Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

Year 12	**Golden Treads:** State the big ideas that will be taught across the year (Threshold concepts)				**Enrichment:** What is offered through the year to support learning in the classroom?		**Review and evaluation:** Give date for review of the curriculum : Term 6- June 2025.
	Topics	**Assessment**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Misconceptions**	**Key Vocabulary**	**Knowledge tracking**
Term 1	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate?	Give the name, nature/content and date of the assessment in this term.	List the key facts that students need to learn. Substantive vs disciplinary knowledge	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application. Substantive vs disciplinary knowledge	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
	Physiological Concepts Joints, movements and muscles Functional roles of muscles and types of contraction Analysis of movement	Mid topic Assessment Skeletal and Muscular System. Wk 7 A mixture of objective response and short and medium length answers. It may also include multiple choice questions MCQs	Shoulder; elbow; wrist; hip; knee; ankle; planes of movement. Roles of muscles; types of contraction Analyse movement (joint type, movement produced, agonist/antagonist, type of contraction	Learners will develop their knowledge and understanding of the roles of the skeletal and muscular systems in the performance of movement skills in physical activities and sport. Knowledge and understanding of planes of movement, the roles of muscles and types of contraction will be developed. Learners will also be able to analyse movement in physical activities and sport applying the underlying knowledge of muscular contraction.	Identifying incorrect muscle names for each joint/movement	**Tier 2:** Analyse, joint, structure, function, name, describe, explain **Tier 3:** flexion, extension, abduction, adduction, horizontal flexion/ extension, medial and lateral rotation, circumduction, frontal, transverse, sagittal, dorsi flexion, plantar flexion, agonist, antagonist, fixator, isotonic, concentric, eccentric, isometric	Building on knowledge from GCSE. Not part of Cambridge course.
	Psychological Concepts Skill Classification Stages of learning Types of Practice Practice conditions	End of term assessment MCQ homework	**Classify skills using the 6 continua and justify their placement:** Environmental influence (Open and closed skills) Muscular Involvement (Gross and Fine skills) Continuity (Discrete, Serial and Continuous skills Difficulty (Simple and Difficult skills) Pacing (Self-paced and External Paced)		Low organisation and high organisation skills defined incorrectly Difficulty continuum relates to subroutines and perceptual load NOT whether a skill is easy or hard	**Tier 2** Define, Explain, Apply, Justify, Evaluate **Tier 3** Habitual Well-grooved Fluent Subroutines Chaining Kinaesthesis Perceptual load Overload	Skill classification and types of practice is covered in the GCSE specification Teachers sometimes refer to types of practice in core PE.

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

			Organisation (High and Low organisation) **Describe the characteristics of a learner in each of three stages of learning:** Characteristics of cognitive stage Characteristics of associative stage Characteristics of autonomous stage **Describe and evaluate the following practice methods:** Part Practice Whole Practice Progressive Part Practice Whole – Part – Whole practice **Describe and evaluate the following practice conditions:** Massed Practice Distributed practice Varied practice Fixed practice				
	Socio-Cultural / Physiological Concepts Biomechanics Principles	Mid topic assessment – 30 marks. Week 7 End of topic assessment – 60 marks exam style. Week 15	Newton's laws of motion: Newton's first law: inertia Newton's second law: acceleration Newton's third law: reaction Force: 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	Learners will be able to develop their knowledge and understanding of the underlying biomechanical principles related to Newton's Laws and force, including the factors affecting air resistance and how this knowledge is applied to sports performance. Learners will be able to calculate force, momentum, acceleration and weight. The components of a lever system will be known for 1st, 2nd and 3rd class levers. Learners will also develop their knowledge and understanding of the use of technology to analyse movement and improve performance.	Calculations and definitions can be easily confused. Linking theory to practical examples Classifications of levers and physical movement examples	**<u>Tier 2</u>** Define, Explain, Describe, Apply, Evaluate, Calculate **<u>Tier 3</u>** Force, Inertia, Velocity, Momentum, Acceleration, Net Force, Balanced and Unbalanced Forces, Weight, Reaction, Friction, Air Resistance, Free Body Diagrams, Centre of Mass, Limb Kinematics, Force Plates, Wind Tunnels	No prior learning Links to applied Biomechanics in year 13

