

The Quality of Education:  
**Physical Education - Curriculum Map**

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**St Christopher's:**  
A Church of England Academy

# Physical Education - Curriculum Map

## Key Stage 3

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
7	<p>Netball Gymnastics Football Badminton</p> <p>Pupils will gain knowledge and understanding of how to perform each technical skill. They will have opportunities to perform each skill and start to apply tactics and sequencing of movements using a variety of styles. Pupils will begin to analyse their own and others performances using correct terminology.</p>	<p>Badminton Hockey Dance Orienteering Handball Table Tennis <b>Autumn term assessment</b></p> <p>Pupils will gain knowledge and understanding of how to perform each technical skill. They will have opportunities to perform each skill and start to apply tactics and sequencing of movements using a variety of styles. Pupils will begin to analyse their own and others performances using correct terminology.</p>	<p>Fitness Volleyball Rugby Table Tennis Handball</p> <p>Pupils will gain knowledge and understanding of how to perform each technical skill. They will have opportunities to perform each skill and start to apply tactics. Pupils will begin to analyse their own and others performances using correct terminology.</p>	<p>Handball Table Tennis Rugby Volleyball</p> <p>Pupils will gain knowledge and understanding of how to perform each technical skill. They will have opportunities to perform each skill and start to apply tactics. Pupils will begin to analyse their own and others performances using correct terminology.</p>	<p><b>Exam week assessment</b> Athletics</p> <p>Pupils will gain knowledge and understanding of how to perform each technical skill. They will have opportunities to perform each skill and start to apply tactics. Pupils will begin to analyse their own and others performances using correct terminology.</p>	<p>Orienteering Softball Cricket Rounders</p> <p>Pupils will gain knowledge and understanding of how to perform each technical skill. They will have opportunities to perform each skill and start to apply tactics. Pupils will begin to analyse their own and others performances using correct terminology.</p>

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
8	<p>Netball Gymnastics Football Badminton</p> <p>Pupils will draw upon their knowledge and understanding from Year 7 to consolidate their learning of technical skills. They will start to apply strategies to overcome opponents in direct competition. They will demonstrate the ability to problem solve and persevere with physical challenges. They will start to choreograph their own performance, using sequenced movements involving complex actions. They will evaluate performances and be able to make improvements in their own and others work.</p>	<p>Badminton Hockey Dance Orienteering Handball Table Tennis</p> <p>Pupils will draw upon their knowledge and understanding from Year 7 to consolidate their learning of technical skills. They will start to apply strategies to overcome opponents in direct competition. They will demonstrate the ability to problem solve and persevere with physical challenges. They will start to choreograph their own performance, using sequenced movements involving complex actions. They will evaluate performances and be able to make improvements in their own and others work.</p>	<p>Fitness Volleyball Rugby Table Tennis Handball</p> <p>Pupils will draw upon their knowledge and understanding from Year 7 to consolidate their learning of technical skills. They will start to apply strategies to overcome opponents in direct competition. They will demonstrate the ability to problem solve and persevere with physical challenges. They will evaluate performances and be able to make improvements in their own and others work.</p>	<p>Handball Table Tennis Rugby Volleyball</p> <p>Pupils will draw upon their knowledge and understanding from Year 7 to consolidate their learning of technical skills. They will start to apply strategies to overcome opponents in direct competition. They will demonstrate the ability to problem solve and persevere with physical challenges. They will evaluate performances and be able to make improvements in their own and others work.</p>	<p><b>Exam week assessment</b> Athletics</p> <p>Pupils will draw upon their knowledge and understanding from Year 7 to consolidate their learning of technical skills. They will start to apply strategies to overcome opponents in direct competition. They will demonstrate the ability to problem solve and persevere with physical challenges. They will evaluate performances and be able to make improvements in their own and others work.</p>	<p>Orienteering Softball Cricket Rounders</p> <p>Pupils will draw upon their knowledge and understanding from Year 7 to consolidate their learning of technical skills. They will start to apply strategies to overcome opponents in direct competition. They will demonstrate the ability to problem solve and persevere with physical challenges. They will evaluate performances and be able to make improvements in their own and others work.</p>

