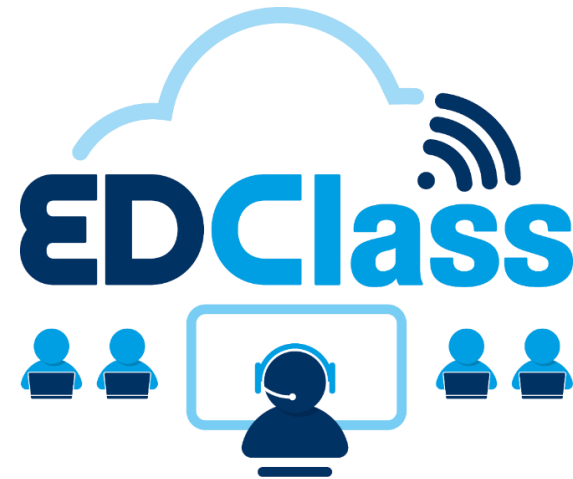


EDClass Physical Education Curriculum and Scheme of work



www.edclass.com

Physical Education

Experiences that pupils will gain through our Physical Education curriculum, lessons and resources

Experiences in EDClass	The principle of EDClass is that we are a re-engagement and intervention provision working in direct partnership with the commissioners to provide a safe, positive and secure learning environment that breaks any barrier to their learning and our approach enables any individual to have a personalised Physical Education curriculum and scheme of work designed for them. In our Physical Education suite of lessons and content, there is an extensive range of resources, videos, quizzes, exams, mock exams, revision tasks, and practical ideas for your learners to complete to increase their knowledge and understanding of the subject. Alongside this, our teaching and learning team give pupils cross-curriculum delivery and positive experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Students can also engage in general chat with our teachers to create a relaxed atmosphere whilst also gaining subject-specific support. These lessons are available to create a value-added e-learning intervention so that a range of content and PE topics are available to any students to be viewed, followed and understood anytime and anywhere to prevent missed education and positively impact the reintegration back into mainstream education.
Diagnostic assessments	Diagnostic assessments inform personalised pathways of lessons for learners.
Language development / linguistics	Language development/linguistics is recognised as necessary for cognitive development and reasoning. Learners' linguistic development is part of every subject and is the responsibility of all teachers and learners.
How EDClass gives pupils experience in physical education	<p>Teachers respond immediately to issues highlighted by questionnaire alerts whereby learners have indicated they are either not ready to learn or there is a perceived barrier to learning. This may lead to discussions about their wellness, comfort and working environment/station. This may lead to guidance should they not feel well, breakfast habits, hydration, room temperature, presence of an adult.</p> <p>Healthy diet and exercise is often a topic discussed in general conversations between learners and teachers, not only for physical health but mental and emotional well-being.</p> <p>Physical hobbies and interests are encouraged and promoted, including team sports which can provide social interaction outside the classroom environment. Teachers often share their own experiences beyond the virtual classroom.</p> <p>Regulation and physical exercise are also promoted through breaks and building up routines gradually.</p> <p>Learners can experience goal setting and achievements celebrated by teachers, including the little wins.</p> <p>Learners can be given access to PE lessons. These can cover exercise for different purposes, the benefits of different exercises and routines, the links between exercise and science and healthy lifestyles.</p> <p>Learners are encouraged to appreciate the learning style that online AP allows flexibility should learners have additional medical needs.</p> <p>Links between physical health and other subjects are drawn out such as science, geography and PSHE.</p> <p>Stereotypes on physical appearance are challenged to develop tolerance of others and self-esteem.</p> <p>Students get knowledge and understanding of why physical exercise is important whilst learning about DSE regulations.</p>
How EDClass gives pupils experience in mathematical education	<p>Resilience in numeracy, problem-solving and mathematics is encouraged by breaking tasks down into logical, sequenced, real-world steps which can help with Physical education topics.</p> <p>Steps may include processes of measuring, data handling, recording time and statistics.</p> <p>Methodologies and techniques are modelled, demonstrated and reinforced through multiple, deliberate and specific examples in all lesson types. Learners' application of methodologies gives opportunity to address misconceptions, develop confidence and progress towards independent work.</p>
How EDClass gives pupils experience in human and social education	<p>Teachers will gain knowledge of reasons why learners are using an AP platform as well as SEND needs and/or vulnerabilities and check on their welfare and well-being accordingly. Learners can expect stable routines such as an early greeting followed by opportunities to express any worries/concerns regarding well-being, mental health etc., as well as academic assistance.</p> <p>Teachers will gauge a learner's emotional readiness for learning and how they can assist/provide guidance</p> <p>Learners are encouraged to be positive and polite.</p> <p>Learners are encouraged to be reflective, considering any implications of their actions regarding behaviour and choices on others and the environment around them. This supports a successful reintegration into a school environment and a positive influence in the wider community.</p> <p>Learners are encouraged to appreciate the learning style that online AP allows: working independently, at their own pace, outside the influence of other influences/an audience of peers.</p> <p>Learners can experience goal setting and achievements celebrated by teachers, including the little wins.</p> <p>Learners are encouraged to consider careers, apprenticeships, the guidance they should seek and routes into further education.</p> <p>Our curriculum covers British values, spiritual, moral, cultural and social education. In addition to this, it covers personal, social, health and economic education (PSHE), behaviour repair, relationships and being part of a group/community/citizenship.</p> <p>Feedback and subject-specific support are implemented with a growth mindset and learners are encouraged to adopt a positive approach to their learning.</p> <p>Learners are encouraged to reflect on their learning and respond to feedback to maximise their outcomes on their learning journey and to be aware of where they</p>
How EDClass gives pupils experience in aesthetic and creative education	<p>Creative hobbies and interests are encouraged and promoted, including group activities that can provide social interaction outside the classroom environment. Teachers often share their own experiences beyond the virtual classroom, not only for pleasure, but to promote well-being.</p> <p>Learners' artistic creations are celebrated by teachers. Learners often share their projects on camera or by email, which is encouraged.</p> <p>Virtual whiteboards can be used as a creative hook to motivate learners.</p> <p>Learners experience creative writing in different forms: poetry, drama and prose (fiction and nonfiction). This encourages a love of writing beyond the classroom and informs exam preparation.</p> <p>English lesson sets cover how a writer creates effects and are guided on how to explain their methods.</p> <p>Learners are encouraged, through feedback, to take pride in their own work and its presentation.</p> <p>World celebration days such as 'World Book Day' are marked and learners are invited to contribute their favourite book to date with reasoning.</p>



