

<b>AS PE</b>	<b>KEY STAGE 5</b>	<b>SUMMARY CURRICULUM</b>
--------------	--------------------	---------------------------

<b>Subject content</b>	<b>As a result, what students should know / understand</b>	<b>What students should be able to do</b>	<b>How students will be assessed</b>	<b>By when</b>
<b>Applied Exercise Physiology</b>				
<b>Improving fitness and health</b>	<ul style="list-style-type: none"> <li>-Concepts of Health and Fitness</li> <li>-Explain how health/fitness of an individual are related</li> <li>-Health and Skill related fitness components</li> <li>-Effects of lifestyle choices</li> </ul>		Formative assessment is carried out as part of homework or end of unit test tasks. Guidance may subsequently be given to students about how they can improve their work for exam preparation or future lesson-based tasks	On-going
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>-BMI</li> <li>-Obesity – limitations on defining it</li> <li>-7 classes of food – use during exercise</li> <li>-Need for a balanced diet</li> <li>-Different diets required by different performers</li> </ul>			
<b>Lung function</b>	<ul style="list-style-type: none"> <li>-Explain how inspiration/expiration work</li> <li>-Name, analyse, explain different lung volumes</li> <li>-Explain ‘minute ventilation’</li> <li>-Explain oxygen transfer from lungs to muscles</li> <li>-Explain how CO2 is removed from muscles</li> <li>-Describe bodily changes that affect breathing.</li> </ul>			On-going
<b>Blood transport system</b>	<ul style="list-style-type: none"> <li>-Describe/Explain double blood circulation, different vessels, redistribution of blood</li> <li>-Explain transport of O2/CO2 at rest/during exercise</li> <li>-Explain venous return and a-vO2 difference</li> </ul>			On-going
<b>Heart function</b>	<ul style="list-style-type: none"> <li>-Describe how heartbeat is generated</li> <li>-Define Cardiac Output / Stroke Volume</li> <li>-Explain regulation of heart rate</li> <li>-Define/Explain effects of exercise on the heart</li> </ul>			On-going
<b>Analysis of movements</b>	<ul style="list-style-type: none"> <li>-Identify different stages, main articulating bones, joint types/actions, muscle actions in different sports related actions</li> <li>-Name /Draw/Label an identified level system</li> <li>-Explain mechanical advantage/disadvantage</li> </ul>			On-going

<b>Practical physiology</b>	-Describe, Discuss, Explain factors pertaining to: principles of training, workload intensities, limitations of testing, suitable protocols, value of warm up/cool down, different stretching exercises, principles, ads/disads of different training methods		On-going
<b>Skill Acquisition</b>			
<b>Skills</b>	-Use terms <i>skill</i> and <i>ability</i> in context and evaluate skillful performance/links with underlying abilities -Recognise cognitive, perceptual, psychomotor skill when analyzing performance -Accurately classify various skills on a range of continua	Formative assessment is carried out as part of homework or end of unit test tasks. Guidance may subsequently be given to students about how they can improve their work for exam preparation or future lesson-based tasks	On-going
<b>Information processing</b>	- <b>Describe:</b> the process of Information input, via senses and selective attention. - the role and functions of memory - decision-making in sport -the use of response time, anticipation, Hick's law, PRP -the concept of motor programmes/subroutines - factors affecting efficiency of info-processing		On-going
<b>Learning and Performance</b>	-Identify and apply different forms of motivation -Use theories of learning to help with skill development -Identify and apply stages of learning and learning plateau -Identify and apply concepts of Transfer of Learning -Use of Performance graphs to show rates of progress		On-going
<b>Practical skill acquisition</b>	-Practice sessions – effective use of time -Use of appropriate teaching styles -Presenting skills – whole or parts -Guidance methods -Importance of feedback		On-going
<b>Opportunities for Participation</b>			
<b>Concepts and definitions</b>	-Identify/Describe different types of activities -Describe objectives of different activity type -Understand different experiences gains from participation in physical activities -Discuss and Justify provision of physical activity opportunities / benefits received across society.	Formative assessment is carried out as part of homework or end of unit test tasks. Guidance may subsequently be given to students about how they can improve their work for exam	On-going
<b>Leisure provision</b>	-Describe characteristics/objectives of 3 different provider types -Understand the policy of 'Best Value'		On-going

	-Inequalities in sport (public sector) and impact on different groups.		
<b>National Curriculum PE and Sport</b>	-Historical, social, cultural factors affecting PE -Elementary schools provision -National Curriculum PE – key stages -Identify influences on provision of PE (schools) -Role of NGBs in increasing participation		On-going
<b>Equal opportunities</b>	-Barriers in Sport (+ participation) -Impact of discrimination, using statistical data -Policies used to overcome barriers to participation -Describe policies/strategies used and how implemented at grass roots level -Appropriateness of policies of positive discrimination and selection quotas		On-going
<b>Practical aspects of PE</b>	Students are guided towards the selection of two sports performances (usually as a performer).	Performances are assessed across a range of skills in isolation and in conditioned competitive environments. Analysis is carried out as part of the assessment process and suggestions made as to how to make future improvements to performances.	Use of live and videoed performances provide the basis for assessment by the end of the course (External moderation usually carried out in March to April)