



Prince William School

Physical Education Curriculum Overview



Why Teach Physical Education?

- Physical Education helps to stimulate a lifelong love of learning and of sport by creating an environment in which students will learn to lead a healthy and active lifestyle which will benefit them as they move through life
- The Physical Education Department develops self-esteem, dignity, health/fitness, resilience and respect through participation not only in lessons but as representatives and ambassadors of the school.
- Physical Education is crucial to pupil development; it can contribute to spiritual, moral, cultural and most importantly physical development. A Healthy Body is a Healthy Mind.
- At Prince William School students will have the opportunity to participate in a wide range of sporting activities.

Substantive Big Ideas

	Personal Development
	Developing Physical and Mental Capacity
	Decision Making and Problem Solving
	Development and Replication of Skills
	Outwitting an Opponent
	Evaluating and Improving

Disciplinary Knowledge

Lifelong Physically Active & Healthy Students					
Head		Heart		Hands	
Cognitive & Creative		Health & Fitness		Physical Competency	
	Tactical & Strategic Thinking		Lead a Physically Active & Healthy Lifestyle		Physical Ability
	Knowledge of Rules & Regulations		Understand the Benefits of Physical Activity		Fitness Levels
	Analyse & Review Performances		Understanding Safety		
	Leadership		Understanding Safety Effort, Attitude & Engagement		Technique
	Communication and Confidence				

Learning for Life and Careers

Employability skills

Literacy, Numeracy/ICT, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication. Experience of the wider world through trips, working with other schools and students.

Linking the curriculum to careers

Case studies of professional cricketer

Case studies of physiotherapist

Encounters with employers

Trip to strength & conditioning studio, local gyms and local sporting venues. Guest speakers from the world of sport, leadership sessions in the local primary schools.

Examples of qualification pathways

GCSE PE leads on to A-Level and Level 3 BTEC, this in turn leads to University Courses in a wide range of subjects from Physiotherapy to Sports Coaching



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PE Curriculum Map – Topics by Term



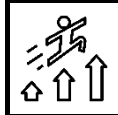
		Key Stage 3				Key Stage 4				Key Stage 5			
		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12	Year 13
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Autumn	Autumn 2	Football Rugby	Netball Hockey	Rugby Football	Netball Hockey	Football Rugby	Hockey Netball	GCSE PE		BTEC PE Unit 3		Unit 1 Anatomy and Physiology Unit 2	Unit 3 Unit 4
	Autumn 1	Fitness				Fitness	Fitness	Football Rugby	Fitness Netball	Rugby Football	Basketball Netball		Unit 3 Unit 4
Spring	Spring 2	Handball Hockey	Rugby Football	Handball	Rugby	Handball Hockey Basketball	Rugby Football	GCSE PE		BTEC PE Unit 3/Unit 4		Unit 1 Anatomy and Physiology Unit 2	Unit 3 Unit 4
	Spring 1	Volleyball Invasion Games		Fitness		Volleyball		Basketball Fitness	Handball Hockey	Basketball Handball	Fitness Volleyball		Unit 3 Unit 4
Summer	Summer 2	Disc Sports	Rounders	Softball	Cricket Rounders	Softball	Rounders	GCSE PE		BTEC PE Unit 4		Unit 1 Unit 2 Revision for exam	Unit 3 Unit 4
	Summer 1	Cricket Athletics		Athletics		Cricket Athletics		Tennis Softball	Rounders Tennis	Option Block			Unit 4 Sports Leadership



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PE Curriculum Map – Substantive Knowledge Progression

