

Topics	Purpose of study AIMS	How you can support learning at home, eg. Books, websites, family learning through visits.
<p>Module 1</p> <p>Individual Differences</p>	<p>Age - divisions, time line outlining optimum performance and peak, suitable activities at various ages.</p> <p>Disability -Types of disability, inclusion, how inclusion is achieved, classification of disability.</p> <p>Somatotype - Physical features, activities, appropriate sport specific examples, ratios, combinations</p> <p>Gender - Activity choices, physiological differences (skeleton, muscles, cardio-resp, maturity, hormones, skill, other), competition divisions.</p> <p>Environment - Impact on performance (weather, pollution, humidity, altitude, terrain</p> <p>Risk and Challenge - Risk assessment, control, safeguards, activity/sport specific issues, completed document</p> <p>Activity levels - How various factors impact on Competition / recreation</p>	<p>Websites http://www.brianmac.co.uk/index.htm http://www.bbc.co.uk/sport http://www.skysports.com/ http://www.bbc.co.uk/bitesize/ http://www.aqa.org.uk/subjects/physical-education</p> <p>Read local and national daily papers.</p> <p>Discuss, with peers and family, what you learnt and improved in the lesson.</p>
<p>Module 2</p> <p>Body Systems</p>	<p>Skeletal System -Bones in the body (effects on performance and activities), types of bone, functions of the skeleton, Joints, types and structure of synovial joints</p> <p>Muscular system - Muscles in the body, types of muscle, antagonistic pairs, types of muscle contraction (isotonic – concentric / eccentric, isometric), muscle fibres (fast / slow twitch)</p> <p>Types of movement Flexion / extension / abduction / adduction / rotation</p> <p>Cardiovascular System - Components of the cardiovascular system (heart, vessels), Functions of the cardiovascular system, components of blood, Transport, protection, temperature control (inc. perspiration), Key terms (HR, SV, CO)</p> <p>Respiratory System - Structure of the respiratory system (including components), mechanics of breathing (inspiration / expiration), Gaseous exchange, Key terms (Tidal Volume, BR, VC, VO2 max)</p> <p>Effects of exercise on cardio-respiratory system - Short and long term effects, how to improve cardiovascular fitness.</p> <p>Aerobic / Anaerobic respiration - Equation, application to individual sports / activities, Oxygen debt, recovery, lactic acid, disposal of waste products (excretion, expiration)</p>	<p>Websites http://www.brianmac.co.uk/index.htm http://www.bbc.co.uk/sport http://www.skysports.com/ http://www.bbc.co.uk/bitesize/ http://www.aqa.org.uk/subjects/physical-education</p> <p>Read local and national daily papers.</p> <p>Discuss, with peers and family, what you learnt and improved in the lesson.</p>



<p>Module 3</p> <p>Fitness Capability and Training</p>	<p>Components of general and skill related fitness - Definition, effect on performance, test Strength (explosive, static, dynamic), speed, suppleness, stamina (muscular / cardiovascular), Power Agility, balance, coordination, reaction time, timing.</p> <p>Principles of training - S.P.O.R.T. F.I.T. application to sporting / practical examples</p> <p>Training Zones - Aerobic / anaerobic respiration (input/output), Calculation of max HR, training thresholds → training zones.</p> <p>Methods of training - What it is, advantages and disadvantages, suitable sports / types of fitness for:- Weight training, circuit, interval, fartlek, continuous.</p> <p>Training session - Theoretical make up of a training session – Objective / focus, warm up, fitness / exercise phase, skill / team play phase, cool down.</p> <p>Training programme - 6 – 8 week programme to focus on progression, including targets, development, matches and rest. Particular focus on creation of a training schedule.</p> <p>Seasonal training - The training / performance calendar. Understanding of periodization, the focus application of the different phases (pre-season, peak season, off season). Particular emphasis on the differences between various sports (eg football / athletics). Prioritising various competitions within identified sports.</p> <p>Warm Weather / Altitude training - Altitude – physical benefits of why this is important. How it is achieved. Reasons for undertaking warm weather training.</p>	<p>Websites</p> <p>http://www.brianmac.co.uk/index.htm http://www.bbc.co.uk/sport http://www.skysports.com/ http://www.bbc.co.uk/bitesize/ http://www.aqa.org.uk/subjects/physical-education</p> <p>Read local and national daily papers.</p> <p>Discuss, with peers and family, what you learnt and improved in the lesson.</p>
<p>Module 4</p> <p>Demands on Performance</p>	<p>Fatigue / stress - Causes and effects on performance of:- Fatigue and stress, Personality and emotions, tension and anxiety, motivation (intrinsic / extrinsic) and arousal (incorporate inverted U theory), Aggression, boredom and Tedium, impact of feedback and criticism</p> <p>Skill acquisition - Types of skills (basic / complex, Open / closed), Types of feedback, types of learning (visual/verbal/manual), types of practice (whole/part/fixed)</p> <p>Injury / Safety - Types of sports injuries, causes of injury and measures taken to reduce potential risks (inc risk assessment, rules, technique, clothing etc)</p> <p>Diet and Nutrition - Components of a balanced diet and benefits received from each element. How dietary requirements can differ between different sports and alternative training. The consequences of dietary imbalance or deficiency (inc anorexia / obesity)</p>	<p>Websites</p> <p>http://www.brianmac.co.uk/index.htm http://www.bbc.co.uk/sport http://www.skysports.com/ http://www.bbc.co.uk/bitesize/ http://www.aqa.org.uk/subjects/physical-education</p> <p>Read local and national daily papers.</p> <p>Discuss, with peers and family, what you learnt and improved in the lesson.</p>

