

Subject: PE	Areas Covered	What students should understand/be able to demonstrate	Available resources to consolidate areas of weakness
Year 7			
Year 8			
Year 9			
Year 10	Note: The highlighted Year 10 work has only been covered during Lockdown. It is essential this has been covered at home and Miss Bradleys Coursework is up-to-date for September; this is at least 10% of your final GCSE grade. All other Year 10 work (below- not highlighted) has been completed in lessons and re-capped on The Everlearner		
Miss Bradley	Analysis section of the GCSE Coursework (10% of overall grade).	Students should have handed in their final Analysis coursework. They have to analyse 2 strengths and 2 weaknesses in their own performance and sport. These strengths and weaknesses are made up of skills and fitness components.	On their Teams page, there are a number of recordings, labelled to the relevant section of coursework. In the 'Files' section of their Team, there is the coursework booklet, Powerpoints and Word documents available to guide them through.
	Analysis section of the GCSE Coursework (10% of overall grade).	Definition of commercialisation. The relationship between sport, sponsorship and the media.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
Mr Chamberlain	Types of sponsorship and the media	Definitions of sponsorship and the media. Types of sponsorship: •• financial •• clothing and equipment, including footwear •• facilities. Types of media: •• television •• radio •• the press •• the internet •• social media.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Positive and negative impacts of sponsorship and the media	The positive and the negative impacts of commercialised activity (sponsorship and the media) on the following: •• performer •• sport •• official •• audience/spectator •• sponsor/company. Students should be taught to justify why the impact is positive and/or negative.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Positive and negative impacts of technology	The positive and the negative impacts of technology on the following: •• performer •• sport	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes,

		<ul style="list-style-type: none"> •• official •• audience/spectator •• sponsor/company. <p>Students should be taught to justify why the impact is positive and/or negative. Teaching should make students aware of examples of technology used in sport (eg Hawkeye, Television Match Official). However, the focus should be on technology generically, not on specific types of technology (eg Hawkeye, Television Match Official).</p>	checkpoints and assignments
	Skill and ability	Definitions of skill and ability.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Classifications of skill	<p>Basic definition of the following skill classifications:</p> <ul style="list-style-type: none"> •• basic/complex •• open/closed •• self-paced/externally paced •• gross/fine. <p>Students should be taught to choose and justify the appropriate classifications in relation to sporting examples.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Definitions of types of goals	<p>Basic definitions of the following types of goals:</p> <ul style="list-style-type: none"> •• performance goals (personal performance/no social comparison) •• outcome goals (winning/result). <p>Appropriate performance and/or outcome targets for sporting examples.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	The use and evaluation of setting performance and outcome goals in sporting examples	Performance and outcome goals can be combined. However, it is generally accepted that outcome goals should be avoided as they rely on factors that cannot be controlled, eg other performers. Beginners prefer to avoid outcome goals because failure can demotivate/winning may be an unrealistic goal.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	The use of SMART targets to improve and/or optimise performance	<p>SMART targets of goal setting are:</p> <ul style="list-style-type: none"> •• specific •• measurable •• accepted •• realistic •• time bound. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Basic information processing model	<p>The role of each stage (input, decision making, output and feedback) of the model.</p> <p>Input – information from the display (senses), selective attention.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments

		<p>Decision making – selection of appropriate response from memory. The role of long term and short term memory.</p> <p>Output – information sent to muscles to carry out the response.</p> <p>Feedback – received via self (intrinsic) and/or others (extrinsic).</p> <p>Draw (in a box format) and/or explain the stages of a basic model of information processing.</p> <p>Students should be taught to apply the basic information processing model to skills from sporting examples.</p>	
	Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers	<p>Evaluation of the use of the following types of guidance with specific links to:</p> <ul style="list-style-type: none"> •• visual (seeing) •• verbal (hearing) •• manual (assist movement – physical) •• mechanical (use of objects/aids). <p>Students need to be taught to be able to choose and justify which types of guidance are appropriate for beginners and/or elite level performers. This should include examples of how the guidance can be given, eg visual via demonstration.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Identify examples of, and evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers	<p>Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers:</p> <ul style="list-style-type: none"> •• positive/negative •• knowledge of results/knowledge of performance •• extrinsic/intrinsic. <p>Students need to be taught what each type of feedback entails and be able to choose and justify which types of feedback are appropriate for a beginners and/or an elite level performers.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Arousal	Definition of arousal.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Inverted-U theory	<p>The shape of the ‘inverted-U’ placed appropriately in a graph depicting y axis (performance level – low to high) and x axis (arousal level – low to high).</p> <p>Students should be taught to draw an inverted-U graph with both x and y axis appropriately labelled. Describe the inverted-U graph. The relationship</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments