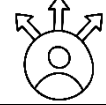
Core PE



Personal Development



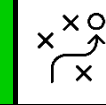
Developing Physical and Mental Capacity



Decision Making and Problem Solving



Development and Replication of Skills



Outwitting an Opponent



Evaluating and Improving

	Year 7	Year 8	Year 9	Year 10	Year 11
Personal Development	<ul style="list-style-type: none"> To understand the importance of sportsmanship and particular British Values linked to sport (tolerance and respect for others) 	<ul style="list-style-type: none"> To develop a resilience to challenges and setbacks. To understand the importance of sportsmanship and respect for others. 	<ul style="list-style-type: none"> To develop understanding of how to prepare for and recover from exercise safely. To develop a resilience to challenges and setbacks and work independently as well as a team. 	<ul style="list-style-type: none"> To understand the importance of sportsmanship, values and character traits for success. Highlight the benefits of being healthy and living an active lifestyle post 16. Discuss the components of fitness needed to perform effectively 	
Developing physical and mental Capacity	<ul style="list-style-type: none"> Develop ability to perform sustained physical movements as part of a warm up and games activities To develop an understanding of the basic rules and roles during a game situation. 	<ul style="list-style-type: none"> Develop ability to complete physical warm ups based around the sport to help develop pupil's physical capacity. Pupils will be encouraged to evaluate games and ask questions about the effectiveness of these tactics 	<ul style="list-style-type: none"> Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Pupils will be encouraged to evaluate within the games how they are outwitting the opponents and reasons for basic strategic ideas 	<ul style="list-style-type: none"> Pupils will further develop mental capacity & creative thinking when devising new tactics. Skill development will be used as a way of advancing pupil physical capacity. Development of coaching role and leading part of the session to gain communication and leadership skills. 	
Decision Making and Problem Solving	<ul style="list-style-type: none"> Pupils will implement strategic and tactical decisions based on movement 	<ul style="list-style-type: none"> Pupils will be encouraged to devise new strategies to beat and outwit opponents 	<ul style="list-style-type: none"> Pupils will be encouraged to use more advanced strategies to beat and outwit opponents. Pupils should be able to recognise the importance of responding to changing situations and increase the speed of decisions made 	<ul style="list-style-type: none"> Pupils will create new strategies to improve their team performance. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills 	
Development and Replication of Skills	<ul style="list-style-type: none"> Pupils will develop the skills necessary to outwit opponents. Pupils should understand that different events demand different components of fitness and be able to adapt to the set task. Students should be able to describe an effective technique for fitness movements. 	<ul style="list-style-type: none"> Pupils will further develop the fundamental principles of play when replicating core skills and movement needed Pupils should understand that different events demand different components of fitness and be able to adapt to the set task. To encourage the ability to become a reflective learner. 	<ul style="list-style-type: none"> Demonstrating high quality performances and accurate replication Pupils should understand that different events demand different components of fitness and be able to adapt to the set task. 	<ul style="list-style-type: none"> Pupils will develop advanced principles of play when replicating core skills Pupils will demonstrate high quality performances and accurate replication throughout. 	
Outwitting an opponent	<ul style="list-style-type: none"> Pupils will develop the ability to outwit opponents using strategies and tactics 	<ul style="list-style-type: none"> Pupils will further develop the ability to outwit opponents and teams using strategies for attack and defence. 	<ul style="list-style-type: none"> Pupils will work on the ability to outwit opponents with varying degrees of pressure. 	<ul style="list-style-type: none"> Pupils will further develop the ability to outwit opponents and teams using advancing tactics. 	
Evaluating and improving	<ul style="list-style-type: none"> Be able to understand the concept of sport and make effective e evaluations of strengths and weaknesses of performance. Suggest area for improvement. 	<ul style="list-style-type: none"> To develop observation skills on peer performances, skills and techniques as well as observing the use of tactics. Pupils will be able to use information gained from analysis of performance to influence and improve their own play 	<ul style="list-style-type: none"> Be able to understand the key concepts of the sport and make effective evaluations of strengths and weaknesses of a team's performance 	<ul style="list-style-type: none"> To improve analytical skills and to develop either their own or others performance (self and peer assessment). Reflect on the core skills used and potential improvements in the use of tactics. 	






