

A-level PE – Paper 1 – Section C

Term	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1.1	Pre-industrial Britain (pre-1780)	<p>To know the two tier class system To be able to describe the characteristics of popular and rational recreation for the upper and lower class</p> <p>To understand how the two tier system impacted on sporting recreation</p>	<p>Characteristics of society and impact on sporting recreation. (Two-tier class system. Rural, Limited communication/technology /transport, Widespread illiteracy, Harsh lifestyle.</p> <p>Characteristics of sporting recreation (limited to mob football and real tennis)</p>	<p>Subject specific vocabulary (see Knowledge column)</p> <p>Command words: Analyse Separate information into components and identify their characteristics.</p>	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Pre-industrial Britain)</p>
	Industrial and post-industrial Britain (1780 - 1900)	To understand how the industrial revolution, urbanisation, transport and communication and the factory system impacted society and sport	Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games).	<p>Apply Put into effect in a recognised way.</p> <p>Calculate Work out the value of something.</p> <p>Compare Identify similarities and or differences.</p>	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p>

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		<p>To understand how the British Empire and the church impacted society and sport</p> <p>To be able to explain the three tier class NGBS</p> <p>Investigate impact of church and British empire and also look at how sporting activities might have started to spread alongside improvements in transport Pupils create a poster to recognise the importance of the development of NGBs due to society developments.</p>	<p>Industrial Revolution.</p> <p>Urbanisation.</p> <p>Transport and communication.</p> <p>Provision through factories.</p> <p>Three-tier class system (emphasis on middle class and working class)</p> <p>Explain</p> <p>Set out purposes or reasons.</p> <p>Identify s).</p> <p>Characteristics and impact on sport (limited to development of association football, lawn tennis and rationalisation of track and field events). Three-tier class system (emphasis on middle class and working class). The British Empire.</p> <p>Churches and local authorities.</p> <p>Public schools/universities</p> <p>Development of national governing bodies.</p> <p>Consideration of the changing role of women in sport.</p>	<p>Complete</p> <p>Finish a task by adding to given information.</p> <p>Consider</p> <p>Review and respond to given information.</p> <p>Define</p> <p>Specify meaning.</p> <p>Describe</p> <p>Set out characteristics.</p> <p>Discuss</p> <p>Present key points about different ideas or strengths and weaknesses of an idea.</p> <p>Evaluate</p> <p>Judge from available evidence.</p> <p>Name or otherwise characterise.</p> <p>Illustrate</p> <p>Present clarifying examples.</p>	<p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Industrial and Post-industrial Britain)</p>
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			The status of amateur and professional performers.	Interpret	
Michaelmas 1.2	Post World War 2 Britain	<p>To understand the interrelationship between commercialisation media and sports and governing bodies</p> <p>To understand the interrelationship between commercialisation media and sports and governing bodies</p> <p>To know the key features of modern day amateurism and professionalism</p> <p>To know the factors affecting the emergence of elite female performers in football, tennis and athletics</p>	<p>Characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics).</p> <p>The interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies.</p> <p>Characteristics and impact of the Golden Triangle (limited to development of association football, tennis and athletics). The interrelationship between commercialisation (including sponsorship), media (radio, TV, satellite, internet and social media) and sports and governing bodies.</p> <p>The changing status of amateur and professional performers.</p> <p>Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in the late 20th and early 21st century.</p>	<p>Translate information into recognisable form.</p> <p>Justify Support a case with</p> <p>Outline Set out main evidence. characteristics.</p> <p>Suggest Present a possible case/solution.</p> <p>State Express clearly and briefly.</p>	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Post World War II Britain)</p>

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			Characteristic of football, athletics and tennis.		
Lent 2.1 Lent 2.2	Sociology theory applied to equal opportunities	<p>To understand the key terms society, socialisation and social processes and their impact on equal opportunities in sport</p> <p>To understand the key terms social issues and social structure/stratification and their impact on equal opportunities in sport</p> <p>To investigate Social Action Theory in relation to physical activity and sport</p> <p>To understand the terms equal opportunities, discrimination, stereotyping and prejudice. To know the barriers to participation for the disabled in sport</p>	<p>Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society Society Socialisation (primary and secondary) Social processes (social control and social change).</p> <p>Understanding of the definitions of the following key terms in relation to the study of sport and their impact on equal opportunities in sport and society Social issues (causes and consequences of inequality). Social structures/stratification (eg schools/ sports clubs).</p> <p>Understanding social action theory in relation to social issues in physical activity and sport. (Impact of sport on society and of society on sport).</p>	Subject specific vocabulary (see Knowledge and Skills column)	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Sociology theory applied to equal opportunities)</p>

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		<p>and physical activity and possible solutions to overcome them.</p> <p>To know the barriers to participation for ethnic groups in sport and physical activity and possible solutions to overcome them.</p> <p>To know the barriers to participation for women in sport and physical activity and possible solutions to overcome them.</p> <p>To know the barriers to participation for the disadvantaged in sport and physical activity and possible solutions to overcome them.</p> <p>Identify the benefits of raising participation to both society and the individual</p>	<p>Understanding the key terms relating to equal opportunities.(Discrimination , Stereotyping, Prejudice)</p> <p>The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport (Disability).</p> <p>The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport (Ethnic group).</p> <p>The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport (Gender).</p> <p>The barriers to participation in sport and physical activity and possible solutions to overcome them for underrepresented groups in sport (Disadvantaged).</p> <p>Benefits of raising participation. (Health</p>		
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			<p>benefits, Fitness benefits, Social benefits).</p> <p>The interrelationship between Sport England, local and national partners to increase participation at grass roots level and underrepresented groups in sport.</p>		
Trinity 2.1	The role of technology in physical activity and sport (1)	To know what is meant by the key terms quantitative and qualitative, objective and subjective, validity and reliability.	<p>Understanding of technology for sports analytics (Use of technology in data collection (quantitative and qualitative, objective and subjective, validity and reliability of data), video and analysis programmes, testing and recording equipment (metabolic cart for indirect calorimetry), use of GPS and motion tracking software and hardware, maintaining data integrity).</p>	Subject specific vocabulary (see Knowledge column)	<p>Continuous formative assessment in lessons.</p> <p>Q&A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (The role of technology in physical activity and sport)</p>