



Putteridge  
High  
School

# Extended Learning

## PE

### Years 9, 10 & 11



PE

Year 9 - Autumn Term



## Extended Learning Opportunities

**Subject:** PE

**Year:** 9

**Term:** Autumn 1

**Topic:** Applied Anatomy and Physiology

### **Learning Objectives**

- To understand the function of the skeletal system
- To explain the function of the different types of bones
- To describe the different types of joints
- To know the different types of connective tissue and their functions
- To know the different muscle groups
- To describe the different types of muscular contractions
- To explain what is meant by antagonistic pairs
- To explain how muscles and bones work together to produce movement
- To understand and describe the different types of movements
- To identify the movements each muscle produces, linking to sporting examples
- To describe the structure of the heart
- To understand key terms of the circulatory system
- To identify the different types of blood vessels
- To describe the functions of blood vessels
- To explain the cardiac cycle and pathway of the blood
- To explain the effects of exercise on the circulatory system
- To describe the structure of the respiratory system
- To understand the mechanics of breathing
- To explain what is meant by gaseous exchange
- To interpret the spirometer trace and effects of exercise on the respiratory system
- To describe what is meant by aerobic and anaerobic exercise
- To apply aerobic and anaerobic exercise to practical examples and sporting situations
- To explain what is meant by EPOC and the recovery process
- To identify the immediate, short and long term effects of exercise on the body

### **Extended Learning Opportunities**

- Download on google a picture of the human skeleton
- Visit the Natural History Museum in London and visit the Biology section
- Participate in exercise and record your pulse before, during and after
- Join a gym and learn about the different muscles, muscle growth and movements
- Subscribe to 'Mens Health' or 'Womens Health' magazines



- Develop your understanding of the topic by watching the 'Applied Anatomy and Physiology' Pods on GCSE pod <https://www.gcsepod.com/> Ask your teacher if you need help logging in.
- Download example Exam questions on <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources>
- Use your GCSE PE Bible to revise key terms and definitions
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/>



## Extended Learning Opportunities

**Subject:** PE

**Year:** 9

**Term:** Autumn 2

**Topic:** Movement Analysis

### **Learning Objectives**

- To know the different types of levers
- To understand what is meant by mechanical advantage
- To be able to apply the different levers to sporting actions
- To know the different types of movements
- To understand which joints allow the different types of movement
- To be able to apply the different types of movements to sporting examples and the muscles that are used
- To know the different types of planes and axes
- To understand which movements can be performed within different planes and axes
- To be able to apply the different planes and axes to sporting examples

### **Extended Learning Opportunities**

- Create posters displaying the different types of levers
- Create posters of the different types of movements
- Video yourself performing a skill and list the different movements being performed and the muscles working
- List all of the skills in a sport of your choice and identify the levers operating
- <https://www.bbc.com/education/levels/z98jnp3> log onto BBC bitesize and complete the movement analysis section



PE

Year 9 - Spring Term



## Extended Learning Opportunities

**Subject:** PE

**Year:** 9

**Term:** Spring 1

**Topic:** Health, fitness and wellbeing

### **Learning Objectives**

- To know and understand the definitions of Physical Health and wellbeing and mental health and wellbeing.
- To understand what is meant by physical, social and mental health
- To be able to identify the consequences of a sedentary lifestyle
- To understand what is meant by obesity
- To know what is meant by a sedentary lifestyle
- To be able to identify how a sedentary lifestyle can lead to obesity and the effects on health
- To be able to describe each somatotype and link each one to a suitable sport.
- To know, understand and describe each somatotype in detail making reference to their key features and link each one to a sport with reason.
- To be able to describe the link between calorie intake and energy expenditure
- To understand the factors affecting calories required.
- To explain the terms, a balanced diet and nutrition
- To explain and identify the all of the components of a balanced diets
- To understand the characteristic of each of the food groups and what each nutrient provides
- To understand how a balanced diet affects health and well-being
- To understand specific diets for different sports people
- To explain the link between diet and somatotypes
- To know what is meant by hydration, dehydration and rehydration.
- To explain how dehydration can lead to a decline in sports performance
- To understand the importance of the intake of water of a sports performer.