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PE Curriculum Map – Disciplinary Knowledge Progression

CORE PE



		Year 7	Year 8	Year 9	Year 10	Year 11
Head Cognitive and Creative 	Tactical & Strategic - Thinking Knowledge of -Rules & Regulations Analyse & Review Performances Leadership Communication and Confidence	<ul style="list-style-type: none"> - Basic understanding of game rules and team play/strategy - Basic ability to set simple, personal targets - Identify reasons why a warm-up is important - Taking responsibility for a small group. - To understand the importance for sportsmanship and respect for others - Develop resilience to challenges and setbacks - Demonstrate communication skills within discussions and activities. 	<ul style="list-style-type: none"> - Continue to develop the understanding of game rules and team play/strategy - Ability to set more developed, personal targets - Explain reasons why a warm-up is important and what consists of a good warm-up. - Demonstrate leadership over a small group of peers, with some confidence. - To demonstrate the importance for sportsmanship and respect for others - To show resilience to challenges and setbacks - Implement self and peer assessment during communication skills within discussions and activities 	<ul style="list-style-type: none"> - Clear understanding of game rules and team play/strategy and highlight rule errors of others. - Ability to set clear, personal targets - Evaluate reasons why a warm-up is important - Demonstrate increased confidence and leadership qualities and often volunteer to lead large group warm-ups or activities. - To demonstrate the importance for sportsmanship and respect for others - To encourage and show resilience to challenges and setbacks - Implement self and peer assessment during communication skills within discussions and activities. 	<ul style="list-style-type: none"> - To have an extensive knowledge of the rules and tactics within various activities - To take responsibility for improving self, team and peer performance. - To analyse my own practical performance and use my knowledge and understanding of the components of fitness to improve - To be able to accurately explain the advantages of following active and healthy lifestyles on physical, mental, and social wellbeing - Demonstrate with confidence and success good leadership qualities within a variety of roles; official, coach, teacher/captain - To demonstrate the importance for sportsmanship and respect for others - To encourage and show resilience to challenges and setbacks. 	
Heart Health and Fitness 	Lead a physically active and healthy lifestyle Understand the benefits of physical activity Understanding safety Effort, attitude, and engagement	<ul style="list-style-type: none"> - To start to understand what a physical and healthy lifestyle is - Identify some activities that should be in a warm-up - To understand the long-term benefits of exercise both mentally and physically - Demonstrate respect for equipment, participants, and officials. - Show ambition, resilience and respect when faced with challenging tasks - Give 100% effort in every activity. 	<ul style="list-style-type: none"> - To know what a physical and healthy lifestyle consists of - Devise a warm-up that is activity specific - To comprehend the long-term benefits of exercise both mentally and physically - Demonstrate respect for equipment, participants, and officials whilst showing empathy. - Show ambition, resilience and respect when faced with challenging tasks and start to overcome them. - Give 100% effort in every activity. 	<ul style="list-style-type: none"> - To implement a physical and healthy lifestyle - Devise a warm-up that is activity specific and explain the effectiveness of it - To evaluate long-term benefits of exercise both mentally and physically - Advocate respect for equipment, participants, and officials, whilst showing empathy. - Show ambition, resilience and respect when faced with challenging tasks and start to overcome them and encourage others - Give 100% effort in every activity. 	<ul style="list-style-type: none"> - To describe your involvement in regular, safe physical activity for the benefit of your health and well-being - Devise a warm-up that is activity specific and explain the effectiveness of it, whilst taking responsibility of the planning and execution of safe and enjoyable activities - To be able to have a clear understanding of the long-term benefits of exercise both mentally and physically - Advocate respect for equipment, participants, and officials, whilst showing empathy. - Show ambition, resilience and respect when faced with challenging tasks and overcome them and encourage others - Give 100% effort in every activity. 	
Hands Physical Competency 	Physical ability Fitness levels Technique	<ul style="list-style-type: none"> - I can demonstrate basic skills and techniques in isolated practices. - Follow others tactical instructions in isolated practices - Apply basic tactics in passive practice - I can show a basic level of physical and fitness competency and begin to develop this through each lesson. 	<ul style="list-style-type: none"> - I can demonstrate with some accuracy and success, skills, and techniques across a variety of activities - Follow others tactical instructions across a variety of activities - Apply tactics in moderately pressured practices with success - I can demonstrate a clear level of physical and fitness competency and to develop this. 	<ul style="list-style-type: none"> - I can demonstrate with consistent accuracy and success, skills, and techniques in challenging activities - Follow others tactical instructions in challenging activities - Apply tactics in competitive practices with success - I can demonstrate an informed level of physical and fitness competency and learn to develop this. 	<ul style="list-style-type: none"> - I can demonstrate with precision, control, and fluency an extensive range of appropriate skills and techniques in challenging activities - Consistently make effective decisions and apply a large range of ideas, solutions, and tactics in challenging activities - I can demonstrate an informed level of physical and fitness competency and continue to develop this based on my strengths and weaknesses. 	



