

Week 2	Monday 20th January 2025	Component 2 – Topic 1.1 - Physical, Emotional and social health, fitness and wellbeing	I can explain the impact of fitness on well-being and how this may be affected by overtraining	
			I can explain both positive and negative impacts on health that lifestyle choices may have, for example smoking	
			I can explain lifestyle choices in relation to diet, activity level, work, rest, sleep balance	
Week 3	Monday 27th January 2025	Component 2 – Topic 1.2 - The consequences of a sedentary lifestyle	I can explain what a sedentary lifestyle is using practical examples	The Everlearner Lesson 4 of health Revision guide Component 2 revision guide page 9-12
			I can explain the key terms associated with sedentary lifestyles	
			I can discuss the long term health impacts related to sedentary lifestyles	
			I can explain what osteoporosis is	
			I can discuss the impacts that sedentary lifestyles may have on components of fitness	
Week 4	Monday 3rd February	Component 2 – Topic 1.3 - Energy, Diet, nutrition and hydration	I can explain what constitutes a balanced diet	The Everlearner Diet lesson 1, 2, 3, 4, 5 and 6 Revision guide Component 2 revision guide Page 13 – 22 (including exam questions)
			I can name the 7 nutrients which are needed within a balanced diet	
			I can discuss what should be in a balanced diet, including how much of each nutrient should be in it	
			I can explain the role of macro nutrients	
			I can explain what carbohydrate loading is and identify sporting activities which may benefit from it	
			I can explain the role of micro nutrients	
Week 5	Monday 10th February	Component 2 – Topic 1.3 - Energy, Diet, nutrition and hydration	I can explain when power athletes should intake protein	Component 2 revision guide Page 13 – 22 (including exam questions)
			I can explain all of the 5 factors which affect optimum weight	
			I can explain the variations of optimum weight due to roles within sporting activities	
			I can describe the correct energy balance for healthy weight	
			I can explain the importance of hydration	

			I can explain how to maintain hydration levels during physical activity and sport	
Week 6	Half term Monday 17 th February	Component 2 – Topic 2.1 – Classification of skills	<p>I can explain what a skill continuum is</p> <p>I can classify a range of skills into open and closed skills</p> <p>I can classify a range of skills into basic and complex skills</p> <p>I can classify a range of skills into low and high organisational</p> <p>I can describe what practice structures are, in particular- massed, distributed, fixed and variable</p> <p>I can apply my knowledge to select the most relevant practice to develop a range of skills</p>	<p>The Everlearner Classification of skill lesson 1 and 2</p> <p>Revision guide Component 2 revision guide page 23-26</p>
Week 7	Monday 24 th February	Component 2 – Topic 2.2 – Goal Setting	<p>I can explain why goal setting is important to improve or optimise overall performance</p> <p>I can explain the principles of SMART targets and the value of each principles to improve and optimise performance</p> <p>I can set suitable targets and review them in order to improve my own performance</p> <p>I can review my targets in detail within my PEP to evaluate my performance</p>	<p>The Everlearner Goal setting and mental preparation lesson 1 and 2</p> <p>Revision guide Component 2 revision guide page 27-33 (including examination questions)</p>
Week 8	Monday 3 rd March	Component 2 – Topic 2.3 – Guidance and feedback on performance	<p>I can name the types of guidance to optimise performance</p> <p>I can explain how visual, verbal, manual and mechanical guidance may be used by using a practical example</p> <p>I can explain advantages and disadvantages for each type of guidance</p> <p>I can describe intrinsic, extrinsic, concurrent and terminal feedback</p>	<p>The Everlearner Guidance and feedback lesson 1 and 2</p>

			<p>I can explain how feedback may be used to optimise and improve performance</p> <p>I can interpret and analyse graphical data associated with feedback on performance</p>	<p>Revision guide Component 2 revision guide page 33-36</p>
Week 9	Monday 10th March	Component 2 – Topic 2.4 – Mental preparation for performance	<p>I can explain what mental preparation is before performance</p> <p>I can discuss how this may improve overall performance</p> <p>I can relate mental preparation to practical examples</p>	<p>Component 2 revision guide page 37-39</p>
Week 10	Monday 17th March	Component 2 – Topic 3.1 – Engagement patterns in different social groups	<p>I can explain general trends in participation patterns</p> <p>I can explain how gender, age, socio-economic groups, ethnicity and disabilities can affect someone’s participation in physical activity</p> <p>I can explain provisions in place to reduce these patterns and increase participation for target groups</p> <p>I can relate participation patterns to data and accurately describe this in detail</p> <p>I can present data in charts, tables or graphs</p> <p>I can explain the two different types of data- qualitative and quantitative</p>	<p>The Everlearner Engagement pattern lesson 1 and 2 Revision guide Component 2 revision guide page 40-48 (including examination questions)</p>
Week 11	Monday 24th March	Component 2 – Topic 3.2 – Commercialisation of physical activity and sport	<p>I can explain what is meant by the term 'Golden Triangle'</p> <p>I can explain the relationship between commercialisation, the media and physical activity or sport</p> <p>I can explain the advantages of commercialisation and media on the sponsor, sport, player/ performer and spectator</p> <p>I can explain the disadvantages of commercialisation and media on the sponsor, sport, player/ performer and spectator</p> <p>I can interpret and explain data associated with the trends in physical activity and sport</p>	<p>The Everlearner Commercialisation and sporting conduct lesson 1, 2 Revision guide Component 2 revision guide page 49-55 (including examination questions)</p>

