

# SUBJECT: PE A Level Sport and Society



## KS5 CURRICULUM PLAN

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<b>Popular and Rational Recreation</b>	<b>Rational Recreation and The Globalisation of Sport</b>	<b>Sport and Society</b>	<b>Sport and Society</b>	<b>Sport and Technology</b>	
<b>Knowledge</b>	<p>Characteristics of popular recreation: Mob Football and Real tennis</p> <p>The impact of the Much Wenlock Games on the modern Olympic games</p> <p>The impact of the following on rational recreation:</p> <ul style="list-style-type: none"> <li>Church</li> <li>Rise of the Middle Class</li> <li>Transport and Communication Urbanisation</li> <li>Industrialisation</li> <li>National Governing Bodies</li> </ul>	<p>Amateurism and Professionalism Development and globalisation of the following sports:</p> <p>Tennis/Football/ Athletics The development of women and elite sport in football, tennis and athletics . Golden Triangle Commercialisation</p>	<p>Sociology</p> <p>Primary Socialisation</p> <p>Secondary Socialisation</p> <p>Interactionist Theory</p> <p>Social Stratification</p>	<p>Participation Trends :</p> <p>Gender</p> <p>Ethnicity</p> <p>Disability</p> <p>Barriers and benefits of participation</p>	<p>Technology of Sport</p> <p>Sport Analytics: GPS, Video Analysis</p>	<p>Introduction of Coursework</p> <p>Developing strengths and weaknesses</p>
<b>Skills</b>	<p>Identify the characteristics of pre-industrial Britain and explain how these influenced popular recreations of the time.</p> <p>Explain the range of socio-cultural factors industrial and post-industrial Britain which impacted on the development of rational recreation and sport</p>	<p>Understand the changing status of the amateur and professional sports performer in the late 18th century to the 19th century. Identify the characteristics of industrialisation and how these influenced the development of activities of football, athletics and tennis</p> <p>Explain the changing role of women in sport and factors affecting their emergence in modern day elite sport via a consideration of their involvement in football, tennis and athletics. Understand how the golden triangle influences the development of sport in modern day society, particularly in relation to football, tennis and athletic</p>	<p>Define key sociological terms and assess their impact on equality of opportunity and society</p> <p>Explain how the social action theory applies to social issues in physical activity ad sport.</p>	<p>Explain the barriers and strategies in relation to underrepresented groups. Define key terms in relation to equal opportunities. Identify and explain the benefits to individuals and society of raising participation. Explain the inter-relationship between Sport England and its local and national partners in relation to increasing participation of under-represented groups in sport at grass level roots level.</p>	<p>Explain how technology can be used to collect qualitative and quantitative data using sporting examples. Explain how data can be valid, reliable, objective. Explain the functions of sports analytics and value of analysing data to make physical improvement , prevent injury, analyse games and identify talent. Discuss the effects of technology in sport. Explain the impact of facility and equipment development.</p>	<p>BE able to analyse a weakness in a defensive (AA2) and a tactical/strategic aspect of a sport</p> <p>Be able to contrast and compare to an elite performer and recognise where a skill or tactic has broken down in comparison to that elite performer.</p>
<b>Key Vocab</b>	<p>Popular recreation.</p> <p>Illiteracy. Industrial patronage. Urbanisation. Muscular Christianity. Philanthropists. Provision. Codification.</p>	<p>Media. Commercialisation. Sponsorship. Globalisation. Bosman Ruling. Amateur. Professional.</p>	<p>Social control. Social processes. Social change. Institutions. Socialisation. Internalisation. Social stratification. Social class. Inequality. Social issues. Social action theory</p>	<p>Equal opportunities. Discrimination. Prejudice. Stereotype. Racism. Race. Stacking. Channeling. Ethnic groups. County sports partnership. Whole sport plan.</p>	<p>Analytics. Quantitative. Qualitative. Objective. Subjective. Validity. Reliability. Motion analysis. Performance analysis. Metabolic cart. calorimetry. indirect calorimetry. Resting Energy expenditure. Electrostimulation. Integrity. GPS.</p>	<p>Technical. Terminology. Tactical.</p>
<b>YEAR 13</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>TOPIC</b>						
<b>Knowledge</b>	<p>Chapter 6</p> <p>Concepts of physical activity and sport</p> <p>Development of elite performers in sport</p> <p>Coursework: AA3 Weakness 2</p>	<p>Development of elite performers in sport</p> <p>Theory for Coursework</p> <p>Coursework: Corrective Measures</p>	<p>Ethics in sport</p> <p>Violence in sport</p> <p>Drugs in sport</p> <p>Sport</p>	<p>The role of technology in physical activity and sport</p> <p>Impact of commercialisation on physical activity and sport</p>	<p>Revision</p>	<p>Revision. Exam.</p>
<b>Skills</b>	<p>Identify the key characteristics and functions of a range of key concepts at the base of the sporting development continuum.</p> <p>Identify the similarities and differences between key concepts and be able to explain in relation to a range of sports. Identify a range of personal, social and cultural factors which are required when developing talented sports performers to reach their potential.</p>	<p>Describe the roles, purposes and interrelationships between various organisations involved in elite performer development, such as BGS, NIS's and UK SPORT. Identify and explain key features of UK Sport programmes supporting elite development. To link a corrective measure to an identified theoretical cause, and evaluate its impact on the cause.</p>	<p>Understand the uses of sports legislation in relation to performers, officials, coaches and spectators. Identify and explain different causes and implications of performer violence in sport linked to a variety of examples. Explain strategies to combat violence. Explain and evaluate cause and strategies to prevent hooliganism</p> <p>Be able to identify core and advanced skills in AA1, AA2 and AA3 of practical footage provided</p>	<p>Discuss the positive and negative impact of the media, commercialisation and sponsorship on the performer, coach, official, spectator and the sport.</p>		
<b>Key Vocab</b>	<p>Characteristics. Sporting development continuum. Outdoor education. Perceived risk. Recreation. Physical Education.</p>	<p>Elite. Talent identification. Personal qualities. NGB. Whole Sport Plan. Performance pathway team.</p>	<p>Amateurism. Sportsmanship. Simulation. Gamesmanship. Positive deviance. Negative deviance. Aggression. Violence. Hooliganism. Doping. Stimulants. BALCO. WADA. Damages. Restraint of trade. Negligence. Duty of care.</p>	<p>Media. Ofcom. Ring-fenced. Merchandising. Commercialisation. Sponsorship.</p>	<p>Media. Ofcom. Ring-fenced. Merchandising. Commercialisation. Sponsorship.</p>	

KS5 Knowledge and key skills

Key Knowledge Transfer