

**GCSE PE SOW - NEW 2023/24**

<b>2023 1ST CYCLE</b>		
<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Skeletal / Muscular System</b>	<b>Paper 2</b> <b>Paper 1 - physical training PEP</b>	<b>Paper 1</b> <b>Revision</b>
<b>2024 2ND CYCLE</b>		
<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	<b>Paper 1</b> <b>PEP</b>	<b>Paper 2</b> <b>Revision</b>
<b>RE-CYCLE - 2025</b>		

## YEAR 9 - MUSCULOSKELETAL SYSTEM (2023 not 24)

Week	Topic	Content	Suggested resources
<b>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</b>			
<b>8</b>	Skeletal system – functions applied to performance in physical activities and sports	<p>Explanation of function applied to physical activity</p> <p>Protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus</p>	<p>Applied Anatomy and Physiology Topic Guide, activity 1</p> <p>Past papers 2009 specification</p>
<b>9</b>	Skeletal system – classification of bones and how function of bone type is relevant to performance in physical activities and sports	<p>Long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied</p>	<p>Applied Anatomy and Physiology Topic Guide, activity 2</p>
<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested Resources</b>
<b>10</b>	<p>Skeletal system – structure of the skeletal system</p> <p>Role of ligaments/tendons</p>	<p>Identification of bones: Cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot).</p> <p>Relevance to participation in physical activity and sport</p>	<p>Applied Anatomy and Physiology Topic Guide, activity 3</p> <p>Diagram of a skeleton for learners to label</p> <p>Artificial skeleton (Science department?)</p>

<b>11</b>	Muscular system – classification and their roles when participating in physical activity and sport Characteristics and location	Voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart,	Diagrams of differences between muscle types – learners to annotate
<b>12</b>	Muscular system (voluntary) – location and role	Deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior	'Big bodies' Muscle diagram (posterior/anterior view) for learners to label
<b>13</b>	Muscular system – antagonistic muscle pairs	Definitions of terms (agonist and antagonist) Gastrocnemius and tibialis anterior acting at the ankle plantar flexion to dorsiflexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension	Matching cards Definition cards Applied Anatomy and Physiology Topic Guide, activity 5
<b>14</b>	Muscular system – fast and slow twitch muscle fibres and how fibre type impacts on their use in physical activities	type I, type IIa and type IIx	Applied Anatomy and Physiology Topic Guide, activity 6

## Year 10 1st cycle (year 2023-24)

Week	Topic	Content	Suggested resources
<b>Health, Fitness and Well-being (Paper 2: Health and Performance)</b>			
<b>1</b>	Physical, emotional and social health	<p>Physical: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved</p> <p>Emotional: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved</p> <p>Social: how participation in physical activity and sport can improve social health and how these benefits are achieved</p>	<p>Health, Fitness and Well-being Topic Guide, activity 1</p> <p>Health, Fitness and Well-being Topic Guide, activity 2</p>

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
<b>2–4</b>	<p>Lifestyles</p> <p>Impact of lifestyle choices</p> <p>Sedentary lifestyle</p>	<p>Lifestyle choices in relation to: diet; activity level; work/rest/sleep balance; and recreational drugs (alcohol, nicotine)</p> <p>Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)</p> <p>A sedentary lifestyle and its consequences: overweight; overfat; obese; increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness</p>	<p>Apps to measure lifestyle</p> <p>Lifestyle questionnaires</p> <p>Health, Fitness and Well-being Topic Guide, activity 3</p> <p>Health, Fitness and Well-being Topic Guide, activity 4</p> <p>Activity log – how active are they? How active are other members of their family?</p> <p>Does the level of activity meet government guidelines?</p>
<b>5</b>	Balanced diet and role of nutrients	<p>The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport</p> <p>Role of macronutrients: (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes</p> <p>Role of micronutrients: (vitamins and minerals), water and fibre for performers/players in physical activities and sports</p>	Health, Fitness and Well-being Topic Guide, activity 5

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
<b>6</b>	Dietary manipulation for sport (carb-loading and hydration)	The correct energy balance to maintain a healthy weight  Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport	Research elite performers diets from contrasting events, how do they differ to yours/to each other?
<b>7</b>	Optimum weight due to physical characteristics and variations according to role in physical activity	The factors affecting optimum weight: sex; height; bone structure and muscle girth  The variation in optimum weight according to roles in specific physical activities and sports	Images of elite performers, how many of these would be at optimum weight based on personal physical characteristics?  How many are at optimum weight for their event?

