Edexcel GCSE PE

Overview

Component 1: Fitness and the body systems (36%)

Component 2: Health and performance (24%)

Component 3: Practical performance (30%)

Component 4: Personal Exercise Programme (10%)

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics	Component 1:	Component 1:	Component 1: Fitness	Component 1:	Component 1:	Component 4:
Studied	Fitness and Body	Fitness and Body	and Body systems	Fitness and	Fitness and Body	Personal Exercise
for	systems	systems		Body systems	systems	Programme (10%)
Edexcel			Anatomy and			
BTEC	Anatomy and	Anatomy and	physiology	Anatomy and	Anatomy and	
Tech	physiology	physiology		physiology	physiology	Component 3:
Travel			1.3 Anaerobic and			Practical
and	The structure and	1.2 The structure	aerobic exercise			performance (30%)
Tourism	functions of the	and functions of		2.2 Planes and		
	musculoskeletal	the	1.4 The short- and long-	axes of	3.3 The principles	
	system	cardiorespiratory	term effects of exercise	movement.	of training and	
		system			their application to	
	Component 3:		2.1 Lever systems,	Topic 3:	personal exercise/	
	Practical	Component 3:	examples of their use in	Physical	training program	
	performance (30%)	Practical	activity and the	Training		
		performance (30%)	mechanical advantage		Component 3:	
			they provide in	Component 3:	Practical	
			movement	Practical	performance (30%)	
				performance		
			Component 3: Practical	(30%)		
			performance (30%)			

Skills	Learners will	Learners will	Learners will develop	Learners will	Learners will	Learners will
			•			
and Key	develop their	develop their	their understanding of	develop their	develop their	develop their
Knowled	understanding	understanding of		understanding	understanding of	understanding of
ge			1.3 Anaerobic and	of		
Taught	1.1.1 The functions	1.2.1 Functions of	aerobic exercise		3.3 The principles	Component 4:
	of the skeleton	the cardiovascular	1.3.1 Energy: the use of	2.1.1 First-,	of training and	Personal Exercise
	applied to	system applied to	glucose and oxygen to	second- and	their application to	Programme (10%)
	performance in	performance in	release energy	third-class	personal exercise/	4.4.4 Davidan
	physical activities	physical activities:	aerobically with the	levers and	training	4.1.1 Develop knowledge and
	and sports:	transport of	production of carbon	their use in	programme	understanding of
	protection of vital	oxygen, carbon	dioxide and water, the	physical		data analysis in
	organs, muscle	dioxide and	impact of insufficient	activity and	3.3.1 Planning	relation to key areas
	attachment, joints	nutrients, clotting	oxygen on energy	sport	training using the	of physical activity
	for movement,	of open wounds,	release, the byproduct		principles of	and sport
	platelets, red and	regulation of body	of anaerobic respiration	2.1.2	training: individual	
	white blood cell	temperature	(lactic acid)	Mechanical	needs, specificity,	4.1.2 Demonstrate
	production,			advantage and	progressive	an understanding of
	storage of calcium	1.2.2 Structure of	1.3.2 Energy sources:	disadvantage	overload, FITT	how data is collected
	and phosphorus	the cardiovascular	fats as a fuel source for	(in relation to	(frequency,	in fitness, physical
		system: atria,	aerobic activity,	loads, efforts	intensity, time,	and sport activities – using both qualitative
	1.1.2 Classification	ventricles, septum,	carbohydrates as a fuel	and range of	type), overtraining,	and quantitative
	of bones: long	tricuspid, bicuspid	source for aerobic and	movement) of	reversibility,	methods
	(leverage), short	and semi-lunar	anaerobic activity	the body's	thresholds of	4.1.3 Present data
	(weight bearing),	valves, aorta, vena		lever systems	training (aerobic	(including tables and
	flat (protection,	cava, pulmonary	1.4 The short- and long-	and the impact	target zone: 60–	graphs)
	broad surface for	artery, pulmonary	term effects of exercise	on sporting	80% and anaerobic	
	muscle	vein, and their role		performance	target zone: 80%–	4.1.4 Interpret data
	attachment),	in maintaining	1.4.1 Short-term effects		90% calculated	accurately
	irregular	blood circulation	of physical activity and	2.2 Planes and	using simplified	
	(protection and	during performance	sport on lactate	axes of	Karvonen formula,	4.1.5 Analyse and
	muscle	in physical activity	accumulation, muscle	movement	i.e. (220) – (your	evaluate statistical data from their own
	attachment)	and sport	fatigue, and the		age) = MaxHR;	results and interpret
	<u>'</u>	<u>'</u>				results and interpret

applied to		relevance of this to the	2.2.1	(MaxHR) x (60% to	against normative
performance in	1.2.4 The	player/performer	Movement	80%) = aerobic	data in physical
physical activities	mechanisms	. ,	patterns using	training zone;	activity and sport
and sports	required	1.4.2 Short-term effects	body planes	(MaxHR) x (80% to	
·	vasoconstriction,	of physical activity and	and axes:	90%) = anaerobic	
1.1.3 Structure:	vasodilation) and	sport on heart rate,	sagittal, frontal	training zone)	Start component 4 Learners will
cranium, clavicle,	the need for	stroke volume and	and transverse		Understand the
scapula, five	redistribution of	cardiac output, and the	plane and	3.3.2 Factors to	physiological/fitness
regions of the	blood flow	importance of this to	frontal,	consider when	requirements for the
vertebral column	(vascular shunting)	the player/performer	sagittal,	deciding the most	sporting activity
(cervical, thoracic,	during physical		vertical axes	appropriate	• Conduct an analyze
lumbar, sacrum,	activities compared	1.4.3 Short-term effects	applied to	training methods	of performance or
coccyx), ribs,	to when resting	of physical activity and	physical	and training	part of a
sternum, humerus,		sport on depth and rate	activities and	intensities for	performance e.g.,
radius, ulna,	1.2.5 Function and	of breathing, and the	sporting	different physical	time/distance, pass completion in each
carpals,	importance of red	importance of this to	actions	activities and	time limit, serves into
metacarpals,	and white blood	the player/performer		sports	a given part of the
phalanges (in the	cells, platelets and		2.2.2	(fitness/sport	court, accuracy of
hand), pelvis,	plasma for physical	1.4.4 How the	Movement in	requirements,	throwing, etc.
femur, patella,	activity and sport	respiratory and	the sagittal	facilities available,	Undertake a
tibia, fibula, tarsals,		cardiovascular systems	plane about	current level of	battery of fitness
metatarsals,	1.2.6 Composition	work together to allow	the frontal axis	fitness)	tests specific to the
phalanges (in the	of inhaled and	participation in, and	when		sporting activity •
foot), and their	exhaled air and the	recovery from, physical	performing	3.3.3 The use of	Analyse pre-PEP test results ● Construct
classification and	impact of physical	activity and sport:	front and back	different training	an appropriate aim
use applied to	activity and sport	oxygen intake into	tucked or piked	methods for	based on developing
performance in	on this composition	lungs, transfer to blood	somersaults	specific	performance through
physical activities		and transport to		components of	improving a
and sports	1.2.7 Vital capacity	muscles, and removal	2.2.3	fitness, physical	component of fitness
	and tidal volume,	of carbon dioxide	Movement in	activity and sport:	(see list below) ●
1.1.4 Classification	and change in tidal		the frontal	continuous, Fartlek,	Select and justify the
of joints: pivot	volume due to		plane about	circuit, interval,	use of appropriate