### **Extended Learning Opportunities**

- Try cooking with your parents or on your own, a healthy balanced diet consisting of carbohydrates, protein and vegetables.
- Keep a food diary for a month and make changes to the bad habits within your diet.
- Research using an online search engine 3 different athletes food and diet plans.
- <https://www.bbc.com/education/levels/z98jmp3> log onto BBC bitesize and complete the health and fitness section.



## Extended Learning Opportunities

**Subject:** PE

**Year:** 9

**Term:** Spring 2

**Topic:** Sports Psychology

### **Learning Objectives**

- To know the difference between skill and ability
- To understand the different classifications of skill
- To be able to place skills in the different continuums
- To know the different types of goals
- To understand what is meant by SMART targets
- To be able to apply outcome goals to sporting examples
- To know the information processing model
- To understand how the information processing models operates
- To be able to explain how the information processing model can be applied to sports performance
- To know the different types of guidance and feedback
- To understand how different types of guidance and feedback can help improve performance
- To explain which types of guidance and feedback are suitable for different sports performers
- To know what is meant by arousal and the inverted-U theory
- To understand how arousal levels and optimum levels of arousal affect sports performance
- To explain how arousal can be controlled using different techniques
- To know the difference between direct and indirect aggression
- To explain when direct and indirect aggression can be used in sports performance
- To know the difference between introvert and extrovert personalities
- To explain which sports/activities are best suited to introverts and extroverts
- To know what is meant by motivation and the difference between intrinsic and extrinsic motivation
- To understand how intrinsic and extrinsic motivation affects sports participation and performance
- To be able to explain the relationship between motivation and arousal





### **Extended Learning Opportunities**

- List all of the skills in your chosen sport and place them on the different continuums
- Set yourself SMART targets for your next sports season
- Keep a sporting diary of your performances and record how motivated you were for each and why
- Watch a live sporting event and list the direct and indirect aggressive actions you notice
- <https://www.bbc.com/education/levels/z98jnp3> log onto BBC bitesize and complete the sports psychology section



PE

Year 9 - Summer Term



## Extended Learning Opportunities

**Subject:** PE

**Year:** 9

**Term:** Summer 1 and 2

**Topic:** Socio-Cultural Influences

### **Learning Objectives**

- To know the different types of social groups
- To understand how social factors affect participation and performance in sport
- To be able to explain how each social group can affect sports participation and performance
- To know what is meant by commercialisation
- To understand the relationship between sport, sponsorship and the media
- To know the different types of media
- To understand the positive and negative impact of media on sport
- To explain how the different types of media affect sports participation and performance
- To know the different types of technology
- To understand the positive and negative impact of technology on sport
- To explain how the different types of technology affect sports performance
- To know what is meant by etiquette, sportsmanship, gamesmanship and contract to compete
- To explain etiquette, sportsmanship, gamesmanship and contract to compete within sporting examples
- To know the different performance enhancing drugs
- To understand why performers use the different performance enhancing drugs
- To be able to explain the advantages and disadvantages of the different PED's
- To know what is meant by hooliganism
- To understand why hooliganism takes place
- To be able to explain what measures are in place to prevent hooliganism
- To be able to explain the positive impact of spectatorship

### **Extended Learning Opportunities**

- Make a list of how your family, friends, teachers etc have a positive and negative impact on your participation and performance in sport
- Make a list of all the different types of media you use
- Select three different sportspeople and record the different companies that sponsor them



- Research case studies for each of the PED's and sportspeople that have been found guilty of using them and the punishment they faced
- Research events/sports that been subject to serious hooliganism and the punishment the hooligans have faced
- <https://www.bbc.com/education/levels/z98jimp3> log onto BBC bitesize and complete the socio-cultural influences on sport section



