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| **Topic:** | **Location of Major Bones** | | | **Function of the skeleton** | | | **Types of synovial joint** | | | **Types of movement at hinge joints and ball and socket joints** | | | **Other components of joints** | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | | | | | | | | |  |
| ***Applying*** | To suggest an action that can increase the strength of that area of the body. | | | To apply how the skeleton provides or allows for the 6 functions of the skeleton | | | To state the articulating bones at each type of joint. | | | To apply the range of movement at the two synovial joint types. | | | To suggest athletes that would most benefit from strong soft tissue components. | | | **7-9** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Developing*** | To know the location of the major bones in the body | | | To describe the 6 functions of the skeleton | | | To state the 2 examples of the synovial joints | | | To define the ranges of the movement at a joint | | | To describe the function of each soft tissue component | | | **5-6** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Foundation*** | To know the names major bones in the body | | | To state the 6 functions of the skeleton | | | To define a synovial joint | | | To state the ranges of movement at a joint | | | To state the components of a joint | | | **3-4** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | | **Learner Comment** | | | | | | **Teacher Comment** | | | | | | |

**Paper 1 Topics**

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| **Topic:** | - Location of major muscle groups | | | | - The role of muscle in movement | | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | |  |
| ***Applying*** | To state the articulating bones at each type of joint. | | | | To apply the terms to the body for a physical activity | | | | **7-9** |
|  |  | |  |  |  |  | |
| ***Developing*** | To know the location of the major muscles in the body | | | | To define the terms agonist, antagonist and fixator. | | | | **5-6** |
|  |  | |  |  |  |  | |
| ***Foundation*** | To know the names major muscles in the body | | | | To state the terms associated with antagonistic pairs | | | | **3-4** |
|  |  | |  |  |  |  | |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | **Learner Comment** | | | | | **Teacher Comment** | |

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| **Topic:** | * Lever systems | | | | Planes of movement | | | Axes of rotation | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | | | | |
| ***Applying*** | To use to the terms mechanical advantage | | | | To link the ranges of movement pairs to each plane and axis | | | To link the ranges of movement pairs to each plane and axis | | | **7-9** |
|  |  |  | |  |  |  |  |  |  |
| ***Developing*** | To link the lever to their use in physical activity or sport. | | | | To provide a sporting example where an athlete moves through that plane of movement | | | To provide a sporting example where an athlete moves around that axis. | | | **5-6** |
|  |  |  | |  |  |  |  |  |  |
| ***Foundation*** | To draw a 1st,2nd or 3rd class lever | | | | To draw the 3 planes of movement | | | To draw the 3 axes of rotation | | | **3-4** |
|  |  |  | |  |  |  |  |  |  |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | | **Learner Comment** | | | | | **Teacher Comment** | | |

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| **Topic:** | * Structure and function of the cardiovascular system | | | | | | | | | | | | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | | | | | | | |  |
| ***Applying*** | To explain why the human body requires a double circulatory system | | | To compare and state differences in the vessel types. | | | | To apply the cardiac values to an examination question/scenario. | | | To fully understand the pathway of the blood through the sections of the heart | | | | **7-9** |
|  |  |  |  |  | |  |  |  |  |  | |  |  |
| ***Developing*** | To describe the pulmonary and systemic systems | | | To describe features of the vessels types | | | | To define the 3 cardiac values, using the correct measurements | | | To describe the pathway of the blood through the heart. | | | | **5-6** |
|  |  |  |  |  | |  |  |  |  |  | |  |  |
| ***Foundation*** | To know what is meant by the double circulatory system | | | To know the 3 vessel types | | | | To know the 3 cardiac values | | | To label a heart diagram | | | | **3-4** |
|  |  |  |  |  | |  |  |  |  |  | |  |  |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | | | | **Learner Comment** | | | | | | **Teacher Comment** | | | |

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| **Topic:** | * **The structure and function of the respiratory system** | | | | | | | | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | | | |  |
| ***Applying*** | To state the clear functions of each part of the respiratory system. | | | | To explain the impact of the respiratory muscles in the respiratory system. | | | To apply the respiratory values to an examination question/scenario. | | | **7-9** |
|  |  |  | |  |  |  |  |  |  |
| ***Developing*** | To describe the pathway of air through the respiratory system. | | | | To describe the role of the respiratory muscles | | | To define the 3 respiratory values. | | | **5-6** |
|  |  |  | |  |  |  |  |  |  |
| ***Foundation*** | To state the parts to the respiratory system | | | | To know the 2 respiratory muscles | | | To know the 3 respiratory values | | | **3-4** |
|  |  |  | |  |  |  |  |  |  |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | | **Learner Comment** | | | | | **Teacher Comment** | | |

