



Learning Cycle Year 1	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
Autumn Term	<ul style="list-style-type: none"> <li>Cardiovascular System</li> <li>Respiratory System</li> <li>Neuromuscular System</li> <li>Musculoskeletal Systems</li> <li>Energy Systems</li> <li>interpret data and graphs relating to changes within the different systems</li> </ul>	<ul style="list-style-type: none"> <li>Set text book</li> <li>Articles from P.E. Review</li> <li>Current articles from a variety of websites e.g. <b>Cardiovascular response to exercise</b> which includes key notes and practice questions</li> <li><b>Food for thought</b></li> <li>Relevant vocabulary from the glossary and command words provided by AQA which students learn as they go through the topics</li> <li>Command words need to be recognised in exam questions</li> <li>Students are expected to supplement class notes outside of the lessons</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Learning Tables and mind maps</li> <li>Factual recall both oral and written</li> <li>Formal assessments on each topic (A level standard questions)</li> <li>Synoptic "long answer" questions linking all the systems</li> <li>Summaries of articles picking out a number (varies) of facts which support their learning in a topic</li> </ul>	<p>Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery.</p> <p>The anatomy and physiology is an important starting point as it provides a framework for future learning e.g. biomechanics and skill acquisition, diet and nutrition</p> <p>The BTEC Sport course theory module also begins with these topics and this enables seamless movement of students between groups in the first month of the course. Without loss of knowledge.</p> <p>Current issues in sport and discussed every week because there is usually some controversy or injustice to discuss and this is led by student interests and passions. It informs learning across all areas of sport and is not restricted by what is being taught at that particular time.</p>
Spring Term	<ul style="list-style-type: none"> <li>Skill acquisition and skills continuum</li> <li>Impact of skill classification</li> <li>Principles and theories of learning and performance</li> <li>Use of guidance and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Set text book</li> <li>Articles from P.E. Review</li> <li>Current articles from a variety of websites</li> <li>Relevant vocabulary from the glossary provided by AQA</li> <li>Students are expected to</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Learning Tables and mind maps</li> <li>Factual recall both oral and written</li> </ul>	<p>Focus is on how skill is acquired and the impact of psychological factors on performance as well as the physiological changes in the body</p> <p>This section also highlights the importance of a support team for</p>

		<p>supplement class notes outside of the lessons</p>	<ul style="list-style-type: none"> <li>Formal assessments on each topic (A level standard questions)</li> </ul>	<p>elite athletes in terms of injury prevention, psychological support. This is a subject which is regularly in the media and prompts discussion whenever relevant. This can be initiated by students or the teacher.</p>
Summer Term	<ul style="list-style-type: none"> <li>Memory models</li> <li>Efficiency of information processing</li> <li>Sport and Society</li> <li>Globalisation of sport</li> <li>Pre-industrial (1780)</li> <li>Industrial and post –industrial (1780-1900)</li> <li>Post WW2 (1950-present)</li> <li>Sociological theory applied to equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Set text book</li> <li>Articles from P.E. Review</li> <li>Current articles from a variety of websites</li> <li>e.g. Transgender athletes (reports on the BBC and other media platforms.)</li> <li>Students are challenged in terms of reading and interpretation of information and then produce a 200 word summary which is collated into a booklet</li> <li>Relevant vocabulary from the glossary provided by AQA</li> <li>Students are expected to supplement class notes outside of the lessons</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Learning Tables and mind maps</li> <li>Factual recall both oral and written</li> <li>Formal assessments on each topic (A level standard questions)</li> <li>past papers, mark schemes and examiners' reports</li> <li>sample papers and mark schemes and example student answers with examiner commentaries.</li> <li>End of year exam Paper 1 only</li> </ul>	<p>Develop knowledge and understanding of the interaction between, and the evolution of, sport and society and give an historical perspective in order to understand sport as we see it today.</p> <p>This section lends itself to wider discussion of subjects such as racism in sport and whether we have moved forward, barriers to participation particularly girls from ethnic minorities, violence, and stereotypes</p> <p>Collation of all the summaries allows students to discern what is important to include and why and also to challenge different points of view.</p> <p>Through studying the development of tennis, using Billie-Jean King as a role model, issues such as sponsorship, equal prize money for men and women, sexuality of athletes and the effect on sponsorship links historical and sociological aspects of sport and society</p>