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

			Factors affecting the position of the centre of mass The relationship between centre of mass and stability.				
Term 2	**Physiological Concepts** Skeletal muscle contraction Muscle contraction during exercise of differing intensities and during recovery Cardiovascular system at rest Cardiovascular system during exercise of differing intensities and during recovery	End of topic Assessment Skeletal and Muscular System Wk 11 A mixture of objective response and short and medium length answers. It may also include multiple choice questions MCQs	Structure of motor unit; nervous stimulation Muscle fibre types; recruitment of fibre types The relationship between, and resting values; cardiac cycle; conduction system of the heart linked to the cardiac cycle Effects of different exercise intensities and recovery: redistribution of cardiac output during exercise of differing intensities and during recovery; mechanisms of venous return during exercise of differing intensities and during recovery; regulation of heart rate	Learners will know key terms and develop their knowledge and understanding of the cardiovascular and respiratory systems at rest, during exercise and during recovery. Knowledge and understanding of the recovery system and how the body returns to its pre-exercise state will also be developed.	Being able to explain why SV plateaus at sub max exercise Understanding the difference between a describe and an explain question	Tier 2: Analyse, recruitment, structure, function, Tier 3: Nervous stimulation, motor neuron, action potential, neurotransmitter, 'all or none' law, slow oxidative, fast oxidative glycolytic, fast glycolytic,	Building on knowledge from GCSE. Not part of Cambridge course.
	Psychological Concepts Guidance Transfer Feedback	End of term assessment MCQ Homework	**Explain and evaluate the four types of guidance:** Visual Guidance Verbal Guidance Manual and Mechanical Guidance **Describe the 5 types of transfer, apply practical examples to each, and explain how to optimise positive transfer and avoid negative transfer:** Positive Transfer Negative Transfer Retroactive Transfer Proactive transfer Bilateral Transfer **Define and evaluate the eight types of feedback and apply practical examples to each:**		Retroactive transfer and proactive transfer the correct way round Feedback is information (it is subtly different from reinforcement)	**<u>Tier 2</u>** Define, Explain, Apply, Justify, Evaluate, Learner, Teacher / Coach, Demonstrate, Experience, Expert, Novice, Safety **<u>Tier 3</u>** Fluent, Kinaesthesis, Perceptual load, Overload, Information Processing, Motivation, Confidence	Pupils would have experienced PE teachers using different types of guidance in core PE lessons. For example, they would have been supported in gymnastic lessons Students would have received feedback across all of their subjects

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

			Positive and Negative Feedback Intrinsic and Extrinsic Feedback Concurrent and Terminal Feedback Knowledge of results and Knowledge of performance				
	Socio-Cultural Concepts Biomechanics Principles	End of topic assessment – 60 marks exam style. Week 15	Newton's laws of motion: Newton's first law: inertia Newton's second law: acceleration Newton's third law: reaction Force: 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 The relationship between centre of mass and stability.	Learners will be able to develop their knowledge and understanding of the underlying biomechanical principles related to Newton's Laws and force, including the factors affecting air resistance and how this knowledge is applied to sports performance. Learners will be able to calculate force, momentum, acceleration and weight. The components of a lever system will be known for 1st, 2nd and 3rd class levers. Learners will also develop their knowledge and understanding of the use of technology to analyse movement and improve performance.	Calculations and definitions can be easily confused. Linking theory to practical examples Classifications of levers and physical movement examples	**<u>Tier 2</u>** Define, Explain, Describe, Apply, Evaluate, Calculate **<u>Tier 3</u>** Force, Inertia, Velocity, Momentum, Acceleration, Net Force, Balanced and Unbalanced Forces, Weight, Reaction, Friction, Air Resistance, Free Body Diagrams, Centre of Mass, Limb Kinematics, Force Plates, Wind Tunnels	No prior learning Links to applied Biomechanics in year 13
Term 3	**Physiological Concepts** Respiratory system at rest Respiratory system during exercise of differing intensities and during recovery	Mid topic Assessment Cardiovascular System Wk 17 End of topic Assessment Cardiovascular System Wk 20 A mixture of objective response and short and medium length	Relationship between resting values; mechanics of breathing at rest and the muscles involved Effects of differing intensities of exercise and recovery; mechanics of breathing during exercise of differing intensities and during recovery, including additional muscles involved; regulation of breathing during	Learners understanding of the cardiovascular, respiratory and neuromuscular systems will also be applied to altitude training and exercise in the heat to show how these types of training can affect the body systems (year 13).	Understanding the difference between a describe and an explain question The difference between internal and external respiration	Tier 2: Relationship, Calculate, heart rate, stroke volume, cardiac output, diaphragm, alveoli, inspiration, expiration Tier 3: Diastole, systole, vascular shunt mechanism, vasomotor centre, arterioles, pre-capillary sphincters, neural factors,	Building on knowledge from GCSE. Not part of Cambridge course. Learners understanding of the cardiovascular, respiratory and neuromuscular systems will also be applied to altitude training and exercise in the heat to show how these types of training can affect the body systems (year 13).