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
9	<p>Netball Gymnastics Football Badminton</p> <p>Pupils will be able to demonstrate advanced skills and tactics/ choreography to succeed in their activity. They will have a deep understanding of what constitutes an effective performance and they will be able to provide accurate feedback that is both valid and reliable. Pupils will be resilient practitioners that demonstrate excellent problem solving skills.</p>	<p>Badminton Hockey Dance Orienteering Handball Table Tennis</p> <p>Pupils will be able to demonstrate advanced skills and tactics/ choreography to succeed in their activity. They will have a deep understanding of what constitutes an effective performance and they will be able to provide accurate feedback that is both valid and reliable. Pupils will be resilient practitioners that demonstrate excellent problem solving skills.</p>	<p>Fitness Volleyball Rugby Table Tennis Handball</p> <p>Pupils will be able to demonstrate advanced skills and tactics to succeed in their activity. They will have a deep understanding of what constitutes an effective performance and they will be able to provide accurate feedback that is both valid and reliable. Pupils will be resilient practitioners that demonstrate excellent problem solving skills.</p>	<p>Handball Table Tennis Rugby Volleyball</p> <p>Pupils will be able to demonstrate advanced skills and tactics to succeed in their activity. They will have a deep understanding of what constitutes an effective performance and they will be able to provide accurate feedback that is both valid and reliable. Pupils will be resilient practitioners that demonstrate excellent problem solving skills.</p>	<p><b>Exam week assessment</b> Athletics</p> <p>Pupils will be able to demonstrate advanced skills and tactics to succeed in their activity. They will have a deep understanding of what constitutes an effective performance and they will be able to provide accurate feedback that is both valid and reliable. Pupils will be resilient practitioners that demonstrate excellent problem solving skills.</p>	<p>Orienteering Softball Cricket Rounders</p> <p>Pupils will be able to demonstrate advanced skills and tactics to succeed in their activity. They will have a deep understanding of what constitutes an effective performance and they will be able to provide accurate feedback that is both valid and reliable. Pupils will be resilient practitioners that demonstrate excellent problem solving skills.</p>

## Key Stage 4: Core PE

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
10	<p><b>Health and Well Being</b> Pupils will experience different activities that promotes healthy body and healthy mind. Pupils will be able to gain understanding of how physical activity can reduce stress and promote a healthy active lifestyle.</p> <p><b>Team Competition</b> Pupils will be able to apply technical and tactical knowledge to a variety of team sports. The will devise their own tactics learnt in KS3 and implement them to greater effect.</p> <p><b>Individual Competition</b> Pupils will gain the opportunity to develop their technical and tactical skills in individual sports. Pupils will be able to beat their personal best in a variety of sports</p> <p><b>Fitness</b> Pupils will gain knowledge of the protocols of different fitness testing. Pupils will be taught how different training methods can develop different aspects of fitness.</p>	<p><b>Health and Well Being</b> Pupils will experience different activities that promotes healthy body and healthy mind. Pupils will be able to gain understanding of how physical activity can reduce stress and promote a healthy active lifestyle.</p> <p><b>Team Competition</b> Pupils will be able to apply technical and tactical knowledge to a variety of team sports. The will devise their own tactics learnt in KS3 and implement them to greater effect.</p> <p><b>Individual Competition</b> Pupils will gain the opportunity to develop their technical and tactical skills in individual sports. Pupils will be able to beat their personal best in a variety of sports</p> <p><b>Fitness</b> Pupils will gain knowledge of the protocols of different fitness testing. Pupils will be taught how different training methods can develop different aspects of fitness</p>	<p><b>Health and Well Being</b> Pupils will experience different activities that promotes healthy body and healthy mind. Pupils will be able to gain understanding of how physical activity can reduce stress and promote a healthy active lifestyle.</p> <p><b>Team Competition</b> Pupils will be able to apply technical and tactical knowledge to a variety of team sports. The will devise their own tactics learnt in KS3 and implement them to greater effect.</p> <p><b>Individual Competition</b> Pupils will gain the opportunity to develop their technical and tactical skills in individual sports. Pupils will be able to beat their personal best in a variety of sports</p> <p><b>Fitness</b> Pupils will gain knowledge of the protocols of different fitness testing. Pupils will be taught how different training methods can develop different aspects of fitness.</p>	<p><b>Health and Well Being</b> Pupils will experience different activities that promotes healthy body and healthy mind. Pupils will be able to gain understanding of how physical activity can reduce stress and promote a healthy active lifestyle.</p> <p><b>Team Competition</b> Pupils will be able to apply technical and tactical knowledge to a variety of team sports. The will devise their own tactics learnt in KS3 and implement them to greater effect.</p> <p><b>Individual Competition</b> Pupils will gain the opportunity to develop their technical and tactical skills in individual sports. Pupils will be able to beat their personal best in a variety of sports</p> <p><b>Fitness</b> Pupils will gain knowledge of the protocols of different fitness testing. Pupils will be taught how different training methods can develop different aspects of fitness.</p>	<p><b>Individual Competition</b> Pupils will gain the opportunity to develop their technical and tactical skills in individual sports. Pupils will be able to beat their personal best in a variety of athletic events.</p>	<p><b>Health and Well Being</b> Pupils will experience different activities that promotes healthy body and healthy mind. Pupils will be able to gain understanding of how physical activity can reduce stress and promote a healthy active lifestyle.</p> <p><b>Team Competition</b> Pupils will be able to apply technical and tactical knowledge to a variety of team sports. The will devise their own tactics learnt in KS3 and implement them to greater effect.</p> <p><b>Individual Competition</b> Pupils will gain the opportunity to develop their technical and tactical skills in individual sports. Pupils will be able to beat their personal best in a variety of sports</p> <p><b>Fitness</b> Pupils will gain knowledge of the protocols of different fitness testing. Pupils will be taught how different training methods can develop different aspects of fitness.</p>