Week 12	Monday 31 st March	Component 2 – Topic 3.3 – Ethical and socio cultural issues in physical activity and sport	<p>I can explain what is meant by the term sportsmanship</p> <p>I can explain what is meant by the term gamesmanship</p> <p>I can give practical examples when both sportsmanship and gamesmanship is demonstrated</p> <p>I can explain what is meant by the term deviance</p> <p>I can explain what may happen to a performer who is found guilty of defiant behaviour</p> <p>I can discuss the relationship between athlete behaviour and level of competition</p>	<p>The Everlearner Commercialisation and sporting conduct lesson 3</p> <p>Revision guide Component 2 revision guide page 55-59 (including examination questions)</p>		
	Week 13	Easter Monday 7 th April		Component 1 – Topic 1.1 – Applied Anatomy and Physiology (skeletal and muscular system) and 1.2 – The cardiovascular and respiratory system	I can explain the functions and structure of the cardiovascular system	<p>The Everlearner The skeleton lesson 1, 2, and 3 on the Everlearner</p> <p>Joints lesson 1, 2, 3 on the Everlearner</p> <p>The everlearner lesson on the heart – lesson 1,2,3</p> <p>The everlearner lesson – Blood vessels, lesson 1,2,3</p> <p>Revision guide Component 1 Musculoskeletal and joints page 5 – 18 (including exam questions)</p>
					I can describe the structure and functions of Arteries, Capillaries and Veins	
					I can explain the term Vascular Shunting	
					I can fully explain the functions of blood cells, platelets and plasma	
					I can explain the function and structure of the respiratory system	
I can explain the composition of inhaled and exhaled air						
I can explain the terms Vital Capacity and Tidal Volume						
I can explain Gaseous Exchange in detail						
I can identify and explain the functions and structure of the skeleton						
I can classify bones into the main groups						

			<p>I can classify joints into the main groups</p> <p>I can explain the movement possibilities at joints</p> <p>I know the major muscle groups and which physical activity benefits them</p> <p>I can explain the role of ligaments and tendons</p> <p>I can fully explain the role of muscles in movement</p> <p>I can explain how antagonistic pairs of muscles work</p> <p>I can fully explain, with examples, the characteristics of muscle fibre types</p>	<p>Cardiorespiratory system (pages 19 – 29 including exam questions)</p>
<p>Week 14</p>	<p>Easter Monday 14th April</p>	<p>Component 1 – Topic 1.3 and 1.4 - Energy and energy sources and the short term effects of exercise</p>	<p>I can explain aerobic respiration in detail, with relation to oxygen and glucose</p> <p>I can identify the by-products of aerobic respiration</p> <p>I can describe what will happen when there is a lack of oxygen during exercise</p> <p>I can explain anaerobic respiration</p> <p>I can identify the by-products of anaerobic respiration</p> <p>I can identify the fuel source for aerobic respiration</p> <p>I can identify the fuel source for anaerobic respiration</p> <p>I can fully explain the short term effects of aerobic exercise on the musco-skeletal system</p> <p>I can fully explain the short term effects of aerobic exercise on the cardio-respiratory system</p> <p>I can fully explain the short term effects of anaerobic exercise on the musco-skeletal system</p>	<p>The Everlearner Respiratory System lesson 1, 2, 3 and 4 on the Everlearner</p> <p>Revision guide Component 1 revision guide page 30 – 40 (including exam questions)</p>

			<p>I can fully explain the short term effects of anaerobic exercise on the cardio-respiratory system</p> <p>I can explain the importance of the effects on performance</p>	
Week 15	Monday 21 st April	Component 1 – Topic 2.1 and 2.2 – Lever systems and planes of axes of movement	I can name the three different lever systems	<p>The Everlearner Levers lesson 1 and 2</p> <p>Planes and axis lesson 1</p> <p>Revision guide Component 1 revision guide Page 41 – 51 (including exam questions)</p>
			I can explain how the lever systems are used with practical examples	
			I can name the components that make up each lever system	
			I can draw and label each of the lever systems	
			I can explain the recognised shapes used to depict a lever system	
			I can explain the benefits of first and second class mechanical lever systems	
			I can explain the disadvantages of third class lever systems	
			I can name the three planes of movement used for movement analysis	
			I can explain how the three planes divide the body	
			I can link basic movement possibilities at each plane and axis, eg- Flexion, Extension, Abduction, Adduction & Rotation	
			I can apply my knowledge through practical examples	
Week 16	Monday 28 th April	Component 1 – topic 3.1 and 3.2 – Health and fitness and components of fitness	I can define Health, Fitness, Exercise & Performance	<p>The Everlearner Health and fitness lesson 1 and 2</p> <p>Fitness testing lesson 1,2,3,4 and 5</p>
			I can relate each definition to practical examples in sport	
			I can relate each definition to each other	
			I can apply knowledge to give suitable suggestions of sports to improve each definition	
		Examination		