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PE Key Vocabulary – Core PE



Progression of Vocabulary

Year 7	Year 8	Year 9	Year 10	Year 11
	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous
Action Agility Attack Balance Bounce Communication Co-operation Defence Development Dynamic Elevation Empathy Failure Fairness Feedback Improvement Inclusion Leadership Officiating Pace Personal Best Power Progress Progression Relationship Repetition Resilience Reverse Role Rotation Routine Rules Skill Space Speed Sportsmanship Success Support Tactic Teamwork Training Travel Unfair Verbal Weight Transfer	Adaptations Analyse Appreciation Challenge Collaboration Depth Distance Diverse Extras Fair play Fielding Height Mindset Monitor No Ball Non-verbal Outwit Opponents Perseverance Responsibility Rotation Scorecard Signals Speed Strategy Striking Technique Time Transfer Umpire Width	Acceleration Advantage Aerobic Anaerobic Analyse Angle Appreciative Approach Coach Constructive Direction Disability Evaluate Extension Inclusivity Information Interval Manage Momentum Observe Pelvis Processing Progressive Overload Repetitions Reversibility Rotation Specificity Spin Stations Stereotypes Strategy Swing Technique Tedium Trajectory Transfer	Please see GCSE Key Vocabulary below.	



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PE Curriculum Map – Topics by Term

