

Subject	Year 12 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
PE	<p><b>Autumn/Spring/Summer term</b> <b>A&amp;P –</b></p> <ol style="list-style-type: none"> <li>1. Analyse a variety movement scenarios – movement, agonist, type of contraction and lever system.</li> <li>2. Link the characteristics of muscle fibres to sporting use.</li> <li>3. Explain how a muscle can vary its strength of contraction.</li> <li>4. Explain the roles of receptors in PNF stretching and benefit.</li> <li>5. Explain health impacts of physical activity and sport.</li> <li>6. Explain relationship of cardiac values.</li> <li>7. Provide differences between untrained and trained performers.</li> <li>8. Interpret vascular shunt graph/table and explain how it is achieved.</li> <li>9. Explain changes in HR graph and how they may be achieved.</li> <li>10. Explain the benefits of the Bohr shift.</li> <li>11. Explain at least 2 venous return mechanisms and link to Starling's Law.</li> <li>12. Explain A-VO<sub>2</sub> difference and effect of exercise.</li> <li>13. State and explain benefits of at least 3 adaptations to the cardiovascular system of training.</li> <li>14. Define spirometer trace volumes and link to effect of exercise.</li> <li>15. Explain gaseous exchange using figures in exam style question.</li> <li>16. Discuss the role of receptors in control of breathing.</li> <li>17. Discuss the impact of smoking on potential for exercise.</li> </ol> <p><b>Psyc &amp; SA –</b></p> <ol style="list-style-type: none"> <li>18. Analyse and evaluate classification of skills.</li> <li>19. Link the different types of feedback with the stages of learning, skills and situation.</li> </ol>	<p><b>Purchase textbook –</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.hoddereducation.co.uk/subject/s/sport-pe/products/16-18/aqa-a-level-pe-(year-1-and-year-2)">https://www.hoddereducation.co.uk/subject/s/sport-pe/products/16-18/aqa-a-level-pe-(year-1-and-year-2)</a> (There are used copies that can now be purchased online).</li> <li>• Use of their TEAMS page with resources on       <ul style="list-style-type: none"> <li>○ PowerPoints.</li> <li>○ Hyperlinks to exam practice papers by topic.</li> <li>○ Use students Power of 8 revision tool.</li> </ul> </li> </ul> <p><b>Useful websites -</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/channel/UCChU8cZY5xpQ7pBiklu3Xw?app=desktop&amp;cbrd=1">https://www.youtube.com/channel/UCChU8cZY5xpQ7pBiklu3Xw?app=desktop&amp;cbrd=1</a></li> <li>• Quizlet</li> <li>• Do little knowledge tests with students – use mintest booklets.</li> <li>• Ask them to teach / explain to you a topic.</li> <li>• Look at their exam paper answers as they all have the mark schemes to check answers.</li> <li>• Read around the subject – for example, sports newspaper articles.</li> <li>• Ask pupils to complete knowledge mind maps and create their own questions and mark schemes. Test pupils on their knowledge.</li> <li>• Practice linking key words together from different topics. Pick out three random key terms from the power of 8. Make sure they are from different areas and try to use other theories to connect the chosen words together.</li> <li>• Listen to The Sports Desk podcast on BBC sounds.</li> <li>• Read BBC Sports app headlines.</li> <li>• Read Tom Browns Schooldays by Thomas Hughes.</li> </ul>

20. Explain what the different types of presentation, practice and guidance a coach can use and relate it to type of learner and situation and skill.
21. Explain and evaluate the different types of learning theories.
22. Examine the psychological theories and concepts that help to explain how personality, attitudes and arousal levels affect performance.
23. Discuss how the theories associated with these topics explain the effect on performance of individuals in sport.
24. Discuss the strategies that can be used to overcome the negative effects of individual psychological effects on performance so that the methods used by the performer will have positive impact.
25. Discuss the part that anxiety plays in affecting performance by identifying the types of anxiety that exists when playing sport.
26. Evaluate and understand the use of anxiety measures to see how coaches can use data to examine performance.
27. Understand the theories that explain the causes of aggression in sport including instinct, frustration-aggression, learned cue and social learning theories.
28. Understand the psychological impact on the individual performer in sport with regard to the theories of aggression, anxiety and motivation.
29. Understand the various types of motivation.
30. Understand the effects of audiences on performance.
31. Understand the group dynamics and what affects cohesion.
32. Discuss how goal setting is used them to improve performance.

**Socio-Cultural –**

33. Understand the origins and characteristics of sport and

recreation in the UK and how it reflected society at the time.

34. Analyse how the industrial revolution had a positive and negative effect on sport and society at the time.
35. Understand the historical differences between opportunities for men and women.
36. Why and how sport has become globalised, and the impact this has had.
37. Demonstrate how to answer 15 mark questions within this topic.
38. Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century.
39. Explain the changing status of amateur and professional performers (limited to development of association football, tennis and athletics).
40. Understand how societal factors impact participation in sport.
41. Understand the key terms relating to the study of sport and their impact on equal opportunities in sport and society.
42. Analyse social action theory in relation to social issues in physical activity and sport.
43. Understand what the key barriers and solutions are for different target groups.
44. Understand the barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport.
45. Understand the interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport.