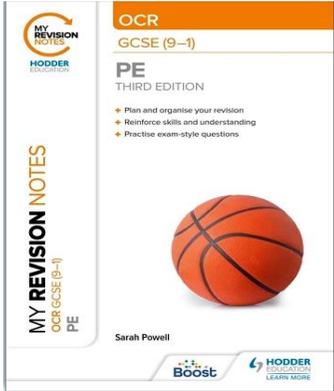
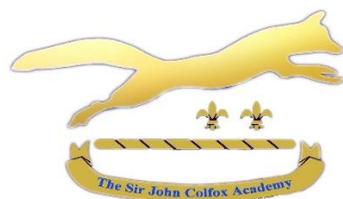


Exam Board	Recommended revision guide	Support available in school
<p><b>OCR</b></p>		<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Cross Country – Tuesday after School</li> <li>• Hockey – Wednesday after School</li> <li>• Basketball – Thursday after School</li> <li>• Netball – Thursday after School</li> <li>• Cross Country – Friday after School</li> </ul> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Monday Lunchtime B214 (Mr. Morse)</li> <li>• Thursday Lunchtime B214 (Miss. Penfold)</li> </ul>



# Physical Education



## Revision Schedule 2024

Useful online resources	Exam date(s)
<p><b>BBC Bitesize:</b>  <a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a></p> <p><b>Seneca Learning:</b>  <a href="https://senecalarning.com/en-GB/blog/gcse-physical-education-revision/">https://senecalarning.com/en-GB/blog/gcse-physical-education-revision/</a>  - make sure to select the OCR GCSE Physical Education course.</p> <p><b>Past paper questions:</b>  <a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/</a></p> <p><b>Colfox GCSE PE Knowledge organisers:</b>  <a href="https://www.colfox.org/page/?title=Physical+Education&amp;pid=49">https://www.colfox.org/page/?title=Physical+Education&amp;pid=49</a></p>	<p><b>Paper 1</b>  Wednesday 22<sup>nd</sup> May (PM)</p> <p><b>Paper 2</b>  Monday 3<sup>rd</sup> June (PM)</p> <p><b>Cwk:</b>  All filming and written coursework completed by Friday 1<sup>st</sup> March</p>

**January**

Week beginning...	Topic	Content to revise	Complete (tick)	Knowledge test score	Weeks left
<b>Monday 8<sup>th</sup> January</b>	<b>1.1.a. The Structure and Function of the Skeletal system</b>  Location of bones and functions of the skeleton	<p><b>know the name and location of the following bones in the human body:</b></p> <ul style="list-style-type: none"> <li>• cranium • vertebrae • ribs • sternum • clavicle • scapula • pelvis • humerus • ulna</li> <li>• radius • carpals • metacarpals • phalanges • femur • patella • tibia • fibula • tarsals • metatarsals.</li> </ul> <p><b>understand and be able to apply examples of how the skeleton provides or allows:</b></p> <ul style="list-style-type: none"> <li>• support • posture • protection • movement • blood cell production • storage of minerals.</li> </ul>			18
<b>Monday 15<sup>th</sup> January</b>	<b>1.1.a. The Structure and Function of the Skeletal system</b>  Types of Synovial Joint	<p><b>know the definition of a synovial joint</b></p> <p><b>know the following hinge joints:</b> • knee – articulating bones – femur, tibia • elbow – articulating bones – humerus, radius, ulna</p> <p><b>know the following ball and socket joints:</b> • shoulder – articulating bones – humerus, scapula • hip – articulating bones – pelvis, femur.</p>			17
<b>Monday 22<sup>nd</sup> January</b>	<b>1.1.a. The Structure and Function of the Skeletal system</b>  Types of movement at joints and other components of joints	<p><b>know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport:</b></p> <ul style="list-style-type: none"> <li>• flexion • extension</li> </ul> <p><b>know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport:</b></p> <ul style="list-style-type: none"> <li>• flexion • extension • rotation • abduction • adduction • circumduction.</li> </ul> <p><b>know the roles of:</b> • ligament • cartilage • tendons.</p>			16
<b>Monday 29<sup>th</sup> January</b>	<b>1.1.b. The structure and function of the muscular system</b>  Location of major muscle groups and their roles in movement	<p><b>know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport:</b></p> <ul style="list-style-type: none"> <li>• deltoid • trapezius • latissimus dorsi • pectorals • biceps • triceps • abdominals • quadriceps • hamstrings • gluteals • gastrocnemius.</li> </ul> <p><b>know the definitions and roles of the following and be able to apply them to examples from physical activity/sport:</b></p> <ul style="list-style-type: none"> <li>• agonist • antagonist • fixator – antagonistic muscle action.</li> </ul>			15

