

Meden School Curriculum Planning							
Subject	A Level	Year Group	12	Sequence No.	22-32	Topic	Individual Differences

Retrieval	Core Knowledge	Student Thinking
What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Students own knowledge and understanding of sport</p> <p>- students prior sporting experience, through playing or spectating or teaching, may have developed some level of knowledge in aspects of topics covered in this unit.</p> <p>KS4 Curriculum</p> <p>- students will also have experience of leadership and will have subconsciously utilised one or more of these theories to ensure they students were motivated, had a positive attitude and didn't feel anxious.</p> <p>KS3 Curriculum</p> <p>- Regularly performed a wide range of sports and will have knowledge of the individual skills needed for those sports. They will be able to identify them and will have understanding on how they are performed.</p>	<p>Personality</p> <p>Students will firstly know definition of personality before describing the different theories of personality. The following three theories will be able to be defined but also the students will be able to compare and contrast the differences between each theory, whilst relating them to sporting examples throughout. Finally students will evaluate the theories in terms of their accuracy, and make a judgement based on what they believe to be the more relevant theory to explaining how personalities are created:</p> <ul style="list-style-type: none"> - trait – extroversion/introversion, stable/unstable, type a/type b - social learning - interactionist <p>Attitudes</p> <p>Students will firstly know the definition of attitude and the assess the factors affecting attitude formation, relating them to sporting examples. Students will then describe the three components of attitude below. They will be able to compare them in terms of their differences, but also make links between them, to justify how they impact each other. Students will use each three components when describing how attitudes are formed within the sporting context.</p> <ul style="list-style-type: none"> - cognitive 	<p>Each week, a key theme will run through all PE lessons linked to real life examples. These will be linked to the particular learning outcome the students are on at the time and will be consistent across the department. The aim will be for students to develop their thinking, recognise the inequalities within sport (linked to the topic) and do something about them. In the 'teaching' lessons, students will be provided with a starter to challenge stereotypes in sport and then an activity linked to heading being covered where they can 'do something about them.'</p> <ol style="list-style-type: none"> 1. Physical Activity Government Guidelines and Recommendations - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How? 2. Barriers to Participation for Children and Teenagers 3. Solutions to the Barriers 4. Current Issues in Sport/Sport in the News - Linked to the impact of PE on Mental, Physical or Social Health 5. Physical Benefits of Sport and PE on the Body 6. Social Benefits of Sport and PE on the Body 7. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free