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
<b>Sport Psychology (Paper 2: Health and Performance)</b>			
	Goal setting  SMART targets and the value of each principle in improving and/or optimising performance	The use of goal setting to improve and/or optimise performance  Principles of SMART targets (specific, measureable, achievable, realistic, time-bound)  Setting and reviewing targets to improve and/or optimise performance	Learner goals/personal learning plans  Sports Psychology Topic Guide, activity 3

	Classification of skills using continua	Open-closed, basic (simple)-complex, and low organisation-high organisation continua	Sports Psychology Topic Guide, activity 1a Practical session – Sports Psychology Topic Guide, activity 2
	Forms of practice – theory and practical application	Massed, distributed, fixed and variable	Practical session to demonstrate different types of practice
	Forms of practice – theory and practical application	Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills	Sports Psychology Topic Guide, activity 1b – skill cards for skill classification to inform optimal practice structure
	Types of guidance – theory and practical application	Visual, verbal, manual and mechanical  Advantages and disadvantages of each type of guidance	Sports Psychology Topic Guide, activity 4 Materials for simple task, e.g. bean bags into a bin
<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
	Types of guidance – practical application	Appropriateness of types of guidance in a variety of sporting contexts when used with performers of different skill levels	Practical session – Sports Psychology Topic Guide, activity 5 If classroom based – Sports Psychology Topic Guide, activity 7 Sports Psychology Topic Guide, activity 1c

	Mental preparation for performance	Warm up, mental rehearsal	YouTube clips of athletes mentally rehearsing movement, e.g. long jump Sports Psychology Topic Guide, activity 8
	Types of feedback	intrinsic, extrinsic, concurrent, terminal	Sports Psychology Topic Guide, activity 6 Sports Psychology Topic Guide, activity 1d
	Sports psychology, practicing use of data	Interpretation and analysis of graphical representation of data associated with feedback on performance	Data collected from practical sessions, e.g. shots on target for each practice condition or type of guidance Sports Psychology Topic Guide, analysis and evaluation of data section

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
<b>Socio-cultural Influences (Paper 2: Health and Performance)</b>			
	Factors impacting on participation in physical activity and the impact on participation rates, considering personal factors	Gender, age, socio-economic group, ethnicity, disability	Socio-cultural Influences Topic Guide, activity 1 Socio-cultural Influences Topic Guide, activity 3 Socio-cultural Influences Topic Guide, activity 5
	Looking at data	Interpretation and analysis of graphical representation of data associated with trends in participation rates	Socio-cultural Influences Topic Guide, activity 2



			Socio-cultural Influences Topic Guide, activity 4
	Commercialisation and the media	The relationship between commercialisation, the media and physical activity and sport	Data on viewing figures or ticket sales for live events from professional team websites
	Advantages and disadvantages of commercialisation	The advantages and disadvantages of commercialisation and the media for: the sponsor; the sport; the player/performer; the spectator	Socio-cultural Influences Topic Guide, activity 6
	Sporting behaviours	Sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level	Socio-cultural Influences Topic Guide, activity 7
	Deviance in sport	Review performance-enhancing drugs. Consider other types of deviancy in sport	Newspaper articles of deviant behaviour by sports stars on and off the pitch
	Review Paper 1 content  Review paper 2 content	Body Systems Movement Analysis Physical Training	Topic Guides: Applied Anatomy and Physiology; Movement Analysis and Physical Training

### End of year 10 to year 11 term 1 - / PEP completion

Week	Topic	Content	Suggested resources
<b>Health, Fitness and Well-being (Paper 2: Health and Performance)</b>			
	Using a Personal Exercise Programme (PEP) to develop personal health/introduction to PEP. Fitness, health, exercise and performance.	Definitions of fitness, health, exercise and performance and the relationship between them Links between this topic and the PEP	Definition cards Assessment material for Component 4
<b>Physical Training (Paper 1: Fitness and Body Systems)</b>			

	<p>PARQs</p> <p>Warm ups and cool downs</p>	<p>The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ</p> <p>The purpose and importance of warm ups and cool downs to effective training sessions and physical activity and sport</p> <p>Phases of a warm up and their significance in preparation for physical activity and sport</p> <p>Activities included in warm ups and cool downs</p>	<p>Learner PEP</p> <p>Example PARQs</p> <p>Practical session using a variety of warm ups – could be learner led. Cool down to finish</p>
	<p>Components of fitness and the relative importance of these components in physical activity and sport</p>	<p>Cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed</p>	<p>Physical Training Topic Guide, activity 1</p> <p>Learner PEP</p>