**February**

<p align="center"><b>Monday 5<sup>th</sup> February</b></p>	<p align="center"><b>1.1.c. Movement analysis</b></p> <p align="center">Lever Systems and Planes of Movement</p>	<p><b>know the three classes of lever and their use in physical activity and sport:</b></p> <ul style="list-style-type: none"> <li>• 1st class – neck • 2nd class – ankle • 3rd class – elbow</li> <li>• know the definition of mechanical advantage</li> </ul> <p><b>know the location of the planes of movement in the body and their application to physical activity and sport:</b></p> <ul style="list-style-type: none"> <li>• frontal • transverse • sagittal</li> </ul> <p><b>know the location of the axes of rotation in the body and their application to physical activity and sport:</b></p> <ul style="list-style-type: none"> <li>• frontal • transverse • longitudinal.</li> </ul>			<p align="center">14</p>
<p align="center"><b>Monday 12<sup>th</sup> February</b></p>	<p align="center"><b>1.1.d. The Cardiovascular and Respiratory Systems</b></p> <p align="center">Structure and function of the Cardiovascular system</p>	<p><b>know the double-circulatory system (systemic and pulmonary)</b></p> <p><b>know the different types of blood vessel:</b></p> <ul style="list-style-type: none"> <li>• arteries • capillaries • veins • understand the pathway of blood through the heart:</li> <li>• atria • ventricles • bicuspid, tricuspid and semilunar valves • septum and major blood vessels: – aorta – pulmonary artery – vena cava – pulmonary vein</li> </ul> <p><b>know the definitions of:</b></p> <ul style="list-style-type: none"> <li>• heart rate • stroke volume • cardiac output</li> </ul> <p><b>know the role of red blood cells.</b></p>			<p align="center">13</p>
<p align="center"><b>Monday 19<sup>th</sup> February</b></p>	<p align="center"><b>1.1.d. The Cardiovascular and Respiratory Systems</b></p> <p align="center">Structure and function of the Respiratory system</p> <p align="center">Know what Aerobic and Anaerobic exercise is</p>	<p><b>understand the pathway of air through the respiratory system:</b></p> <ul style="list-style-type: none"> <li>• mouth • nose • trachea • bronchi • bronchiole • alveoli • know the role of respiratory muscles in breathing: • diaphragm • intercostals</li> </ul> <p><b>know the definitions of:</b></p> <ul style="list-style-type: none"> <li>• breathing rate • tidal volume • minute ventilation • understand about alveoli as the site of gas exchange.</li> </ul> <p><b>know the definitions of:</b></p> <ul style="list-style-type: none"> <li>• aerobic exercise • anaerobic exercise • be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration.</li> </ul>			<p align="center">12</p>