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

		answers. It may also include multiple choice questions MCQs	exercise of different intensities and during recovery; effect of differing intensities of exercise and recovery on gas exchange at the alveoli and at the muscles		Confusion over the cardiac cycle	hormonal factors, intrinsic factors, breathing frequency, tidal volume, minute ventilation, external intercostals, sternocleidomastoid, pectoralis minor, internal intercostals, rectus abdominis, pressure gradient, dissociation, oxyhaemoglobin	
	Psychological Concepts Reinforcement Memory	End of term assessment MCQ Homework	**Define, describe and evaluate methods of reinforcement:** Positive reinforcement Negative reinforcement Punishment **Explain and apply Thorndike's Laws:** Law of effect Law of exercise Law of readiness Explain the three theories of learning and apply them to practical situations: Operant Conditioning Cognitive Theory Observational learning **Describe the two theories of memory:** Multi-dimensional memory model Craik & Lockhart's levels of processing **Evaluate each memory model and describe strategies for storing key information in the long-term memory**		Reinforcement is subtly different from feedback Negative reinforcement is not punishment and it involves taking away a stimulus not giving it.	Tier 2 Define, Describe, Explain, Apply, Evaluate, Strengthen, Weaken, Learning, Demonstrate Tier 3 Stimulus-response bond (S-R bond), Role model, Intervening Variables, Perception, Past Experience, Mental image, Significant other, Rehearsal, Uniqueness, Reinforcement, Enjoyment, Association, Connection, Chunking	Students will have experience reinforcement I core PE
	Socio-Cultural Concepts 6.1 Emergence and Evolution of Sport	Mid topic assessment Feb ½ term, exam questions	How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain: • social class • gender • law and order	Learners will study the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in	What are social / cultural factors? How are they different?	**<u>Tier 2</u>** Define, Explain, Describe, Apply, Evaluate **<u>Tier 3</u>** Characteristics, Influence, Amateurism, Professionalism,	No prior learning Links to contemporary studiers in year 13