How EDClass gives pupils experience in technological education	Learners’ initial experience of the platform is a check that they understand the functionality, how to access learning, how to communicate with teachers and what to do should they feel unsafe in their location. Discussions will take place regarding diagnostic work to personalise learning pathways set after identifying strengths and areas to improve. Learners are informed that they can personalise the appearance of their lessons in line with potential SEND needs (fonts, colours, text size). Online safety (e-safety) will be discussed and reported should learners disclose issues around social media bullying/cyberbullying etc. They are also assigned the online safety lesson pathway or the behavioural pathway (visit here). Learners can be set lessons that directly relate to the subject of ICT which encourages digital fluency. Lessons and lesson sets cover online safety and behaviour. Learners are encouraged to inform teachers of any technical issues so that they can be resolved and learn themselves how to troubleshoot.
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Physical Education

Assessment used within this topic	The diagnostic assessments incorporate lessons and questions within the on the PE topics to test and evaluate a learner's prior learning and knowledge gaps. Questions, tasks and a one-to-one assessment take place within this lesson set, to assess a learner's knowledge and understanding within physical education.	Resilience	Support is provided throughout this lesson set to assist a learner's development in their knowledge of Physical Education. Resilience is developed through independent practice, assessment, one-to-one support sessions and live lessons covering the lesson set objectives.
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This lesson set includes the following lessons:	Lesson Objectives
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<ul style="list-style-type: none">■ Admin requirements of fitness tests■ Aerobic endurance■ Aerobic endurance Training Methods■ Aerobic system■ Aerobic System in sport■ Agility in sport■ Analysing performance■ Analysis of my sporting performance■ Anatomy and Physiology for Sport - The Structure and Function of The Skeletal System■ Anxiety■ Applying Types of Practices■ Arousal and methods to control it■ Aspects of Fitness■ Assessing my own fitness■ Assessing the results of my fitness programme■ Assisting at an active leisure or sport event■ Athlete’s diet■ ATP■ ATP and Creatine Phosphate system■ ATP-PC■ Balance and co-ordination■ Balanced diet and nutrition■ Barriers to achieving fitness goals and strategies to overcome these■ Benefits of confidence■ Benefits of Motivation	<ul style="list-style-type: none">■ To know and understand the importance of standardisation of fitness testing for sports performers and coaches. To know and understand how despite testing a particular component of fitness, tests cannot replicate a fully competitive situation.■ To be able to provide definitions of aerobic endurance. To be able to describe which sports need aerobic endurance. To know and understand how aerobic endurance is used in a variety of activities.■ To know and understand the different types of aerobic endurance training. To be able to describe how to perform the different types of aerobic endurance training. To know and understand which type of aerobic endurance training would be suitable for which type of situation or athlete.■ To know and understand how the Aerobic energy system uses energy. To be able to describe the length of time this system can last for.■ To be able to describe the use of the Aerobic energy system in sport. To be able to describe which sports use this system and when.■ To be able to provide the definition of agility. To be able to describe which sports need agility. To know and understand how agility is used in a variety of activities.■ To know and understand different analysis techniques. To be able to analyse a performance using different methods.■ Know and understand what analysis is. Analyse a performance using different methods.■ By the end of this unit, you should. Know the structure and function of the skeletal system. Know the structure and function of the muscular system. Know the structure and function of the cardiovascular system. Know the structure and function of the respiratory system.■ To know and understand what is meant by the term anxiety. To know and understand the different types of anxiety.■ To know and understand how a coach can use different practices to develop skills. To be able to apply the different types of practice in order to create a lesson plan.■ To know and understand what is meant by the term arousal. To know and understand different methods to controlling anxiety and arousal levels.■ To be able to define health and skill related components of fitness. To develop your knowledge and understanding of these components.■ Know the different components of physical fitness. Find out how fit I am. Know how to get fitter using a fitness plan. Know how to get over barriers to getting fitter. Look at my own fitness plan and say what went well and what could be improved.■ Know the different components of physical fitness. Find out how fit I am. Know how to get fitter using a fitness plan. Know how to get over barriers to getting fitter. Look at my own fitness plan and say what went well and what could be improved.■ Know about the different types of active leisure and sports events. Help at an active leisure or sport event. Look at my performance and say what went well and what could be improved.■ To know and understand the importance of a balanced diet. To know and understand what a balanced diet is. To know and understand how carbohydrates are broken down and used.■ To be able to define what energy is and where the body gets energy from. To know and understand the role of ATP in providing energy. To be able to describe the ATP - Creatine Phosphate Energy System.■ To be able to describe the use of the ATP and Creatine Phosphate system in sport. To be able to describe which sports use this system and when.■ To know and understand how the ATP-PC energy system breaks down energy. To be able describe the length of time this system can last for and suggest why.■ To be able to provide definitions of balance and coordination. To be able to describe which sports need balance and coordination. To know and understand how balance and coordination are used in a variety of activities.■ To know and understand the 7 factors of a balanced diet and understand the requirements and functions of each.■ Know the different components of physical fitness. Find out how fit I am. Know how to get fitter using a fitness plan. Know how to get over barriers to getting fitter. Look at my own fitness plan and say what went well and what could be improved.■ To be able to describe the benefits of self-confidence for sports performance.■ To be able to describe the benefits of motivation for sports performance.
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- BMR - requires students to have kept a food diary and to comment on this.
- Bone growth
- Borg scale