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
11	<p><b>Health and Well Being</b> Pupils will use the experience from year 10 to take ownership of leading a healthy active lifestyle. They will be able to devise/choreograph their own routine to be able to promote mental well-being.</p> <p><b>Team Competition</b> Pupils will be able to use their expertise to lead their team competition. They will co-ordinate tactics and apply advanced techniques to be effective in the game.</p> <p><b>Individual Competition</b> Pupils will use their expertise to be able to perform to the best of their ability. Pupils should be able to outwit their opponent or beat their personal best by applying advanced skills and tactics.</p> <p><b>Fitness</b> Pupils will use the knowledge gained from Year 10 to plan and implement their own personal training programme. Pupils will be able to analyse the impact of their training programme.</p>	<p><b>Health and Well Being</b> Pupils will use the experience from year 10 to take ownership of leading a healthy active lifestyle. They will be able to devise/choreograph their own routine to be able to promote mental well-being.</p> <p><b>Team Competition</b> Pupils will be able to use their expertise to lead their team competition. They will co-ordinate tactics and apply advanced techniques to be effective in the game.</p> <p><b>Individual Competition</b> Pupils will use their expertise to be able to perform to the best of their ability. Pupils should be able to outwit their opponent or beat their personal best by applying advanced skills and tactics.</p> <p><b>Fitness</b> Pupils will use the knowledge gained from Year 10 to plan and implement their own personal training programme. Pupils will be able to analyse the impact of their training programme.</p>	<p><b>Health and Well Being</b> Pupils will use the experience from year 10 to take ownership of leading a healthy active lifestyle. They will be able to devise/choreograph their own routine to be able to promote mental well-being.</p> <p><b>Team Competition</b> Pupils will be able to use their expertise to lead their team competition. They will co-ordinate tactics and apply advanced techniques to be effective in the game.</p> <p><b>Individual Competition</b> Pupils will use their expertise to be able to perform to the best of their ability. Pupils should be able to outwit their opponent or beat their personal best by applying advanced skills and tactics.</p> <p><b>Fitness</b> Pupils will use the knowledge gained from Year 10 to plan and implement their own personal training programme. Pupils will be able to analyse the impact of their training programme.</p>	<p><b>Health and Well Being</b> Pupils will use the experience from year 10 to take ownership of leading a healthy active lifestyle. They will be able to devise/choreograph their own routine to be able to promote mental well-being.</p> <p><b>Team Competition</b> Pupils will be able to use their expertise to lead their team competition. They will co-ordinate tactics and apply advanced techniques to be effective in the game.</p> <p><b>Individual Competition</b> Pupils will use their expertise to be able to perform to the best of their ability. Pupils should be able to outwit their opponent or beat their personal best by applying advanced skills and tactics.</p> <p><b>Fitness</b> Pupils will use the knowledge gained from Year 10 to plan and implement their own personal training programme. Pupils will be able to analyse the impact of their training programme.</p>	<i>Summer examinations</i>	