(neck – atlas and axis), hinge (elbow,	physical activity and sport, and the	1.4.5 Long-term effects of exercise on the body	the sagittal axis when	plyometrics, weight/resistance.	SMART targets, method(s) of training
knee and ankle),	reasons that make	systems – see 3.4.1–	performing	Fitness classes for	and principles of
ball and socket (hip	the change in tidal	3.4.4	cartwheels	specific	training ● Complete a
and shoulder),	volume necessary	5.4.4	cartwileeis	components of	PAR-Q
condyloid (wrist),	volume necessary	1.4.6 Interpretation of	2.2.4	fitness, physical	
and their impact	1.2.8 Location of	graphical	Movement in	activity and sport	Practical
on the range of	main components	representations of	the transverse	(body pump,	performance (30%)
possible	of respiratory	heart rate, stroke	plane about	aerobics, Pilates,	
•	· ·	volume and cardiac	the vertical		Learners will use
movements	system (lungs, bronchi,	output values at rest	axis when	yoga, spinning). The advantages	their practical lessons
1.1.5 Movement	•	•		ŭ	to complete their
	bronchioles, alveoli,	and during exercise	performing a	and disadvantages	PEP.
possibilities at	diaphragm) and	2.1.1 First second and	full twist jump	of different training	
joints dependant	their role in	2.1.1 First-, second- and	in trampolining	methods	
on joint	movement of	third-class levers and	-	2.4.71	
classification:	oxygen and carbon	their use in physical	Topic 3:	3.4 The long-term	
flexion, extension,	dioxide into and	activity and sport	Physical	effects of exercise	
adduction,	out of the body		Training		
abduction,	_			3.4.1 Long-term	
rotation,	1.2.9 Structure of	Practical performance	3.1 The	effects of aerobic	
circumduction,	alveoli to enable	(30%)	relationship	and anaerobic	
plantar-flexion,	gas exchange and		between	training and	
dorsi-flexion and	the process of gas	Component 3	health and	exercise and the	
examples of	exchange to meet		fitness and the	benefits to the	
physical activity	the demands of	Learners will	role that	muscular-skeletal	
and sporting skills	varying intensities	understand be able to	exercise plays	and cardio-	
and techniques	of exercise (aerobic	perform	in both	respiratory systems	
that utilise these	and anaerobic)			and performance	
movements in		Rugby League	3.1.1		
different sporting	1.2.10 How the	passing (running pass,	Definitions of	3.4.2 Long-term	
contexts	cardiovascular and	dummy half pass)	fitness, health,	training effects:	
	respiratory systems		exercise and	able to train for	

1.1.6 The role of	work together to	offloading	performance	longer and more
ligaments and	allow participation	(before/after contact)	and the	intensely
tendons, and their	in physical activity	tackling (front, side)	relationship	
relevance to	and sport	play the ball (ball	between them	3.4.3 Long-term
participation in		presentation/away) •		training effects and
physical activity	Practical	catching (high ball) •	3.2 The	benefits: for
and sport	performance (30%)	kicking (goal kicking,	components of	performance of the
		punt, grubber)	fitness,	muscular-skeletal
1.1.7 Classification		 running with the ball 	benefits for	system: increased
and characteristics	Component 3	(evasion – side step or	sport and how	bone density,
of muscle types:		swerve)	fitness is	increased strength
voluntary muscles	<u>Handball</u>	scrum (as per	measured and	of ligaments and
of the skeletal	Outfield:	position: binding, drive,	improved	tendons, muscle
system,	• control: control in	hook).		hypertrophy, the
involuntary	tight areas and		3.2.1	importance of rest
muscles in blood	small spaces using	<u>Dance</u>	Components of	for adaptations to
vessels, cardiac	sole of foot, left-		fitness and the	take place, and
muscle forming the	right, backwards–	Travel/locomotion/step	relative	time to recover
heart, and their	forwards, ball trap,	ping/pathways •	importance of	before the next
roles when	touch – with very	Balance/stillness •	these	training session
participating in	good speed	Rotation/turning/weigh	components in	
physical activity	dribbling: good	t transference •	physical	3.4.4 Long-term
and sport	fluency and pace	Jumps/elevations •	activity and	training effects and
	when changing	Gestures and motifs	sport:	benefits: for
1.1.8 Location and	direction; move	The following should be	cardiovascular	performance of the
role of the	and feint, move	considered when	fitness (aerobic	cardio-respiratory
voluntary muscular	and rotate; beat an	performing the above	endurance),	system: decreased
system to work	opponent •	skills in isolation:	strength,	resting heart rate,
with the skeleton	passing: passing in	Technical and	muscular	faster recovery,
to bring about	small/tight areas,	expressive skills	endurance,	increased resting
specific movement	parallel pass,	including	flexibility, body	stroke volume and
during physical	square pass, pass	posture/placement,	composition,	maximum cardiac
·		· · · · · · · · · · · · · · · · · · ·		