		between arousal level and performance level, eg when under aroused, performance level is low/under or over arousal causing low performance levels.	
	How optimal arousal levels vary according to the skill being performed in a physical activity or sport	Link appropriate arousal level (high/low) to gross/ fine skills in sporting actions. Link skills (not sports) to an appropriate arousal level, eg a tackle in rugby will need a high arousal level.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	How arousal can be controlled using stress management techniques before or during a sporting performance	Knowledge of the following stress management techniques: <ul style="list-style-type: none"> •• deep breathing •• mental rehearsal/visualisation/imagery •• positive self talk. Students should be taught to explain how these techniques are carried out, using sporting examples.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Understand the difference between direct and indirect aggression with application to specific sporting examples	Definition of direct and indirect aggression. Students should be taught to know the meaning of the terms direct and indirect aggression, and be able to suggest examples of direct/indirect aggression in sport.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types	Characteristics of an introvert: <ul style="list-style-type: none"> •• shy/quiet •• thoughtful •• enjoy being on their own/loner. Tend to play individual sports when: <ul style="list-style-type: none"> •• concentration/precision (fine skill) is required •• low arousal is required. Characteristics of an extrovert: <ul style="list-style-type: none"> •• enjoy interaction with others/sociable/aroused by others •• enthusiastic/talkative •• prone to boredom when isolated/by themselves. Tend to play team sports when: <ul style="list-style-type: none"> •• there is a fast pace •• concentration may need to be low •• gross skills are used. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Definition of intrinsic and extrinsic motivation, as used in sporting examples	Intrinsic is from within – for pride/self-satisfaction/ personal achievement. Extrinsic is: <ul style="list-style-type: none"> •• from another source/person •• tangible – certificates/trophies, medals •• intangible praise/feedback/applause. Students should be taught to explain appropriate examples of intrinsic and extrinsic motivation linked to sporting examples.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments

	Evaluation of the merits of intrinsic and extrinsic motivation in sport	Intrinsic is generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic. Performer can become reliant on extrinsic. Intrinsic is more likely to lead to continued effort and participation. Extrinsic rewards may result in feelings of pride/ self-satisfaction.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Engagement patterns of different social groups and the factors affecting participation	<p>Engagement patterns in physical activity and sport can differ between different social groups. Understand factors that contribute to engagement patterns in the following social groups:</p> <ul style="list-style-type: none"> •• gender •• race/religion/culture •• age •• family/friends/peers •• disability. <p>Students should be taught to make justifiable links between the following factors and their relevance to engagement patterns of the groups above:</p> <ul style="list-style-type: none"> •• attitudes •• role models •• accessibility (to facilities/clubs/activities) •• media coverage •• sexism/stereotyping •• culture/religion/religious festivals •• family commitments •• available leisure time •• familiarity •• education •• socio-economic factors/disposable income •• adaptability/inclusiveness. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Commercialisation	Definition of commercialisation. The relationship between sport, sponsorship and the media.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Types of sponsorship and the media	<p>Definitions of sponsorship and the media.</p> <p>Types of sponsorship:</p> <ul style="list-style-type: none"> •• financial •• clothing and equipment, including footwear •• facilities. <p>Types of media:</p> <ul style="list-style-type: none"> •• television •• radio •• the press •• the internet •• social media. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments

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	Conduct of performers	Definitions of the following terms: <ul style="list-style-type: none"> • etiquette • sportsmanship • gamesmanship • contract to compete. Students should be taught sporting examples of these terms.	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Prohibited substances	Categories of prohibited substances, including the basic positive effects and negative side effects: <ul style="list-style-type: none"> • stimulants • narcotic analgesics • anabolic agents • peptide hormones (EPO) • diuretics. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Prohibited methods (blood doping)	How blood doping occurs and the effects/side effects of doing it. Blood doping involves the removal of blood a few weeks prior to competition. The blood is frozen and re-injected just before competition. Students should be taught how blood doping leads to increased red blood cell count and be able to evaluate which types of sporting performers this could benefit. Side effects can be: <ul style="list-style-type: none"> • thickening of blood (viscosity) • potential infection 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments

		<ul style="list-style-type: none"> •• potential for heart attack •• embolism (blockage of vessel). 	
	Drugs subject to certain restrictions (beta blockers)	<p>Beta blockers are taken to:</p> <ul style="list-style-type: none"> •• reduce heart rate, muscle tension and blood pressure •• reduce the effects of adrenaline •• improve fine control/preciseness. <p>Side effects can lead to:</p> <ul style="list-style-type: none"> •• nausea •• weakness •• heart problems. <p>Beta blockers should be prescribed by a medical professional.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples	<p>Stimulants – alertness</p> <p>Narcotic analgesics – pain killers from over training</p> <p>Anabolic agents – muscle mass</p> <p>Diuretics – lose weight</p> <p>Peptide hormones – oxygen carrying capacity</p> <p>Blood doping – oxygen carrying capacity</p> <p>Beta blockers – for fine motor control</p> <p>Students should be taught to understand in which sports performers may decide to use PEDs, with examples.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	The advantages and disadvantages for the performer of taking PEDs	<p>Advantages include:</p> <ul style="list-style-type: none"> •• increased chances of success •• fame •• wealth •• level playing field. <p>Disadvantages include:</p> <ul style="list-style-type: none"> •• cheating/immoral •• associated health risks •• fines •• bans •• reputational damage. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	The disadvantages to the sport/event of performers taking PEDs	<p>Disadvantages include:</p> <ul style="list-style-type: none"> •• reputation •• credibility. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Spectator behaviour (the positive and the negative effects of spectators at events)	<p>The positive influence of spectators at matches/ events:</p> <ul style="list-style-type: none"> •• creation of atmosphere •• home-field advantage (for home team/ individuals). <p>The negative influence of spectators at matches/ events:</p> <ul style="list-style-type: none"> •• negative effect on performance as a result of increased pressure •• potential for crowd trouble/hooliganism •• safety costs/concerns 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments

		<ul style="list-style-type: none"> • negative effect on participation numbers amongst younger performers. 	
	Reasons why hooliganism occurs	<p>Reasons for hooliganism:</p> <ul style="list-style-type: none"> • rivalries • hype • fuelled by alcohol/drugs • gang culture • frustration (eg at official's decisions) • display of masculinity. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Strategies employed to combat hooliganism/ spectator behaviour	<p>Strategies include:</p> <ul style="list-style-type: none"> • early kick-offs • all-seater stadia • segregation of fans • improved security • alcohol restrictions • travel restrictions/banning orders • education/promotional activity/campaigns and high profile endorsements. <p>Students should be taught to evaluate the effectiveness of these strategies, eg high costs of security versus safety of spectators.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Linking participation in physical activity, exercise and sport to health, well-being and fitness, and how exercise can suit the varying needs of different people	<p>Reasons for participation in physical activity, exercise and sport, and how performance in physical activity/sport can increase health, wellbeing and fitness.</p> <p>Physical health and well-being:</p> <ul style="list-style-type: none"> • improves heart function • improves efficiency of the body systems • reduces the risk of some illness • able to do everyday tasks • to avoid obesity. <p>Mental health and well-being:</p> <ul style="list-style-type: none"> • reduces stress/tension • release of feel good hormones (serotonin) • able to control emotions. <p>Social health and well-being:</p> <ul style="list-style-type: none"> • opportunities to socialise/make friends • cooperation • teamwork • have essential human needs (food, shelter, clothing). <p>Fitness:</p> <ul style="list-style-type: none"> • improves fitness • reduces the chances of injury • can aid in the physical ability to work, eg on your feet all day/manual labour. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	The consequences of a sedentary lifestyle	<p>Definitions of sedentary and lifestyle.</p> <p>Possible consequences of a sedentary lifestyle:</p> <ul style="list-style-type: none"> • weight gain/obesity 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes,