			<p>I can analyse the possible impact of exercise on health, fitness or performance</p> <p>I can name the eleven components of fitness</p> <p>I can define and explain each component of fitness using practical examples for each</p> <p>I can use my knowledge to identify which components of fitness are most important for different sports</p> <p>I can name the fitness tests used to measure each component of fitness</p> <p>I can explain in detail how to carry out, measure and analyse results from fitness tests</p> <p>I can analyse and evaluate the importance of component of fitness to a range of physical activities and sports</p> <p>I fully explain my answers to score full marks in the 9 mark questions</p> <p>I use PEEL (Point/evidence/explanation/link) or DEEL (describe, explain, example, link) in the extended answer questions</p> <p>I use standard English and always write using continuous prose</p> <p>I pay close attention to correct spelling, grammar and punctuation.</p> <p>I complete the 9 mark questions after the multiple choice questions</p> <p>When completing extended writing questions I use AO1, AO2 & AO3 to maximise my marks</p> <p>I allow time to proof read my work for errors</p>	<p>Revision guide Component 1 revision guide page 52-64 (including exam questions)</p>
Week 17	Monday 5 th May	Component 1 topic 3.3 and 3.4 – Principles of training and	<p>I can explain the principles of training</p> <p>I can <u>fully explain</u> different training methods and how each can improve Health and Fitness</p>	<p>The Everlearner</p> <p>Training lesson 1,2,3,4,5 and 6</p>

		<p>long term effects of exercise</p> <p>Examination Technique</p>	<p>I can fully explain how methods of training can be used to create different effects and improve physical performance</p> <p>I can fully explain how Methods of Training can be used to match individual needs and differences</p> <p>I am able to decide the most appropriate training method to use for different activities and sports</p> <p>I can identify and explain advantages and disadvantages of different training methods</p> <p>I can explain the different training thresholds and calculate them</p> <p>I can fully explain what is meant by resting heart rate, working heart rate and recovery rate</p> <p>I can explain long term effects of aerobic training on the musculo-skeletal system</p> <p>I can explain long term effects of aerobic training on the cardio-respiratory system</p> <p>I can explain long term effects of anaerobic training on the musculo-skeletal system</p> <p>I can explain long term effects of anaerobic training on the cardio-respiratory system</p> <p>I can describe in detail the benefits of these adaptations and how it would improve performance</p> <p>I can relate these adaptations and impact to a sporting context</p> <p>I fully explain my answers to score full marks in the 9 mark questions</p> <p>I use PEEL (Point/evidence/explanation/link) or DEEL (describe, explain, example, link) in the extended answer questions</p> <p>I use standard English and always write using continuous prose</p>	<p>Revision guide Component 1 revision guide page 65-75 (including exam questions)</p>
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			<p>I pay close attention to correct spelling, grammar and punctuation.</p> <p>I complete the 9 mark questions after the multiple choice questions</p> <p>When completing extended writing questions I use AO1, AO2 & AO3 to maximise my marks</p> <p>I allow time to proof read my work for errors</p>	
Week 18	Monday 12 th May	Component 1 topic 3.5 and 3.6 – Optimising training and reducing injury and effective use of warm up and cool downs	<p>I can <u>fully explain</u> what is meant by a PAR-Q (Physical Activity Readiness Questionnaire)</p> <p>I can explain why a PAR-Q is used</p> <p>I can explain when a PAR-Q is used</p> <p>I can discuss typical sporting injuries and explain how they might be caused</p> <p>I can explain how to treat injuries (sprains and strains) through RICE</p> <p>I can identify how to prevent injuries through using the correct principles of training</p> <p>I can describe how rules and regulations can prevent injuries</p> <p>I can explain how appropriate protective clothing can prevent injuries</p> <p>I can explain the effects of recreational drugs on the cardiovascular system</p> <p>I can fully explain the effects of recreational drugs on the respiratory system</p> <p>I can explain the positive and negative effects on performance and lifestyle that performance enhancing drugs have</p> <p>I can explain the purpose and importance of warm ups</p> <p>I can explain the purpose and importance of cool downs</p> <p>I can describe the phases of warm ups</p> <p>I can explain the relevance of each phase of the warm up in preparation for physical activity</p> <p>I can give practical examples of different activities that can be completed within a warm up</p>	<p>The Everlearner</p> <p>Injuries lesson 1 and 2</p> <p>PED lesson 1,2,3 and 4</p> <p>Warm up and cool down lesson 1 and 2</p> <p>Revision guide</p> <p>Component 1 revision guide page 76-86 (including exam questions)</p> <p>Page 87-91(including exam questions)</p>

			I can explain how cool downs can prevent blood pooling	
			I can explain how cool downs can prevent fainting after exercise	
			I can analyse and evaluate the possible impact of exercise on health, fitness and performance	