<p><b>Monday 26<sup>th</sup> February</b></p>	<p><b>1.1.e Effects of exercise on the body systems</b></p> <p>Short term effects of exercise</p>	<p><b>understand the short-term effects of exercise on:</b></p> <ul style="list-style-type: none"> <li>• muscle temperature • heart rate, stroke volume, cardiac output • redistribution of blood flow during exercise • respiratory rate, tidal volume, minute ventilation • oxygen to the working muscles • lactic acid production</li> </ul> <p><b>be able to apply the effects to examples from physical activity/ sport</b></p>			<p>11</p>
<b>March</b>					
<p><b>Monday 4<sup>th</sup> March</b></p>	<p><b>1.1.e Effects of exercise on the body systems</b></p> <p>Long term effects of exercise</p>	<p><b>understand the long-term effects of exercise on:</b></p> <ul style="list-style-type: none"> <li>• bone density • hypertrophy of muscle • muscular strength • muscular endurance • resistance to fatigue • hypertrophy of the heart • resting heart rate and resting stroke volume • cardiac output • rate of recovery • aerobic capacity • respiratory muscles • tidal volume and minute volume during exercise • capillarisation</li> </ul> <p><b>be able to apply the effects to examples from physical activity/ sport</b></p>			<p>10</p>
<p><b>Monday 11<sup>th</sup> March</b></p>	<p><b>1.2.a Components of fitness</b></p>	<p><b>Know the following components of fitness:</b></p> <ul style="list-style-type: none"> <li>• cardiovascular endurance/stamina • know the definition of cardiovascular endurance/stamina • be able to apply practical examples where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – Cooper 12 minute run/walk test – multi-stage fitness test</li> <li>• muscular endurance • know the definition of muscular endurance • be able to apply practical examples where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – press-up test – sit-up test</li> <li>• speed • know the definition of speed • be able to apply practical examples where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – 30m sprint test</li> <li>• strength • know the definition of strength • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – grip strength dynamometer test – 1 Repetition Maximum (RM)</li> <li>• power • know the definition of power • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘standing jump’ or ‘vertical jump’ tests</li> </ul>			<p>9</p>

<p><b>Monday 18<sup>th</sup> March</b></p>	<p><b>1.2.a. Components of fitness</b>  (continued)</p>	<ul style="list-style-type: none"> <li>• flexibility • know the definition of flexibility • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘sit and reach’ test</li> <li>• agility • know the definition of agility • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – Illinois agility test</li> <li>• balance • know the definition of balance • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘stork stand’ test</li> <li>• co-ordination • know the definition of co-ordination • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘wall throw’ test</li> <li>• reaction time • know the definition of reaction time • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – reaction time ruler test</li> </ul>			<p>8</p>
<p><b>Monday 25<sup>th</sup> March</b></p>	<p><b>1.2.b. Applying the principles of training</b>  Principles of training and optimising training</p>	<p><b>know the following definitions of principles of training and be able to apply them to personal exercise/training programmes:</b></p> <ul style="list-style-type: none"> <li>• specificity • overload • progression • reversibility.</li> </ul> <p><b>know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes</b></p> <p><b>know different types of training, definitions and examples of:</b></p> <ul style="list-style-type: none"> <li>• continuous • fartlek • interval – circuit training – weight training – plyometrics – HIIT (High Intensity Interval Training).</li> </ul>			<p>7</p>