## Key Stage 4: OCR Physical Education GCSE and Cambridge National

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
10	<p><b>Physical training</b></p> <ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• Applying Principles of Training</li> <li>• Optimising performance</li> </ul> <p><b>Effects of exercise on body systems</b></p> <ul style="list-style-type: none"> <li>• Short term effects of exercise</li> <li>• Long Term effects of exercise</li> </ul> <p><b>Analysing and evaluating performance</b></p> <ul style="list-style-type: none"> <li>• Evaluation</li> </ul> <p><b>Sports Studies</b></p> <ul style="list-style-type: none"> <li>• R185 TA3: Lesson plan coursework: 8 lessons</li> <li>• R185 TA3: Risk assessment coursework: 4 lessons</li> <li>• R185 TA1: Handball practical: 5 lessons</li> </ul>	<p><b>Physical Training</b></p> <ul style="list-style-type: none"> <li>• Warm up and cool down</li> <li>• Injury prevention</li> </ul> <p><b>The structure and function of the skeletal system</b></p> <ul style="list-style-type: none"> <li>• Major bones</li> <li>• Functions of the skeleton</li> <li>• Types of synovial joint and movement</li> </ul> <p><b>Analysing and evaluating performance</b></p> <ul style="list-style-type: none"> <li>• Analysis</li> </ul> <p><b>Sports Studies</b></p> <ul style="list-style-type: none"> <li>• R185 TA4: Leading a session practical</li> </ul>	<p><b>The structure and function of the muscular system</b></p> <ul style="list-style-type: none"> <li>• Major Muscles</li> <li>• Role of muscles in movement</li> </ul> <p><i>Work experience (2 wks)</i></p> <p><b>Analysing and evaluating performance</b></p> <ul style="list-style-type: none"> <li>• Overview</li> </ul> <p><b>Sports Studies</b></p> <ul style="list-style-type: none"> <li>• R185 TA5: Evaluation of practical session</li> </ul>	<p><b>Movement Analysis</b></p> <ul style="list-style-type: none"> <li>• Lever Systems</li> <li>• Planes of movement</li> </ul> <p><b>Sports Psychology</b></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Skilful movement</li> <li>• Classification of skill</li> </ul> <p><b>Analysing and evaluating performance</b></p> <ul style="list-style-type: none"> <li>• Overview and Assessment</li> </ul> <p><b>Sports Studies</b></p> <ul style="list-style-type: none"> <li>• R185 TA2: Improving performance</li> </ul>	<p><b>The cardiovascular and respiratory system</b></p> <ul style="list-style-type: none"> <li>• Structure and function of the cardiovascular system</li> <li>• Structure and function of the respiratory system</li> <li>• Anaerobic and Aerobic Systems</li> </ul> <p><i>Exam week assessment</i></p> <p><b>Analysing and evaluating performance</b></p> <ul style="list-style-type: none"> <li>• Movement Analysis</li> </ul> <p><b>Sports Studies</b></p> <ul style="list-style-type: none"> <li>• R187: TA3: Risk assessment.</li> <li>• R187: TA3: Practical.</li> <li>• R187: TA4: Evaluation of practical OAA</li> </ul>	<p><b>Effects of exercise on body systems</b></p> <ul style="list-style-type: none"> <li>• Short term effects of exercise</li> <li>• Long Term effects of exercise</li> </ul> <p><b>Analysing and evaluating performance</b></p> <ul style="list-style-type: none"> <li>• Action Plan</li> </ul> <p><b>Sports Studies</b></p> <ul style="list-style-type: none"> <li>• R187: TA4: Evaluation of practical OAA</li> <li>• R187: TA1: Provision of 3 OAA activities</li> <li>• R187 TA2: Equipment, clothing and safety of 3 OAA activities</li> </ul>

**Socio Cultural Influences**

- Engagement Patterns
- Commercialisation
- Ethical and socio-cultural issues

**Sports Studies**

- R184 TA1: Issues which affect participation in sports

**Sports Psychology**

- Skilful movement
- Classification of skill
- Mental Preparation
- Types of guidance
- Types of feedback

**Sports Studies**

- R184 TA2: The role of sport in promoting values

**PPE examinations**
**Health Fitness and Well being**

Physical, social and emotional effects of a sedentary lifestyle

**Sports Studies**

- R184 TA3 & TA5: Hosting major sporting events (TA3) / The use of technology in sport (TA5)