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| **Topic:** | Anaerobic and Aerobic Exercise | | | | | **Line of best fit** |
| ***Extending*** |  | | | | |  |
| ***Applying*** | To compare the differences between activities of aerobic and anaerobic nature in relation to intensity and duration. | | | | | **7-9** |
|  | |  |  | |
| ***Developing*** | To suggest practical activities of that are either aerobic or anaerobic. | | | | | **5-6** |
|  | |  |  | |
| ***Foundation*** | To define aerobic and anaerobic exercise | | | | | **3-4** |
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| **Self-Assessment Grade**  **Teacher Assessment Grade** | | **Learner Comment** | | | **Teacher Comment** | |

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| **Topic:** | Short Term Effects of Exercise | | | | Long Term(training) effects of exercise | | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | |  |
| ***Applying*** | Competently recognise the difference short term effects of exercise on each of bodily system | | | | Competently recognise the difference long term effects of exercise on each of bodily system | | | | **7-9** |
|  |  | |  |  |  |  | |
| ***Developing*** | Recognise bodily systems that can be affected by short term exercise | | | | Recognise bodily systems that can be affected by long term exercise | | | | **5-6** |
|  |  | |  |  |  |  | |
| ***Foundation*** | Identify short term physiological changes on the body from exercise | | | | Identify long term physiological changes on the body from exercise | | | | **3-4** |
|  |  | |  |  |  |  | |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | **Learner Comment** | | | | | **Teacher Comment** | |

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| **Topic:** | Components of fitness | | | | | **Line of best fit** |
| ***Extending*** |  | | | | |  |
| ***Applying*** | To apply an athlete to each component of fitness | | | | | **7-9** |
|  | |  |  | |
| ***Developing*** | To define each components of fitness and the protocols for each tests. | | | | | **5-6** |
|  | |  |  | |
| ***Foundation*** | To know the 10 components of fitness and the tests for each one. | | | | | **3-4** |
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| **Self-Assessment Grade**  **Teacher Assessment Grade** | | **Learner Comment** | | | **Teacher Comment** | |

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| **Topic:** | **Principles of Training** | | | **Optimising training** | | | | | | | | | | | | **Line of best fit** |
| ***Extending*** | To create a 6-week training exercise programme for an athlete.  They need to consider the sport of the athlete, the individual needs of that performer, the original strengths and weaknesses, the correct application of the content previously acquired. | | | | | | | | | | | | | | |  |
| ***Applying*** | To apply these principles of training to an exercise programme | | | To apply these principles of training to an exercise programme | | | To apply the method of training to a particular athlete | | | To competently recognise the physiological effect of a warm up on each of bodily systems | | | To competently recognise the physiological effect of a cool down on each of bodily systems | | | **7-9** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Developing*** | To know the definition of the SPOR principles | | | To define each part of the FITT principle | | | To describe each type of training | | | To apply examples of exercise that relates to the warm up parts. | | | To apply examples of exercise that relates to the cool down parts. | | | **5-6** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Foundation*** | To know the SPOR principles of training | | | To know the FITT principle | | | To know the 7 types of training | | | To state the 5 parts to a warm up | | | To state the 2 parts to a cool down | | | **3-4** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | | **Learner Comment** | | | | | | **Teacher Comment** | | | | | | |

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| **Topic:** | **Prevention of Injury** | | | | | | | | **Line of best fit** |
| ***Extending*** | To complete a risk assessment on a training session or game that you as an athlete will encounter. | | | | | | | |  |
| ***Applying*** | To understand how injuries can be reduced by using practical examples for each method. | | | | Apply their understanding of risk and hazards to the following environments:  Sports halls  Fitness Centre  Playing Field  Artificial Outdoor Areas  Swimming Pool | | | | **7-9** |
|  |  | |  |  |  |  | |
| ***Developing*** | To describe each individual method of reducing the risk of injury. | | | | Using a practical example, state the differences between a hazard and risk | | | | **5-6** |
|  |  | |  |  |  |  | |
| ***Foundation*** | To state the 5 methods of how injury can be minimised | | | | Define the terms risk and hazard | | | | **3-4** |
|  |  | |  |  |  |  | |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | **Learner Comment** | | | | | **Teacher Comment** | |

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| **Topic:** | **Physical activity and sport in the UK** | | | | **Participation in physical activity and sport** | | | | **Line of best fit** |
| ***Extending*** | To research and produce a leaflet on how these groups promote participation in areas where participation was initially weak. | | | | | | | |  |
| ***Applying*** | To analyse and compare data from these groups based on participation rates in the UK | | | | To apply these factors that can affect participation to a range of data such as graphs and tables | | | | **7-9** |
|  |  | |  |  |  |  | |
| ***Developing*** | To know how the following groups, collect and project data | | | | To explain how these factors can affect participation both positively and negatively. | | | | **5-6** |
|  |  | |  |  |  |  | |
| ***Foundation*** | To know who the following groups are:  DCMS  UK Sport  Sport England  NGB’s | | | | To know the 14 factors that affect participation | | | | **3-4** |
|  |  | |  |  |  |  | |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | **Learner Comment** | | | | | **Teacher Comment** | |

