



Year 11						
September - July (2 years)	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	<p><b>Component 2: Health and Performance</b></p> <p>Physical, emotional and social health</p> <p>Lifestyle choices</p> <p>Impact of lifestyle choices</p> <p>Sedentary lifestyles and consequences</p> <p>Balanced diet and the role of nutrients</p> <p>Dietary manipulation for sport</p> <p>Optimum weight</p> <p>End of term mock assessment and feedback</p> <p><b>team sport and individual sport moderation? TBC</b></p>	<p><b>Component 2: Health and Performance</b></p> <p>Goal setting – SMART targets</p> <p>Classification of skills</p> <p>Forms of practice – theory and practical application</p> <p>Types of guidance – theory and practical application</p> <p>Mental preparation for performance; Types of feedback</p> <p>Sports psychology – use of data</p> <p>End of term mock assessment and feedback</p> <p><b>team sport and individual sport moderation? TBC</b></p>	<p><b>Component 2: Health and Performance</b></p> <p>Factors affecting participation in physical activity (i)</p> <p>Factors affecting participation in physical activity (ii)</p> <p>Participation rate trends – use of data</p> <p>Commercialisation and the media</p> <p>Advantages and disadvantages of commercialisation (i)</p> <p>Advantages and disadvantages of commercialisation (ii)</p> <p>Advantages and disadvantages of commercialisation (iii)</p> <p>Sporting behaviours</p> <p>Deviance in sport</p> <p>End of term mock assessment and feedback</p> <p><b>team sport and individual sport moderation? TBC</b></p>	<p><b>Component 2: Health and Performance</b></p> <p>An introduction to using a PEP to develop fitness, health, exercise and performance</p> <p>PARQs; warm ups and cool downs</p> <p>Application of principles of training to a PEP</p> <p>Components of fitness</p> <p>Methods of training</p> <p>Fitness testing</p> <p>Long term effects of training on the musculo-skeletal system</p> <p>Long term effects of training on the cardio-respiratory system</p> <p>End of term mock assessment and feedback</p> <p><b>Component 4 - PEP tbc team sport and individual sport moderation? TBC</b></p>	<p><b>Component 2: Health and Performance</b></p> <p>Revision focused on classes area for development</p> <p>Identification and treatment of injury</p> <p>Injury prevention in physical activity</p> <p>Performance enhancing drugs</p> <p>Review paper 1 content</p> <p>Review paper 2 content</p> <p>Mock exam</p> <p>Revision and exam technique (i)</p> <p><b>Component 4 - PEP tbc team sport and individual sport moderation? TBC</b></p>	
Concepts	<p><b>Attack/Defence</b></p> <p><b>Tactical/Awareness</b></p> <p>Body systems</p> <p>Responses, Adaptations and Additional Factors</p> <p>Fitness Themes</p>	<p><b>Attack/Defence</b></p> <p><b>Tactical/Awareness</b></p> <p>Body systems</p> <p>Responses, Adaptations and Additional Factors</p> <p>Fitness Themes</p>	<p><b>Attack/Defence</b></p> <p><b>Tactical/Awareness</b></p> <p>Body systems</p> <p>Responses, Adaptations and Additional Factors</p> <p>Fitness Themes</p>	<p><b>Evaluation</b></p> <p>Fitness Themes</p> <p>Responses, Adaptations and Additional factors</p>	<p><b>Evaluation</b></p> <p>Fitness Themes</p> <p>Responses, Adaptations and Additional factors</p>	
What is needed to master the knowledge	<p>A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness. Interpretation and analysis of graphical representation of data associated with trends in physical health issues</p> <p>The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport</p> <p>The role and importance of macronutrients</p> <p>Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport</p> <p>Practically demonstrate skills, techniques and tactics in selected sports</p> <p>To meet the technical demands of the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to the chosen sport.</p> <p>To evaluate and review the performance in 2 selected sports using video analysis and the observation checklists including: components of physical fitness, technical demands of sport (skills and techniques), production of a checklist suitable for self-analysis of performance in selected sports and the tactical demands of sport.</p> <p>Being able to improve performance by goal setting (short-term and long-term goals)</p> <p>Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved</p> <p>Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved</p> <p>Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved</p> <p>Impact of fitness on wellbeing: positive and negative health effects</p> <p>How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual</p> <p>Lifestyle choices in relation to: diet, activity level, work/rest/sleep balance, and recreational drugs (alcohol, nicotine)</p> <p>Positive and negative impact of lifestyle choices on health, fitness and wellbeing, e.g. the negative effects of smoking (bronchitis, lung cancer)</p>	<p>Classification of a range of sports skills using the open-closed, basic (simple)-complex, and low organisation-high organisation continua</p> <p>Practice structures: massed, distributed, fixed and variable</p> <p>Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills</p> <p>The use of goal setting to improve and/or optimise performance</p> <p>Principles of SMART targets (specific, measurable, achievable, realistic, time-bound) and the value of each principle in improving and/or optimising performance</p> <p>Setting and reviewing targets to improve and/or optimise performance</p> <p>Types of guidance to optimise performance: visual, verbal, manual and mechanical</p> <p>Advantages and disadvantages of each type of guidance and its appropriateness in a variety of sporting contexts when used with performers of different skill levels</p> <p>Types of feedback to optimise performance: intrinsic, extrinsic, concurrent, terminal</p> <p>Interpretation and analysis of graphical representation of data associated with feedback on performance</p> <p>Mental preparation for performance: warm up, mental rehearsal</p>	<p>Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability</p> <p>Interpretation and analysis of graphical representation of data associated with trends in participation rates</p> <p>The relationship between commercialisation, the media and physical activity and sport</p> <p>The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator</p> <p>Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport</p> <p>The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level</p> <p>Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport</p>	<p>Explain long-term adaptations of the musculoskeletal system to relevant exercises and sporting examples.</p> <p>Compare and contrast how the musculoskeletal and cardiorespiratory systems respond and adapt to various exercise.</p> <p>How fitness training impacts the body's energy systems.</p> <p>To apply the health and skill related components of fitness in practical performance.</p> <p>To understand the importance of fitness components on a chosen sports.</p> <p>To know about the different methods of training.</p> <p>Requirements for each of the following fitness training methods:</p> <p>Investigate fitness testing to determine fitness levels.</p> <p>To understand exercise intensity and how it can be determined including HR intensity thresholds and the Borg scale.</p> <p>To link each fitness training method to the associated health-related/skill-related component of fitness.</p> <p>Understand the physiological/fitness requirements for the sporting activity • Conduct an analysis of performance or part of a performance e.g., time/distance, pass completion in each time limit, serves into a given part of the court, accuracy of throwing, etc • Undertake a battery of fitness tests specific to the sporting activity • Analyse pre-PEP test results • Construct an appropriate aim based on developing performance through improving a component of fitness (see list below) • Select and justify the use of appropriate SMART targets, method(s) of training and principles of training • Complete a PAR-Q.</p> <p>How fitness training impacts the body's energy systems.</p> <p>Which methods of training uses which energy systems.</p> <p>Additional requirements for each of the fitness training methods as well as advantages and disadvantages.</p> <p>To know the importance of fitness testing to sports performers and coaches and how they can design a training programme based on test results and determine if training programmes are working.</p> <p>To evaluate the fitness results and set targets to aim for/goal setting.</p> <p>Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.</p>	<p>Compare and contrast how the energy systems are used in different sporting example which have different demands.</p> <p>How fitness training impacts the body's energy systems.</p> <p>Which methods of training uses which energy systems.</p> <p>To understand the aerobic and anaerobic energy systems</p> <p>Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping</p>	
Common Misconceptions	<p>A01 - application</p> <p>A02 - evaluation</p> <p>A03 - evaluation</p> <p>difference between physical, social and emotional health</p> <p>lifestyle choices</p> <p>long term effects of poor lifestyle choices</p> <p>the different types of macronutrients</p>	<p>A01 - application</p> <p>A02 - application</p> <p>A03 - evaluation</p> <p>the different types of skills</p> <p>types of guidance</p> <p>types of feedback</p>	<p>A01 - application</p> <p>A02 - application</p> <p>A03 - evaluation</p> <p>commercialisation and the media</p> <p>deviance</p> <p>advantages and disadvantages of commercialisation</p> <p>interpretation of data</p>	<p>A01 - application</p> <p>A02 - application</p> <p>A03 - evaluation</p> <p>The purpose of each fitness test</p> <p>difference between speed and power training</p> <p>Knowledge of published standard test methods and equipment/ resources required</p> <p>The different body composition tests:</p> <p>BMI</p> <p>BIA</p> <p>Jackson pollock</p> <p>The terms 'reliability', 'validity' and 'practicality' related to each fitness test method.</p>	<p>A01 - application</p> <p>A02 - application</p> <p>A03 - evaluation</p> <p>continued</p>	