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

			• education/literacy • availability of time • availability of money • type and availability of transport How social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain: • social class – amateurism and professionalism • gender/changing status of women • law and order • education/literacy • availability of time/changing work conditions • availability of money • transport – notably the railways Influence of public schools: – on the promotion and organisation of sports and games – on the promotion of ethics through sports and games – the 'cult' of athleticism – meaning, nature and impact – on the spread and export of games and the games ethic	pre-industrial and post-industrial Britain. For this topic area it may be beneficial to include the use of case studies in particular sports (for example football, tennis, athletics or cricket) which can be charted through the different time periods covered. The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. Learners will also understand the nature of global sporting events and how they reflect and are impacted upon by social issues.	Ability to use the Tier 2 command words when answering questions. Confusion between the 4 time periods and the key events that take place	Athleticism, Globalisation, Exploitation, Economic, Political	
Term 4	**Physiological Concepts** Aerobic training Strength training	Mid topic Assessment. Preparation and training methods. Wk 26 A mixture of objective response and short and medium length answers. It may also include multiple choice questions MCQs	Aerobic capacity and maximal oxygen uptake (VO2 max); methods of evaluating aerobic capacity; intensity and duration of training used to develop aerobic capacity; the use of target heart rates as an intensity guide; physiological adaptations from aerobic training; activities and sports in which aerobic capacity is a key fitness component Types of strength; factors that affect strength; methods of	Learners will develop their knowledge and understanding of aerobic training, methods of evaluating aerobic capacity and factors affecting VO2 max, as well as applying the importance of this training to physical activities and sports. Strength and flexibility training (term 5) will also be covered, including knowledge and understanding of the types of strength and flexibility training, factors that affect strength and flexibility and methods of	Exhaustive and sub maximal testing	Tier 2; individual physiological make-up, training, Evaluating, intensity, adaptations, metabolic, cross-sectional area, repetitions, sets, resistance, weights Tier 3: aerobic capacity, maximal oxygen uptake (VO2 max), g direct gas analysis, NCF multi-stage fitness test, Queen's College step test, Cooper 12 minute run, continuous training, high intensity interval training (HIIT), target heart	Building on knowledge from GCSE. Not part of Cambridge course.

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

			evaluating each type of strength; training to develop strength; physiological adaptations from strength training; activities and sports in which strength is a key fitness component	evaluating strength and flexibility. Learners will also be able to understand how training can be used to develop strength and flexibility through different training activities and how the body adapts to such training.		rates, strength endurance, maximum strength, explosive/elastic strength, static and dynamic strength, grip strength dynamometer, 1 Repetition Maximum(1RM), press up or sit-up test, vertical jump test, plyometrics, circuit/interval training,	
	Psychological Concepts Personality Attitudes Arousal Motivation Anxiety & Anxiety Management	End of Term Assessment MCQ Homework	**Understand and describe the theories of personality:** Trait Theory Social Learning Theory Interactionalist Theory **Understand the structure of an attitude and how positive and negative attitudes are formed** Triadic Model Stereotypes **Understand how an attitude can be changed** Cognitive dissonance Persuasion **Define arousal and describe the three theories relating to arousal and performance** Drive Theory Inverted U Theory Catastrophe Theory **Define motivation and describe motivational strategies** Intrinsic motivation Extrinsic motivation **Define and describe the different forms of anxiety:** Trait Anxiety State Anxiety Competitive Trait Anxiety Cognitive Anxiety Somatic Anxiety Understanding Hanin's Zone of Optimal Functioning and Peak Flow Experience Anxiety management techniques		Students use internal and external instead of intrinsic and extrinsic	**<u>Tier 2</u>** Explain, Apply, Describe, Compare **<u>Tier 3</u>** Traits, Characteristics, Introvert, Extrovert, Stable, Unstable, Behaviour, Stereotypes, Role Models, Significant Others, Cognitive dissonance, Persuasion, Cues, Cue Utilisation, Dominant Response, Intrinsic, Extrinsic, Drive, Cognitive, Somatic, Holistic, Imagery, Centring, Mindfulness, Positive self-talk, Negative Thought-stopping, Mental Rehearsal	