# PE

Year 10 – Extended learning opportunities

Autumn Term



## Extended Learning Opportunities

**Subject:** PE

**Year:** 10

**Term:** Autumn 1

**Topic:** Sports Psychology

### **Learning Objectives**

- To know the difference between skill and ability
- To understand the different classifications of skill
- To be able to place skills in the different continuums
- To know the different types of goals
- To understand what is meant by SMART targets
- To be able to apply outcome goals to sporting examples
- To know the information processing model
- To understand how the information processing models operates
- To be able to explain how the information processing model can be applied to sports performance
- To know the different types of guidance and feedback
- To understand how different types of guidance and feedback can help improve performance
- To explain which types of guidance and feedback are suitable for different sports performers
- To know what is meant by arousal and the inverted-U theory
- To understand how arousal levels and optimum levels of arousal affect sports performance
- To explain how arousal can be controlled using different techniques
- To know the difference between direct and indirect aggression
- To explain when direct and indirect aggression can be used in sports performance
- To know the difference between introvert and extrovert personalities
- To explain which sports/activities are best suited to introverts and extroverts
- To know what is meant by motivation and the difference between intrinsic and extrinsic motivation
- To understand how intrinsic and extrinsic motivation affects sports participation and performance
- To be able to explain the relationship between motivation and arousal



### Extended Learning Opportunities

- List all of the skills in your chosen sport and place them on the different continuums
- Set yourself SMART targets for your next sports season
- Keep a sporting diary of your performances and record how motivated you were for each and why
- Watch a live sporting event and list the direct and indirect aggressive actions you notice
- <https://www.bbc.com/education/levels/z98jnp3> log onto BBC bitesize and complete the sports psychology section



## Extended Learning Opportunities

**Subject: PE**

**Year: 10**

**Term: Autumn 2**

**Topic: Health, fitness and wellbeing**

### **Learning Objectives**

- To know and understand the definitions of Physical Health and wellbeing and mental health and wellbeing.
- To understand what is meant by physical, social and mental health
- To be able to identify the consequences of a sedentary lifestyle
- To understand what is meant by obesity
- To know what is meant by a sedentary lifestyle
- To be able to identify how a sedentary lifestyle can lead to obesity and the effects on health
- To be able to describe each somatotype and link each one to a suitable sport.
- To know, understand and describe each somatotype in detail making reference to their key features and link each one to a sport with reason.
- To be able to describe the link between calorie intake and energy expenditure
- To understand the factors affecting calories required.
- To explain the terms, a balanced diet and nutrition
- To explain and Identify the all of the components of a balanced diets
- To understand the characteristic of each of the food groups and what each nutrient provides
- To understand how a balanced diet affects health and well-being
- To understand specific diets for different sports people
- To explain the link between diet and somatotypes
- To know what is meant by hydration, dehydration and rehydration.
- To explain how dehydration can lead to a decline in sports performance
- To understand the importance of the intake of water of a sports performer.

### **Extended Learning Opportunities**

- Try cooking with your parents or on your own, a healthy balanced diet consisting of carbohydrates, protein and vegetables.
- Keep a food diary for a month and make changes to the bad habits within your diet.
- Research using an online search engine 3 different athletes food and diet plans.
- <https://www.bbc.com/education/levels/z98jimp3> log onto BBC bitesize and complete the health and fitness section.





PE

Year 10 – Spring Term



## Extended Learning Opportunities

**Subject:** PE

**Year:** 10

**Term:** Spring 1 and 2

**Topic:** Socio-Cultural Influences

### **Learning Objectives**

- To know the different types of social groups
- To understand how social factors affect participation and performance in sport
- To be able to explain how each social group can affect sports participation and performance
- To know what is meant by commercialisation
- To understand the relationship between sport, sponsorship and the media
- To know the different types of media
- To understand the positive and negative impact of media on sport
- To explain how the different types of media affect sports participation and performance
- To know the different types of technology
- To understand the positive and negative impact of technology on sport
- To explain how the different types of technology affect sports performance
- To know what is meant by etiquette, sportsmanship, gamesmanship and contract to compete
- To explain etiquette, sportsmanship, gamesmanship and contract to compete within sporting examples
- To know the different performance enhancing drugs
- To understand why performers use the different performance enhancing drugs
- To be able to explain the advantages and disadvantages of the different PED's
- To know what is meant by hooliganism
- To understand why hooliganism takes place
- To be able to explain what measures are in place to prevent hooliganism
- To be able to explain the positive impact of spectatorship

