



# Queen Elizabeth's Girls' School

*Educating Women of the Future*

**PE Key Stage 5 Curriculum  
AQA -**  
<https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582/specification-at-a-glance>

	Topic/Big Question	Focus	Enrichment
<b>Year 12</b>	<p>Anatomy</p> <p>How changes in physiological states can influence performance in physical activities and sport?.</p>	<ul style="list-style-type: none"> <li>● Cardiovascular system</li> <li>● Respiratory system</li> <li>● Neuromuscular system</li> <li>● The musculo-skeletal system and analysis of movement in physical activities</li> <li>● Energy systems</li> </ul>	<ul style="list-style-type: none"> <li>● Extra curricular</li> <li>● BBC sports academy</li> <li>● <a href="http://www.teamgb.co">www.teamgb.co</a></li> <li>● <a href="http://www.olympic.org">www.olympic.org</a></li> <li>● <a href="http://www.bbc.co.uk/sport">www.bbc.co.uk/sport</a></li> <li>● <a href="http://www.gosh.nhs.uk/teenagers/staying-healthy/healthy-eating">www.gosh.nhs.uk/teenagers/staying-healthy/healthy-eating</a></li> <li>● <a href="http://www.bbc.co.uk/sport/get-inspired">www.bbc.co.uk/sport/get-inspired</a></li> </ul>
	<p>Skill acquisition</p> <p>How can you optimise the learning of new, and the development of existing, skills?</p>	<ul style="list-style-type: none"> <li>● Skill, skill continuums and transfer of skills</li> <li>● Impact of skill classification on structure of practice for learning</li> <li>● Principles and theories of learning and performance</li> <li>● Use of guidance and feedback</li> <li>● <b>Memory models</b> (Baddeley and Hitch, working memory model memory system.)</li> <li>● Efficiency of information processing</li> </ul>	
	<p>Sport and society</p> <p>How can sociological issues influence and affect physical activity and sport for both</p>	<ul style="list-style-type: none"> <li>● Pre industrial Britain (pre-1780)</li> <li>● Industrial and post-industrial (1780-1900)</li> <li>● Post World War II (1950- present)</li> <li>● Sociological theory applied to equal opportunities (Social</li> </ul>	

	the audience and the performer and society as a whole?	action theory, underrepresented groups, the interrelationship between Sport England, local and national partners)	
	Practical component	<ul style="list-style-type: none"> <li>Practical performance: Students will be assessed for all of the activities in the following skills: <ul style="list-style-type: none"> <li>Area of assessment 1: Technical quality – aspect 1 (15 marks).</li> <li>Area of assessment 2: Technical quality – aspect 2 (15 marks).</li> <li>Area of assessment 3: Application of strategic/tactical awareness (15 marks). Students will be assessed against the relevant levels of response grids, as either player/performer or coach, for each area of assessment.</li> </ul> </li> </ul>	Out of school clubs

	Topic/Big Question	Focus	Enrichment
<b>Year 13</b>	<p>Exercise Physiology</p> <p>What key factors can affect the body's ability to perform during physical activity and sport?</p> <p>How does training impact on preventing lifestyle related diseases?</p> <p>How can biomechanical principles be used to improve performance and the prevention and treatment of injury by optimising technique, training and equipment in physical activity and sport?</p>	<ul style="list-style-type: none"> <li>Diet and nutrition</li> <li>Preparation and training methods in relation to maintaining physical activity and performance</li> <li>Injury prevention</li> <li>Rehabilitation of injury</li> <li>Biomechanical principles</li> <li>Levers</li> <li>Linear motion</li> <li>Angular motion</li> <li>Fluid mechanics</li> <li>Projectile motion</li> </ul>	<ul style="list-style-type: none"> <li>Extra curricular</li> <li>BBC sports academy</li> <li><a href="http://www.teamgb.co">www.teamgb.co</a></li> <li><a href="http://www.olympic.org">www.olympic.org</a></li> <li><a href="http://www.bbc.co.uk/sport">www.bbc.co.uk/sport</a></li> <li><a href="http://www.gosh.nhs.uk/teenagers/staying-healthy/healthy-eating">www.gosh.nhs.uk/teenagers/staying-healthy/healthy-eating</a></li> <li><a href="http://www.bbc.co.uk/sport/get-inspired">www.bbc.co.uk/sport/get-inspired</a></li> </ul>

	<p>Sports Psychology</p> <p>Is personality, leadership, aggression and performance innate characteristics we are born with or do we develop them through the environment we learn and grow in?</p>	<ul style="list-style-type: none"> <li>● Personality</li> <li>● Attitudes</li> <li>● Motivation</li> <li>● Achievement motivation theory</li> <li>● Arousal</li> <li>● Anxiety</li> <li>● Aggression</li> <li>● Social facilitation</li> <li>● Group dynamics</li> <li>● Goal setting</li> <li>● Attribution theory</li> <li>● Confidence and self efficacy</li> <li>● Leadership</li> <li>● Stress management</li> </ul>	
	<p>Sport and society and the role of technology in physical activity and sport</p> <p>How can ethics involved in sport and deviance affect sport and sporting behaviour?</p> <p>How does technology and commercialisation impact sport?</p>	<ul style="list-style-type: none"> <li>● Concepts of physical activity and sport</li> <li>● Development of elite performers in sport</li> <li>● Ethics in sport</li> <li>● Drugs in sport</li> <li>● Violence in sport</li> <li>● Sport and the law</li> <li>● Commercialisation and the media</li> <li>● The role of technology in physical activity</li> </ul>	
	<p>Practical component</p>	<ul style="list-style-type: none"> <li>● Practical performance</li> <li>● NEA coursework - analysis of performance (causes and corrections from areas of assessment of the chosen sport)</li> </ul>	<p>Outside of school clubs</p>