- Bradycardia
- Breathing rate during exercise
- Business in Sport
- Carbohydrate loading
- Carbohydrates
- Cardiac hypertrophy
- Catastrophe theory and reversal theory
- Circulatory system
- Citizenship in Sport, Games and P.E testing
- Code of Conduct
- Communication skills when dealing with customers
- Confidence
- Creating a game
- Customer Service Skills when Dealing with Customers
- Dealing with Injuries and Illness Associated with Sports Participation
- Delivering a sports or active leisure activity
- Delivering my own fitness programme
- Demands, skills and techniques
- Demonstrating practical abilities
- Developing your own checklist for sport one
- Development of Personal Fitness - Personal Exercise Adherence Factors and Strategies
- Diet and Energy - Part 1
- Diet and Energy - Part 2
- Differences and adaption
- Differences between Professional and Amateur sports
- Different Types of Illnesses Associated with Sports Participation
- Different Types of Injuries Associated with Sports Participation
- Documents and skills related to sports-based work experience
- Drive theory and the Inverted U theory
- Effects of Exercise - Part 1
- To know and understand what the BMR is. To know and understand how the BMR can be calculated. To know and understand the factors affecting the BMR
- To know and understand the structure of a bone. To know and understand the different types of parts of the bones and their functions.
- To know and understand what the BORG scale is. To be able to describe how the BORG scale can be used as a measure of exercise intensity. To know and understand the relationship between Rate of Perceived Exertion and Heart Rate.
- To know and understand the term bradycardia. To be able to describe how the heart rate decreases with regular exercise. To know and understand the impact stroke volume has on resting heart rate. To be able to describe recovery rate as a long-term adaption to the cardiorespiratory system.
- To be able to identify what happens to the breathing rate during exercise. To be able to describe why and how the process occurs during exercise.
- To know and understand the different types and purposes of sports business organisations. To be able to identify the roles and importance of different functional areas within sports organisations. To be able to identify and process different documents that are used to control the movement of goods, customers services and cash within sports organisation.
- To know and understand what carbohydrate loading is. To develop your knowledge and understanding of how loading is used by sporting athletes.
- To know and understand what a Carbohydrates is and how it is broken down. To know and understand how and where Monasaccharides, Disaccharides and Polysaccharide are found.
- To be able to define cardiac hypertrophy. To be able to identify what long-term adaptations occur in the heart. To be able to describe how the heart's adaptations affect the performance of athletes.
- To be able to describe the catastrophe theory and the reversal theory of arousal.
- To know and understand what the circulatory system is and what it is made up of. To be able to describe passage of blood and the difference between arteries, capillaries and veins. To be able to identify various components of the heart and understand how it works.
- To know and understand the importance of being a good Citizen in Sport, Games and PE To know and understand the benefits of being a good citizen in Sport, Games and PE lessons
- To know and understand what a code of conduct is within sport. To know and understand the benefits of having a code of conduct.
- Know how to show good customer service. Know how to work as a team member in sport and active leisure. Know about work patterns and how to manage my time.
- To know and understand what is meant by the term self-confidence. To be able to describe how self-confidence can affect a sports performers performance levels.
- To know and understand the importance of a balanced diet. To know and understand what a balanced diet is. To know and understand how carbohydrates are broken down and used.
- Know how to show good customer service. Know how to work as a team member in sport and active leisure. Know about work patterns and how to manage my time.
- Be able to deal with injuries and illnesses associated with sports participation.
- Know about the qualities and responsibilities of someone who is supporting sport of active leisure leader. Know about the different parts of a sports or active leisure session. Learn how to plan for an activity. Learn how to deliver part of an activity.
- Know the different components of physical fitness. Find out how fit I am. Know how to get fitter using a fitness plan. Know how to get over barriers to getting fitter. Look at my own fitness plan and say what went well and what could be improved.
- To know the technical demands (skills and techniques) of different sports. To be able to describe different sports and their technical demands.
- To be able to demonstrate a range of skills, techniques and tactics in selected sports.
- To be able to demonstrate knowledge of observation checklists. To know and understand how to build a good observation checklist independently.
- Know personal exercise adherence factors and strategies. Be able to plan a personal fitness training programme. Be able to implement and review a personal fitness training programme.
- To know and understand the energy requirements of physical activity. To know and understand what a calorie is and how important energy is for physical activity Be able to outline how under eating and overeating can affect body weight and performance
- Be able to define the terms overfat, overweight and obese. Be able to describe the different body types (somatotypes) and their effect on sports performance. Be able to outline how under eating and overeating can affect body weight and performance. Be able to explain the reasons why and how an individual's diet is affected by the sport for which they are training.
- To be able to give definitions for individual differences and adaptation. To know and understand how to apply individual differences and adaptation to training.
- To know and understand the differences between Professional and Amateur sports performers and sports
- Know the different types of illnesses associated with sports participation. Be able to deal with illnesses associated with sports participation. Know the risks and hazards associated with sports participation. Be able to undertake a risk assessment relevant to sport.
- Know the different types of injuries associated with sports participation. Be able to deal with injuries associated with sports participation. Know the risks and hazards associated with sports participation. Be able to undertake a risk assessment relevant to sport.
- To be able to use relevant documents and skills relating to sport-based work experience.
- To be able to describe the Drive theory and the inverted U theory of arousal.
- To know and understand how the circulatory, skeletal, muscular and respiratory systems are affected by exercise. To understand the short- and long-term effects of exercise on these systems.

