathing control. <p><u>Revision</u></p>	<p>Thames ferryman racing</p> <ul style="list-style-type: none"> • Wagering: was an obsession. For wealthy, betting was a display of financial and social status. <p><u>Post-1850 Industrial Britain</u></p> <ol style="list-style-type: none"> 1. Social class <ul style="list-style-type: none"> • Upper/lower vs. upper/middle/working • Professionalism & amateurs 2. Time & transport <ul style="list-style-type: none"> • Changes • Railways 3. Sport in post-1850 industrial Britain was increasingly: <ul style="list-style-type: none"> • Urban • Regular • Regional • With written rules • More controlled/sophisticated/respectable • Less wagering 4. Gender: changing status of women. 5. Availability of money 6. Law and order 7. Education and literacy 	
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Spring 1

Year 13 - Paper 1 – Biomechanics	Year 13 - Paper 2 – Skill Acquisition	Year 13 - Paper 3- Contemporary issues in physical activity & sport	Year 13 - Paper 4- EAPI (practical performance)
<p><u>Fluid mechanics</u></p> <ul style="list-style-type: none"> Factors that impact the magnitude of air resistance (on land) or drag (in water) on a body or object: <ul style="list-style-type: none"> velocity Mass frontal cross-sectional area streamlining and shape surface characteristics. <p><u>Projectile motion</u></p> <ul style="list-style-type: none"> Factors affecting the horizontal distance travelled by a projectile: <ul style="list-style-type: none"> height of release speed of release angle of release Free body diagrams showing the forces acting on a projectile once in flight: <ul style="list-style-type: none"> weight air resistance Resolution of forces acting on a projectile in flight using the parallelogram of forces Patterns of flight paths as a consequence of the relative size of air resistance and weight <ul style="list-style-type: none"> parabolic (symmetrical) flight 	<p><u>Revisit and Revise:</u></p> <ol style="list-style-type: none"> Classification of skills Types and methods of practice Principles and theories of learning movement skills Stages of learning Guidance Feedback Memory models 	<p><u>Influence of public schools:</u></p> <ul style="list-style-type: none"> The promotion and organisation of sports and games. The promotion of ethics through sports and games. The cult of athleticism. The spread and export of games and the game ethic. Thomas Arnold <p><u>20th Century Sport</u></p> <ol style="list-style-type: none"> Many developments took place during the 20th century in the UK: <ul style="list-style-type: none"> There was a massive development of scientific and technological innovation. Many societies became hugely rich, but wealth was still unequally shared. There was considerable growth of cities (urbanisation). Communications technology made great advances. This allowed ideas to spread rapidly and sports and pastimes to become more globalised. There was more time for leisure, less time spent on work, and therefore more participated in sport. Stress due to wars and terrorism, the undermining of traditional values and the rapid pace of life took a great toll on people's general health and well-being. Changes in socio-cultural factors Growth in spectatorship and money in sport Growth in professionalism 	<ol style="list-style-type: none"> <u>Practical performances</u> <u>The evaluation and analysis of performance for improvement</u>

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<p>path – shot put</p> <ul style="list-style-type: none"> - non-parabolic (asymmetric) flight path – badminton shuttle <ul style="list-style-type: none"> • The addition of lift to a projectile through the application of Bernoulli's principle: <ul style="list-style-type: none"> - angle of attack to create an upwards lift force on a projectile: – discus – javelin – ski jumper • Design of equipment to create a downwards lift force: <ul style="list-style-type: none"> - F1 racing cars - track cycling • Use of spin in sport to create a Magnus force, causing deviations to expected flight paths: <ul style="list-style-type: none"> - imparting spin to a projectile through the application of an eccentric force - types of spin: – top spin, side spin and back spin in tennis and table tennis – side spin in football – hook and slice in golf. 	<p><u>Revision</u></p>	<p>5. Sport during the war</p> <p><u>21st Century Sport</u></p> <ol style="list-style-type: none"> 1. Characteristics: <ul style="list-style-type: none"> • High performance sport now a global product • Highly structured • It is 'big business' involving huge investment • Driven by media • Higher standards & expectations • Great impact of modern technology • Globalisation & commercialisation • Tighter links between sport & law • Elements of deviance & drugs 2. Social class & social mobility 3. Social class in 21st Century 4. Gender 5. Other socio-cultural factors 6. Globalisation of sport: <ul style="list-style-type: none"> • Definition of globalisation • Freedom of movement and greater exposure of people to sport • Possible reasons for the globalisation of sports people. 7. Media Coverage <ul style="list-style-type: none"> • Types of media • Golden triangle • Impacts of media coverage 	<p><u>Revision</u></p>
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Key Stage 5 Curriculum Map 2025-26

