

Subject	Y13 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
PE	<p>Autumn, Spring and Summer Anatomy, Physiology & Biomechanics -</p> <ol style="list-style-type: none"> 1. Explain the difference between linear and angular motion. 2. Apply Newton's Laws to angular motion examples. 3. Complete angular motion calculations. 4. Discuss angular momentum in relation to conservation. 5. State 3 factors affecting horizontal displacement of an object. 6. Label diagrams with both forces (weight and air resistance) and vectors. 7. Discuss types of drag and factors affecting drag. 8. Explain Bernoulli principle in relation to discus in flight. 9. Discuss stated PEDs in terms of positive and negative effects linked to sport. 10. Link the predominant energy system to events. 11. Describe and explain each energy system with relevant key terminology. 12. Link the characteristics of muscle fibres to energy systems. 13. Explain OBLA and how it can be delayed. 14. Explain the fast and slow components of EPOC. 15. Explain methods of measuring energy expenditure and link to energy system/source. 16. Link specialist training methods to energy system adaptations. 17. State difference between acute and chronic injury. 18. Explain symptoms of types of injury. 19. Explain types of prevention, rehabilitation and recovery. 20. Link sleep and diet to recovery from previous topics. <p>Sports Psychology -</p> <ol style="list-style-type: none"> 21. Understand how sports performers use information from the environment to facilitate movement by using various senses to collect information such as hearing, vision, touch, balance and kinesthesia. 22. Explain how sporting information is stored and used in the memory by looking at memory models and how these can be interpreted. 23. Understand the influences that determine how decisions are made when information is 	<p>Purchase textbook -</p> <ul style="list-style-type: none"> • https://www.hoddereducation.co.uk/subjects/sport-pe/products/16-18/aqa-a-level-pe-(year-1-and-year-2) (There are used copies that can now be purchased online) • Use of their TEAMS page with resources on. • PowerPoints • Hyperlinks to exam practice papers by topic • Use students Power of 8 revision tool. <p>Useful websites -</p> <ul style="list-style-type: none"> • https://www.youtube.com/channel/UCChU8cYZY5xpQ7pBIklu3Xw?app=desktop&brand=1 <p>Quizlet -</p> <ul style="list-style-type: none"> • Do little knowledge tests with students – use mini test booklets. • Ask them to teach / explain to you a topic. • Look at their exam paper answers as they all have the mark schemes to check answers. • Read around the subject – for example, sports newspaper articles. • Ask pupils to complete knowledge mind maps and create their own questions and mark schemes. Test pupils on their knowledge. • 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

	<p>collected by the senses and how this is responded to.</p> <ol style="list-style-type: none"> 24. Understand what happens after decisions are made when sports performers react to stimuli and to assess the factors that can affect those reactions. 25. Assess how a sports performer might adapt information to help control movement by using a schema. 26. Explain the concepts of achievement motivation and the factors which influence a desire to be competitive. 27. Understand the reasons sports coaches and players give for success and failure by examining the Weiner model of attribution and understand how this model can be used to encourage players to keep trying. 28. Understand the factors which promote confidence in sport by looking at the theories of Bandura and Vealey. 29. Examine the role of a sports leader and the factors that influence leadership style using the leadership models. 30. Discuss the methods coaches can use to reduce the stress in the performer, including somatic and cognitive techniques. <p>Socio-Cultural -</p> <ol style="list-style-type: none"> 31. Define the function and structure of Recreation, Sport, PE, OAA and School Sport. 32. Link the Personal, Social and Cultural factors required to develop to elite level. 33. Develop an understanding of the role of the UK Sport, EIS, NGBs, Talent ID and WSP in the development of elite performers in the UK. 34. Explain the link between UK Sport, UKIS and NGBs. 35. Explain the concepts of Amateurism, Olympism, Sportsmanship, Gamesmanship and Win at all costs. 36. Give examples of deviant behaviour and identify why this might occur in modern sport. 37. Identify causes of violence. 38. Link the implications of violence in sport and identify potential strategies to prevent it. 39. Link the physiological and psychological effects of PEDs with the reasons for taking them. 40. Discuss the positive and negative implications of taking PEDs on the performer and the sport. 41. Identify strategies to combat PEDs. 42. Understand how legislation is used in sport. 	<p>try to use other theories to connect the chosen words together.</p> <ul style="list-style-type: none"> • Listen to The Sports Desk podcast on BBC sounds. • Read BBC Sports app headlines. • Read Tom Browns Schooldays by Thomas Hughes.
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