<ul style="list-style-type: none"> Effects of Exercise on body systems - Part 2 Energy systems 	<ul style="list-style-type: none"> To know and understand how the circulatory, skeletal, muscular and respiratory systems are affected by exercise. To understand the short and long-term effects of exercise on these systems To know and understand what the terms aerobic and anaerobic mean and to be able to categorise different sports as aerobic/anaerobic To know, understand, and be able to describe what ATP is To know and understand what the lactic acid system is To know, understand, and be able to describe the contribution of different energy pathways in different sports To know and understand that more than 1 energy systems combine in the same activity (and why) To know, understand, and be able to describe the effect training has on the energy systems
<ul style="list-style-type: none"> Exercise and Fitness Exercise and Fitness Activities & Facilities 	<ul style="list-style-type: none"> Know about the different types of exercise and fitness activities. Know how to follow health and safety guidelines. Look at my performance and say what went well and what could be improved. Learn about different ways of exercising and keeping fit, and different facilities that can be used. Know how to exercise safely. Know the work skills needed by someone working in exercise and fitness. Be able to look at your performance and say what went well and what could be improved.
<ul style="list-style-type: none"> Exercise intensity Eysenck's personality inventory Factors affecting the performer Factors of self-efficacy Fair play Fit and Healthy Fitness Components and Training Methods Fitness testing - part 1 Fitness testing - part 2 Fitness tests 	<ul style="list-style-type: none"> To know and understand what the FITT principle is. To be able to apply the FITT principle to training methods, regimes and exercise situations. To know and understand Eysenck's personality inventory (EPI). To be able to know the difference between each category on the personality diagram. To know and understand the factors that affect sports performance. To be able to describe to the factors that can affect self-efficacy. To know and understand what Fair Play is. To be able to produce a Code of Conduct to help promote Fair play. To know and understand the correct behaviour when competing in sport. 1) Explain what we mean by fit 2) Describe what we can do to maintain fitness To know the fitness and training requirements necessary to achieve excellence in a selected sport. To know and understand the different types of fitness tests available to test each fitness principle. To know and understand what each test measures and how it measures each principle correctly To know and understand the different types of fitness tests available to test each fitness principle. To know and understand what each test measures and how it measures each principle correctly. To know and understand the fitness test available for flexibility, speed, aerobic endurance and strength. To know and understand how to perform the different types of flexibility, speed, aerobic endurance and strength tests.
<ul style="list-style-type: none"> Fitness Tests importance 	<ul style="list-style-type: none"> To know and understand the fitness tests available for agility, power, muscular endurance and body composition. To know and understand how to perform the different types of agility, power, muscular endurance and body composition fitness tests.
<ul style="list-style-type: none"> Flexibility training methods 	<ul style="list-style-type: none"> To know and understand the different types of flexibility training. To be able to describe how to perform the different types of flexibility training. To know and understand which type of flexibility training would be suitable for which type of situation or athlete.
<ul style="list-style-type: none"> Functions of the skeleton and muscular system Funding Goal setting Government Agenda for Sport Hazards and risks to people involved in sport and active leisure Health requirements for a chosen area of work Heart rate at different intensities 	<ul style="list-style-type: none"> Know what the skeleton and muscles are for. Know how the heart and lungs work. Know what makes up a healthy diet. To know and understand what is funding. To understand how funding in sport occurs To be able to describe how goal setting can increase motivation. To know and understand the Governments agenda for sport. To know and understand the national policies that have shaped the development for sport Know how to keep people safe when they take part in sport and active leisure. Know how to lower the risks to people when they take part in sport and active leisure. Know how to react in the correct way in a practice emergency situation. Know that different areas of work have different health needs. Know how to keep healthy in different work areas. To be able to measure your own heart rate at different intensities. To be able to suggest reasons for differences between your heart rate at rest and during brief exercise. To know and understand how an increased heart rate is a result of the heart having to work harder to pump oxygenated blood around the body.
<ul style="list-style-type: none"> Heart rate, stroke volume and cardiac output 	<ul style="list-style-type: none"> To know and understand the definitions for heart rate, stroke volume and cardiac output. To be able to describe how an increased cardiac output enables more oxygenated blood to get to the working muscles. To be able to describe how blood flow increases during short-term exercise.
<ul style="list-style-type: none"> How and Why People Participate in Sport How muscles attach HR and Exercise Intensity 	<ul style="list-style-type: none"> Know how and why people participate in sport. To understand and know how muscles attach. To know and understand what the origin and insertion is in the muscle and know how movement occurs. To know and understand how fitness can be improved through measuring heart rate and its intensity. To be able to calculate training zones and apply heart rate max to training. To know and understand the benefits of training between 60-85% HR max.
<ul style="list-style-type: none"> Hyaline cartilage 	<ul style="list-style-type: none"> To know and understand what hyaline cartilage is and how exercise improves it. To be able to describe how ligaments and tendons are affected by exercise. To know and understand the long-term adaptations to joints which exercise has.
<ul style="list-style-type: none"> Hygiene 	<ul style="list-style-type: none"> Be able to outline why cleanliness and personal hygiene is important to participation in sports activities Be able to explain what is meant by athletes' foot and verrucae; and describe how to recognise, prevent and treat them
<ul style="list-style-type: none"> Hypertension 	<ul style="list-style-type: none"> To be able to define hypertension. To be able to describe the effect of regular exercise on hypertension. To be able to define stroke volume. To be able to describe the adaptations exercise has on stroke volume.
<ul style="list-style-type: none"> Implementing and Reviewing a Programme to Develop Technical Skill and Tactical Awareness Implementing and reviewing a psychological skills training programme to enhance sporting performance 	<ul style="list-style-type: none"> Be able to undertake a programme to develop own technical skills and tactical awareness. Be able to review own technical and tactical development and set goals for further development. To be able to Implement and review a psychological skills training programme To Enhance Sporting Performance