activity and sport, and move, first alignment, flow of agility, balance, output, increased and the specific touch – with very coordination, size/strength of energy, coordination, function of each good timing, balance, strength, heart, increased power, muscle (deltoid, accuracy and control, mobility, focus reaction time, capillarization, biceps, triceps, direction • and projection increase in number and speed of red blood cells, pectoralis major, shooting: power, Boxing (video footage) latissimus dorsi, toe punt, toe poke 3.2.2 Fitness drop in resting external obliques, will have power, tests: the value blood pressure due hip flexors, gluteus Skills/techniques: • of fitness direction and to more elastic maximus, accuracy, with very stance and guard • testing, the muscular wall of quadriceps, few unforced errors footwork. Attack: • purpose of veins and arteries, • defending: specific fitness increased lung hamstrings, using straight punches, capacity/volume gastrocnemius and player-to-player, with either hand, to the tests, the test tibialis anterior) denying the space, target area • against protocols, the and vital capacity, stealing the ball, increased number straight punches to the selection of the 1.1.9 Antagonistic tackling – will be body target. Defences: of alveoli, appropriate pairs of muscles successful with very • against straight fitness test for increased strength (agonist and few unforced errors punches to the head components of of diaphragm and OR Goal keeping (if antagonist) to target. fitness and the external intercostal player's chosen create opposing rationale for muscles selection movement at joints position): to allow physical 3.5 How to • shot stopping -3.2.3 Collection activities (e.g. blocking, using optimize training hands (palming ball and gastrocnemius and and prevent injury tibialis anterior away), saving with interpretation 3.5.1 The use of a acting at the ankle feet, diving low • of data from fitness test PARQ to assess -plantar flexion to movement to the dorsi flexion; and ball - angles, results and personal readiness quadriceps and analysis and for training and positioning, cover hamstrings acting side-to-side evaluation of recommendations at the knee, biceps • reactions – reflex these against for amendment to and triceps acting saves, rebound

		Т		,	
at the elbow, and	saves, recoveries		normative data	training based on	
hip flexors and	from close-in shots		tables	PARQ	
gluteus maximus	• distribution –				
acting at the hip –	save and clear,		3.2.4 Fitness	3.5.2 Injury	
all flexion to	passing with hands		tests for	prevention	
extension)	or feet		specific	through: correct	
	• 1 v 1 – close-in		components of	application of the	
1.1.10	shots		fitness:	principles of	
Characteristics of			cardiovascular	training to avoid	
fast and slow			fitness –	overuse injuries;	
twitch muscle fibre	<u>Badminton</u>		Cooper 12-	correct application	
types (type I, type			minute tests	and adherence to	
IIa and type IIx)	Serves – low and		(run, swim),	the rules of an	
and how these	short, high and		Harvard Step	activity during	
impacts on their	deep, flick, drive •		Test; agility –	play/participation;	
use in physical	Clear shot –		Illinois agility	use of appropriate	
activities	forehand and		run test;	protective clothing	
	backhand;		strength – grip	and equipment;	
Component 3:	attacking and		dynamometer;	checking of	
<u>Practical</u>	defending;		muscular	equipment and	
performance (30%)	overhead,		endurance –	facilities before	
	underarm		one minute sit-	use, all as applied	
All practical lessons	 Drop shot – fast, 		up, one-minute	to a range of	
will thread through	slow		press-up;	physical activities	
the importance of a warm up and	Drives shot –		speed – 30 m	and sports	
cool down	forehand,		sprint; power –		
COOLGOWII	backhand; cross		vertical jump;	3.5.3 Injuries that	
Netball	court and down-		flexibility – sit	can occur in	
Passing, handling,	the-line		and reach	physical activity	
catching, footwork,	• Smash •			and sport:	
catering, rootwork,	Block shot – drop,		How fitness	concussion,	
	straight, angled		has improved	fractures,	

attacking (evasion)	• Net shots –		dislocation, sprain,
defending stages-	forehand,	Practical	torn cartilage and
	backhand	performance	_
(1-Player to player,	• Lift • Round-the-	•	, ,
2: defending the		(30%)	(strain, tennis
pass, 3: denying	head clear		elbow, golfers'
space)			elbow, abrasions)
shooting- one		Component :	
hand/two hands,			ice, compression,
stepping in and		Learners will	elevation)
out)		be able to	
		Perform and	
Application of		understand	enhancing drugs
skills, techniques			(PEDs) and their
and decision		Swimming	positive and
making under		Skills and	negative effects on
pressure during a		techniques-	sporting
conditioned		Front crawl,	performance and
practice and		back crawl,	performer lifestyle,
conditioned		breastroke,	including anabolic
formal/		Butterfly	steroids, beta
competitive			blockers, diuretics,
situation		Table tennis	narcotic analgesics,
		grip and read	dy peptide hormones
<u>Football</u>		position •	(erythropoietin
Passing-short,		movement a	t (EPO), growth
push, instep,)		and around t	the hormones (GH)),
Dribbling-feints		table • push	stimulants, blood
and step overs)		forehand and	d doping
Tackling block and		backhand •	
slide		topspin drive	es
		– forehand a	nd
		backhand •	