GCSE and A Level Theory



	GCSE PE (AQA)		A Level (AQA)		
	Year 10	Year 11	Year 12	Year 13	
Autumn 1	<ul style="list-style-type: none"> Bones Structure of The Skeleton Function of the Skeleton Muscles of the body Structure of a Synovial Joint Types of freely moveable joints Different joints and movement around joints How major muscles and muscle groups work together Pathway of air Gaseous Exchange 	<ul style="list-style-type: none"> Skill and Ability Classification of Skills Types of Goal Setting Use of goal setting SMART targets Basic information Processing Guidance and Feedback on Performance 	<ul style="list-style-type: none"> Pre- industrial Industrial and post-industrial Post World War II 	<ul style="list-style-type: none"> Cardiovascular system Skill, skill continuums and transfer of skills Principles and theories of learning and performance Impact of skill classification on structure of practice for learning 	
Autumn 2	<ul style="list-style-type: none"> Blood Vessels Structure of the Heart Cardiac cycle and the pathway of blood Cardiac output, stroke volume and heart rate 	<ul style="list-style-type: none"> Arousal Inverted U theory Optimal Arousal Controlling arousal/Stress management Aggression in sport Introvert and Extrovert personality Intrinsic and Extrinsic Motivation 	<ul style="list-style-type: none"> Respiratory system Use of guidance and feedback Sociological theory applied to equal opportunities General information processing Neuromuscular system model system 		
Spring 1	<ul style="list-style-type: none"> Mechanisms of breathing Interpretations of Spirometer trace Understanding the terms of Aerobic and Anaerobic exercise EPOC (Excess Post Oxygen Consumption) The Recovery process from vigorous exercise Immediate effects of exercise (during exercise) Short term effects of exercise (24-36hrs) 	<ul style="list-style-type: none"> Engagement Patterns of different social groups in sport Justify links between groups and engagement in sport Commercialisation of Physical Activity and Sport Sponsorship – positives and negatives Role of the Media in Sport Technology in sport 	<ul style="list-style-type: none"> Efficiency of information processing model system The musculo-skeletal system and analysis of movement in physical Concepts of physical activity and sport Energy Systems 		
Spring 2	<ul style="list-style-type: none"> Long term effects of exercise (months & years) First, second and third class lever system within sport Analysis of basic movement within sport Identification of the relevant planes Health & Fitness relationship Components of Fitness The reasons for and the limitations of fitness testing 	<ul style="list-style-type: none"> Conduct of Performers Drugs and Sport Performance Enhancing Drugs Spectator Behaviour - Hooliganism Physical, Emotional and Social Health, fitness and well-being Consequences of a Sedentary lifestyle Energy use, diet, nutrition and hydration 	<ul style="list-style-type: none"> Energy Systems Development of elite performers in sport Aspects of personality Attitudes Arousal 		
Summer 1	<ul style="list-style-type: none"> Measuring the components of fitness Principals of training and overload Application of the principals of training Types of training Calculate intensities to optimise training Considerations to prevent injury Specific training techniques 	Exam Preparation	<ul style="list-style-type: none"> Diet and nutrition and their effect on physical activity and performance Ethics in sport Preparation and training methods in relation to maintaining physical activity and performance Violence in sport Aggression 		
Summer 2	<ul style="list-style-type: none"> Seasonal preparation and sport Warming up and cooling down Methods of collecting data Qualitative and quantitative data Analysis and evaluating data Revision 	Exams	<ul style="list-style-type: none"> 3.2.4.5 Drugs in sport 33 3.2.3.1.6 Motivation 34 3.2.3.1.7 Achievement motivation theory 35 36 3.2.1.3 Injury prevention and rehabilitation of injury 37 3.1.6.1.7 Social facilitation 		



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PE Curriculum Map – Disciplinary Knowledge Progression