- Implementing, Recording and Reflecting on my Personal Fitness Training Programme
- Injury
- Interactional approach
- Interpretation of Fitness Test Results
- Interval and Circuit Training Methods
- Intrinsic and Extrinsic Motivation
- Introduction Processes, Warm Ups and Cool Downs for Exercise and Fitness Activities
- Introduction to Sport and the Mind
- Introverts and Extroverts
- Job Roles in Different Sectors of Sport and Active Leisure
- Joint movements
- Lactic acid
- Lactic Acid and sport
- Lactic Acid anaerobic system
- Lifestyle Choices Affecting Excellence in Sport
- Long-term adaptations on cardiorespiratory system
- Long-term adaptations on musculoskeletal system
- Long-term effects of exercise
- Lung efficiency
- Media in Sport
- Minimising risks to people involved in sport and active leisure
- Muscular endurance and strength
- Muscular system
- Musculoskeletal system and oxygen
- National lottery
- Nature of sport
- Nutrition - an athlete's diet
- Observation checklists
- Opportunities
- Organisation of sport
- Osteoporosis
- Outdoor and Adventurous Activities (OAA)
- To be able to implement a 6-week personal fitness training programme. Be able to review a personal fitness training programme.
- To know and understand the main risk factors of injury in sport and how these can be minimised. To be able to describe different types of injury, including causes, symptoms and treatments. To understand and know how injuries are caused when participating in sport and other physical activities. To know and understand how to minimise the risk of injury. Know when, how and why the following procedures are used: DRABC; resuscitation; recovery position; rice. Be able to select the appropriate course of action for a range of injury scenarios.
- To understand the interactional approach to personality. To apply the 3 different theories of personality to sporting situations.
- To know and understand the importance of normative data of fitness testing for sports performers and coaches. To know and understand how to apply the fitness test results and compare against normative data. To know and understand how to draw conclusions from fitness test results and suggest how improvements could be made.
- To know and understand the different types of aerobic endurance training, specifically interval and circuit. To be able to describe how to perform circuit and interval training as part of aerobic endurance training. To know and understand which type of aerobic endurance training (circuit and interval) would be suitable for which type of situation or athlete.
- To understand the differences between intrinsic and extrinsic motivation. To understand what achievement motivation is.
- Learn about different ways of exercising and keeping fit, and different facilities that can be used. Know how to exercise safely. Know the work skills needed by someone working in exercise and fitness. Be able to look at your performance and say what went well and what could be improved.
- To know the meaning of personality. To understand how people differ because of their personality and how it could affect sporting performance.
- To understand the difference between an introvert and an extrovert personality. To know how personality can affect sports performance.
- Know about the different job opportunities in sport and active leisure
- To know and understand the major types of joints found in the body. To be able to demonstrate where these major types of joints are found in the body (with examples). To know and understand what different types of movement occurs at each joint.
- To know and understand the term lactic acid. To know and understand how lactic acid is formed. To be able to describe the effect of lactic acid on the cardiorespiratory system during exercise.
- To be able to describe the use of the LACTIC ACID system in sport. To be able to describe which sports use this system and when.
- To know and understand how the lactic acid energy system uses energy. To be able to describe the length of time this system can last for.
- Know the lifestyle factors that affect training and performance.
- To know and understand how the cardiovascular system (as a part of the cardiorespiratory system) has an increased efficiency to deliver oxygen and remove waste products following regular exercise. To be able to justify which of the long-term adaptations discussed so far.
- To know and understand what long-term effects of exercise are. To be able to describe several long-term effects of exercise on the musculoskeletal system. To know and understand how these long-term adaptations to the musculoskeletal system occur.
- To know and understand what long-term effects of exercise are. To be able to describe several long-term effects of exercise on the musculoskeletal system. To know and understand how these long-term adaptations to the musculoskeletal system occur.
- To be able to define gaseous exchange. To be able to describe how increased lung efficiency and gaseous exchange can occur as a long-term adaption to the cardiorespiratory system.
- To know and understand what media in sport is. To know and understand the different forms of media in sport. To be able to distinguish the major advantages and disadvantages to the media in sport.
- Know how to keep people safe when they take part in sport and active leisure. Know how to lower the risks to people when they take part in sport and active leisure. Know how to react in the correct way in a practice emergency situation.
- To be able to provide definitions of muscular endurance and strength. To be able to describe which sports need muscular endurance and strength. To know and understand the difference between muscular endurance and aerobic endurance and strength.
- To know that muscles can be classified into 3 types. To be able to provide examples of muscles from each type and identify their importance in relation to sport, fitness and training .To understand and know how muscles attach To know and understand what the origin and insertion is in the muscle and know how movement occurs
- To be able to identify how skeletal muscles adapt to using more oxygen. To know and understand how muscles and their capillaries become more efficient. To be able to describe how an increase in mitochondria occurs and helps during exercise.
- To know and understand how the National Lottery funds sport.
- To know and understand how sport can be categorised. To be able to categorise the different sports.
- To know and understand the importance of a balanced diet. To know and understand what a balanced diet is. To know and understand how carbohydrates are broken down and used.
- To know and understand what an observation checklist is. To know and understand how to use an observation checklist.
- To know and understand the importance of providing the opportunities to train and compete for the sports performer.
- To know and understand how sport is organised in the UK To know and understand the different roles of each agency in the roles of striving sport forward within the UK
- Be able to describe the effects that osteoporosis has on bones. To Know who is more likely to suffer from osteoporosis and why. Be able to explain the importance of diet and exercise in maintaining bone strength throughout life.
- To be able to identify the skills and techniques associated with a range of outdoor and adventurous activities. To be able to participate in at least two outdoor and adventurous activities. To clearly review their performance through identifying the support available to develop specific skills and techniques in OAA.