**April**

<p align="center"><b>Monday 1<sup>st</sup> April</b></p>	<p align="center"><b>1.2.b. Applying the principles of training</b></p> <p align="center">Principles of training and optimising training (Continued)</p>	<p><b>understand the key components of a warm up and be able to apply examples:</b></p> <ul style="list-style-type: none"> <li>• pulse raising • mobility • stretching • dynamic movements • skill rehearsal</li> </ul> <p><b>know the physical benefits of a warm up, including effects on:</b></p> <ul style="list-style-type: none"> <li>• warming up muscles/preparing the body for physical activity • body temperature • heart rate • flexibility of muscles and joints • pliability of ligaments and tendons • blood flow and oxygen to muscles • the speed of muscle contraction</li> </ul> <p><b>understand the key components of a cool down and be able to apply examples:</b></p> <ul style="list-style-type: none"> <li>• low intensity exercise • stretching • know the physical benefits of a cool down, including: • helps the body’s transition back to a resting state • gradually lowers heart rate • gradually lowers temperature • circulates blood and oxygen • gradually reduces breathing rate • increases removal of waste products such as lactic acid • reduces the risk of muscle soreness and stiffness • aids recovery by stretching muscles.</li> </ul>			<p align="center">6</p>
<p align="center"><b>Monday 8<sup>th</sup> April</b></p>	<p align="center"><b>1.2.c. Preventing injury in Physical activity and training</b></p> <p align="center">Prevention of injury</p>	<p><b>understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including:</b></p> <ul style="list-style-type: none"> <li>• personal protective equipment • correct clothing/footwear • appropriate level of competition • lifting and carrying equipment safely • use of warm up and cool down</li> </ul> <p><b>know potential hazards in a range of physical activity and sport settings and be able to apply examples, including:</b></p> <ul style="list-style-type: none"> <li>• sports hall • fitness centre • playing field • artificial outdoor areas • swimming pool.</li> </ul>			<p align="center">5</p>
<p align="center"><b>Monday 15<sup>th</sup> April</b></p>	<p align="center"><b>2.1.a. Engagement patterns of different social groups in physical activities and sports</b></p> <p align="center">Physical activity and sport in the UK</p>	<p><b>be familiar with current trends in participation in physical activity and sport:</b></p> <ul style="list-style-type: none"> <li>• using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) • of different social groups • in different physical activities and sports.</li> </ul>			<p align="center">4</p>

<p><b>Monday 22<sup>nd</sup> April</b></p>	<p><b>2.1.a. Engagement patterns of different social groups in physical activities and sports</b></p> <p>Participation in physical activity and sport</p>	<p><b>understand how different factors can affect participation, including:</b></p> <ul style="list-style-type: none"> <li>• age • gender • ethnicity • religion/culture • family • education • time/work commitments • cost/disposable income • disability • opportunity/access • discrimination • environment/climate • media coverage • role models</li> </ul> <p><b>understand strategies which can be used to improve participation:</b></p> <ul style="list-style-type: none"> <li>• promotion • provision • access</li> </ul> <p><b>be able to apply examples from physical activity/sport to participation issues.</b></p>			<p>3</p>
<p><b>Monday 29<sup>th</sup> April</b></p>	<p><b>2.1.b. Commercialisation of physical activity and sport</b></p> <p>Commercialisation of sport</p>	<p><b>understand the influence of the media on the commercialisation of physical activity and sport:</b></p> <ul style="list-style-type: none"> <li>• different types of media – social – internet – TV/visual – newspapers/magazines.</li> </ul> <p><b>know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle):</b></p> <ul style="list-style-type: none"> <li>• positive and negative effects of the media on commercialisation • be able to apply practical examples to these issues.</li> </ul> <p><b>understand the influence of sponsorship on the commercialisation of physical activity and sport:</b></p> <ul style="list-style-type: none"> <li>• positive and negative effects of sponsorship on commercialisation • be able to apply practical examples to the issue of sponsorship.</li> </ul>			<p>2</p>
<p><b>May</b></p>					
<p><b>Monday 6<sup>th</sup> May</b></p>	<p><b>2.1.c. Ethical and socio- cultural issues in physical activity and sport</b></p> <p>Ethics, Drugs and Violence in sport</p>	<p><b><u>Ethics:</u> know and understand:</b></p> <ul style="list-style-type: none"> <li>• the value of sportsmanship • the reasons for gamesmanship and deviance in sport.</li> <li>• be able to apply practical examples to these concepts.</li> </ul> <p><b><u>Drugs:</u> know and understand:</b></p> <ul style="list-style-type: none"> <li>• the reasons why sports performers use drugs</li> </ul> <p><b>know the types of drugs and their effect on performance:</b></p> <ul style="list-style-type: none"> <li>• anabolic steroids • beta blockers • stimulants • give practical examples of the use of these drugs in sport.</li> </ul> <p><b>know and understand the impact of drug use in sport:</b></p> <ul style="list-style-type: none"> <li>• on performers • on sport itself.</li> </ul> <p><b><u>Violence:</u> know and understand the reasons for player violence</b></p> <ul style="list-style-type: none"> <li>• give practical examples of violence in sport.</li> </ul>			<p>1</p>