PE CGSE and A level



	Yr10	Yr11	Yr12	Yr13
Anatomy and Physiology	<ul style="list-style-type: none"> - Understand the structure and function of the skeleton. - Understand the structure and function of the joints. - Understand movement of air in out of the lungs - Understand the structure and function of vessels. - Understand the structure of the heart. - Cardiac cycle and terms involved. - Mechanics of breathing - Lung volumes 	<ul style="list-style-type: none"> - Understand gaseous exchange. - Understand aerobic and anaerobic exercise. - Understand the recovery process EPOC - Recovery from strenuous exercise - Immediate, short- and long-term effects of exercise. - Understand somatotypes and suitability for certain sports. - Understand how energy is gained from food and a balanced diet. 	<ul style="list-style-type: none"> - Understand the cardiac conduction system. - Understand the hormonal, neurological and chemical responses to exercise. - Understand Starlings law. - Understand the disease that can occur through inactivity. - Understand cardiac drift, venous return the Bohr shift. 	<ul style="list-style-type: none"> - Understand the energy continua and ATP production. - Understand oxygen consumption and EPOC and link with VO2 max. - Energy expenditure.
Exercise Physiology and Biomechanical Movement	<ul style="list-style-type: none"> - Understand the movement at a joint - Understand the different classes of levers. - Understand the mechanical advantages of levers. - Understand how muscles work to cause movement. - Relationship between health and fitness. - Understand the components of fitness and how to test them. - Principles of training. - Different training types and their ads/disads. 	<ul style="list-style-type: none"> - Understand planes and axis - Understand the movements that occur at different joints. - Understand the names of muscles causing movement at joints. - Understand Fitness testing protocol and the limitations. - Use of quantitative and qualitative data. - Understand seasonal training and injuries. - Consequences of a sedentary lifestyle 	<ul style="list-style-type: none"> - Understand seven classes of food and identify the exercise related function of these foods. - Identify the positive and negative effects of creatine, sodium bicarbonate, caffeine and glycogen loading. 	<ul style="list-style-type: none"> - Be able to identify acute and chronic injuries, how they can be prevented through screening. - Understand proprioceptive training. - Understand hyperbaric chambers. - Understand the importance of sleep and nutrition.
Skill Acquisition	<ul style="list-style-type: none"> - What is a skill - Understand the classification of skill - Understand the basic information processing model 	<ul style="list-style-type: none"> Understand goal setting and SMART targets. Understand the use of guidance and its effectiveness. 	<ul style="list-style-type: none"> - Gain insight into the characteristics of skilled performance. - Help identify skill and give examples how they can be transferred from one to another. - How do skills impact on the way we practice and how you can graphically show the skills continua. 	<ul style="list-style-type: none"> - How sports use information from the environment to facilitate movement. - Explain how we store information in the memory. - Whittings information processing model. - Hicks Law. - Schema theory.
Sports Psychology	<ul style="list-style-type: none"> - Understand Arousal and Inverted U theory - How optimal arousal affects performance 	<ul style="list-style-type: none"> Understand aggression in sport and the two types. Understand introvert and extrovert. Understand the use of intrinsic and extrinsic motivation. Link between exercise and sport to health and well being. 	<ul style="list-style-type: none"> - Understand the psychological theories and concepts that help to explain personality, attitudes and arousal. - Explain how these theories can affect performance. - Be able to discuss strategies that can help performers/coaches overcome these factors to improve performance 	<ul style="list-style-type: none"> - Explain the concept of achievement motivation. - Understand Weiners model of attribution and how this can be used. - Understand Bandura and Vealys theory of confidence - Understand the role of sports leaders and leadership styles using models by Fielder and Chelladurai. - Discuss the methods coaches can use to reduce stress.
Socio-Cultural Issue	<ul style="list-style-type: none"> - Understand the engagement patterns of different social groups. - Understand the factors affecting participation. 	<ul style="list-style-type: none"> - Understand the idea of commercialisation and the relationship between sport, the sponsor and the media. - Understand the positive and negative impacts of sponsorship and the media. - Understand the positive and negative impacts of technology. - Understand how the conduct of performers may vary. - Understand the different prohibitive substances. - Understand the positive and negative impact of spectators. 	<ul style="list-style-type: none"> - Understand how sport has developed from the pre-industrial era to the modern day. - Understand the influences of public schools in the development of sport. - Understand how the class system affected the development of sport and the rise of professionalism. - Understand how sport developed post world war in particular the following sports; football, tennis and athletics. 	<ul style="list-style-type: none"> - Understand the social and psychological reasons behind performers taking drugs and the positive and negative factors. - Understand strategies for eliminating PED and argue for and against their usage. - Understand how technology plays a role in sport and how it can be used in sports analytics. - Understand how equipment has developed to increase performance in sport. - Be able to define the role of technology in sport for both the positive and negative.