Week	Topic	Content	Suggested resources
	Fitness tests – theory and practice	<p>Theory: the value of fitness testing; the purpose of specific fitness tests; the selection of the appropriate fitness test for components of fitness; and the rationale for selection</p> <p>Practical: the test protocol</p> <p>Fitness testing: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test; strength – grip dynamometer; muscular endurance – one-minute sit-up, one-minute press-up; speed – 30m sprint; power – vertical jump; flexibility – sit and reach</p> <p>Collection and interpretation of data from fitness test results</p> <p>Theory: analysis and evaluation of fitness test results against normative data tables</p>	<p>Mix of theory and practical sessions</p> <p>Physical Training Topic Guide, activity 1 and 2</p> <p>Physical Training Topic Guide, activity 3</p> <p>Physical Training Topic Guide, activity 4</p> <p>Learner PEP</p>
	Principles of training	Individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90%, calculated using Karvonen formula)	<p>Description cards (of principles)</p> <p>Training zone cards – link training zones for different aged performers to be matched to correct intensity of sport</p> <p>Learner PEP</p>
	Applying the principles to a PEP	Discussion of personal goals for PEP and how to achieve these through application of principles	Learner PEP

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
	Methods of training for specific components of fitness, physical activity and sport	<p>Continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, pilates, yoga, spinning)</p> <p>The advantages and disadvantages of different training methods</p>	<p>Matching cards: matching description cards to correct image of different fitness classes/methods of training</p> <p>Matching cards: matching sporting activities to methods of training Learner PEP</p>
	Applying the methods of training to a PEP	Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)	Physical Training Topic Guide, activity 5 Learner PEP
	Long term training effects on the musculo-skeletal system	<p>Review musculo-skeletal system</p> <p>Benefits to the musculo-skeletal system: increased bone density; increased strength of ligaments and tendons; muscle hypertrophy; the importance of rest for adaptations to take place; and time to recover before the next training session</p> <p>Impact on performance in different types of activities</p>	Physical Training Topic Guide, activity 6

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
	Long term training effects on the cardio-respiratory system	<p>Review cardio-respiratory system</p> <p>Benefits to the cardio-respiratory system: decreased resting heart rate; faster recovery; increased resting stroke volume and maximum cardiac output; increased size/strength of heart; increased capillarisation; increase in number of red blood cells; drop in resting blood pressure due to more elastic muscular wall of veins and arteries; increased lung capacity/volume and vital capacity; increased number of alveoli; increased strength of diaphragm; and external intercostal muscles</p> <p>Impact on performance in different types of activities</p>	Physical Training Topic Guide, activity 6
	Identification of injury, treatment and common sports injuries	<p>Concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)</p> <p>RICE (rest, ice, compression, elevation)</p>	First aid scenario cards – guess the injury and how it might have happened
	Injury prevention in sport and physical activity	Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports	Create safety checklist for own activities before play to apply theory
	Performance enhancing drugs – types, advantages and disadvantages	Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including: anabolic steroids; beta blockers; diuretics; narcotic analgesics; peptide hormones (erythropoietin (EPO)); growth hormones (GH)); stimulants; blood doping	Research sports performers – are PEDs still used?

## Year Two

---

This section focuses on the remaining theoretical content. Time is set aside prior to the final assessment to recap work covered in Year One and to ensure learner familiarity with the topics associated with each assessment.

### Start of Year 11 2024 2nd cycle / year 10 2024 run in line

Week	Topic	Content	Suggested resources
<b>Health, Fitness and Well-being (Paper 2: Health and Performance)</b>			
	Using a Personal Exercise Programme (PEP) to develop personal health/introduction to PEP. Fitness, health, exercise and performance.	Definitions of fitness, health, exercise and performance and the relationship between them Links between this topic and the PEP	Definition cards Assessment material for Component 4
<b>Physical Training (Paper 1: Fitness and Body Systems)</b>			
	PARQs  Warm ups and cool downs	The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ  The purpose and importance of warm ups and cool downs to effective training sessions and physical activity and sport  Phases of a warm up and their significance in preparation for physical activity and sport  Activities included in warm ups and cool downs	Learner PEP Example PARQs  Practical session using a variety of warm ups – could be learner led. Cool down to finish
	Components of fitness and the relative importance of these components in physical activity and sport	Cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed	Physical Training Topic Guide, activity 1 Learner PEP