ball recycling (Cruyff, drag back) Striking the ball- Free kicks, shooting, dominant foot Or Goal keeping Or Goal keeping The one field event can be selected from: High jump, pole jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. * run- up * take-off * effight * landing. OR Throw shot putt, javelin, hammer or discus. * initial The one field event can be selected from: High jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. * run- up * take-off * effight * landing. OR Throw shot putt, javelin, hammer or discus. * initial The one field event can be selected from: High jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. * run- up * take-off * effight * landing. OR Throw shot putt, javelin, hammer or discus. * initial The one field event can be selected from: High jump, shot putt, javelin, hammer or discus. * initial The one field event can be selected from: High jump, shot putt, javelin, hammer or discus. * initial The one field event can be selected from: High jump, shot putt, javelin, hammer or discus. * initial The one field event can be selected from: High jump, shot putt, javelin, hammer or discus. * initial The one field event can be selected from: High jump, shot putt, javelin, hammer or discus. * initial The one field event can be selected from: High jump, shot putt, javelin, hammer or discus. * initial The one field event can be selected from: Athletics 3.6.1 The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport activity and sp	 				
Cruyff, drag back Striking the ball-Free kicks, shooting, dominant foot Sidespin	Turning with the		serves – chop,	3.6 Effective use of	
Striking the ball- Free kicks, shooting, dominant foot Or Goal keeping Or Goal keeping The one field event can be selected from: • High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. • initial OR Throw shot putt, javelin, hammer or discus. • initial OR Throw shot putt, javelin, hammer or discus. • initial Salo.1 The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs OR Throw shot putt, javelin, hammer or discus. • initial OR Throw shot putt, javelin, hammer or discus. • initial			• •	•	
Free kicks, shooting, dominant foot Or Goal keeping Or Goal keeping Or Goal keeping Or Goal keeping Athletics Athletics Believed the company of the process of a warm-up and their significance in preparation for physical activity and sport and sport 3.6.3 Activities included in warm-ups and cool downs to effective training sessions and physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or the process of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or the process of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or training sessions and physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or training sessions and physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or training sessions and physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs or their significance in preparation for physical a	(Cruyff, drag back)		side spin •	down	
shooting, dominant foot Or Goal keeping or Goal keeping	Striking the ball-		return of serve		
foot Dr Goal keeping	Free kicks,		• loop –	3.6.1 The purpose	
or Goal keeping sidespin loop – forehand • block. Athletics Athletics The one field event can be selected from: High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • runup • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial Sidespin loop – forehand • block. and physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs Practical Practical Summative assessment Practical	shooting, dominant		forehand and	and importance of	
Or Goal keeping forehand • block. Athletics Athletics Athletics The one field event can be selected from: • High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • runup • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial Summative assessment practical Summative assessment Training sessions and physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs Practical Summative assessment Practical	foot		backhand •	warm-ups and cool	
block. Athletics Athletics Athletics Athletics 3.6.2 Phases of a warm-up and their significance in preparation for selected from: High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • runup • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial OR Throw shot putt, javelin, hammer or discus. • initial Block. and physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs Practical Component 3 Component 3 Summative assessment Practical			sidespin loop –	downs to effective	
Athletics Athletics Athletics 3.6.2 Phases of a warm-up and their significance in preparation for selected from: • High jump, ond sport 3.6.3 pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • run-up • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs Practical Component 3 Summative assessment Practical	Or Goal keeping		forehand •	training sessions	
Athletics 3.6.2 Phases of a warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs Activities included in warm-ups and cool downs Putt, javelin, hammer or discus. Jump: high, pole, long or triple. • runup • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial Summative assessment Summative assessment Practical			block.	and physical	
warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • runup • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs Practical warm-up and their significance in preparation for physical activity and sport 3.6.3 Activities included in warm-ups and cool downs Practical Summative assessment Practical				activity and sport	
The one field event can be selected from: • High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: • High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: • High jump, pole jump, long jump, triple in warm-ups and cool downs • Practical • Component 3 • Summative assessment practical			<u>Athletics</u>	3.6.2 Phases of a	
event can be selected from: • High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • runup • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial • High jump, pole jump, long jump, triple in warm-ups and cool downs • Practical • Practical • Component 3 • Summative assessment • Practical				warm-up and their	
selected from: • High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • runup • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial Selected from: • High jump, physical activity and sport 3.6.3 Activities included in warm-ups and cool downs Practical performance (30%) Component 3 Summative assessment Practical			The one field	significance in	
• High jump, pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • runup • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial			event can be	preparation for	
pole jump, long jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • runup • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial pole jump, long in warm-ups and cool downs Practical Practical Activities included in warm-ups and cool downs Practical Practical			selected from:	physical activity	
jump, triple jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. ● run- up ● take-off ● flight ● landing. OR Throw shot putt, javelin, hammer or discus. ● initial in warm-ups and cool downs Practical Practical Summative assessment Practical			 High jump, 	and sport 3.6.3	
jump, shot putt, javelin, hammer or discus. Jump: high, pole, long or triple. • run- up • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial Summative assessment Practical			pole jump, long	Activities included	
putt, javelin, hammer or discus. Jump: high, pole, long or triple. • run- up • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial Practical Practical Summative assessment Practical			jump, triple	in warm-ups and	
hammer or discus. Jump: high, pole, long or triple. • run- up • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial Practical Practical Practical Practical Practical Practical			jump, shot	cool downs	
discus. Jump: high, pole, long or triple. • run- up • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial discus. Jump: performance (30%) Component 3 Summative assessment Practical performance (30%)			putt, javelin,		
high, pole, long or triple. • run- up • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial performance (30%) Component 3 Summative assessment Practical			hammer or		
or triple. • run- up • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial Component 3 Component 3 Summative assessment Practical			discus. Jump:	Practical	
up • take-off • flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial Component 3 Summative assessment Practical			high, pole, long	performance (30%)	
flight • landing. OR Throw shot putt, javelin, hammer or discus. • initial flight • landing. Summative assessment Practical			or triple. • run-		
OR Throw shot putt, javelin, hammer or discus. • initial Practical			up • take-off •	Component 3	
putt, javelin, hammer or discus. • initial practical			flight • landing.		
hammer or discus. • initial Practical			OR Throw shot		
discus. • initial Practical			putt, javelin,	Summative	
			hammer or	assessment	
stance e grin e moderation and			discus. • initial	Practical	
Statice 8 gip - Moderation and		 	stance • grip •	moderation and	_

		preparation •	component 1
		movement •	paper
		release •	paper
		recovery.	<u>Track</u>
		recovery.	11dCK
			The one track
		Jumps • Run-	event can be
		up: lacks	selected from: •
		speed,	Track sprints: 100
		conviction and	m, 200 m, 300 m
		rhythm.	(girls), 400 m (boys)
		Ineffective	• Track middle
		shape and	distance: 800 m,
		posture. •	1500 m • Track
		Take-off: lacks	long distance: 3000
		preparation,	m, 5000 m, 1500 m
		attack and lift.	steeplechase •
		May take off	Track hurdles: 80 m
		on wrong foot.	(girls), 100 m
		• Flight –	(boys), 300 m
		vertical jumps:	(girls), 400 m (boys)
		poor technique	OR • Cross-country
		over the bar,	running: this should
		may drop hips	take place on an
		in Fosbury,	off-road course of
		may look more	varied terrain,
		like scissors. •	
			including inclines
		Flight – long	and undulations –
		jump: no idea	not on a track. The
		of hang or	course distances
		other chosen	must be 5000 m –
		technique in	6000 m for boys