### **Extended Learning Opportunities**

- Make a list of how your family, friends, teachers etc have a positive and negative impact on your participation and performance in sport
- Make a list of all the different types of media you use
- Select three different sportspeople and record the different companies that sponsor them



- Research case studies for each of the PED's and sportspeople that have been found guilty of using them and the punishment they faced
- Research events/sports that been subject to serious hooliganism and the punishment the hooligans have faced
- <https://www.bbc.com/education/levels/z98jimp3> log onto BBC bitesize and complete the socio-cultural influences on sport section



PE

Year 11 – Extended learning opportunities

BTEC



## Extended Learning Opportunities

**Subject: BTEC Sport**

**Year: 11**

**Term: Autumn 1 and 2**

**Topic: Unit 2 – Practical Sports Performance**

### **Learning Objectives**

- To know what is meant by National Governing Bodies
- To explain the role and responsibilities of NGB's
- To know the basic information for your chosen sports
- To explain the aim and scoring system for your sports
- To know the rules for your chosen sports
- To explain the rules for your chosen sports
- To know how rules can be applied in your chosen sports
- To explain different game scenarios where rules are applied
- To know the players/participants and formations can be applied for your chosen sports
- To explain the players/participants and formations for your chosen sports
- To know the equipment and facilities used in your chosen sports
- To explain the equipment and facilities used in your chosen sports
- To know the health and safety precautions for your chosen sports
- To explain the health and safety precautions for your chosen sports
- To know the officials and their roles within your chosen sports
- To know the attributes each official for you chosen sports requires
- To explain the roles and responsibilities of officials within your chosen sports
- To explain how officials control the game and apply the rules
- To know the officials and their roles within your chosen sports
- To know the attributes each official requires
- To explain the roles and responsibilities of officials within your chosen sports
- To explain how officials control the game and apply the rules
- To know how technology is used in your chosen sports
- To offer suggestions for improvements to rules in your chosen sports
- To explain suggestions for improvements to your chosen sports
- To understand the differences between officials in your chosen sport 1 and chosen sport
- To explain the differences between the officials in your chosen sport 1 and chosen sport 2

### **Extended Learning Opportunities**

- Visit a professional match of your chosen sports
- Watch videos of your chosen sports on YouTube
- Visit a local sports team and volunteer coaching junior sides
- Interview a local sports coach or official
- Download National Governing Bodies rules and regulations on their websites



PE

Year 11 – GCSE, Autumn Term



## Extended Learning Opportunities

**Subject: PE**

**Year: 11**

**Term: Autumn 1**

**Topic: Applied Anatomy and Physiology**

### **Learning Objectives**

- To understand the function of the skeletal system
- To explain the function of the different types of bones
- To describe the different types of joints
- To know the different types of connective tissue and their functions
- To know the different muscle groups
- To describe the different types of muscular contractions
- To explain what is meant by antagonistic pairs
- To explain how muscles and bones work together to produce movement
- To understand and describe the different types of movements
- To identify the movements each muscle produces, linking to sporting examples
- To describe the structure of the heart
- To understand key terms of the circulatory system
- To identify the different types of blood vessels
- To describe the functions of blood vessels
- To explain the cardiac cycle and pathway of the blood
- To explain the effects of exercise on the circulatory system
- To describe the structure of the respiratory system
- To understand the mechanics of breathing
- To explain what is meant by gaseous exchange
- To interpret the spirometer trace and effects of exercise on the respiratory system
- To describe what is meant by aerobic and anaerobic exercise
- To apply aerobic and anaerobic exercise to practical examples and sporting situations
- To explain what is meant by EPOC and the recovery process
- To identify the immediate, short and long term effects of exercise on the body

### **Extended Learning Opportunities**

- Download on google a picture of the human skeleton
- Visit the Natural History Museum in London and visit the Biology section
- Participate in exercise and record your pulse before, during and after
- Join a gym and learn about the different muscles, muscle growth and movements
- Subscribe to 'Mens Health' or 'Womens Health' magazines
- Develop your understanding of the topic by watching the 'Applied Anatomy and Physiology' Pods on GCSE pod <https://www.gcsepod.com/> Ask your teacher if you need help logging in.