Spring 2

Year 13 - Paper 1 – Exercise Physiology	Year 13 - Paper 2 – Skill Acquisition	Year 13 - Paper 3- Contemporary issues in physical activity & sport	Year 13 - Paper 4- EAPI (practical performance)
<p><u>Revisit and Revise</u></p> <ol style="list-style-type: none"> 1. Skeletal and Muscular Systems 2. Cardiovascular and Respiratory Systems 3. Energy for Exercise 4. Environment Effects 5. Diet & Nutrition and their Effect on Physical Activity & Performance 6. Preparation & Training Methods in Relation to Improving and Maintaining Physical Activity & Performance 	<p><u>Revisit and Revise:</u></p> <ol style="list-style-type: none"> 1. Classification of skills 2. Types and methods of practice 3. Principles and theories of learning movement skills 4. Stages of learning 5. Guidance 6. Feedback 7. Memory models 	<p><u>Global sporting events:</u></p> <ol style="list-style-type: none"> 1. The modern Olympic games: <ul style="list-style-type: none"> • History • Philosophy • Pierre de Coubertin • Aims of Olympic games and values • British Olympic Association • The Paralympics 2. Politic exploitation of the Olympic games: <ul style="list-style-type: none"> • Berlin 1936 – Third Reich Ideology • Mexico City 1968 – ‘Black Power’ demonstration • Munich 1972 – Palestinian terrorism • Moscow 1980 – boycott led by the USA • Los Angeles 1984 – boycott by Soviet Union 	<ol style="list-style-type: none"> 1. <u>Practical performances</u> 2. <u>The evaluation and analysis of performance for improvement</u> <p><u>Preparations for final performance</u></p>

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Summer 1

Year 13 - Paper 1 – Exercise Physiology & Biomechanics	Year 13 - Paper 2 – Skill Acquisition	Year 13 - Paper 3- Contemporary issues in physical activity & sport
<p><u>Revisit and Revise</u></p> <ol style="list-style-type: none"> 1. Skeletal and Muscular Systems 2. Cardiovascular and Respiratory Systems 3. Energy for Exercise 4. Environment Effects 5. Diet & Nutrition and their Effect on Physical Activity & Performance 6. Preparation & Training Methods in Relation to Improving and Maintaining Physical Activity & Performance <p><u>Revisit and Revise</u></p> <ol style="list-style-type: none"> 1. Biomechanical principles 2. Levers 3. Analysing movement through the use of technology 4. Linear motion 5. Angular motion 6. Fluid mechanics 7. Projectile motion 	<p><u>Revisit and Revise:</u></p> <ol style="list-style-type: none"> 1. Classification of skills 2. Types and methods of practice 3. Principles and theories of learning movement skills 4. Stages of learning 5. Guidance 6. Feedback 7. Memory models 	<p><u>Hosting Global sporting events:</u></p> <ol style="list-style-type: none"> 1. The impacts of hosting a global sports events on the host country/city <ul style="list-style-type: none"> ○ Sporting impacts ○ Social impacts ○ Economic impacts ○ Political impacts <p><u>Revision</u></p>