

Key Stage 5 Curriculum Map 2021-22

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 	<p><u>Emergence & Evolution of sport</u></p> <ol style="list-style-type: none"> 1. Socio-cultural factors <ul style="list-style-type: none"> • Definition of social • Definition of cultural 2. 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 3. Mob football in pre-industrial Britain 	<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>- the relationship between centre of mass and stability.</p> <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>optimise sports performance</p> <p><u>Revision</u></p>	<ul style="list-style-type: none"> • 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 <p>4. 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 	
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	<u>Revision</u>	<p>baiting, cock fighting, dog fighting, billiards, bowls and skittles.</p> <ul style="list-style-type: none"> 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 	<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 	<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 	<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>motion:</p> <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 three axes of rotation: <ul style="list-style-type: none"> - longitudinal - frontal - transverse • 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 	<ul style="list-style-type: none"> • 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: <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>meant that sport had to be local. It wasn’t until newspapers were created that sport became widely advertised and promoted.</p> <ul style="list-style-type: none"> • 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 Thames ferryman racing • 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 	
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<p>Newton's first law of motion</p> <ul style="list-style-type: none">• Interpret graphs of angular velocity, moment of inertia and angular momentum.	<p><u>Revision</u></p>	<ul style="list-style-type: none">• Railways <p>3. Sport in post-1850 industrial Britain was increasingly:</p> <ul style="list-style-type: none">• Urban• Regular• Regional• With written rules• More controlled/sophisticated/respectable• Less wagering <p>4. Gender: changing status of women.</p> <p>5. Availability of money</p> <p>6. Law and order</p> <p>7. Education and literacy</p>	
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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"> 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>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"> 1. 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 	<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>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: <ul style="list-style-type: none"> – 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>(urbanisation).</p> <ul style="list-style-type: none"> • 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. <ol style="list-style-type: none"> 2. Changes in socio-cultural factors 3. Growth in spectatorship and money in sport 4. Growth in professionalism 5. Sport during the war <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 	
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		<ul style="list-style-type: none">• 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 <ol style="list-style-type: none">2. Social class & social mobility3. Social class in 21st Century4. Gender5. Other socio-cultural factors6. 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	
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		<ul style="list-style-type: none"> • Types of media • Golden triangle • Impacts of media coverage
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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’ 	<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 style="text-align: center;">demonstration</p> <ul style="list-style-type: none"> • Munich 1972 – Palestinian terrorism • Moscow 1980 – boycott led by the USA • Los Angeles 1984 – boycott by Soviet Union
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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 style="text-align: center;"><u>Revision</u></p>