T	
flight, lacks	and 3500 m – 4000
height. • Flight	m for girls.
– triple jump:	Skills/techniques: •
no rhythm or	starts • posture •
coordination	pacing • leg and
between the	arm action •
hop, step,	coordination of legs
jump phases,	and arms • stride
no noticeable	pattern. Additional
step and runs	skills/techniques, if
out of speed in	being assessed in
the jump. •	cross country: •
Landing –	climbing and
vertical jumps:	descending hills •
lands on wrong	running on
part of the	different surfaces •
body and	negotiating tight
facing wrong	turns.
direction. •	
Landing –	
horizontal	
jumps: no leg	
shoot, legs may	
be underneath	
on landing.	
Balance is	
backwards.	
Throws • Initial	
stance will be	
ineffective. •	
Grip: incorrect	
grip. May use	

standing
throw. •
Preparation:
may over-
prepare, e.g.
with discus
swings, or
show no
preparation. •
Movement:
little or
ineffective
preparation. •
Release:
incorrect or
poor angle and
point of
release with
inaccurate
timing.
<u>Track</u>
The one track
event can be
selected from:
• Track sprints:
100 m, 200 m,
300 m (girls),
400 m (boys)
• Track middle
distance: 800
m, 1500 m
111, 1300 111

T	<u> </u>
	Track long
	distance: 3000
	m, 5000 m,
	1500 m
	steeplechase
	• Track
	hurdles: 80 m
	(girls), 100 m
	(boys), 300 m
	(girls), 400 m
	(boys) OR
	• Cross-
	country
	running: this
	should take
	place on an
	off-road course
	of varied
	terrain,
	including
	inclines and
	undulations –
	not on a track.
	The course
	distances must
	be 5000 m –
	6000 m for
	boys and 3500
	m – 4000 m for
	girls.
	Skills/techniqu
	es: • starts •

r		1				
			posture •			
			pacing • leg			
			and arm action			
			coordination			
			of legs and			
			arms • stride			
			pattern.			
			Additional			
			skills/techniqu			
			es, if being			
			assessed in			
			cross country:			
			climbing and			
			descending			
			hills			
			• running on			
			different			
			surfaces			
			negotiating			
			tight turns.			
Links for	Use of student resources located within W	HS SharePoint for students				
Support	Use of online platforms such as Youtube/G	SCSEPod for podcasts and re	evision of key content			
/ Help at	Use of additional homework booklets, the	• • • • • • • • • • • • • • • • • • • •		her via Synergy		
Home	Wider reading: blogs and online articles/further reading on topics and studies outlined					
	Teacher discussions following assessments and/or reports					
	Participation in enrichment activities along	• • • •		ires		
	Participation in extra-curricular teams with		hool			
	Encourage the participation in enrichment	and revision workshops				

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics						
Studied	Component 4	Component 2:	Component 2:	3.1 Engagement	Personalised	End point
for	PEP	Health and	Health and	patterns of	revision sessions	
Edexcel		performance (24%)	performance	different social	that will take place	
GCSE PE			(24%)	groups in physical		
		1.1 Physical,		activity and sport		
	Component 3	emotional and social	Topic 2: Sport			
	Practical	health, fitness and	psychology	3.2		
	Performance	wellbeing		Commercialisation		
			2.1 Classification	of physical activity		
		1.2 The	of skills (basic/	and sport		
		consequences of a	complex,			
		sedentary lifestyle	open/closed)	3.3 Ethical and		
				socio-cultural issues		
		1.3 Energy use, diet,	2.2 The use of goal	in physical activity		
		nutrition and	setting and SMART	and sport		
		hydration	targets to improve			
			and/or optimise			
			performance	4.1 Use of data		
			2.2.6.14			
			2.3 Guidance and			
			feedback on			
			performance			
			2.4 Mental			
			preparation for			
			performance			
			periormanice			

Skills and	Component 4	Learners will	Learners will	Learners will	No practical
	component 4				· · · · · · · · · · · · · · · · · · ·
Key	Learners will conduct	develop their	develop their	develop their	lessons once
Knowled	a personal exercise	understanding of:	understanding of:	understanding of:	moderation is
ge	programme				completed
Taught	programme	1.1 Physical,			Learners will
	They will develop	emotional and social	Topic 2: Sport		develop their
	their knowledge and	health, fitness and	psychology	No practical lessons	knowledge and
	understanding of	wellbeing		once moderation is	understanding of:
	how to			completed	
	Identify the	1.1.1 Physical	2.1 Classification		Revision of
	components of	health: how	of skills (basic/	3.2.2 The	component 1, 2
	fitness the student	increasing physical	complex,	advantages and	
	wants to improve,	ability, through	open/closed)	disadvantages of	Component 1:
	with a suitable	improving	open, crosed,	commercialisation	Fitness and the
	justification in	components of	2.1.1 Classification	and the media for:	body systems
	relation to the	fitness can improve	of a range of	the sponsor, the	(36%)
	impact on their	health/reduce	sports skills using	sport, the	(3070)
	performance. The	health risks and how	the open-closed,	l ' '	
	component of fitness		· ·	player/performer,	Common and 2.
	should be selected	these benefits are	basic (simple)-	the spectator 3.2.3	Component 2:
	from:	achieved	complex, and low	Interpretation and	Health and
	o cardiovascular		organisation-high	analysis of	performance (24%)
	fitness (aerobic endurance)	1.1.2 Emotional	organisation	graphical	
	o strength	health: how	continua	representation of	Learners will sit
	o muscular	participation in		data associated	both exams
	endurance	physical activity and	2.1.2 Practice	with trends in the	
	o flexibility	sport can improve	structures:	commercialisation	
	o body composition	emotional/psycholo	massed,	of physical activity	
	o agility	gical health and how	distributed, fixed	and sport 3.3	
	o balance	these benefits are	and variable	Ethical and socio-	
	o coordination	achieved		cultural issues in	
	o power		2.1.3 Application	physical activity	
	o reaction time		of knowledge of	and sport 3.3.1 The	
			1 0		