- Download example Exam questions on <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources>
- Use your GCSE PE Bible to revise key terms and definitions
- Revise and test this topic using bitesize <https://www.bbc.com/education/topics/>





## **Extended Learning Opportunities**

**Subject:** PE

**Year:** 11

**Term:** Autumn 1

**Topic:** Movement Analysis

### **Learning Objectives**

- To know the different types of levers
- To understand what is meant by mechanical advantage
- To be able to apply the different levers to sporting actions
- To know the different types of movements
- To understand which joints allow the different types of movement
- To be able to apply the different types of movements to sporting examples and the muscles that are used
- To know the different types of planes and axes
- To understand which movements can be performed within different planes and axes
- To be able to apply the different planes and axes to sporting examples

### **Extended Learning Opportunities**

- Create posters displaying the different types of levers
- Create posters of the different types of movements
- Video yourself performing a skill and list the different movements being performed and the muscles working
- List all of the skills in a sport of your choice and identify the levers operating
- <https://www.bbc.com/education/levels/z98jimp3> log onto BBC bitesize and complete the movement analysis section



PE

Year 11 – GCSE, Spring Term



## **Extended Learning Opportunities**

**Subject:** PE

**Year:** 11

**Term:** Spring

**Topic:** Health, fitness and wellbeing

### **Learning Objectives**

- To know and understand the definitions of Physical Health and wellbeing and mental health and wellbeing.
- To understand what is meant by physical, social and mental health
- To be able to identify the consequences of a sedentary lifestyle
- To understand what is meant by obesity
- To know what is meant by a sedentary lifestyle
- To be able to identify how a sedentary lifestyle can lead to obesity and the effects on health
- To be able to describe each somatotype and link each one to a suitable sport.
- To know, understand and describe each somatotype in detail making reference to their key features and link each one to a sport with reason.
- To be able to describe the link between calorie intake and energy expenditure
- To understand the factors affecting calories required.
- To explain the terms, a balanced diet and nutrition
- To explain and identify the all of the components of a balanced diets
- To understand the characteristic of each of the food groups and what each nutrient provides
- To understand how a balanced diet affects health and well-being
- To understand specific diets for different sports people
- To explain the link between diet and somatotypes
- To know what is meant by hydration, dehydration and rehydration.
- To explain how dehydration can lead to a decline in sports performance
- To understand the importance of the intake of water of a sports performer.

### **Extended Learning Opportunities**

- Try cooking with your parents or on your own, a healthy balanced diet consisting of carbohydrates, protein and vegetables.
- Keep a food diary for a month and make changes to the bad habits within your diet.
- Research using an online search engine 3 different athletes food and diet plans.
- <https://www.bbc.com/education/levels/z98jimp3> log onto BBC bitesize and complete the health and fitness section.



## Extended Learning Opportunities

**Subject:** PE

**Year:** 11

**Term:** Spring 1

**Topic:** Socio-Cultural Influences

### **Learning Objectives**

- To know the different types of social groups
- To understand how social factors affect participation and performance in sport
- To be able to explain how each social group can affect sports participation and performance
- To know what is meant by commercialisation
- To understand the relationship between sport, sponsorship and the media
- To know the different types of media
- To understand the positive and negative impact of media on sport
- To explain how the different types of media affect sports participation and performance
- To know the different types of technology
- To understand the positive and negative impact of technology on sport
- To explain how the different types of technology affect sports performance
- To know what is meant by etiquette, sportsmanship, gamesmanship and contract to compete
- To explain etiquette, sportsmanship, gamesmanship and contract to compete within sporting examples
- To know the different performance enhancing drugs
- To understand why performers use the different performance enhancing drugs
- To be able to explain the advantages and disadvantages of the different PED's
- To know what is meant by hooliganism
- To understand why hooliganism takes place
- To be able to explain what measures are in place to prevent hooliganism
- To be able to explain the positive impact of spectatorship