Week	Topic	Content	Suggested resources
	Fitness tests – theory and practice	<p>Theory: the value of fitness testing; the purpose of specific fitness tests; the selection of the appropriate fitness test for components of fitness; and the rationale for selection</p> <p>Practical: the test protocol</p> <p>Fitness testing: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test; strength – grip dynamometer; muscular endurance – one-minute sit-up, one-minute press-up; speed – 30m sprint; power – vertical jump; flexibility – sit and reach</p> <p>Collection and interpretation of data from fitness test results</p> <p>Theory: analysis and evaluation of fitness test results against normative data tables</p>	<p>Mix of theory and practical sessions</p> <p>Physical Training Topic Guide, activity 1 and 2</p> <p>Physical Training Topic Guide, activity 3</p> <p>Physical Training Topic Guide, activity 4</p> <p>Learner PEP</p>
	Principles of training	Individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90%, calculated using Karvonen formula)	<p>Description cards (of principles)</p> <p>Training zone cards – link training zones for different aged performers to be matched to correct intensity of sport</p> <p>Learner PEP</p>
	Applying the principles to a PEP	Discussion of personal goals for PEP and how to achieve these through application of principles	Learner PEP

Week	Topic	Content	Suggested resources
	Methods of training for specific components of fitness, physical activity and sport	<p>Continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, pilates, yoga, spinning)</p> <p>The advantages and disadvantages of different training methods</p>	<p>Matching cards: matching description cards to correct image of different fitness classes/methods of training</p> <p>Matching cards: matching sporting activities to methods of training Learner PEP</p>
	Applying the methods of training to a PEP	Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)	Physical Training Topic Guide, activity 5 Learner PEP
	Long term training effects on the musculo-skeletal system	<p>Review musculo-skeletal system</p> <p>Benefits to the musculo-skeletal system: increased bone density; increased strength of ligaments and tendons; muscle hypertrophy; the importance of rest for adaptations to take place; and time to recover before the next training session</p> <p>Impact on performance in different types of activities</p>	Physical Training Topic Guide, activity 6



<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
	Long term training effects on the cardio-respiratory system	<p>Review cardio-respiratory system</p> <p>Benefits to the cardio-respiratory system: decreased resting heart rate; faster recovery; increased resting stroke volume and maximum cardiac output; increased size/strength of heart; increased capillarisation; increase in number of red blood cells; drop in resting blood pressure due to more elastic muscular wall of veins and arteries; increased lung capacity/volume and vital capacity; increased number of alveoli; increased strength of diaphragm; and external intercostal muscles</p> <p>Impact on performance in different types of activities</p>	Physical Training Topic Guide, activity 6
	Identification of injury, treatment and common sports injuries	<p>Concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)</p> <p>RICE (rest, ice, compression, elevation)</p>	First aid scenario cards – guess the injury and how it might have happened
	Injury prevention in sport and physical activity	Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports	Create safety checklist for own activities before play to apply theory
	Performance enhancing drugs – types, advantages and disadvantages	Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including: anabolic steroids; beta blockers; diuretics; narcotic analgesics; peptide hormones (erythropoietin (EPO)); growth hormones (GH)); stimulants; blood doping	Research sports performers – are PEDs still used?

**End of term 1 - christmas**

## JANUARY

Week	Topic	Content	Suggested resources
	<p>Cardiovascular system – function applied to performance in physical activities</p> <p>Structure of the cardiovascular system applied to performance in physical activities</p>	<p>Transport of oxygen, carbon dioxide and nutrients, clotting of open wounds, regulation of body temperature</p> <p>Atria, ventricles, septum, tricuspid, bicuspid and semi-lunar valves, aorta, vena cava, pulmonary artery, pulmonary vein, and their role in maintaining blood circulation during performance in physical activity and sport</p>	<p>Applied Anatomy and Physiology Topic Guide, activity 7</p> <p>Diagram of heart – learners to annotate</p>
	Cardiovascular system – arteries, capillaries and veins	Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of: blood pressure; oxygenated; deoxygenated blood and changes due to physical exercise	Diagrams of differences between blood vessels – learners to annotate
	Cardiovascular system – vascular shunting	The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting	Applied Anatomy and Physiology Topic Guide, activity 8
	Cardiovascular system – function and importance of components of blood for physical activity and sport	Red and white blood cells, platelets and plasma	Scenario cards, 'what would happen if...'
	<p>Respiratory system – composition of air</p> <p>Lung volumes and change in tidal volume due to physical activity and sport</p>	<p>Composition of inhaled and exhaled air and the difference between the two at rest and when exercising</p> <p>Vital capacity and tidal volume, and reasons that make the change in tidal volume necessary</p>	Applied Anatomy and Physiology Topic Guide, activity 9