	o speed	1.1.3 Social health:	practice and skill	different types of	
	·	how participation in	classification to	sporting behaviour:	
	 Record their fitness 	physical activity and	select the most	sportsmanship,	
	levels at the	sport can improve	relevant practice	gamesmanship, and	
	beginning of the PEP,	social health and	to develop a range	the reasons for, and	
	using a battery of	how these benefits	of skills	consequences of,	
	recognised fitness	are achieved		deviance at elite	
	tests from those	are definered	2.2 The use of goal	level 3.3.2	
	most common listed below or any other	1.1.4 Impact of	setting and SMART	Interpretation and	
	recognised tests of	fitness on wellbeing:	targets to improve	analysis of	
	your choice relevant	positive and	and/or optimise	graphical	
	to your chosen	negative health	performance	representation of	
	physical activity: o	effects	periormanee	data associated	
	Cooper's 12-minute	Circus	2.2.1 The use of	with trends in	
	run o Cooper's 12-	1.1.5 How to	goal setting to	ethical and socio-	
	minute swim test o	promote personal	improve and/or	cultural issues in	
	Harvard Step Test o	health through an	optimise	physical activity	
	Illinois agility run test	understanding of	performance	and sport	
	o grip dynamometer	_	periormance	and sport	
	o one-minute sit-up	the importance of designing,	2.2.2 Principles of	4.1 Use of data	
	test o one-minute	o •	•		
	press-up test o vertical jump o wall	developing,	SMART targets	4.1.1 Develop	
	sit, sit and reach. The	monitoring and	(specific,	knowledge and	
	methods of training	evaluating a	measurable,	understanding of	
	include:	personal exercise	achievable,	data analysis in	
	• continuous	programme to meet	realistic, time-	relation to key	
	Fartlek	the specific needs of	bound) and the	areas of physical	
	• circuit	the individual	value of each	activity and sport	
	• interval		principle in	4.1.2 Demonstrate	
	plyometrics	1.1.6 Lifestyle	improving and/or	an understanding	
	weight/resistance.	choices in relation	optimising	of how data is	
	The principles of	to: diet, activity	performance	collected in fitness,	
,	training include:	level, work/		physical and sport	

• individual needs ●	rest/sleep balance,	2.2.3 Setting and	activities – using	
specificity	and recreational	reviewing targets	both qualitative	
• progressive	drugs (alcohol,	to improve and/or	and quantitative	
overload	nicotine)	optimise	methods 4.1.3	
• FITT (frequency,		performance	Present data	
intensity, time, type)rest and recovery	1.1.7 Positive and		(including tables	
• reversibility	negative impact of	2.3 Guidance and	and graphs) 4.1.4	
• thresholds of	lifestyle choices on	feedback on	Interpret data	
training (aerobic	health, fitness and	performance	accurately 4.1.5	
target zone, 60–80%	wellbeing, e.g. the		Analyse and	
MHR; anaerobic	negative effects of	2.3.1 Types of	evaluate statistical	
target zone, 80–90%	smoking (bronchitis,	guidance to	data from their	
MHR)	lung cancer)	optimise	own results and	
		performance:	interpret against	
PEPS submitted		visual, verbal,	normative data in	
	1.2 The	manual and	physical activity	
	consequences of a	mechanical	and sport	
	sedentary lifestyle			
	1.2.1 A sedentary	2.3.2 Advantages		
	lifestyle and its	and disadvantages	Learners will sit a	
	consequences:	of each type of	past paper on all	
	overweight, overfat,	guidance and its	components and	
	obese, increased risk	appropriateness in	then bespoke	
	to long-term health,	a variety of	lessons will	
	e.g. depression,	sporting contexts	designed around	
	coronary heart	when used with	learners needs.	
	disease, high blood	performers of		
	pressure, diabetes,	different skill	Component 3:	
	increased risk of	levels	Practical	
	osteoporosis, loss of		assessment will	
	muscle tone,	2.3.3 Types of	take place	
	posture, impact on	feedback to	'	
	postare) impact on	recuback to		

		Т	
components of	optimise		
fitness 1.2.2	performance:		
Interpretation and	intrinsic, extrinsic,		
analysis of graphical	concurrent,		
representation of	terminal		
data associated with			
trends in physical	2.3.4		
health issues	Interpretation and		
	analysis of		
1.3 Energy use, diet,	graphical		
nutrition and	representation of		
hydration 1.3.1 The	data associated		
nutritional	with feedback on		
requirements and	performance		
ratio of nutrients for			
a balanced diet to	2.4 Mental		
maintain a healthy	preparation for		
lifestyle and	performance		
optimise specific			
performances in	2.4.1 Mental		
physical activity and	preparation for		
sport 1.3.2 The role	performance:		
and importance of	warm up, mental		
macronutrients	rehearsal		
(carbohydrates,			
proteins and fats)	3.1 Engagement		
for	patterns of		
performers/players	different social		
in physical activities	groups in physical		
and sports,	activity and sport		
carbohydrate	3.1.1 Participation		
loading for	rates in physical		

endurance athletes, activity and sports and timing of and the impact on	
protein intake for participation rates	
power athletes 1.3.3 considering the	
The role and following personal	
importance of factors: gender,	
micronutrients age, socio-	
(vitamins and economic group,	
minerals), water and ethnicity, disability	
fibre for 3.1.2	
performers/players Interpretation and	
in physical activities analysis of	
and sports 1.3.4 The graphical	
factors affecting representation of	
optimum weight: data associated	
sex, height, bone with trends in	
structure and participation rates	
muscle girth 1.3.5 3.2	
The variation in Commercialisation	
optimum weight of physical activity	
according to roles in and sport 3.2.1	
specific physical The relationship	
activities and sports between	
1.3.6 The correct commercialisation,	
energy balance to the media and	
maintain a healthy physical activity	
weight 1.3.7 and sport 3.2.2	
Hydration for The advantages	
physical activity and and disadvantages	
sport: why it is of	
important, and how commercialisation	
correct levels can be and the media for:	

