



Revision Schedule 2026

Year 13 Revision Schedule 2026

Subject/Course:	A Level PE
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Section A – CB

Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.1.2 Cardiovascular system						
Cardiovascular system	Health (heart disease, high blood pressure, effects of cholesterol, stroke). Fitness (cardiac output – trained and untrained individuals, maximal and sub maximal exercise). Starling's law of the heart. Cardiovascular drift					A Level PE
The hormonal, neural and chemical regulation of responses during physical activity and sport	Anticipatory rise. Redistribution of blood (vascular shunting vasoconstriction, vasodilation). Cardiac conduction system. Sympathetic and parasympathetic. Carbon dioxide					A Level PE
Receptors involved in	Chemoreceptor, proprioceptor, baroreceptor					A Level PE

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regulation of responses during physical activity						
Transportation of oxygen	Haemoglobin. Myoglobin. Oxyhaemoglobin disassociation curve. Bohr shift					A Level PE
Venous return	Mechanisms. Relationship with blood pressure (systolic, diastolic).					A Level PE
Arterio-venous oxygen difference (A-VO ₂ diff).	Variations in response to an exercise session. Variations between trained and untrained individuals. Adaptations to body systems resulting in training effect.					A Level PE

Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.1.3 Respiratory system						
Understanding of lung volumes and the impact of and on physical	Residual volume. Expiratory reserve volume. Inspiratory reserve volume. Tidal volume. Minute Ventilation.					A Level PE

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activity and sport.						
Gas exchange systems at alveoli and muscles.	Oxygen and carbon dioxide. Principles of diffusion and partial pressures.					A Level PE
The neural and chemical regulation of pulmonary ventilation during physical activity and sport. Sympathetic and parasympathetic. Carbon dioxide	Sympathetic and parasympathetic. Carbon dioxide					A Level PE
Receptors involved in regulation of pulmonary ventilation	Chemoreceptor, proprioceptor, baroreceptor					A Level PE

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during physical activity.						
Impact of poor lifestyle choices on the respiratory system.	Smoking. Oxygen transport.					A Level PE

Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.1.4 Neuromuscular system						
Characteristics and functions of different muscle fibre types for a variety of sporting activities.	Slow twitch (type I). Fast glycolytic (type IIx). Fast oxidative glycolytic (type IIa)					A Level PE
Nervous system	Sympathetic and parasympathetic					A Level PE
Role of proprioceptors in PNF.	Muscle spindles. Golgi tendon organ					A Level PE

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The recruitment of muscle fibres.	Motor units. Spatial summation. Wave summation. All or none law. Tetanic					A Level PE
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Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.1.5 The musculo-skeletal system and analysis of movement in physical activities						
Joint actions in the sagittal plane/transverse axis.	Shoulder and hip (flexion, extension and hyperextension). Elbow and knee (flexion and extension). Ankle (plantar flexion and dorsi flexion)					A Level PE
Joint actions in the frontal plane/sagittal axis	Shoulder and hip (adduction and abduction)					A Level PE
Joint actions in the transverse plane/longitudinal axis	Shoulder and hip (horizontal abduction and adduction).					A Level PE
Types of joint, articulating bones, main agonists and	Isotonic (concentric and eccentric) and Isometric					A Level PE

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antagonists, types of muscle contraction.						
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Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.1.6 Energy systems						
Energy transfer in the body.	Aerobic energy system (glycolysis, kreb/citric acid cycle, beta oxidation, electron transport chain). Anaerobic energy systems (ATP-PC system, anaerobic glycolytic system).					A Level PE
Energy continuum of physical activity	Consideration for physical activity and sport of different intensities and durations. Differences in ATP generation between fast and slow twitch muscle fibre.					A Level PE
Energy transfer during short duration/high intensity exercise.	Anaerobic energy system. ATP-PC system. Anaerobic glycolytic system (lactate accumulation, lactate threshold, OBLA, lactate producing capacity and sprint/power performance).					A Level PE

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Energy transfer during long duration/lower intensity exercise.	Aerobic energy system. Oxygen consumption during exercise (maximal and submaximal oxygen deficit). Oxygen consumption during recovery (excess post-exercise oxygen consumption EPOC).					A Level PE
Measurements of energy expenditure.	Indirect calorimetry. Lactate sampling. VO2 max test. Respiratory exchange ratio (RER). Factors affecting VO2 max/aerobic power					A Level PE
Impact of specialist training methods on energy systems	Altitude training. High Intensity Interval Training (HIIT). Plyometrics. Speed Agility Quickness					A Level PE

Section B – CHR

Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.2.1 Skill, skill continuums and transfer of skills						
Characteristics of skill	ACEFACE					A Level PE

