

Week no	Date	HWP/DJW Topic & Prep	PRV Topic & Prep	By the end of this week you should be able to...	Planned Study Resources
1.	27/08	<b>ENROLMENT</b>	<b>ENROLMENT</b>		
2.	02/09	<b>ENROLMENT &amp; 1A Ready to Learn (5 &amp; 6 Sept).</b>	<b>ENROLMENT &amp; 1A Ready to Learn (9<sup>TH</sup> Sept).</b>		
3.	09/09	Intro/Induction/diagnostics.  Respiratory System intro.	Skill Continua & Transfer  <a href="#">Skill Video</a> <a href="#">Transfer Video</a>	Know the parts of human anatomy which make up the Respiratory System. Accurately classify a large range of sporting skills on the 6 different skill continuums and justify choices. Explain the different types of transfer and give accurate sporting examples. Evaluate how a coach can ensure positive transfer and how that benefits the learning of a skill.	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
4	16/09	Respiratory System. Structure & Spirometer trace <a href="#">Lung Volumes Video</a>	Stages of Learning & Feedback  <a href="#">Stages of Learning Video</a> Types of Practice  <a href="#">Types of Practice Video</a>	Define the lung volumes and be able to identify them on a Spirometer trace diagram. Explain how the different lung volumes are affected by exercise. Describe the characteristics of a performer in each stage of learning. Justify how a coach may change their approach based on the stage of learning Describe and apply the types of practice to sporting examples and training scenarios based on factors that affect choice. Evaluate the advantages and disadvantages of using different types of practice and be able to compare and contrast them.	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
5	23/09	Mechanics of Breathing, control of Breathing. <a href="#">Mechanics of Breathing Video</a>  <a href="#">Respiratory Control Video</a>  <b>Respiratory Test</b>	Presentation of Practice  <a href="#">Presentation of Practice Video</a>	Explain how the processes of Inspiration & Expiration happen and compare how these processes differ between rest and exercise. Using the correct anatomical terminology, explain the processes by which breathing rate is controlled to meet the differing demands of exercise intensity. Describe and apply the presentation of practice to sporting examples and training scenarios based on factors that affect choice Evaluate the advantages and disadvantages of using different presentations of practice and be able to compare and contrast them.	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
6	30/09	Effects of Ex on Respiratory system, Gaseous Exchange.  <a href="#">Gaseous Exchange Video</a>	<b>Skill Acq Test</b> Feedback  <a href="#">Feedback Video</a>	Explain the process of Gaseous Exchange at two sites in the body. Explain the long-term effects of exercise on the Respiratory System.  Assess different types of feedback giving accurate sporting examples Link the use of feedback to different stages of learning	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>

7	07/10	Altitude Training	Guidance	<p>Describe the process of Altitude Training.</p> <p>Analyse the benefits and limitations for an athlete participating in altitude training.</p> <p>Describe and apply the types of guidance to sporting examples and training scenarios based on factors that affect choice.</p> <p>Evaluate the advantages and disadvantages of using different types of guidance and be able to compare and contrast them.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>
8	14/10	PNF & Plyometrics	<p>Memory</p> <p><a href="#">Intro to Memory</a></p> <p><a href="#">Baddley and Hitch's working memory model</a></p>	<p>Using the correct anatomical terminology, explain the processes of PNF &amp; Plyometrics.</p> <p>Evaluate the benefits and limitations of the use of PNF and Plyometrics.</p> <p>Describe the nature of short term and long term memory</p> <p>Explain all aspects of Baddley and Hitch's working memory model.</p> <p>Evaluate the limitations of memory and ways a coach can improve memory.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>
9	21/10	SAQ & HIIT	Learning Theories (Cognitive)	<p>Using appropriate exercise examples, explain how to conduct SAQ &amp; HIIT training.</p> <p>Evaluate the benefits and limitations of the use of SAQ &amp; HIIT training.</p> <p>Explain the concepts of the cognitive approach to learning.</p> <p>Evaluate why a coach may use Insight Learning to teach new skills</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>
<b>Half Term</b>					
10	04/11	<p>Health &amp; Fitness</p> <p><a href="#">Impacts of Training Video</a></p>	Learning Theories (Behavioural)	<p>Describe the benefits of a healthy lifestyle in relation to diet, exercise and lifestyle habits.</p> <p>Explain the negative effects of poor lifestyle choices on the cardiovascular, respiratory and musculoskeletal systems of the body.</p> <p>Explain the concepts of conditioning.</p> <p>Evaluate why a coach may use conditioning to teach new skills in comparison to Cognitive approaches.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>
11	11/11	<p>Heart Function</p> <p><a href="#">Cardiac Cycle Video</a></p> <p><a href="#">Heart Conduction System Video</a></p> <p><a href="#">Cardiac Values Video</a></p>	Learning Theories (Observational)	<p>Explain how the process of a heart beat occurs with reference to the anatomical structures making up the conduction system of the heart.</p> <p>Explain the processes by which heart rate can be increased or decreased to meet the changing demands of different intensities of exercise, using correct anatomical terminology.</p> <p>Describe the stages of observational learning</p> <p>Explain how a coach can use observational learning to improve learning of a skill</p> <p>Evaluate the effectiveness of using Observational learning and analyse the limitations of this theory.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>

