



| Term | Week | Focus | Summary | Learning Outcomes | Learning skills |
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| Term 1.1 | 1 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Diet and nutrition Personality In sport <i>Concepts of physical activity and sport</i> | Understand the exercise-related function of food classes (carbohydrates, fibre, fats, vitamins, minerals and water) Understanding of the nature vs nurture debate in the development of personality. <i>The characteristics and function of the following key concepts: physical recreation, sport, physical education, school sport; and how they create the base of the sporting development continuum.</i> | <u><i>Critical Thinking analyse the characteristics of school sport and physical recreation, identify key issues, and propose possible impact on sport.</i></u> <u><i>Collaborative learning- group research - impact of nature vs nurture on personality.</i></u> |
| | 2 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Diet and nutrition Personality In sport <i>Concepts of physical activity and sport</i> | Positive and negative effects of dietary supplements/manipulation on the performer How knowledge of interactionist perspective can improve performance. <i>The similarities and differences between these key concepts.</i> | <u><i>Critical Thinking analyse the characteristics of school sport and physical recreation, identify key issues, and propose possible impact on sport.</i></u> <u><i>Collaborative learning- group research - impact of nature vs nurture on personality.</i></u> |
| | 3 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Preparation and training methods Attitude in sport <i>Development of elite performers in sport</i> | Understanding of the key terms relating to laboratory conditions and field tests. Triadic model. <i>The factors required to support progression from talent identification to elite performance.</i> | <u><i>Collaborative learning – case study on Talent ID and the different pathways to elite level, identify the issues and impacts</i></u> <u><i>Critical Thinking – data analysis on the functions of the neuro-muscular system.</i></u> |
| | 4 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Preparation and training methods Arousal in sport <i>Development of</i> | Physiological effects and benefits of a warm up and cool down Theories of arousal (Drive/Inverted-U/Catastrophe theory and zone of optimal functioning theory). Characteristics of peak | <u><i>Collaborative learning – case study on Talent ID and the different pathways to elite level, identify the issues and impacts</i></u> |



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| | | | <i>elite performers in sport</i> | flow experience. <i>The generic roles, purpose and relationship between organisations in providing support and progression from talent identification through to elite performance.</i> | <u><i>Critical Thinking – data analysis on the functions of the neuro-muscular system.</i></u> |
| 5 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Preparation and training methods Arousal in sport <i>Development of elite performers in sport</i> | | Principles of training Practical applications of theories of arousal and their impact on performance. <i>The support services provided by National Institutes of Sports for talent development.</i> | <u><i>Collaborative learning – group debate -justify why arousal has an impact on performance and the measures that are in place to reduce this.</i></u> |
| 6 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Preparation and training methods Anxiety in sport <i>Development of elite performers in sport</i> | | Application of principles of periodisation Types of anxiety (somatic, cognitive, competitive state and trait) <i>The key features of UK Sport’s World Class Performance Programme, Gold Event Series and Talent Identification and Development.</i> | <u><i>Collaborative learning – group debate -justify why arousal has an impact on performance and the measures that are in place to reduce this.</i></u> |
| 7 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Preparation and training methods Anxiety in sport <i>Ethics in Sport</i> | | Training methods to improve physical fitness and health. Advantages and disadvantages of using observations, questionnaires and physiological measures to measure anxiety. <i>Understanding of the key terms relating to ethics in sport (amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic).</i> | <u><i>Collaborative learning -design a comprehensive fitness program to develop the function of the CV system</i></u> <u><i>Peer coach – the impact of the learning plateaus on performance.</i></u> |



| Term | Week | Focus | Summary | Learning Outcomes | Learning skills |
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| Term 1.2 | 1 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Injury prevention and the rehabilitation of injury Aggression in sport <i>Ethics in Sport</i> | Types of injury (acute and chronic). Theories of aggression (instinct/frustration-aggression/social learning theory and aggressive cue theory) <i>Positive and negative forms of deviance in relation to the performer.</i> | <u>Collaborative learning -design a comprehensive fitness program to develop the function of the CV system</u> <u>Peer coach – the impact of the learning plateaus on performance</u> |
| | 2 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Injury prevention and the rehabilitation of injury Aggression in sport <i>Violence in Sport</i> | Types of injury (acute and chronic). Difference between aggression and assertive behaviour. Strategies to control aggression. <i>The causes and implications of violence in sport: performer, spectator and sport.</i> | <u>Critical thinking – debate on why the three tier society was unjust or the positives that it created more participation opportunities and codified sport?</u> |
| | 3 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Injury prevention and the rehabilitation of injury Motivation in sport <i>Violence in Sport</i> | Understanding different methods used in injury prevention, rehabilitation and recovery. Intrinsic, extrinsic, tangible and intangible. <i>Strategies for preventing violence within sport to the performer and spectator.</i> | <u>Critical thinking – debate on why the three tier society was unjust or the positives that it created more participation opportunities and codified sport?</u> |
| | 4 | Exercise Physiology Sport Psychology <i>Sport and Society</i> | Injury prevention and the rehabilitation of injury Achievement motivation <i>Drugs in Sport</i> | Understanding different methods used in injury prevention, rehabilitation and recovery. Atkinson’s Model Characteristics of personality components of achievement motivation. Impact of situational component <i>The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.</i> | <u>Collaborative learning -design a comprehensive fitness program to develop the function of the CV system</u> <u>Peer coach – the impact the British Empire promoted sport, codified and developed society.</u> |



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| | 5 | <p>Exercise Physiology Sport Psychology <i>Sport and Society</i></p> | <p>Injury prevention and the rehabilitation of injury Achievement motivation <i>Drugs in Sport</i></p> | <p>Physiological reasons for methods used in injury rehabilitation (hyperbaric chambers and cryotherapy). Achievement goal theory – incentive value and probability of success. Strategies to develop approach behaviours leading to improvement <i>The physiological effects of drugs on the performer and their performance.</i></p> | <p><u>Collaborative learning – case study on the British Empire identify the issues and impacts</u> <u>Critical Thinking – data analysis on the functions of the CV system.</u></p> |
| | 6 | <p>Exercise Physiology Sport Psychology <i>Sport and Society</i></p> | <p>Physiological reasons for methods used in injury rehabilitation (hyperbaric chambers and cryotherapy). Achievement goal theory – incentive value and prob <i>Drugs in Sport</i></p> | <p>Physiological reasons for methods used in injury rehabilitation (hyperbaric chambers and cryotherapy). Social facilitation and inhibition (Zajonc’s Model). Evaluation apprehension. <i>The positive and negative implications to the sport and the performer of drug taking.</i></p> | <p><u>Collaborative learning – case study on the British Empire identify the issues and impacts</u> <u>Critical Thinking – data analysis on the functions of the CV system.</u></p> |
| | 7 | <p>Exercise Physiology Sport Psychology <i>Sport and Society</i></p> | <p>Injury prevention and the rehabilitation of injury Social facilitation <i>Drugs in Sport</i></p> | <p>Importance of sleep and nutrition for improved recovery. Strategies to eliminate the adverse effects of social facilitation and inhibition in performance.+H24 <i>Strategies for elimination of performance enhancing drugs in sport. Arguments for and against drug taking and testing.</i></p> | <p><u>Collaborative learning – case study on the British Empire identify the issues and impacts</u> <u>Critical Thinking – data analysis on the functions of the CV system.</u></p> |