



## Curriculum Intent: PE

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| <b>Subject:</b> | Cam Tech Sport Level 3 | <b>Year:</b> | 12 and 13 | <b>Topic/area of learning/unit/exam section:</b> | <ol style="list-style-type: none"> <li>1. Body's response to exercise</li> <li>2. Sports Coaching</li> <li>3. Sports Development</li> <li>4. Sport Injuries</li> <li>5. Sports Psychology</li> </ol> |
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### Curriculum Intent: What do we want our students to be able to learn/be able to do from this section of the curriculum and how does learning fulfil our LINC curriculum?

The scheme of learning is designed to ensure all our learners increase their opportunities and life chances in preparation for life beyond ACHS to become globally aware, self-aware and work ready. All students will be able to demonstrate they are confident, self-assured learners with a clear focus on progress with high aspirations. Opportunities provided will ensure students become culturally and globally aware as individuals.

Students will become confident and competent in the 5 areas of the course.

1. Unit 1 Body systems and the effects of physical activity (exam)
2. Unit 2 Sports coaching and activity leadership (c/w)
3. Unit 3 Sports organisation and development (exam)
4. Unit 17 Sports injuries and rehabilitation (c/w)
5. Unit 19 Sport and exercise psychology (c/w)

**Literate:** Reading and understanding exam questions. Reading sports reports and news articles/websites. Using key anatomical terminology. Researching topics

**Independent:** Revision, independent tasks set within lesson, researching topics and individual presentations

**Numerate:** Students will regularly be involved in working out calculations for heart and lung functions. Pupils will be asked to calculate training zones for different athletes with different ages and levels of fitness

**Culturally aware:** Students will be made aware of a wide range of sports from across the globe as well as sporting issues international, national and local level. Pupils will discuss the success of African long distance runners at altitude

### **Powerful knowledge or Key question or skills the students will learn/answer/address/develop in this section of the curriculum**

Students will develop their knowledge in the following areas

1. They will understand how physical activity impacts upon the body in the long and short term. They will look at the skeletal, muscular, cardiovascular, respiratory and energy systems
2. They will understand how to plan, deliver and review coaching sessions to a group of young children. They will look at appropriate legislation as well as health and safety and emergency planning procedures



3. They will understand how sport is organised in the UK and further afield. They will look at what makes a good sports development initiative as well as how to successfully target a particular target group. They will also look at the health (NHS) and social (crime) impact of a successful sports development initiative.
4. They will look at a range of acute and overuse sporting injuries, their causes and treatments. Students will reenact a range of scenarios and look at the short and long term effects of a range of different injuries.
5. They will look at a range of psychological theories related to sport including arousal, anxiety, stress, attribution, group dynamics as well as the impact of physical activity on depression.

**What previous skills/knowledge in the curriculum is this developing on. What are the prior learning/starting points and why is it being taught now?**

It is recommended that learners starting this qualification will have achieved sport or physical education qualifications for example GCSEs in PE at grade 4/grade C or above or level 2 vocational qualifications, e.g. OCR Level 2 Cambridge National in Sports Studies or Sport Science. It is also recommended that you have grade 4/grade C or above in Maths and English GCSE.

This qualification builds upon the knowledge and skills taught at key stage 4. Pupils take their understanding of the topics that are taught during GCSE PE, for example, and extend their knowledge base to include more advanced theories and content. For example students at GCSE level are familiar with the quadriceps muscle but at Level 3 learners must be able to identify each of the 4 muscles that make up the quadriceps.

**Implementation: In a brief summary what will staff do to implement the learning and intention in this section of the curriculum?**

What is/are the powerful knowledge/skills pupils will learn in this section?

| Sequence                  | Key composite knowledge/skills.                                                                                | Components of learning: What do the students need to know?                                                                                                       |
|---------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 12<br/>Term 1</b> | Unit 1 Body systems and the effects of physical activity<br><br>Unit 2 Sports coaching and activity leadership | Skeletal, muscular, circulatory systems<br><br>Roles and responsibilities<br>Principles of coaching<br>Improving skills and techniques<br>Plan a sports activity |
| <b>Year 12<br/>Term 2</b> | Unit 1 Body systems and the effects of physical activity<br><br>Unit 2 Sports coaching and activity leadership | Respiratory and energy systems<br><br>Prepare the sports activity environment<br>Deliver a sports session                                                        |