12	18/11	<p>Transport of O<sub>2</sub>. Effects of exercise (short term) on CV system. Blood pressure, Blood velocity, venous return.</p> <p><a href="#">Oxyhaemoglobin Disassociation Video</a></p>	<p>Learning Theories (Constructivism)</p>	<p>List the methods by which O<sub>2</sub> is transported around the body. With reference to the relevant graphs (Oxyhaemoglobin Disassociation Curve, CV drift), explain how exercise affects the CV system in terms of short term responses. Describe the concept of an interactionist approach and the principles of inter and intra psychology learning. Explain how a coach can use the zone of proximal development to improve the learning of skills.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>
13	25/11	<p>Effects of exercise (long term) on CV system. <a href="#">VO2 Max Video</a></p> <p><a href="#">Double Loop Circulation Structure and Function of Blood Vessels</a></p>	<p><b>Learning Theories Revision and Test</b></p>	<p>With reference to the term VO<sub>2</sub> Max, describe the long term physiological adaptations in the CV system resulting from regular aerobic training and explain how this improves performance.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>
14	02/12	<p>Joint Actions <a href="#">Joint Actions and Muscles Video</a> <b>Section A Test</b></p>	<p>Info Processing</p>	<p>Name the joint types found at the shoulder, elbow, hip, knee and ankle and the bones which form these joints. Identify the movements which take place at these joints and the agonist muscle for each movement. Outline a basic information processing model, using sporting examples Explain the concepts of perception and how the body responds to stimulus.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>
15	09/12	<p>Planes and Axis <a href="#">Joints and Movements Video</a></p>	<p>Info Processing</p>	<p>Name the 3 planes and axis of movement and link to the movements possible at each of the 5 joints covered in the syllabus. Explain all aspects of Whiting's model of information processing, being able to explain how a performer completes skills as well as how a coach can use that information to enhance the learning process.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>
		<p><b>Christmas holiday</b></p> <p><b>Christmas holiday</b></p>			
17	06/01	<p>Application of Movement Analysis <a href="#">Contractions Video</a></p>	<p>Information Processing Recap and Schema</p>	<p>Use the previously learned information on movement analysis to identify the movements, joint type, articulating bones, agonist muscle and plane and axis of movement for a variety of sporting actions. In addition, be able to identify the <b>type of muscle contraction</b> taking place in different sporting actions.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>
18	13/01	<p>Application of Movement Analysis</p>	<p>Factors affecting response time</p>	<p>Identify all the required information from last week in example exam questions relating to sporting movements at the shoulder, elbow, hip, knee and ankle. Explain factors that affect response time and establish ways a coach can decrease response time.</p>	<p><a href="#">Section A Planned Study</a></p> <p><a href="#">Section B Planned Study</a></p>

19	20/01	Muscle Fibres <a href="#">Muscle Fibres Video</a>	Rational Recreation	Identify the 3 different muscle fibre types and be able to distinguish between each type in terms of their <b>structural &amp; functional characteristics</b> . Describe key historical dates that have influenced sport Explain how public schools influence the development of sport and the creation of NGB's.	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
20	27/01	Motor Unit & Nervous System <a href="#">Motor Units Video</a>	Industrial Revolution	Explain the processes of wave summation and spatial summation in order to describe how muscular contraction can be adjusted to meet different levels of force needed in different activities. Explain and evaluate the impact of the industrial revolution on sport and society. Compare the concept of professionals and amateurs from late 1800's to modern day definitions.	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
21	03/02	Energy Sources	Post World War II	Distinguish between energy sources and energy systems. Name the energy sources used by each of the 3 energy systems. Describe the influences of the world wars on sport Explain key developments in women's increased participation post World War II Evaluation the barriers that still exist today in participation	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
22	10/02	Anaerobic Energy Systems <a href="#">ATP-PC Video</a>  <a href="#">Lactic Acid Video</a>	Commercialisation	<b>Explain the workings of the ATP/PC and Lactic Acid systems.</b> <b>Identify relevant sporting activities which use these systems as the dominant energy provider.</b>	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
<b>Half term</b>					
23	24/02	Aerobic Energy Systems <a href="#">Aerobic Video</a>	<b>Progress Test</b>	<b>Explain how energy is generated through the workings of the Aerobic system, with reference to specific physical activities of differing intensities.</b>	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
24	03/03	VO2 max, RER <a href="#">VO2 Max Video</a>	Social Factors	<b>Explain the terms VO2 max and RER and the factors which will affect them.</b>	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
25	10/03	EPOC, OBLA, Lactate Threshold. <a href="#">EPOC Video</a>	Social Action Theory	With reference to the relevant graphs, explain the terms of EPOC, OBLA & Lactate Threshold and how they will be affected by different intensities of exercise and different levels of aerobic fitness. Explain the concepts of Social Action Theory using sporting examples to highlight social change.	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
26	17/03	Equal Opportunities	Sport England	Explain the concept of equal opportunities in sports participation in the UK. Identify reasons why inequality of opportunity exist for certain people in the UK. Outline the structure of sport in the UK and explain the role of Sport England	<a href="#">Section A Planned Study</a>

					<a href="#">Section B Planned Study</a>
27	24/03	Barriers	Sports Organisations	<p>Explain the barriers to participation which exist relative to gender, ethnicity and disability in the UK.</p> <p>Be able to discuss possible strategies to reduce barriers/raise participation amongst the target groups.</p> <p>Evaluate how successful different organisations and campaigns have been in increasing participation in the UK.</p>	<a href="#">Section A Planned Study</a>  <a href="#">Section B Planned Study</a>
28	31/03	<b>Coursework AA2</b>	<b>Coursework AA2</b>		
		<b>Easter holiday</b>			
		<b>Easter holiday</b>			
29	21/04	<b>FULL MOCK Paper 1</b>	Revision		
30	28/04	<b>Transfer Coursework AA3</b>	<b>Transfer Coursework AA3</b>		
31	05/05	<b>Transfer Coursework AA3</b>	<b>Transfer Coursework AA3</b>		
32	12/05				
33	19/05				
		<b>Half term holiday</b>			
34	02/06				
35	09/06				
36	16/06				
<b>37</b>	24/03				
38	30/06				
39	07/07				
40	14/07				