**Revision**
**PE examination mid May**
**PE practical moderation**
**Sports Studies**

- R184 TA4: The role of National Governing Bodies in sport

**Revision**
**PE examination mid May**
**PE practical moderation**
**Sports Studies**

- R184 Revision and practice papers

## Key Stage 5: AQA Physical Education GCE

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
12	<p><b>Diet and Nutrition</b></p> <ul style="list-style-type: none"> <li>The Exercise related function of the food classes.</li> <li>Positive and negative effects of dietary supplements/ manipulation on a performer</li> </ul> <p><b>Skills Acquisition</b></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> </ul> <p><b>Sports Psychology</b></p> <ul style="list-style-type: none"> <li>Aspects of personality</li> <li>Attitudes</li> <li>Arousal</li> </ul>	<p><b>Preparation and training methods</b></p> <ul style="list-style-type: none"> <li>Key data terms for laboratory conditions and field tests.</li> <li>Physiological effects and benefits of a warm-up/cool down.</li> <li>Principles of training Application of the principles of periodization.</li> <li>Training methods to improve physical fitness and health.</li> </ul> <p><b>Skills Acquisition</b></p> <ul style="list-style-type: none"> <li>Principles and theories of learning and performance</li> </ul> <p><b>Sports Psychology</b></p> <ul style="list-style-type: none"> <li>Anxiety</li> <li>Aggression</li> <li>Motivation</li> </ul>	<p><b>Injury prevention and rehab</b></p> <ul style="list-style-type: none"> <li>Types of injury Methods used in injury prevention, rehabilitation and recovery.</li> <li>Physiological reasons for methods used in injury rehab.</li> <li>Importance of sleep and nutrition for improved recovery.</li> </ul> <p><b>Skills Acquisition</b></p> <ul style="list-style-type: none"> <li>Use of guidance and feedback</li> </ul> <p><b>Sports Psychology</b></p> <ul style="list-style-type: none"> <li>Achievement Motivation</li> <li>Social facilitation</li> <li>Group dynamics</li> </ul>	<p><b>Cardio-respiratory system</b></p> <ul style="list-style-type: none"> <li>Impact of physical activity on health and fitness Hormonal, neural and chemical responses.</li> <li>Transportation of oxygen Venous return</li> <li>Starling's law of the heart. Cardiovascular drift</li> <li>A-VO<sub>2</sub> Difference Lung Volumes Gaseous exchange Hormonal, neural and chemical regulation of breathing.</li> <li>Receptors for pulmonary Ventilation</li> <li>Impact of poor lifestyle choices</li> </ul> <p><b>Skills Acquisition</b></p> <ul style="list-style-type: none"> <li>Efficiency of information processing</li> </ul> <p><b>Sports Psychology</b></p> <ul style="list-style-type: none"> <li>Importance of goal setting Attribution theory</li> </ul>	<p><b>Musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>Joint actions in the SP/TA</li> <li>Joint actions in the FP/SA</li> <li>Joint actions in the TP/LA</li> <li>Joint, articulating bones, agonists and antagonists, types of muscle contraction.</li> </ul> <p><b>Skills Acquisition</b></p> <ul style="list-style-type: none"> <li>Efficiency of information processing</li> </ul> <p><b>Sports Psychology</b></p> <ul style="list-style-type: none"> <li>Self-efficacy</li> <li>Leadership</li> <li>Stress management</li> </ul>	<p><b>Neuromuscular System</b></p> <ul style="list-style-type: none"> <li>Muscle fibre types</li> <li>Nervous system</li> <li>Role of proprioceptors in PNF</li> <li>The recruitment of muscles fibres.</li> </ul> <p><b>Skills Acquisition</b></p> <ul style="list-style-type: none"> <li>Memory models</li> </ul> <p><b>AEP Coursework</b></p>

Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
13	<p><b>Energy Systems</b></p> <ul style="list-style-type: none"> <li>Energy transfer in the body Energy continuum of physical activity</li> <li>Energy transfer in short duration/high intensity exercise</li> <li>Energy transfer during long duration/low intensity exercise</li> <li>Factors affecting VO2 max/ aerobic power</li> <li>Measurements of energy expenditure</li> <li>Impact of specialist training methods on energy systems.</li> </ul> <p><b>Sport and Society Pre-industrial (pre-1780)</b></p> <ul style="list-style-type: none"> <li>Popular recreation</li> <li>Characteristics of popular recreation</li> <li>Characteristics of real tennis</li> </ul> <p><b>Industrial and post-industrial (1780–1900)</b></p> <ul style="list-style-type: none"> <li>Characteristics of rational recreation</li> <li>Social and cultural influences on rational recreation</li> </ul> <p><b>Sport and Society &amp; Tech</b></p> <p>Concepts of physical activity and sport</p> <ul style="list-style-type: none"> <li>Characteristics of PE</li> <li>Functions of PE</li> <li>Characteristics of Outdoor Education</li> <li>Characteristics of School Sport</li> </ul>	<p><b>Biomechanical Principles</b></p> <p>Newtons laws of motion</p> <p>Definitions, equations and units of example scalars</p> <p>Centre of mass. Factors affecting stability</p> <p><b>Levers</b></p> <ul style="list-style-type: none"> <li>Three classes of lever and their use in the body</li> <li>Mechanical advantage/disadvantage</li> </ul> <p><b>Sport and Society Industrial and post-industrial (1780–1900)</b></p> <ul style="list-style-type: none"> <li>Urbanisation</li> <li>Influence of the British Empire</li> <li>Amateur and professional sport</li> <li>Rationalisation and development of athletics, football and lawn tennis</li> </ul> <p><b>Sport and Society &amp; Tech Development of elite performers in sport</b></p> <ul style="list-style-type: none"> <li>Different factors</li> <li>NGBs</li> <li>WCPP</li> <li>Talent ID</li> </ul>	<p><b>Linear Motion</b></p> <ul style="list-style-type: none"> <li>Forces acting on a performer</li> <li>Definitions, equations and units of vectors and scalars.</li> <li>Relationship between impulse and increasing/decreasing momentum in sprinting.</li> <li>Interpretation of distance/time graphs.</li> </ul> <p><b>Projectile Motion</b></p> <ul style="list-style-type: none"> <li>Factors affecting horizontal displacement of projectiles</li> <li>Factors affecting flight paths</li> <li>Vector components of parabolic flight.</li> </ul> <p><b>Sport and Society Post World War II (1950 to present)</b></p> <ul style="list-style-type: none"> <li>Development of football, tennis and athletics</li> <li>Emergence of elite female</li> <li>Commercialisation, media and sport</li> </ul> <p><b>Sport and Society &amp; Tech Ethics in sport</b></p> <ul style="list-style-type: none"> <li>Sportsmanship and gamesmanship</li> <li>Deviance</li> </ul> <p><b>Violence in sport</b></p> <ul style="list-style-type: none"> <li>Causes of violence</li> <li>Strategies for preventing violence</li> </ul> <p><b>Drugs in sport</b></p> <ul style="list-style-type: none"> <li>Reasons for and consequences</li> </ul>	<p><b>Angular Motion</b></p> <p>Newtons laws applied to angular motion</p> <p>Definitions and units of angular motion</p> <p>Conservation of angular momentum during flight, moments of inertia and the relationship with angular velocity.</p> <p><b>Fluid Mechanics</b></p> <ul style="list-style-type: none"> <li>Dynamic fluid force</li> <li>Factors that reduce and increase drag.</li> <li>The Bernoulli principle.</li> </ul> <p><b>Sport and Society Sociological theory applied to equal opportunities:</b></p> <ul style="list-style-type: none"> <li>Society</li> <li>Socialisation</li> </ul> <p><b>Social processes Sociological theory applied to equal opportunities</b></p> <ul style="list-style-type: none"> <li>Social action theory</li> <li>Barriers to participation</li> <li>Inter-relationship between Sport England</li> </ul> <p><b>Sport and Society &amp; Tech Sport and the law</b></p> <ul style="list-style-type: none"> <li>Sports legislation</li> </ul> <p><b>Impact of Commercialisation</b></p> <ul style="list-style-type: none"> <li>Golden Triangle</li> <li>Commercialisation + media</li> <li>Impact of media</li> </ul> <p><b>Role of technology</b></p> <ul style="list-style-type: none"> <li>Quantitative v Qualitative</li> <li>Video analysis</li> <li>GPS</li> <li>Data integrity</li> </ul>	<p><b>Revision</b></p> <p>Extended question exam prep.</p> <p>Recap of all topics.</p> <p>Past paper questions linked into revision.</p>	<p><b>Public examinations</b></p>