■ Participating in exercise and fitness activities	■ Learn about different ways of exercising and keeping kit, and different facilities that can be used. Know how to exercise safely. Know the work skills needed by someone working in exercise and fitness. Be able to look at my performance and say what went well and what could be improved.
■ Performing as an official in sport	■ To be able to officiate in a given sport and apply the correct rules.
■ Performing practical skills and techniques sport	■ To be able to perform skills and techniques for chosen sport. To record your performance using an observation method of either an observation checklist or video recording.
■ Physical components of fitness	■ To be able to identify each of the physical components of fitness. To be able to provide definitions of all 6 physical components of fitness. To know and understand how each component relates to a variety of activities.
■ Physical fitness	■ To know and understand the components of physical fitness.
■ Planning a Personal Fitness Training Programme	■ Be able to plan a personal fitness training programme.
■ Planning a Programme to Develop Technical Skills and Tactical Awareness	■ Be able to plan and undertake a programme to develop own technical skills and tactical awareness.
■ Planning and leading an activity session	■ To understand that an aim is something you want to achieve or that is an overall goal for the session.
■ Planning and undertaking a project during work-based experience in sport	■ To be able to plan and carry out a project during sport-based work experience.
■ Planning for a sports or active leisure activity	■ Know about the qualities and responsibilities of someone who is supporting sport of active leisure leader. Know about the different parts of a sports or active leisure session. Learn how to plan for an activity. Learn how to deliver part of an activity.
■ Planning my own fitness programme	■ Know the different components of physical fitness. Find out how fit I am. Know how to get fitter using a fitness plan. Know how to get over barriers to getting fitter. Look at my own fitness plan and say what went well and what could be improved.
■ Planning to Start Work in Sport and Active Leisure	■ Know how to start a career in sport or active leisure
■ Posture	■ To be able to define what posture is. To be able to identify exercises to improve posture. To be able to describe how improved posture occurs from exercising long term.
■ Power and reaction time	■ To be able to provide definitions of power and reaction time. To be able to describe which sports need power and reaction time. To know and understand how power and reaction time is used in a variety of activities.
■ Practical fitness testing	■ Be able to assess your own level of fitness.
■ Practical Sports - Rules, Regulations and Scoring Systems	■ To know the rules, regulations and scoring systems of a selected sport.
■ Practices for Sport	■ To be able to apply knowledge of different types of practices. To be able to develop knowledge of sport specific planning.
■ Pre and post-match meal - nutrition	■ To know and understand the importance of a pre match meal. To know and understand recovery post-match
■ Presenting and reviewing the project	■ To be able to present and review the project.
■ Principles of Training	■ To know and understand the definitions of each principle of training. To know and understand how to apply the principles of training methods.
■ Principles of Training	■ To understand and be able to apply the principles of training and FITT principles to the creation of a training programme. To relate training methods to the principles of training and know how to use this knowledge to improve performance. To select and plan to use training methods that are specific and relevant to the activity and required aspects of fitness.
■ Professional and Amateur Sports	■ To know and understand the differences between Professional and Amateur sports performers and sports.
■ Profile of Mood States and Observation	■ To understand what Profile of Mood States (POMS) is. To know how observation can be used to assess personality.
■ Provision of Sport in Local Communities	■ To know and understand the importance of providing the opportunities to train and compete for the sports performer
■ Psychological factors that affect sport training and performance	■ To know and understand the psychological factors that affect sports training and performance.
■ Psychology for sports performance	■ To know and understand what psychology is for a sports performer
■ Reasons for Taking Part in Physical Activity	■ To clearly know and understand the reasons for taking part in physical activity. To know and understand the benefits from taking part in physical activity. To know why people take part in physical activity and sport.
■ Reducing Health Risks in a Chosen Area of Work	■ Know that different areas of work have different health needs. Know how to keep healthy in different work areas.
■ Regional and national structure in UK	■ To know and understand the roles, responsibilities and commitments to UK sport by Sport England. To know the specific roles of Sport England. To know and understand the aims of Sport England, their regional centres and the English Institute of Sport (EIS). To know the national sports centres and what sports they develop.
■ Regulations within sport	■ To know and understand what a regulation is. To know and understand the importance of regulations in sport. To be able to give sporting examples of regulations in a chosen sport in different situations.
■ Respiratory system	■ Identify components of the respiratory system. Describe the passage of air and the processes it undergoes in preparation for gaseous exchange. To understand and be able to describe the mechanisms of breathing (inspiration and expiration) and the adaptations resulting from exercise. To be able to define tidal volume, vital capacity and oxygen debt. To Understand relative compositions of inhaled and exhaled air. To Understand the process of aerobic and anaerobic respiration, including the production of lactic acid and the aerobic formula.
■ Responding to a Given Simulated Emergency Situation	■ Know how to keep people safe when they take part in sport and active leisure. Know how to lower the risks to people when they take part in sport and active leisure. Know how to react in the correct way in a practice emergency situation.
■ Responsibilities to support a sports or active leisure leader	■ Know about the qualities and responsibilities of someone who is supporting sport of active leisure leader. Know about the different parts of a sports or active leisure session. Learn how to plan for an activity. Learn how to deliver part of an activity.