**Paper 2 Topics**

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| **Topic:** | **Commercialisation** | | | | | | | | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | | | |  |
| ***Applying*** | To begin to link the affect media can have on participation rates in a sport | | | | To state examples of media displaying sport | | | To begin to link the affect media can have on participation rates in a sport | | | **7-9** |
|  |  |  | |  |  |  |  |  |  |
| ***Developing*** | To state examples of media displaying sport | | | | To define the golden triangle. | | | To suggest how the media can affect commercialisation positively and negatively. | | | **5-6** |
|  |  |  | |  |  |  |  |  |  |
| ***Foundation*** | To state different forms of media. | | | | To define commercialisation | | | To know what is meant by sponsorship | | | **3-4** |
|  |  |  | |  |  |  |  |  |  |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | | **Learner Comment** | | | | | **Teacher Comment** | | |

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| **Topic:** | **Ethics in Sport** | | | | | | | | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | | | |  |
| ***Applying*** | To suggest reasons for gamesmanship and deviance. | | | | To understand reasons for taking performance enhancing drugs.  To understand the impact of drug use on the:   * Performer * The sport | | | To understand reasons for player violence in sport | | | **7-9** |
|  |  |  | |  |  |  |  |  |  |
| ***Developing*** | To apply practical examples to each term (sportsmanship and gamesmanship and deviance) | | | | To suggest an athlete that would benefit from using that performance enhancing drug and why. | | | To apply practical examples of violence in sport | | | **5-6** |
|  |  |  | |  |  |  |  |  |  |
| ***Foundation*** | To define sportsmanship and gamesmanship and deviance | | | | To know the 3 types of performance enhancing drugs | | | To define violence in sport | | | **3-4** |
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| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | | **Learner Comment** | | | | | **Teacher Comment** | | |

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| **Topic:** | **Characteristics of skilful movement** | | | | | **Classification of skills** | | | **Goal setting** | | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | | | | | |  |
| ***Applying*** | To apply example of a skill to each letter of the PFACE acronym | | | | To apply a range of skill to the continuum with justification for their placement. | | | | | To understand by applying practical examples for the reasons of goal setting:   * For exercise/training adherence * To motivate performers * To improve and/or optimise performance | | | **7-9** |
|  |  |  | |  | |  |  | |  |  |  |
| ***Developing*** | To know the terms associated with skilful movement:  P  F  A  C  E | | | | To know what is meant by an open and closed skill (environmental)  To know what is meant by a simple and complex skill (difficulty) | | | | | To create and justify why a goal is or isn’t SMART | | | **5-6** |
|  |  |  | |  | |  |  | |  |  |  |
| ***Foundation*** | To define motor skill | | | | To know and draw the two different types of continuum:  Difficulty  Environmental | | | | | To state the SMART principle of goal setting | | | **3-4** |
|  |  |  | |  | |  |  | |  |  |  |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | | **Learner Comment** | | | | | | | **Teacher Comment** | | |

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| **Topic:** | **Mental preparation** | | | | | **Types of guidance** | | | **Types of feedback** | | | | **Line of best fit** |
| ***Extending*** | To create a comprehensive revision guides or notes, including the information from the topic. | | | | | | | | | | | |  |
| ***Applying*** | To explain the effect for that individual mental preparation technique | | | | To explain the advantage and disadvantages of the types of guidance. | | | | | Suggest how the type of feedback maybe either beneficial or a concern for a particular type of athlete e.g. knowledge of performance difficult to grasp for novices. | | | **7-9** |
|  |  |  | |  | |  |  | |  |  |  |
| ***Developing*** | To describe what the mental preparation technique is, using practical examples | | | | To apply practical examples of the different types of guidance | | | | | To describe what is meant by each type of feedback back | | | **5-6** |
|  |  |  | |  | |  |  | |  |  |  |
| ***Foundation*** | To state the 4 different mental preparation techniques | | | | To state the different types of guidance | | | | | To state what is meant by feedback | | | **3-4** |
|  |  |  | |  | |  |  | |  |  |  |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | | **Learner Comment** | | | | | | | **Teacher Comment** | | |

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| **Topic:** | **Health, fitness and well-being** | | | | **Diet and nutrition** | | | | **Line of best fit** |
| ***Extending*** | To state how either physical activity or a sedentary lifestyle can impact each physical, emotional and social factor. | | | | | | | |  |
| ***Applying*** | To clearly organise the different health benefits of physical activity and consequence of sedentary lifestyle into physical, emotional and social aspect. | | | | To understand the effect of diet and hydration of performance and physical activity. | | | | **7-9** |
|  |  | |  |  |  |  | |
| ***Developing*** | To apply these terms to physical activity and sedentary lifestyle. | | | | To describe the function of each components of a balanced diet.  To link each function of a diet to a practical example or athlete. | | | | **5-6** |
|  |  | |  |  |  |  | |
| ***Foundation*** | To define the terms:  Health,  well-being and fitness. | | | | To define a balance diet  To know the different components of a balanced diet. | | | | **3-4** |
|  |  | |  |  |  |  | |
| **Self-Assessment Grade**  **Teacher Assessment Grade** | | | **Learner Comment** | | | | | **Teacher Comment** | |