<p><b>Monday 13<sup>th</sup> May</b></p>	<p><b>2.2. Sports psychology</b></p> <ul style="list-style-type: none"> <li>• Characteristics of skilful movement</li> <li>• Classification of skills</li> <li>• Goal setting</li> <li>• Mental preparation</li> <li>• Types of guidance</li> <li>• Types of feedback</li> </ul>	<p><b>Characteristics of skilful movement</b></p> <ul style="list-style-type: none"> <li>• know the definition of motor skills</li> <li>• understand and be able to apply examples of the characteristics of skilful movement: • efficiency • pre-determined • co-ordinated • fluent • aesthetic.</li> </ul> <p><b>Classification of skills</b></p> <ul style="list-style-type: none"> <li>• know continua used in the classification of skills, including:</li> <li>• simple to complex skills (difficulty continuum) • open to closed skills (environmental continuum)</li> <li>• be able to apply practical examples of skills for each continuum along with justification of their placement on both continua.</li> </ul> <p><b>Goal setting</b></p> <ul style="list-style-type: none"> <li>• understand and be able to apply examples of the use of goal setting:</li> <li>• for exercise/training adherence • to motivate performers • to improve and/or optimise performance</li> <li>• understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed)</li> <li>• be able to apply the SMART principle to improve and/or optimise performance</li> </ul> <p><b>Mental preparation</b></p> <ul style="list-style-type: none"> <li>• know mental preparation techniques and be able to apply practical examples to their use:</li> <li>• imagery • mental rehearsal • selective attention • positive thinking.</li> </ul> <p><b>Types of guidance</b></p> <ul style="list-style-type: none"> <li>• understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use:</li> <li>• visual • verbal • manual • mechanical.</li> </ul> <p><b>Types of feedback</b></p> <ul style="list-style-type: none"> <li>• understand types of feedback and be able to apply practical examples to their use:</li> <li>• intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative.</li> </ul>			<p>0</p>
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<p><b>Monday 20<sup>th</sup> May</b></p>	<p><b>2.3. Health, fitness and well-being</b></p> <p>Health, fitness and well-being</p> <p><b>Paper 1 (Wednesday 22<sup>nd</sup> May)</b></p>	<ul style="list-style-type: none"> <li>• know what is meant by health, fitness and well-being</li> <li>• understand the different health benefits of physical activity and consequences of a sedentary lifestyle:</li> <li>• physical: – injury – coronary heart disease (CHD) – blood pressure – bone density – obesity – Type 2 diabetes – posture – fitness</li> <li>• emotional: – self-esteem/confidence – stress management – image</li> <li>• social: – friendship – belonging to a group – loneliness</li> </ul> <p>• be able to apply the above to different age groups</p> <p><b>Physical factors affecting performance – PM (1 hour)</b></p>			<p>0</p>
<p><b>Monday 27<sup>th</sup> May</b></p>	<p><b>2.3. Health, fitness and well-being</b></p> <p>Diet and Nutrition</p>	<ul style="list-style-type: none"> <li>• know the definition of a balanced diet</li> <li>• know the components of a balanced diet (• carbohydrates • proteins • fats • minerals • vitamins • fibre • water and hydration)</li> <li>• understand the effect of diet and hydration on energy use in physical activity</li> <li>• be able to apply practical examples from physical activity and sport to diet and hydration.</li> </ul>			<p>0</p>
<b>June</b>					
<p><b>Monday 3<sup>rd</sup> June</b></p>	<p><b>PAPER 2</b></p>	<p><b>Socio-cultural issues and sports psychology – PM (1 hour)</b></p>			
<p><b>Monday 3<sup>rd</sup> June</b></p>	<p>Congratulations on finishing GCSE Physical Education 😊</p>				<p>0</p>