- Review of Energy Systems
- Review of my performance in sporting activities
- Reviewing my strengths in assisting at a sports or active leisure event
- Reviewing of Skill Development
- Reviewing own performance for sport
- Reviewing Sports Performance of an Individual or a Team
- Reversibility and variation
- Risk Assessments Relevant to Sport
- Risks and Hazards Associated with Sports Participation
- Roles and Responsibilities of Officials in Selected Sports
- Roles of Officials from Selected Sports
- Rules in Sport
- Rules within sport
- Rules, Regulations and Legislations
- Safety and Requirements for Training
- Safety and Requirements for Warm ups and cool downs
- Scoring in Sport
- Scoring systems
- Self-efficacy
- Session plan development for sport
- Setting Up Equipment for a Sport or Active Leisure Activity
- Shift Patterns and Managing Time
- Short-term effects of exercise on cardiorespiratory system
- Short-term effects of exercise on musculoskeletal system
- Short-term effects of exercise on the cardiorespiratory system
- Situational Approach, Modelling and Feedback
- Skeletal system
- Skill related components of Fitness
- Smart principles
- Smart principles - coaching
- Smart principles - performer
- Somatotypes
- Describe how the ATP-PC energy system functions using sporting examples. Describe how the Lactic Acid energy system functions using sporting examples. Describe how the Aerobic energy system functions using sporting examples.
- Learn about different ways of exercising and keeping kit, and different facilities that can be used. Know how to exercise safely. Know the work skills needed by someone working in exercise and fitness. Be able to look at my performance and say what went well and what could be improved.
- Know about the different types of active leisure and sports events. Help at an active leisure or sport event. Look at my performance and say what went well and what could be improved.
- Be able to review own technical and tactical development and set goals for further development.
- To be able to use an observation checklist to review your own performance.
- To be able to review your own sports performance (evidence through uploading video tapes / mobile phones clippings).
- To be able to give definitions for reversibility and variation. To know and understand how reversibility, variation and rest & recovery are applied to training.
- Be able to undertake a risk assessment relevant to sport.
- Know the risks and hazards associated with sports participation.
- Know the roles and responsibilities of officials in selected sport.
- To be able to describe the role and responsibilities of an official in a selected sport. To be able to compare the roles of officials in different sports.
- To know and understand the importance of rules within sport
- To know and understand what a rule is. To know and understand the importance of rules in sport. To be able to give sporting examples of rules in a chosen sport in different situations.
- Know the rules, regulations and legislations associated with sports participation.
- To know and understand the importance of the correct, safe use of equipment. To know and understand the importance of using the correct technique when training.
- To know and understand the importance of warming up and cooling down when undertaking a training method. To know and understand how the FITT principles of training are important for training methods. To be able to identify that training methods can be related to appropriate physical and skill related components of fitness.
- To know and understand the different types of rules that govern a range of sports. To know and understand how we officiate and score three games within sport.
- To be able to understand what scoring systems are. To be able to understand why scoring systems are used. To be able to give examples of different scoring systems from different sports.
- To know and understand what is meant by the term self-efficacy.
- To be able to review your observations and develop a training schedule for your first chosen sport. To be able to apply knowledge of session planning in order to develop a training session for your first chosen sport.
- Know how to show good customer service. Know how to work as a team member in sport and active leisure. Know about work patterns and how to manage your time.
- Know how to show good customer service. Know how to work as a team member in sport and active leisure. Know about work patterns and how to manage your time.
- To know and understand the different effects of exercise the cardiorespiratory system has in the short term. To be able to distinguish the difference between effects of exercise on the musculoskeletal system and cardiorespiratory system.
- To know and understand what the short-term effects of exercise are. To be able to describe several short-term effects of exercise on the musculoskeletal system. To know and understand how these short-term adaptations to the musculoskeletal system occur.
- To know and understand what the cardiorespiratory system is. To know and understand describe several short-term effects of exercise on the cardiorespiratory system. To know and understand how these short-term adaptations to the cardiorespiratory system occur.
- To understand the situational approach to personality. To understand how modelling and feedback can develop personality.
- To know that different types of bones have different functions in the body. To know and understand the functions of the skeleton. To understand that bones are classified into types based on their shape. To know and understand what a joint is and know how they are formed. To know and understand the major types of joints found in the body and where they are found. To know and understand what different types of movement occurs at each joint. To know and understand what a synovial joint is and its importance.
- To be able to identify each of the skill related components of fitness. To be able to provide definitions of all 5 skill related components of fitness. To know and understand how each component relates to a variety of activities.
- To understand what the SMART principles are.
- To know and understand what the SMART principles represent. To know and understand how each goal can be measured and achieved.
- To know and understand what the SMART principles represent. To know and understand how each goal can be measured and achieved. To be able to action plan so that their performance can be improved.
- To be able to define the terms overfat, overweight and obese. Be able to describe the different body types (somatotypes) and their effect on sports performance. Be able to outline how under eating and overeating can affect body weight and performance. Be able to explain the reasons why and how an individuals diet is affected by the sport for which they are training.

- Specificity and progressive overload
- Speed and flexibility
- Speed training methods
- Sponsorship in sport
- Sports drinks
- Sports industry sectors
- Strength and Power Training Methods
- Strengths and areas for improvement in exercise and fitness activities
- Structure and Function of The Cardiovascular and Respiratory Systems
- Structure of personality
- Supplements in sport
- Systolic pressure and diastolic pressure
- Tactical demands
- Teaching and Coaching Styles - Skills and Qualities
- Technical and Tactical Demands of a Sport
- Technical demands, Skills and Techniques
- Technical skills and tactical awareness for sport
- The Business Skills needed to Support Customers in the Sport and Leisure Industry
- The components of physical fitness
- The Conditions of Employment Within Sport and Active Leisure
- The Different Types of Sport and Active Leisure Event
- The effects of personality and aggression on sports performance
- The Effects of Psychological Factors on Sports Training and Performance
- The FITT principle
- The Impact of Different key Issues on the Sports Industry
- The impact of motivation on sports performance
- The importance of fitness testing to sports performers and coaches
- The Importance of the Fitness Components
- The Importance of the Fitness Components for performance
- The Nature of Sport - Categorising Sport
- The Nature of Sports Provision
- To be able to give definitions for specificity and progressive overload. To know and understand how to apply specificity and progressive overload to training.
- To be able to provide definitions of speed and flexibility. To be able to describe which sports need speed and flexibility. To know and understand how speed and flexibility is used in a variety of activities.
- To know and understand the different types of speed training. To be able to describe how to perform speed training. To know and understand which type of speed training would be suitable for which type of situation or athlete.
- To understand what sponsorship is. To understand what gets sponsored.
- To know and understand the importance of hydrating your body and the dangers of dehydration. To know and understand the benefits of taking sports drinks and the three different types of sports drinks available. To be able to create your own sports drink.
- To know and understand the provision for the sports industry. To know and understand the different sectors of the sports industry.
- To know and understand the different types of strength, muscular endurance and power training. To be able to describe how to perform the different types of strength, muscular endurance and power training. To know and understand which type of strength, muscular endurance or power training would be suitable for which type of situation or athlete.
- Know about the different types of exercise and fitness activities. The skills for work, including how to manage my time, dress appropriately for exercise, and follow an activity leader's instructions. Know how to follow health and safety guidelines. Look at my performance and say what went well and what could be improved.
- Know the structure and function of the cardiovascular and respiratory systems.
- To know and understand the structure of personality.
- To know and understand why athletes take supplements. To know and understand what types of supplements athletes take. To know and understand the benefits and effects of each supplement.
- To know and understand the terms systolic pressure and diastolic pressure. To be able to describe the changes which take place in blood pressure as a short-term effect of exercise.
- To know and understand what tactics are. To know and understand how different sports require different tactics to outwit or beat opponents.
- To know and understand the skills, qualities and responsibilities associated with successful sports leadership.
- Know the technical and tactical demands of a selected sport. Understand the technical skills and tactical awareness in a selected sport. Be able to plan and undertake a programme to develop own technical skills and tactical awareness. Be able to review own technical and tactical development and set goals for further development.
- To know and understand the technical demands (skills and techniques) of different sports. To be able to describe the difference between serial, continuous and discrete skills.
- To know and understand the technical skills and tactical awareness in a selected sport.
- Know the business skills needed to support customers in the sport and leisure industry. Be able to use the skills required to manage customer service situations. Know skills needed for effective sport and leisure business operation. Be able to review the quality criteria of a sport and leisure business.
- Know the different components of physical fitness. Find out how fit I am. Know how to get fitter using a fitness plan. Know how to get over barriers to getting fitter. Look at my own fitness plan and say what went well and what could be improved.
- Know about the terms of employment
- Know about the different types of active leisure and sports events. Help at an active leisure or sport event. Look at my performance and say what went well and what could be improved.
- Know the psychological demands of a selected sport. Know the impact motivation can have on sports performance. Know the effect of personality and aggression on sports performance. Be able to develop and review a psychological skills training programme in order to enhance your own sporting performance.
- Know the effects of psychological factors on sports training and performance.
- To be able to describe the FITT principle. To know and understand how to apply the FITT principle.
- Know the impact of different key issues on the sports industry.
- Know the psychological demands of a selected sport. Know the impact motivation can have on sports performance. Know the effect of personality and aggression on sports performance. Be able to develop and review a psychological skills training programme in order to enhance your own sporting performance.
- To know and understand the importance of fitness testing for sports performers and coaches. To know and understand how to apply specific fitness tests to specific athletes.
- To be able to recognise that physical fitness components are required in order to meet optimal performance. To be able to recognise that skill related fitness components are required in order to meet optimal performance.
- To know and understand that fitness components are required to enable an efficient performance. To be able to identify those different components are needed for different events/positions in sport.
- To know and understand how sport can be categorised. To be able to categorise the different sports.
- To know the nature of sports provision. To know how and why people participate in sport. To know the role of local and national organisations responsible for sports development. To know the impact of different key issues on the sports industry.