<ul style="list-style-type: none"> - Students will have been taught using a wide range of methods where teachers would have aimed to motivate them as the performers - Boys and Girls all do the same sports on the curriculum to challenge stereotypes and raise awareness of opportunities for them to get involved e.g. Mansfield Rugby Club for Girls <p>Extra Curricular/Clubs</p> <ul style="list-style-type: none"> - Students will have their own knowledge of the sports they regularly participate within and will be able to relate to these within their work - All students will be given a breadth of extra-curricular opportunities to allow them to perform further in the key sports discussed in this topic - Students will have viewed sports that will be discussed and may understand how it can be learned as a performer or taught as a coach/teacher - Ideally, students will compete in sport outside of school - Students will be able to draw upon real-life examples, where they have been anxious/motivated etc. and look at how that impacted what they did e.g. exams. 	<ul style="list-style-type: none"> - affective - behavioural <p>Students will also be able to explain the methods of attitude change. They will analyse the impact of the two methods and apply this to a sporting context. They will also compare to make a judgement on which they think is the most suitable method to change attitude in sport.</p> <ul style="list-style-type: none"> - persuasive communication - cognitive dissonance <p>Motivation</p> <p>Students will be able to know the definitions of and compare the difference between:</p> <ul style="list-style-type: none"> - intrinsic motivation - extrinsic motivation <p>They will then be able to discuss the uses of the two types of motivation, in relation to a wide range of sporting examples, whilst also making reference to the suitability of the two types for athletes at different stages of learning. Finally, students will evaluate on the appropriateness of the two methods, considering their pros and cons across a wide range of scenarios before making a judgement on what they believe to be the most suitable.</p> <p>Arousal</p> <p>Students will firstly know the definition of arousal, and apply it to a sporting context. They will then be able to explain effects of arousal on sporting performance, linking to 3 different theories of arousal.</p> <ul style="list-style-type: none"> - drive theory - inverted U theory - catastrophe theory <p>The students will be able to explain the three theories at all of their stages, whilst linking it to the effect of performance throughout. Students will then evaluate the theories, looking at the strengths and limitations so they can make informed</p>	<p>activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <ol style="list-style-type: none"> 8. Popularity of Sport in the UK – what are the current trends for the most popular sport in the UK. Why are they the most popular sports? 9. Emerging/Growing Sports in the UK – which sports are new to the UK? How can we make them more popular? 10. National Governing Bodies – What is their role within a sport? What are the key NGB’s for each sport? 11. Major Sporting Events – What are they? When and where do they occur? 12. Olympic Creed and Olympic Values 13. Current Issues in Sport/Sport in the News – Linked to new sports, growing sports or a major sporting event occurring 14. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 15. Sporting Values – Excellence – Linked to Role Models and demonstrating excellence within a sport 16. Sporting Values - Tolerance and Respect 17. Sporting Values – Fair play 18. Sporting Values – Teamwork and Inclusion 19. Sporting Values - Citizenship 20. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE
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	<p>judgements on what theories are more accurate in their opinion.</p> <p>Anxiety Students will firstly know the definition of anxiety as a whole before comparing state and trait anxiety and how they can affect sporting performance. The will analyse a performers response to anxiety, through the 2 following theories of anxiety. They will look at how anxiety can affect performance and how it can change the level of performance at any given time.</p> <ul style="list-style-type: none"> - somatic and cognitive - zone of optimal functioning. <p>Aggression Students will firstly know the definition of aggression and compare it to that of assertion in sport, understanding how they can be contextually different, even within the same sport. They will then be able to explain reasons and theories given for aggression in sport and how this can effect sporting performance. They will be able to know and understand these following theories, before being able to compare and contrast their key differences.</p> <ul style="list-style-type: none"> - instinct - social learning - frustration-aggression hypothesis - aggressive cue hypothesis <p>The students will be able to explain the four theories, in relation to causes of aggression, whilst linking it to the effect of performance throughout. Students will then evaluate the theories, looking at the strengths and limitations so they can make informed judgements on what theories are more accurate to specific sporting examples, in their opinion.</p> <p>Social facilitation</p>	<ol style="list-style-type: none"> 21. Performance Enhancing Drugs – What are they and why are they taken? 22. Gamesmanship and Deviance 23. Sportsmanship and Success of Teams 24. Current Issues in Sport/ Sport in the News – linked to examples of athletes demonstrating sportsmanship, gamesmanship or taking performance enhancing drugs 25. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 26. Money in Sport – Wage disparity between certain sports and genders. Amateur vs professional sport 27. Technology in Sport – How has it advanced? Advantages and Disadvantages 28. Gender in Sport – challenging stereotypes in sports as the player, official or manager 29. Paralympics and Disabled Sport – examples of sports and accessibility 30. Race and Equality in Sport – examples of campaigns within sports – Kick it out campaign and RESPECT 31. LGBTQ - Pride Sport – their role in challenging LGBTQ phobia in sport 32. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 33. Diet and Nutrition 34. Skeletal and Muscular System 35. Cardiovascular System 36. Respiratory System 37. Assessing Risk in Sport
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	<p>Students will firstly know the definition of social facilitation and social inhibition, whilst making clear comparisons between the two. They will compare how the two can affect sporting performance across a wide range of sports, whilst also, looking at how they both differ for performers at different stages of learning.</p> <p>The students will then make links to other elements of the PE curriculum by being able to analyse the effect of an audience on various factors such as:</p> <ul style="list-style-type: none"> - introverts/extroverts - beginners/experts - simple/complex skills - gross/fine skills <p>Following on from that, the students will have clear understanding on the theory of evaluative apprehension and how this can affect performance in sport, making links to sporting examples throughout.</p> <p>Finally, students will be able to explain the strategies to minimise social inhibition, whilst comparing them and making a judgement on which they believe to be most effective for a wide range of sporting examples and a wide range of performer types.</p>	<p>38. Sporting Injuries</p> <p>39. Current Issues in Sport/ Sporting News – linked to injuries, new science, diet, nutrition etc</p> <p>40. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <p>Students MUST reference four different sporting examples within each heading and will be penalised for sticking to one sport throughout. Teachers will guide students using a model example of a sport they are familiar with before exploring different real-life examples.</p>
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