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

	Socio-Cultural Concepts 6.1 Emergence and Evolution of Sport	Mid topic assessment End of term 4, exam questions	How social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain: • social class – amateurism and professionalism • gender/changing status of women • law and order • education/literacy • availability of time/changing work conditions • availability of money • transport – notably the railways Influence of public schools: – on the promotion and organisation of sports and games – on the promotion of ethics through sports and games – the 'cult' of athleticism – meaning, nature and impact – on the spread and export of games and the games ethic How social factors shaped the characteristics of, and participation in, sport in 20th century Britain: • class – amateurism and professionalism • gender/changing role and status of women • law and order • education • availability of time • availability of money • transport	Learners will study the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. For this topic area it may be beneficial to include the use of case studies in particular sports (for example football, tennis, athletics or cricket) which can be charted through the different time periods covered. The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. Learners will also understand the nature of global sporting events and how they reflect and are impacted upon by social issues.	What are social / cultural factors? How are they different? Ability to use the Tier 2 command words when answering questions. Confusion between the 4 time periods and the key events that take place	**Tier 2** Define, Explain, Describe, Apply, Evaluate **Tier 3** Characteristics, Influence, Amateurism, Professionalism, Athleticism, Globalisation, Exploitation, Economic, Political	No prior learning Links to contemporary studiers in year 13
Term 5	**Physiological Concepts** Flexibility training Periodisation of training	Mid topic Assessment Preparation and training methods Wk 26 MCQs	Types of flexibility; factors that affect flexibility; methods of evaluating flexibility; training used to develop flexibility; physiological adaptations from flexibility training; activities and	Learners will also develop their knowledge and understanding of the periodisation of training and how to plan personal		Tier 2: Type of joint, age, gender Tier 3: static flexibility (active and passive), dynamic flexibility; sit and reach test, goniometer,	Building on knowledge from GCSE. Not part of Cambridge course.

			sports in which flexibility is a key fitness component. periodisation cycles; phases of training; tapering to optimise performance; how to plan personal health and fitness programmes for aerobic, strength and flexibility training.	health and fitness programmes.		passive stretching, proprioceptive neuromuscular facilitation (PNF), static stretching, dynamic stretching, ballistic stretching, isometric stretching, macrocycle, mesocycle, microcycle, preparatory, competitive, transition, tapering,	
	Psychological Concepts Aggression Audience effects Attribution theory	End of Term Assessment MCQs	**Differentiate between aggression and assertion and understand the causes of aggression** **Describe the three theories of aggression:** Instinct Theory Social Learning Theory Frustration – Aggression Hypothesis Aggressive-Cue Hypothesis **Describe strategies to reduce aggressive tendencies** **Describe the various theories relating to audience effects on performance** Social facilitation and inhibition Proximity Effect Homefield Advantage Distraction effect **Explain strategies to cope with audience effects** **Explain Attribution Theory** Weiner's Model **Define learned helplessness and mastery orientation** **Strategies to change learned helplessness to mastery orientation** Attribution retraining		Students forget that Instinct theory is the trait perspective of aggression Students state that ability, task difficulty, effort and luck are attributions. They are in fact examples of attributions. The attributions are internal, external, stable, unstable and controllable	<u>Tier 2</u> Define, Explain, Apply, Describe, Compare **<u>Tier 3</u>** Aggression, Assertion, Traits, Role Models, Significant Others, Cues, Catharsis, Somatic, Cognitive, Facilitate, Inhibit, Cue Utilisation, Arousal, Extroverts, Introverts, Attribution, Internal, External, Stable, Unstable, Locus of causality, Locus of Stability, Learned helplessness, Mastery Orientation	There are links to arousal when it comes to causes of aggression Drive theory and inverted U theory (arousal) are linked to social facilitation and social inhibition

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

	Socio-Cultural Concepts 6.2 Sport in the 21st Century	End of topic assessment, term 5. Exam questions	How contemporary factors are shaping the characteristics of, and participation in, sport in the 21st century: • class – amateurism and professionalism • gender/changing role and status of women • law and order • education • availability of time • availability of money • transport • globalisation of sport – media coverage – freedom of movement for performers – greater exposure of people to sport.	Learners will study the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. For this topic area it may be beneficial to include the use of case studies in particular sports (for example football, tennis, athletics or cricket) which can be charted through the different time periods covered.	What are social / cultural factors? How are they different? Ability to use the Tier 2 command words when answering questions. Confusion between the 4 time periods and the key events that take place Key dates and events for the Olympics	**Tier 2** Define, Explain, Describe, Apply, Evaluate **Tier 3** Characteristics, Influence, Amateurism, Professionalism, Athleticism, Globalisation, Exploitation, Economic, Political	No prior learning Links to contemporary studiers in year 13
	6.3 Global Sporting Events		The modern Olympic Games • background and aims (1896) • political exploitation of the Olympic Games – Berlin 1936, Third Reich Ideology – Mexico City 1968 'Black Power' demonstration – Munich 1972 Palestinian terrorism – Moscow 1980 boycott lead by USA – Los Angeles 1984 boycott by Soviet Union • hosting global sporting events	The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. Learners will also understand the nature of global sporting events and how they reflect and are impacted upon by social issues.		**Tier 2** Define, Explain, Describe, Apply, Evaluate **Tier 3** Characteristics, Influence, Amateurism, Professionalism, Athleticism, Globalisation, Exploitation, Economic, Political	