### **Extended Learning Opportunities**

- Make a list of how your family, friends, teachers etc have a positive and negative impact on your participation and performance in sport
- Make a list of all the different types of media you use
- Select three different sportspeople and record the different companies that sponsor them



- Research case studies for each of the PED's and sportspeople that have been found guilty of using them and the punishment they faced
- Research events/sports that been subject to serious hooliganism and the punishment the hooligans have faced
- <https://www.bbc.com/education/levels/z98jimp3> log onto BBC bitesize and complete the socio-cultural influences on sport section



## Extended Learning Opportunities

**Subject: PE**

**Year: Year 11**

**Term: Spring 2**

**Topic: Physical Training**

### **Learning Objectives**

- To know what is meant by health and fitness
- To understand the relationship between health and fitness
- To know the different components of fitness
- To understand how components of fitness affect sports performance
- To explain which components of fitness are required for different sports
- To know the reasons for and limitations of fitness testing
- To know the different types of fitness tests
- To know which components of fitness each fitness test measures
- To explain the advantages and disadvantages of each fitness test
- To understand which fitness tests are suitable for different sports
- To explain how data is collected for each fitness test
- To know the principles of training
- To understand how each principle of training improves sports performance
- To be able to apply the principles of training to different sports
- To know the different methods of training and the components of fitness they improve
- To explain the advantages and disadvantages of each method of training
- To understand which methods of training different sportspeople would use
- To know how the principles of training can be applied to each method of training
- To know the different training zones and training thresholds
- To understand how to calculate maximum heart rate and training thresholds
- To understand which training zone each method of training operates in
- To understand the measures used to prevent injury
- To explain the safety considerations for different sports
- To know what is meant by the training year
- To understand the different training seasons
- To explain how sportspeople train in the different training season
- To know the benefits of completing a warm up and cool down
- To know the different types of data
- To understand how to present different types of data
- To be able to analyse different forms of data



### Extended Learning Opportunities

- Complete a range of fitness tests and record scores, comparing to normative data
- Make a list of all of the components of fitness for your chosen sport and ask your coach to rank them in order of strengths and weaknesses
- Create a 6-week training programme and apply the principles of training
- Measure your heart rate before, during and after exercise
- Create your own training year
- Download GCSE Pods on Physical Training
- Answer exam questions on AQA GCSE PE website [www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources](http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources)
- Collect data throughout your season e.g. goals scored by players



PE

Year 11 – GCSE, Summer Term





## Extended Learning Opportunities

**Subject:** PE

**Year:** 11

**Term:** Summer 1

**Topic:** Sports Psychology

### **Learning Objectives**

- To know the difference between skill and ability
- To understand the different classifications of skill
- To be able to place skills in the different continuums
- To know the different types of goals
- To understand what is meant by SMART targets
- To be able to apply outcome goals to sporting examples
- To know the information processing model
- To understand how the information processing models operates
- To be able to explain how the information processing model can be applied to sports performance
- To know the different types of guidance and feedback
- To understand how different types of guidance and feedback can help improve performance
- To explain which types of guidance and feedback are suitable for different sports performers
- To know what is meant by arousal and the inverted-U theory
- To understand how arousal levels and optimum levels of arousal affect sports performance
- To explain how arousal can be controlled using different techniques
- To know the difference between direct and indirect aggression
- To explain when direct and indirect aggression can be used in sports performance
- To know the difference between introvert and extrovert personalities
- To explain which sports/activities are best suited to introverts and extroverts
- To know what is meant by motivation and the difference between intrinsic and extrinsic motivation
- To understand how intrinsic and extrinsic motivation affects sports participation and performance
- To be able to explain the relationship between motivation and arousal



### Extended Learning Opportunities

- List all of the skills in your chosen sport and place them on the different continuums
- Set yourself SMART targets for your next sports season
- Keep a sporting diary of your performances and record how motivated you were for each and why
- Watch a live sporting event and list the direct and indirect aggressive actions you notice
- <https://www.bbc.com/education/levels/z98jmp3> log onto BBC bitesize and complete the sports psychology section