maintained during	the sponsor, the
physical activity and	sport, the
sport	player/performer,
	the spectator 3.2.3
Component 3	Interpretation and
	analysis of
Practice of sports	graphical
that have been	representation of
selected for	data associated
moderation.	with trends in the
	commercialisation
	of physical activity
	and sport 3.3
	Ethical and socio-
	cultural issues in
	physical activity
	and sport 3.3.1
	The different types
	of sporting
	behaviour:
	sportsmanship,
	gamesmanship,
	and the reasons
	for, and
	consequences of,
	deviance at elite
	level 3.3.2
	Interpretation and
	analysis of
	graphical
	representation of
	data associated
 <u> </u>	

			with trends in			
			ethical and socio-			
			cultural issues in			
			physical activity			
			and sport			
			Component 3			
			Final rehearsal of			
			moderated sports			
Links for	Use of student resou	rces located within WHS	S SharePoint for stude	ents		
Support/	Use of online platforr	ms such as YouTube/GC	SEPod for podcasts ar	nd revision of key conto	ent	
Help at	Use of additional hon	nework booklets, therap	py work packs and/or	additional resources fi	rom the class teacher v	via Synergy
Home	Wider reading: blogs	and online articles/furt	ther reading on topics	and studies outlined		
	Teacher discussions following assessments and/or reports					
	Participation in enrichment activities alongside coaching opportunities within KS3 PE and after school fixtures					
	Participation in extra-	-curricular teams within	n school and outside o	f school		
	Encourage the partici	ipation in enrichment a	nd revision workshops	S		

Current Year 11 22-23

Year 11	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics	Component 1:	Component 4:	Component 1	Component 2	Component 1	Learners will sit
Studied for	Fitness and Body			Topic 2: Sport	<u>and</u>	their final exam
Edexcel	systems	Personal Exercise	Fitness and Body	psychology	Component 2	
BTEC Tech		programme	systems			
Travel and	Anatomy and			2.1 Classification of	Component 1	
Tourism	physiology	Component 3:	Anatomy and	skills (basic/		
		Practical	physiology	complex,	Fitness and Body	
		performance (30%)		open/closed)	systems	
			2.1 Lever systems,			
			examples of their			

	3.3 The principles of training and their application to personal exercise/ training program Component 3: Practical performance (30%)	Final preparation for moderation	use in activity and the mechanical advantage they provide in movement Component 3 Practical Exam	2.2 The use of goal setting and SMART targets to improve and/or optimise performance 2.3 Guidance and feedback on performance 2.4 Mental preparation for performance	Anatomy and physiology Component 2 Topic 2: Sport psychology
Skills and Key Knowledge Taught	3.3 The principles of training and their application to personal exercise/ training programme 3.3.1 Planning training using the principles of training: individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining,	Learners will conduct a personal exercise programme They will develop their knowledge and understanding of how to Identify the components of fitness the student wants to improve, with a suitable justification in relation to the impact on their performance. The component of fitness should be selected from:	Learners will develop their knowledge and understanding of 2.1.1 First-, second- and third- class levers and their use in physical activity and sport 2.1.2 Mechanical advantage and disadvantage (in relation to loads, efforts and range	Topic 2: Sport psychology Learners' weakest component will be identified and revisited 2.1 Classification of skills (basic/complex, open/closed) 2.2 The use of goal setting and SMART targets to improve	Bespoke and personalized revision lessons will take place before learners sit their exam.

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1	eversibility,	o cardiovascular	of movement) of	and/or optimise		
	nresholds of	fitness (aerobic	the body's lever	performance		
tra	raining (aerobic	endurance)	systems and the			
ta	arget zone: 60–	o strength o muscular endurance	impact on sporting	2.3 Guidance and		
80	0% and anaerobic	o flexibility	performance	feedback on		
ta	arget zone: 80%–	o body composition		performance		
90	0% calculated	o agility	2.2 Planes and			
us	sing simplified	o balance	axes of movement	2.4 Mental		
Ka	arvonen formula,	o coordination	2.2.1 Movement	preparation for		
i.e	e. (220) – (your	o power	patterns using	performance		
ag	ge) = MaxHR;	o reaction time	body planes and			
	MaxHR) x (60% to	o speed	axes: sagittal,			
	0%) = aerobic		frontal and	Component 3:		
	raining zone;	 Record their fitness 	transverse plane	Practical		
	MaxHR) x (80% to	levels at the beginning	and frontal,	moderation will		
	0%) = anaerobic	of the PEP, using a	sagittal, vertical	take place		
	raining zone)	battery of recognised	axes applied to			
	,	fitness tests from those most common	physical activities			
3.5	.3.2 Factors to	listed below or any	and sporting			
	onsider when	other recognised tests	actions			
	eciding the most	of your choice				
	ppropriate	relevant to your	2.2.2 Movement in			
	raining methods	chosen physical	the sagittal plane			
	nd training	activity: o Cooper's	about the frontal			
	ntensities for	12-minute run o	axis when			
	ifferent physical	Cooper's 12-minute	performing front			
	ctivities and	swim test o Harvard	and back tucked or			
		Step Test o Illinois				
1	ports	agility run test o grip	piked somersaults			
	fitness/sport	dynamometer o one-	22214			
	equirements,	minute sit-up test o	2.2.3 Movement in			
fa	acilities available,	one-minute press-up	the frontal plane			
		test o vertical jump o	about the sagittal			

current level of	wall sit, sit and reach.	axis when		
fitness)	The methods of	performing		
	training include:	cartwheels		
3.3.3 The use of	• continuous			
different training	• Fartlek	2.2.4 Movement in		
methods for	circuit interval	the transverse		
specific	• plyometrics	plane about the		
components of	weight/resistance.	vertical axis when		
fitness, physical	The principles of	performing a full		
activity and sport:	training include:	twist jump in		
continuous,	individual needs ●	trampolining		
Fartlek, circuit,	specificity			
interval,	progressive	Areas identified as		
plyometrics,	overload	learner's weakest		
weight/resistance.	• FITT (frequency,	component will be		
Fitness classes for	intensity, time, type)	revisited		
specific	 rest and recovery 	Tevisited		
l ·	• reversibility	1.2.1 Functions of		
components of	• thresholds of			
fitness, physical	training (aerobic	the cardiovascular		
activity and sport	target zone, 60–80%	system applied to		
(body pump,	MHR; anaerobic target	performance in		
aerobics, Pilates,	zone, 80–90% MHR)	physical activities:		
yoga, spinning).	PEPS submitted	transport of		
The advantages	PEPS Submitted	oxygen, carbon		
and disadvantages	Component 3	dioxide and		
of different	Component 5	nutrients, clotting		
training methods	Final sports selected	of open wounds,		
	for moderation.	regulation of body		
3.4 The long-term		temperature		
effects of exercise				
		1.2.2 Structure of		
		the cardiovascular		
 l				