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PE Key Vocabulary – GCSE



Applied Anatomy and Physiology	Movement Analysis	Physical Training	Sports Psychology	Socio-cultural, commercialisation and ethical issues	Health and Fitness	Use of Data
Ability	Abduction	Aerobic	Closed skill	Aggression	Adaptability	Qualitative
Adrenaline	Adduction	Aerobic training zone	Deep breathing	Amateur	Agility	Quantitative
Alveoli	Agonist (prime mover)	Altitude	Fine movement (skill classification)	Anabolic steroids	Balance	Reliability
Backflow	Antagonist	Altitude sickness	Goal setting (SMART goals)	Arousal	Balanced diet	Validity
Blood pressure	Articulating bones	Altitude training (traditional)	Gross movement (skill classification)	Beta blockers	Body composition	
Cardiac cycle	Axis	Anaerobic	Guidance	Commercialisation	Calorie	
Cardiac output	Circumduction	Circuit training	Imagery	Contract to compete	Carbohydrate	
Embolism	Dorsi flexion	Closed season	Information processing	Direct aggression	Cardio-vascular endurance (aerobic power)	
EPOC	Extension	Competition season (peak)	Intrinsic feedback	Diuretic drugs	Coordination	
Expiration	Flexion	Continuous training	Introvert	Erythropoietin (EPO)	Dehydration	
Haemoglobin	Isometric contraction	Delayed onset of muscle soreness (DOMS)	Kinaesthetic feedback	Etiquette	Ectomorph	
Heart attack	Isotonic contraction	Fartlek training	Level playing field	Externally paced skill	Endomorph	
Heart chambers	Lever	FITT	Lifestyle	Extrinsic feedback	Fatigue	
Hypertension	Mechanical advantage	High intensity interval training (HITT)	Masculinity	Extrovert	Fitness	
Hypertrophy	Plane	Interval training	Mental rehearsal	Feedback	Flexibility	
Inspiration	Plantar flexion	Maximal heart rate	Motivation	Gamesmanship	Health	
Physiology	Prime mover (agonist)	One rep max	Open skill	Home field advantage	Heart rate	
Residual volume	Rotation	Post season (transition)	Outcome goals	Hooliganism	Hydration	
Skeletal system		Pre-season (preparation)	Performance goals	Indirect aggression	Mental health and well-being	
Spirometry trace		Principles of overload	Positive self-talk	Level playing field	Mesomorph	
Stroke volume		Principles of training	Self-paced skill	Media	Minerals	
Synovial joint		Recovery	Skill	Narcotic analgesics	Muscular endurance	
Viscosity		Repetitions	Visualisation	Peptide hormones	Nutrition	
		Season		Role model	Obese	
		SPORT (the principles of training)		Sponsor	Physical health and well-being	
		Static stretching		Sponsorship	Power/explosive strength	
		Sub-maximal		Sportsmanship	Pulse raiser	
		Target zone		Stimulants	Reaction time	
		Training		Tangible	Rehydration	
		Training thresholds			Sedentary lifestyle	
		Weight training			Social health and well-being	
					Somatotype	
					Speed	
					Strength	
					Suppleness	
					Vitamins	
					Well-being	



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PE Key Vocabulary – A Level



Applied Anatomy and Physiology	Exercise physiology and biomechanical movement	Skill acquisition	Sports Psychology	Sport and society
Altitude training (traditional)	Acceleration	Anticipation	Aggression	Amateurism
Anticipatory rise	Chronic injury	Behaviourism	Anxiety	Amateur
Articulating bones	Drag	Constructivism (social)	Arousal	Anabolic steroids
Arterio-venous oxygen difference (A-VO ₂ diff)	High Intensity Interval Training (HIIT)	Hick's law	Assertive behaviour	Beta blockers
Axis	Impulse	Psychological refractory period	Attribution retraining	Commercialisation
Cardiac conduction system	Lever	Reaction time	Cohesion	Deviance
Excess post-exercise oxygen consumption (EPOC)	fulcrum - fixed point, effort (from the muscle/s to move it)	simple reaction time.	Cognitive	Doping
Indirect calorimetry	load/resistance (from gravity).	choice reaction time	Cognitive dissonance	Erythropoietin (EPO)
Lactate threshold	Lift	Single channel hypothesis	Evaluation apprehension	Gamesmanship
Oxygen deficit	Momentum	Social learning	Learned helplessness	Golden triangle
Plane	Objective	Transfer of learning	Self-confidence	Media
Receptors	Reliability		Self-efficacy	National governing bodies
Respiratory exchange ratio (RER)	Qualitative		Self-serving bias	Olympic oath
VO ₂ max	Quantitative		SMARTER	Professional
	Scalar		Social facilitation	Socialisation
	Speed		Somatic	Sportsmanship
	Subjective		State	Sponsorship
	Validity		Trait	UK Sport
	Vectors			Whole sport plans
	Velocity			