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
	Respiratory system – location of main components and the role in movement of oxygen and carbon dioxide into and out of the body	Lungs, bronchi, bronchioles, alveoli, diaphragm	Diagrams of respiratory system – learners to annotate
	Respiratory system – structure and function of alveoli	Structure of alveoli Process of gas exchange Impact of varying intensities of exercise (aerobic and anaerobic)	Diagrams of enlarged alveoli to allow learners to annotate what happens during gas exchange
	Energy sources  Aerobic and anaerobic exercise  Short term effects of exercise and the relevance of this to the player/performer	Fats as a fuel source for aerobic activity, carbohydrates as a fuel source for aerobic and anaerobic activity  The use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water, the impact of insufficient oxygen on energy release, the by-product of anaerobic respiration (lactic acid)  Muscular: lactate accumulation, muscle fatigue CV: heart rate, stroke volume and cardiac output Respiratory: on depth and rate of breathing	Practical session - Applied Anatomy and Physiology Topic Guide, activity 10
<b>Movement Analysis (Paper 1: Fitness and Body Systems)</b>			
	Lever systems and their use in physical activity and sport	First, second and third class levers	Movement Analysis Topic Guide, activity 1
	Mechanical advantage in sport and physical activity	In relation to loads, efforts and range of movement of the body's lever systems and the impact on sporting performance	Movement Analysis Topic Guide, activity 2

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
	<p>Movement possibilities at joints dependent on joint classification</p> <p>Examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts.</p>	<p>Flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsiflexion</p>	<p>Applied Anatomy and Physiology Topic Guide, activity 4</p> <p>Video clips of sports performers in action to identify ranges of movement in use, discussion regarding how this aids performance.</p>
	<p>Classification of joints and their impact on the range of possible movements</p> <p>Planes and axes – generalised movement patterns</p>	<p>Pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist)</p> <p>Sagittal plane about the frontal axis when performing front and back tucked or piked somersaults</p> <p>Frontal plane about the sagittal axis when performing cartwheels</p> <p>Transverse plane about the vertical axis when performing a full twist jump in trampolining</p>	<p>Practical session - Movement Analysis Topic Guide, activity 3</p> <p>Extension of activity 3 to include planes and axes</p>

YEAR 11 Begin Revision  
Year 10 - Musculoskeletal System / PEP start

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
<b>Applied Anatomy and Physiology (Paper 1: Fitness and Body Systems)</b>			
<b>8</b>	Skeletal system – functions applied to performance in physical activities and sports	Explanation of function applied to physical activity  Protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus	Applied Anatomy and Physiology Topic Guide, activity 1  Past papers 2009 specification
<b>9</b>	Skeletal system – classification of bones and how function of bone type is relevant to performance in physical activities and sports	Long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied	Applied Anatomy and Physiology Topic Guide, activity 2
<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested Resources</b>
<b>10</b>	Skeletal system – structure of the skeletal system  Role of ligaments/tendons	Identification of bones: Cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot).  Relevance to participation in physical activity and sport	Applied Anatomy and Physiology Topic Guide, activity 3  Diagram of a skeleton for learners to label Artificial skeleton (Science department?)
<b>11</b>	Muscular system – classification and their roles when participating in physical activity and sport  Characteristics and location	Voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart,	Diagrams of differences between muscle types – learners to annotate

<b>12</b>	Muscular system (voluntary) – location and role	Deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior	'Big bodies' Muscle diagram (posterior/anterior view) for learners to label
<b>13</b>	Muscular system – antagonistic muscle pairs	Definitions of terms (agonist and antagonist) Gastrocnemius and tibialis anterior acting at the ankle plantar flexion to dorsiflexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension	Matching cards Definition cards Applied Anatomy and Physiology Topic Guide, activity 5
<b>14</b>	Muscular system – fast and slow twitch muscle fibres and how fibre type impacts on their use in physical activities	type I, type IIa and type IIx	Applied Anatomy and Physiology Topic Guide, activity 6

<b>Week</b>	<b>Topic</b>	<b>Content</b>	<b>Suggested resources</b>
	Mock exam	Take mock exam	Sample assessment materials
	Revision week	Focus on areas of weakness identified from the mock	Specification cards – revision cards with questions on knowledge
	Revision week	Focus on areas of weakness identified from the mock	Specification cards – revision cards with questions on application of knowledge
	Revision week	Focus on areas of weakness identified from the mock	Specification cards – revision cards with questions on analysis and evaluation based on knowledge

**Start of new cycle - Revision / PEP completion / Physical Training section 2025**