		<ul style="list-style-type: none"> •• heart disease •• hypertension •• diabetes •• poor sleep •• poor self-esteem •• lethargy. 	checkpoints and assignments
	Obesity and how it may affect performance in physical activity and sport	<p>Definition of obesity.</p> <p>Obesity and how it may affect performance in physical activity and sport:</p> <ul style="list-style-type: none"> •• limits stamina/cardiovascular endurance •• limits flexibility •• limits agility •• limits speed/power. <p>Causes ill health (physical):</p> <ul style="list-style-type: none"> •• cancer •• heart disease/heart attacks •• diabetes •• high cholesterol. <p>Causes ill health (mental):</p> <ul style="list-style-type: none"> •• depression •• loss of confidence. <p>Causes ill health (social):</p> <ul style="list-style-type: none"> •• inability to socialise •• inability to leave home. 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Somatotypes	<p>Definitions of the following body types:</p> <ul style="list-style-type: none"> •• endomorph •• mesomorph •• ectomorph. <p>Students should be taught to identify the most suitable body type for particular sports (or positions within a sport) and justify their choice.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Energy use	<p>Energy is measured in calories (Kcal) and is obtained from the food we eat. The average adult male requires 2,500 Kcal/day and the average adult female requires 2,000 Kcal/ day but this is dependent upon:</p> <ul style="list-style-type: none"> •• age •• gender •• height •• energy expenditure (exercise). 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Nutrition – reasons for having balanced diet	<p>There is no single food that contains all the nutrients the body needs. A balanced diet contains lots of different types of food to provide the suitable nutrients, vitamins and minerals required.</p> <p>The reasons for a balanced diet:</p> <ul style="list-style-type: none"> •• unused energy is stored as fat, which could cause obesity (particularly saturated fat) •• suitable energy can be available for activity 	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments

		<ul style="list-style-type: none"> the body needs nutrients for energy, growth and hydration. 	
	Nutrition – the role of carbohydrates, fat, protein and vitamins/minerals	<p>A balanced diet contains 55–60% carbohydrate, 25–30% fat, 15–20% protein. Carbohydrates are the main and preferred energy source for all types of exercise, of all intensities. Fat is also an energy source. It provides more energy than carbohydrates but only at low intensity.</p> <p>Protein is for growth and repair of muscle tissue.</p> <p>Vitamins and minerals are for maintaining the efficient working of the body systems and general health.</p> <p>Students do not need to be taught about specific vitamins and minerals.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
	Reasons for maintaining water balance (hydration)	<p>Definition of dehydration.</p> <p>Water balance (hydration) prevents dehydration.</p> <p>Dehydration results in:</p> <ul style="list-style-type: none"> blood thickening (increased viscosity), which slows blood flow increases in heart rate/heart has to work harder/irregular heart rate (rhythm) increase in body temperature/overheat slowing of reactions/increased reaction time/ poorer decisions muscle fatigue/cramps. <p>Students should be taught to understand and evaluate the consequences of dehydration to performance in different sporting activities.</p>	TheEverLearner resources which provides tutorials, online note taking, practice modes, test modes, checkpoints and assignments
Year 12 Miss Bradley	<p>Information Processing Model</p> <p>The Memory System</p> <p>Schema Theory (Schmidt): motor control and learning (1982)</p>	<p>Understand how sports performers use information from the environment, how it is organised and how decisions are made to facilitate movement.</p> <p>How the memory is used to store information, and how it helps with decision-making.</p> <p>Assess how a sports performer might adapt information to help control movement by using a schema.</p>	<p>AQA A Level PE Book 2 p.23-30.</p> <p>Powerpoints on Teams.</p> <p>Practice exam questions in Files on Teams.</p> <p>AQA A Level PE Book 2 p.31-35.</p> <p>Powerpoints on Teams.</p> <p>Practice exam questions in Files on Teams.</p> <p>AQA A Level PE Book 2 p.35-338.</p> <p>Powerpoints on Teams.</p> <p>Practice exam questions in Files on Teams.</p>