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Use of skill continua	Open – closed. Discrete – serial – continuous. Gross – fine. Self-paced – externally paced. High – low. Simple – complex. Justification of skill placement on each of the continua					A Level PE
Transfer of learning	Positive. Negative. Zero. Bilateral. Understanding of how transfer of learning impacts on skill development.					A Level PE

Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.2.2 Impact of skill classification on structure of practice for learning						
Methods of presenting practice	Whole. Progressive part. Whole–part–whole.					A Level PE
Types of practice	Massed. Distributed. Variable. Mental practice Understanding how knowledge of skill classification informs practice structure (presentation and type) to allow learning/ development of skills					A Level PE



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3.1.2.3 Principles and theories of learning and performance						
Stages of learning and how feedback differs between the different stages of learning.	Cognitive, associative, autonomous					A Level PE
Learning plateau.	Causes and solutions					A Level PE
Cognitive theories.	Insight learning (Gestalt).					A Level PE
Behaviourism	Operant conditioning (Skinner)					A Level PE
Social learning	Observational learning (Bandura)					A Level PE
Constructivism	Social development theory (Vygotsky). Understanding of how theories of learning impact on skill development.					A Level PE

Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
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3.1.2.4 Use of guidance and feedback						
Methods of guidance	Verbal. Visual. Manual. Mechanical.					A Level PE
Understand the different purposes and types of feedback	Knowledge of performance. Knowledge of results. Positive and negative. Intrinsic. Extrinsic Understanding of how feedback and guidance impacts on skill development.					A Level PE

Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.2.5.1 General information processing model, to include:						
Input	Senses. Receptors. Proprioception. Perception. DCR process Selective attention.					A Level PE
Decision making	Short and long term memory					A Level PE
Baddeley and Hitch, working memory model	Functions and characteristics of components of working memory model					A Level PE

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memory system						
Output	Action performed					A Level PE
Feedback	How did the action go?					A Level PE

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3.1.2.5.2 Efficiency of information processing to include:						
Applied understanding of information processing terms within a sporting context	Environment. Display. Sensory organs. Perceptual mechanism. Translatory mechanism. Effector mechanism. Muscular system output data. Feedback data Application of Whiting's information processing model to a range of sporting contexts					A Level PE
Definitions of and the relationship between reaction time, response time, movement time	Simple reaction time. Choice reaction time					A Level PE

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Factors affecting response time	Hick's law. Psychological refractory period. Single channel hypothesis Strategies to improve response time					A Level PE
Definitions of anticipation	Temporal. Spatial.					A Level PE
Schmidt's schema theory	Recall. Recognition. Initial conditions. Response specifications. Sensory consequences. Response outcomes. Application of schema theory in sporting situations					A Level PE
Strategies to improve information processing.	Input – selective attention Decision making process – chunking, chaining, response time, schema					A Level PE

Section C - RSA

Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.3.1.1 Pre-industrial (pre-1780)						
Characteristics of society and impact on	Two-tier class system. Rural Limited communication/technology/transport Widespread illiteracy Harsh lifestyle					A Level PE



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sporting recreation	Characteristics of sporting recreation (limited to mob football and real tennis)					
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3.1.3.1.2 Industrial and post-industrial (1780–1900)						
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).	Industrial Revolution. Urbanisation. Transport and communication. The British Empire. Provision through factories. Churches and local authorities. Public schools/universities. Three-tier class system (emphasis on middle class and working class). Development of national governing bodies. Consideration of the changing role of women in sport. The status of amateur and professional performers.					A Level PE

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3.1.3.1.3 Post World War II (1950 to present)						
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. The changing status of amateur and professional performers (limited to development of association football, tennis and athletics)					A Level PE
Factors affecting the emergence of elite female performers in football (players and officials), tennis and athletics in late 20th and early 21st century	Characteristics of football, athletics and tennis					A Level PE

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Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
3.1.3.2.1 Sociological theory applied to equal opportunities						
Understanding of the key terms relating 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). Social issues (causes and consequences of inequality). Social structures/stratification (eg schools/sports clubs)					A Level PE
Understanding social action theory in relation to social issues in physical activity and sport	Impact of sport on society and of society on sport.					A Level PE



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Underrepresented groups in sport	Disability. Ethnic group. Gender. Disadvantaged.					A Level PE
Understanding the key terms relating to equal opportunities	Discrimination Stereotyping Prejudice The barriers to participation in sport and physical activity and possible solutions to overcome them for under represented groups in sport					A Level PE
Benefits of raising participation	Health benefits. Fitness benefits. Social benefits. The interrelationship between Sport England, local and national partners to increase participation at grass roots level and under represented groups in sport.					A Level PE