- The nutrients and their functions required for a healthy diet
- The range and scope of organisations and occupations in the sports industry
- The Required Skills and Qualifications Required for Jobs in Sport and Active Leisure
- The Role of Local and National Organisations Responsible for Sports Development
- The Skills Required to Manage Customers Service Situations
- The skills, qualities and responsibilities associated with successful sports leadership
- The structure and function of the heart and lungs
- Theories of Motivation
- Thermoregulation
- The Circulatory System and Exercise
- Tidal volume
- Training methods
- Training Methods (Additional requirements)

- Training methods (pros and cons)
- Trait and Types of Personality
- Twitch fibres
- Types of Bones
- Types of muscles

- Types of Practices
- Using the observation checklist sport
- Vasodilation and vasoconstriction

- Vital capacity (VO2 max)

- Voluntary sector
- Warm up and cool down

- Why people take part in physical activity
- Know what the skeleton and muscles are for. Know how the heart and lungs work. Know what makes up a healthy diet.
- To know the range and scope of organisations and occupations within the sports industry. To be able to use relevant documents and skills relating to sport-based work experience. To be able to plan and carry out a project during sport-based work experience. To be able to present and review the project.
- Know about the different skills and qualifications you will need for a job in sport and active leisure

- Know the role of local and national organisations responsible for sports development.

- Be able to use the skills required to manage customer service situations.

- To know the skills, qualities and responsibilities associated with successful sports leadership. To be able to plan and lead an activity session. To be able to review your planning and leadership of a sports activity. To be able to assist in the planning and leading of a sports event. To be able to review your planning and leadership of a sports event.
- Know what the skeleton and muscles are for. Know how the heart and lungs work. Know what makes up a healthy diet.
- To know and understand the different theories of motivation.
- To know and understand the term thermoregulation. To be able to describe how and why sweat is produced during exercise. To be able to describe how the skin reddens during exercise.
- To know and understand the different components of the heart. To know and understand how the heart pumps blood. To be able to identify the different measurements regarding the heart.
- To know and understand what tidal volume is. To be able to describe why and how tidal volume increases during exercise.
- To know and understand the different types of flexibility, strength, power, endurance and speed training methods used. To be able to clearly describe each type of training method.
- To know and understand how to apply intensity to fitness training methods. To know and understand appropriate application of fitness training methods for given situations, individual needs/goals/aims/objectives.
- To know and understand the advantages and disadvantages of each of the training methods.
- To understand what trait theory of personality is. To know the differences between a type A and a type B personality.
- To understand what is meant by fast and slow twitch muscle fibres and be able to explain their relevance to particular types of sporting activity.
- To understand that bones are classified into types based on their shape. To know that different types have different functions in the body.
- To understand the basic structure of muscles. To know that muscles can be classified into 3 types. To be able to provide examples of muscles from each type and identify their importance in relation to sport, fitness and training.
- To know and understand the 3 different types of practices to improve skills. (Isolated, conditioned and competitive)
- To be able to correctly use an observation checklist for sport. To be able to review the observation checklist for sport.
- To know and understand the terms vasodilation and vasoconstriction. To know and understand how vasodilation and vasoconstriction help to redistribute blood to the muscles which require it. To be able to describe the reasons why the skin reddens and sweat is produced during exercise.
- To be able to define the term vital capacity. To know and understand how vital capacity can be a long-term adaption of the cardiorespiratory system following exercise. To know and understand the term VO2 Max. To be able to describe how VO2 Max is increased as a result of regular exercise.
- To understand what is meant by the voluntary sector. To understand what it means to be a volunteer.
- To know and understand the benefits of a warm up and cool down. To know and understand why each action is performed in the warm up and cool down. To understand why you cool down and do rhythmical movement after exercise.
- To know and understand the reasons why people part in physical activity. To know and understand the numerous different people and performers that take part in physical activity.