2.4.4.1	
3.4.1 Long-term	system: atria,
effects of aerobic	ventricles, septum,
and anaerobic	tricuspid, bicuspid
training and	and semi-lunar
exercise and the	valves, aorta, vena
benefits to the	cava, pulmonary
muscular-skeletal	artery, pulmonary
and cardio-	vein, and their role
respiratory systems	in maintaining
and performance	blood circulation
	during
3.4.2 Long-term	performance in
training effects:	physical activity
able to train for	and sport
longer and more	
intensely	1.2.4 The
	mechanisms
3.4.3 Long-term	required
training effects and	(vasoconstriction,
benefits: for	vasodilation) and
performance of the	the need for
muscular-skeletal	redistribution of
system: increased	blood flow
bone density,	(vascular shunting)
increased strength	during physical
of ligaments and	activities
tendons, muscle	compared to when
hypertrophy, the	resting
importance of rest	
for adaptations to	1.2.5 Function and
take place, and	importance of red
time to recover	and white blood

before the next	cells, platelets and	
training session	plasma for	
	physical activity	
3.4.4 Long-term	and sport	
training effects and		
benefits: for	1.2.6 Composition	
performance of the	of inhaled and	
cardio-respiratory	exhaled air and	
system: decreased	the impact of	
resting heart rate,	physical activity	
faster recovery,	and sport on this	
increased resting	composition	
stroke volume and		
maximum cardiac	1.2.7 Vital capacity	
output, increased	and tidal volume,	
size/strength of	and change in tidal	
heart, increased	volume due to	
capillarization,	physical activity	
increase in number	and sport, and the	
of red blood cells,	reasons that make	
drop in resting	the change in tidal	
blood pressure due	volume necessary	
to more elastic		
muscular wall of	1.2.8 Location of	
veins and arteries,	main components	
increased lung	of respiratory	
capacity/volume	system (lungs,	
and vital capacity,	bronchi,	
increased number	bronchioles,	
of alveoli,	alveoli,	
increased strength	diaphragm) and	
of diaphragm and	their role in	

external intercostal	mo	vement of		
muscles	oxy	gen and carbon		
	dio	xide into and		
3.5 How to	out	of the body		
optimize training				
and prevent injury	1.2	.9 Structure of		
	alve	eoli to enable		
3.5.1 The use of a	gas	exchange and		
PARQ to assess	the	process of gas		
personal readiness	exc	hange to meet		
for training and	the	demands of		
recommendations	var	ying intensities		
for amendment to	of e	exercise		
training based on	(ae	robic and		
PARQ	ana	erobic)		
3.5.2 Injury	1.2	.10 How the		
prevention	car	diovascular and		
through: correct	res	piratory		
application of the	sys	tems work		
principles of	tog	ether to allow		
training to avoid	par	ticipation in		
overuse injuries;	phy	sical activity		
correct application	and	d sport		
and adherence to				
the rules of an				
activity during				
play/participation;				
use of appropriate				
protective clothing				
and equipment;				
checking of				

	I	1		
equipment and				
facilities before				
use, all as applied				
to a range of				
physical activities				
and sports				
3.5.3 Injuries that				
can occur in				
physical activity				
and sport:				
concussion,				
fractures,				
dislocation, sprain,				
torn cartilage and				
soft tissue injury				
(strain, tennis				
elbow, golfers				
elbow, abrasions)				
3.5.4 RICE (rest,				
ice, compression,				
elevation)				
3.5.5 Performance-				
enhancing drugs				
(PEDs) and their				
positive and				
negative effects on				
sporting				
performance and				
performer lifestyle,				
including anabolic				

	 1		<u> </u>	
steroids, beta				
blockers, diuretics,				
narcotic analgesics,				
peptide hormones				
(erythropoietin				
(EPO), growth				
hormones (GH)),				
stimulants, blood				
doping				
3.6 Effective use of				
warm up and cool				
down				
3.6.1 The purpose				
and importance of				
warm-ups and cool				
downs to effective				
training sessions				
and physical				
activity and sport				
3.6.2 Phases of a				
warm-up and their				
significance in				
preparation for				
physical activity				
and sport 3.6.3				
Activities included				
in warm-ups and				
cool downs				

Practical			
performance (30%)			
perrormance (5676)			
Netball			
Passing, handling,			
catching, footwork,			
attacking (evasion)			
defending stages-			
(1-Player to player,			
2: defending the			
pass, 3: denying			
space)			
shooting- one			
hand/two hands,			
stepping in and			
out)			
<u>Football</u>			
Passing-short,			
push, instep,)			
Dribbling-feints			
and step overs)			
Tackling block and			
slide			
Turning with the			
ball recycling			
(Cruyff, drag back)			
Striking the ball-			
Free kicks,			

	shooting, dominant						
	foot						
Links for	Learners will be set re	egular homework on Ev	verlearner				
Support/	Use of student resources located within WHS SharePoint for students						
Help at	Use of online platforms such as Youtube/GCSEPod for podcasts and revision of key content						
Home	Use of additional homework booklets, therapy work packs and/or additional resources from the class teacher via Synergy						
	Wider reading: blogs and online articles/further reading on topics and studies outlined						
	Teacher discussions following assessments and/or reports						
	Participation in enrichment activities alongside coaching opportunities within KS3 PE and after school fixtures						
	Participation in extra-curricular teams within school and outside of school						
	Encourage the partici	pation in enrichment a	nd revision workshop	S			