Miss Bowtell	Response Time	<p>Look at what happens after decisions are made when sports performers react to stimuli.</p> <p>Assess the factors that can affect those reactions, including the psychological concepts of Hick's Law, the psychological refractory period and the single channel hypothesis.</p>	<p>AQA A Level PE Book 2 p.38-44.</p> <p>Powerpoints on Teams.</p> <p>Practice exam questions in Files on Teams.</p>
	Preparation and training methods in relation to maintaining physical activity and performance.	<p>Understand key data terms and how an athlete may need to plan training using this data.</p> <p>Understand the importance of a warm-up and cool-down.</p> <p>Understand the Principles of Training and be able to apply them.</p> <p>Understand Periodisation, and how an athlete can use this when planning their training.</p> <p>Be able to describe the 6 training methods, and explain their relevance to different sports.</p>	<p>AQA A Level PE Book 1 p.142 - 152</p> <p>Powerpoints on Teams.</p> <p>Practice exam questions in Files on Teams.</p>
	Social Facilitation	<p>Understanding key terms connected with this topic.</p> <p>Understanding the following theories: Zajonc, and Cottrell</p> <p>Understand how to prevent Social Inhibition.</p>	<p>Practice Questions on files in teams</p> <p>AQA Textbook 1 pages 189-193</p>
	Group Dynamics	<p>Understanding Tuckmans Model, Carrons Antecedents for a successful team, Steiners productivity Model.</p> <p>Understanding key terms of Social Loafing and Ringlemann effect, Task and Social Cohesion .</p> <p>Know theories of how to develop both forms of cohesion.</p> <p>Know how to correct poor team dynamics through Steiners model and how to develop better cohesion.</p>	<p>AQA Textbook 1 pages 194-202</p> <p>Practise exam questions in files in teams.</p> <p>Revision notes in Files on teams.</p>
	Aggression	<p>Students understand the difference between aggression and assertion and how to prevent aggressive tendencies.</p> <p>Understand 4 theories of aggression- F-A theory Social Learning theory Instinct Theory</p>	<p>Powerpoint on teams</p> <p>AQA Textbook 1 pages 181-186</p> <p>Revision questions in files in Teams</p>

	Motivation	Aggressive cue Theory	AQA Textbook 1 pages 186-188
	YEAR 13 WORK – Deviance	<p>Know the difference between intrinsic and extrinsic motivation. Know which group of people respond best to which type of motivation and at what stage of learning. Know how to effectively use motivational tools.</p> <p>Understand what the following terms mean and are able to provide 2 examples for each definition/ key term</p> <p>Deviance Positive Deviance Negative Deviance Citing Simulation Amateurism Lombardian Ethic</p> <p>Understand the Social and Theoretical causes of Hooliganism and ways to combat this.</p> <p>Understand why players become violent on the pitch- social reasons and offer ways in which this can be reduced.</p> <p>Understand the reasons for legalising PED's and arguments against legalising them.</p> <p>Understand how PED testing is conducted in the UK and which agencies are responsible for this.</p> <p>Be able to outline why Testing should be banned.</p> <p>STUDENTS DEVELOPED THEIR AWARENESS OF HOW TO ANSWER EXTENDED QUESTIONS</p>	<p>AQA Textbook 138-155</p> <p>Powerpoint on Teams</p> <p>Exam Questions in Files on teams.</p> <p>USE ANSWER PERFECT TO DEVELOP AN UNDERSTANDING OF SET ANSWERS TO SPECIFIC QUESTIONS AND HOW TO</p>

Mrs Mohan	<p>1. The musculoskeletal system and analysis of movement in physical activities</p> <p>2. Biomechanical principles and levers</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify the type of joint and articulating bones for the ankle, knee, hip, elbow and shoulder. • Recognise movements, planes and axes that occur in the joints and apply these to physical activity and sporting movements. • State the main agonists and antagonist muscles for the actions occurring at these joints. • Explain the types of muscle contraction that are used in physical activity and sporting movements. <p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify and apply Newton’s Three laws of linear motion to sporting movements • Define speed and distance, giving equations and units of measurement • Define centre of mass and identify the factors affecting stability • State the three classes of lever and give examples to their use in the body during physical activity and sport. • Identify the mechanical advantage and disadvantage of each class of lever. 	<p>COMPLETE THESE IN A SHORT TIME-</p> <p>AQA PE Book 1 Ch 1.4 p37 – 47</p> <p>AQA PE Book 1 Ch 5 p153 – 161</p> <p>COMMON RESOURCES USED WERE JAMES MORRIS VIDEOS FOR ALL TOPICS COVERED ABOVE AND THE ANSWER PERFECT WEBSITE TO DEVELOP THEIR UNDERSTANDING OF EXTENDED QUESTIONS.</p>
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