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

			• positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup) – sporting – social – economic – political.				
Term 6	**Physiological Concepts** Impact of training on lifestyle diseases	End of topic Assessment Preparation and training methods Wk 30. MCQs A mixture of objective response, short and medium length answers, and extended response items. It may also include multiple choice questions.	The effect of training on lifestyle diseases.	Learners will also develop their knowledge and understanding of the impact of training on lifestyle related diseases that affect the cardiovascular and respiratory systems.		Tier 2: Coronary heart disease (CHD), stroke, atherosclerosis, heart attack, asthma Tier 3: chronic obstructive pulmonary disease (COPD)	KS4 biology – CV health
	Psychological Concepts Goal Setting Group Dynamics Leadership	End of term assessment MCQs	**Understand the impact of effect goal setting and define different types of goals:** Outcome goals Performance goals Process Goals SMART targets **Understand Group Dynamics:** Group formation Group Cohesion Group Performance Leadership in sport Characteristics of a good leader **Describe the three theories of leadership. Born or made?**			Tier 2 Define, Apply, Explain Tier 3 Motivation, Confidence, Technique, Personal best, Specific, Quantifiable, Recorded, Achievable, Reinforcement, Reward, Forming, Norming, Storing, Performing, Cohesion, Traits, Autocratic, Democratic, Laissez-faire, Significant others, Congruence	Goal setting is referred to in the motivation module Nature v nurture debate is covered in personality and aggression topics

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

			Trait Theory (Inc., Great Man theory) Social Learning Theory Interactionist Theory **Describe and evaluate the different styles of leadership:** Chelladurai's model Task-orientated leadership Person-orientated leadership Laissez-faire style				
	Socio-Cultural / Physiological Concepts Diet & Nutrition	End of topic assessment, term 6, exam questions	Diet & Nutrition • function and importance of the components of a healthy, balanced diet: • carbohydrates • proteins • fats • minerals • vitamins • fibre • water • energy intake and expenditure; energy balance in physical activity and performance. Ergogenic Aids • use of ergogenic aids; potential benefits and risks: • pharmacological aids: – anabolic steroids – erythropoietin (EPO) – human growth hormone (HGH) • physiological aids: – blood doping – intermittent hypoxic training (IHT) – cooling aids • nutritional aids: – amount of food – composition of meals – timing of meals – hydration	Learners will develop their knowledge and understanding of the components and functions of a balanced diet, as well as being able to relate diet, hydration and dietary supplements to optimising performance in physical activities and sports. Knowledge and understanding will also be developed with ergogenic aids and how they are used to improve sports performance.	How to balance your diet for exercise. Working out the energy expenditure frameworks What are PEDs vs processes	**<u>Tier 2</u>** Carbohydrates, Proteins, Fats, Minerals, Vitamins, Fibre, Water, Energy, Hydration, Caffeine, **<u>Tier 3</u>** Ergogenic aids, Pharmacological aids, Anabolic Steroids, Erythropoietin (EPO), Human growth hormone (HGH), Physiological aids, Blood Doping, Intermittent Hypoxic Training (IHT), Glycogen, Creatine, Bicarbonate, Nitrate	Links to GCSE theory Food and Nutrition Links to contemporary studiers in year 13

Curriculum Plan *PE (A Level)*

Sheldon School
BE KIND | BE BRAVE | BE THE BEST YOU

			– glycogen/carbohydrate loading – creatine – caffeine – bicarbonate – nitrate.				