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| <b>Year 12<br/>Term 3</b> | Unit 1 Body systems and the effects of physical activity | Revision and Exam                                                                                                                         |
|                           | Unit 2 Sports coaching and activity leadership           | Review a sports session<br>Catch up                                                                                                       |
| <b>Year 13<br/>Term 1</b> | Unit 3 Sports organisation and development               | Sport in the UK<br>What is sports development?<br>Measures<br>Sports development in practice                                              |
|                           | Unit 17 Sports injuries and rehabilitation               | Common injuries<br>Effects of injuries<br>Responding to injuries<br>Role of agencies in rehabilitation<br>Plan a rehabilitation programme |
| <b>Year 13<br/>Term 2</b> | Unit 19 Sport and exercise psychology                    | Motivation<br>Attribution theory<br>Anxiety and arousal<br>Group dynamics<br>Mental health                                                |
| <b>Year 13<br/>Term 3</b> | Catch up                                                 |                                                                                                                                           |

**Assessments: what will be the impact of this part of the curriculum? How will the key composite knowledge/skills be assessed?**

The following units will be assessed by:

- Unit 1 Body systems and the effects of physical activity - **Exam** 1 hour 30 mins
- Unit 2 Sports coaching and activity leadership - **Coursework** - internally assessed and externally moderated
- Unit 3 Sports organisation and development - **Exam** 1 hour
- Unit 17 Sports injuries and rehabilitation - **Coursework** - internally assessed and externally moderated
- Unit 19 Sport and exercise psychology - **Coursework** - internally assessed and externally moderated

**Further information**

| Key Vocabulary and Terms               | Possible Misconceptions                                                    | Transferable Knowledge and Skills                                    | Where does the learning take us next?                    |
|----------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------|
| Abduction<br>Adaptations<br>Adduction. | The appropriateness of the same fitness test for different sporting events | Knowledge GCSE PE, GCSE and A level biology will support with unit 1 | Higher education<br>Further education<br>Apprenticeships |



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| <b>Adrenaline</b><br><b>Aerobic</b><br><b>Agonist (prime mover)</b><br><b>Anaerobic</b><br><b>Antagonist</b><br><b>Antagonistic Action</b><br><b>Breathing Frequency</b><br><b>Capillarisation</b><br><b>Cardiac Output</b><br><b>Circumduction</b><br><b>Continuous Training</b><br><b>Dehydration</b><br><b>Eccentric Contraction</b><br><b>Extension.</b><br><b>Extrinsic Motivation</b><br><b>Feedback</b><br><b>Fitness</b><br><b>Flexion</b><br><b>Heart Rate (HR)</b><br><b>Hypertrophy</b><br><b>Intrinsic Motivation</b><br><b>Isometric</b><br><b>Ligament</b><br><b>Minute Ventilation</b><br><b>Mobility</b><br><b>Motivation</b><br><b>Muscle Fibre</b><br><b>Obesity</b><br><b>Pulmonary Circulatory System</b><br><b>Selective Attention -</b><br><b>Skilled Performance -</b><br><b>Synovial</b><br><b>Sponsorship</b><br><b>Stroke Volume</b><br><b>Synovial Joint</b><br><b>Tendon</b><br><b>Tidal Volume</b><br><b>Training Zones</b><br><b>Vascular Shunt</b><br><b>Vasoconstriction</b><br><b>Vasodilation</b><br><b>Venous Return</b><br><b>Anxiety</b><br><b>Attribution</b> | <p>Analysis and meaning of data</p> <p>Differences between initiatives and events</p> <p>Confusion between different psychological terms and their causes</p> <p>Confusion between tidal volume and stroke volume/minute ventilation and CO/ heart rate and breathing rate</p> <p>Long and short term effects of exercise on the heart and the lungs</p> <p>Different types of injuries with the same signs and symptoms</p> | <p>First aid knowledge and their own experiences of sporting injuries will support with unit 17</p> <p>Practical PE and their own experiences in sporting clubs outside school will support with unit 2</p> <p>A Level psychology and GCSE PE will help with unit 19</p> | <p>Workplace</p> <p>Coaching roles</p> <p>Sports team management</p> <p>Helathcare</p> |
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| <b>Arousal</b><br><b>Mental Health</b><br><b>Risk assessment</b><br><b>Lesson plan</b><br><b>Coaching</b><br><b>Acute injuries</b><br><b>Chronic injuries</b><br><b>Fractures</b><br><b>Sprains</b><br><b>Dislocations</b><br><b>Rehabilitation</b><br><b>Group dynamics</b> |  |  |  |
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