Holy Family Catholic School – Faculty of Science and Physiology Half-Term 2 GCSE PE Year 11

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
<u>Week 9 Lesson 1</u> **Practical** **How can I use mid-programme fitness testing to evaluate my progress and adjust my training intensities?**	Progressive overload FITT principle Intensity Frequency Time Type Baseline Mid-test Evaluation Adaptation Training zone Heart rate Target heart rate Specificity Progression	Evaluation Fitness Themes Responses, Adaptations and Additional Factors	What does FITT stand for? What is meant by training intensity? Why is progressive overload important?	To complete selected end of-programme fitness tests safely and accurately. To compare programme results with baseline fitness scores. To evaluate whether the current training programme has produced improvements. To identify whether training intensity should increase, decrease or remain the same.	A student has completed three weeks of a six-week cardiovascular endurance programme. Their Cooper Run score has improved from 1,850 m to 2,050 m. What is the best next step? A. Stop training because the programme has worked. B. Increase training intensity slightly to continue improving. C. Start training a different component of fitness instead. D. Repeat exactly the same sessions without reviewing progress. Correct answer: B	Red Zone Record results and evaluate performance, including areas of strength and weakness. Evaluate how many principles of training are incorporated Record results and evaluate performance, including areas of strength and weakness. Record results and evaluate performance, including areas of strength and weakness. Record results and evaluate performance, including areas of strength and weakness. Practical Activity – Mid-Programme Fitness Testing Students complete only the fitness tests linked to the component(s) of fitness identified in their PEP. Examples: Cooper Run (Cardiovascular Endurance) Multi-Stage Fitness Test Press-Up Test (Muscular Endurance)

						Sit-Up Test (Muscular Endurance) Vertical Jump (Power) Illinois Agility Test Standing Stork Test (Balance) 30m Sprint (Speed) Students should: Record all scores. Compare results to baseline data. Identify percentage or numerical improvement. Decide whether current training intensity remains appropriate.
<u>Week 9 Lesson 2</u> **How can I evaluate the overall success of my Personal Exercise Programme (PEP) and justify recommendations for future improvement?**	SMART targets Evaluation Justification Performance goal Training goal Progressive overload Specificity FITT principles Adaptation Intensity Recommendations Reflection	Evaluation Fitness Themes Responses, Adaptations and Additional Factors	Why is progressive overload important? Why should fitness testing be completed before, during and after a PEP?	I will be able; To evaluate whether SMART performance and training goals were achieved. To justify whether the chosen training method was appropriate. To evaluate the application of the principles of training and training intensities.	A performer completed a six-week interval training programme to improve cardiovascular endurance. Their Cooper Run score improved by 350 metres, but they did not achieve their original SMART target. Which is the best evaluation? A. The programme completely failed because the SMART target was not achieved.	PEP Evaluation Using Your Training Booklet Activity: Evidence-Based PEP Evaluation Students must use their completed training booklet, fitness test results and training logs as evidence to evaluate the success of their Personal Exercise Programme. They should refer to specific sessions, training data and recorded reflections throughout the activity.

				To reflect on the planning and delivery of the PEP and identify improvements. To produce justified recommendations for future training linked to performance.	B. The programme was successful because fitness improved, but the SMART target may have been unrealistic or the training intensity may need adjusting. C. The training method should immediately be changed to weight training. D. No evaluation is needed because the programme has finished. Correct Answer: B	Task 1 – SMART Target Review (5 minutes) Using your training booklet: Identify your performance SMART target. Identify your training SMART target. State whether each target was achieved. Use evidence from your training logs and fitness test results to justify your answer. Task 2 – Training Method & Principles Evaluation (5 minutes) Use your training diary to answer: Was your chosen method of training appropriate for your goal? Explain using evidence from your completed sessions. Which principles of training (specificity, progressive overload, reversibility, variation, rest and recovery) can you identify within your programme? Were your training intensities appropriate throughout the

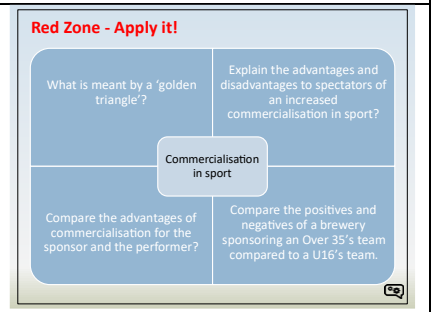
						programme? Support your answer using heart rate data, RPE scores, training zones, repetitions, distances or timings recorded in your booklet. Task 3 – Reflection on the PEP (5 minutes) Using your weekly training logs, identify: One session that was particularly successful and explain why. One session that could have been improved and explain what you would change. Did your training logs show progression throughout the programme? Use evidence to justify your answer. Task 4 – Future Recommendations (5 minutes) Using all the evidence collected in your training booklet, write three recommendations for improving your next Personal Exercise Programme. Each recommendation should include:

						What you would change. Why you would change it. Evidence from your training logs that supports this recommendation. How the change would improve your fitness and sporting performance.
Week 10 Lesson 1 **Practical (coursework)** To understand and evaluate current fitness levels through Post fitness training analysis.	Muscular Endurance Cardiovascular endurance	Health Related Fitness	Fitness Testing Which fitness tests link to which component of fitness?	I will be able to: Use suitable tactics to complete the cooper run. Measure current levels of fitness linked to Cardiovascular and Muscular endurance. Compare to pre-training data.	Which fitness test is most suitable for measuring cardiovascular endurance? Which fitness test is most suitable for measuring muscular endurance?	Evaluate current levels of fitness against national averages, their pre-test fitness battery and link it's importance to their chosen sport.
Week 10 Lesson 2 **Theory (coursework)** Evaluation of data and programme	Circuits Strength Cardiovascular Endurance Muscular endurance Evaluate Analysis	Health Related Fitness	Pre-test fitness results. Strengths & weaknesses.	I will be able to; Illustrate results in graph format and include comparisons to normative data and previous data. Evaluate the possible physiological	What are your strengths and weaknesses based on the fitness data?	Evaluate the possible physiological adaptations that may have occurred because of training that has had a positive influence on performance.

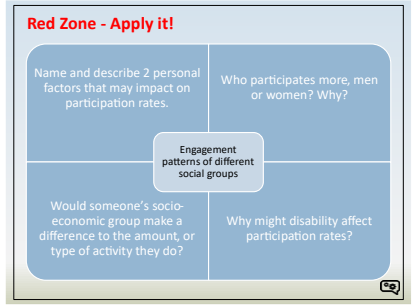
				adaptations that may have occurred because of training that has had a positive influence on performance.		
Week 10 Lesson 3 **Theory (coursework)** To analyse performance data	Netball Badminton Football Strength Cardiovascular Endurance Muscular endurance Evaluate Analysis	Health Related Fitness	Pre-training performance results. Strengths & weaknesses.	I will be able to; Illustrate performance results in graph format and include comparisons and previous data. Evaluate the possible physiological adaptations that may have occurred because of training that has had a positive influence on performance.	Have there been any improvements to performance? Why?	Analyse any improvements and give reasons for changes (link to specific component of fitness and performance examples).
Week 11 Lesson 1 **Theory (Coursework)** To evaluate the PEP	Netball Badminton Football Strength Cardiovascular Endurance Muscular endurance Evaluate	Health Related Fitness	Post training fitness & performance results. Strengths & weaknesses. SMART	I will be able to; Judge whether I met the SMART targets set out in the PEP and analyse whether anything could have been done differently.	- Was the method of training appropriate to the PEP? Justify. - Were the principles of training applied appropriately?	Students to make recommendations for the future, how to improve fitness and/or performance by adjusting training.

	Analysis					
Week 11 Lesson 2 Practical To recall previously learnt techniques in Netball, futsal, Table Tennis and Badminton	Spacing Spatial awareness Communication Timing	Attack/Defence Tactical awareness Decision making	Rules of the sport Tactics used Scoring	I will be able to: Use a variety of tactics and demonstrate sound technique. Communicate clearly to support strategy.	Which tactics are successful? What are the correct rules? How does the scoring work?	Conditioned game – Special rules implemented to each sport to allow for demonstration of correct technique.
Week 12 Lesson 1 **Theory (Coursework)** To evaluate the PEP	Netball Badminton Football Strength Cardiovascular Endurance Muscular endurance Evaluate Analysis	Health Related Fitness	Post training fitness & performance results. Strengths & weaknesses. SMART	I will be able to; Judge whether I met the SMART targets set out in the PEP and analyse whether anything could have been done differently.	- Was the method of training appropriate to the PEP? Justify. - Were the principles of training applied appropriately?	Students to make recommendations for the future, how to improve fitness and/or performance by adjusting training.

Holy Family Catholic School – Faculty of Science and Physiology Half-Term 2 GCSE PE
Year 11

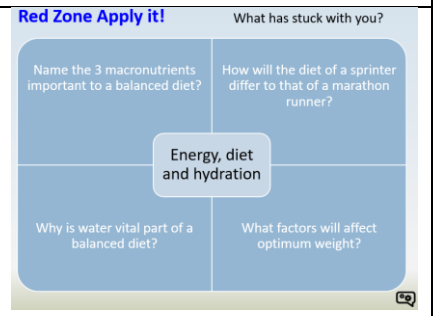
Week 12 Lesson 2 **Theory (Coursework)** To evaluate the PEP	Netball Badminton Football Strength Cardiovascular Endurance Muscular endurance Evaluate Analysis	Health Related Fitness	Post training fitness & performance results. Strengths & weaknesses. SMART	I will be able to; Judge whether I met the SMART targets set out in the PEP and analyse whether anything could have been done differently.	- Was the method of training appropriate to the PEP? Justify. - Were the principles of training applied appropriately?	Students to make recommendations for the future, how to improve fitness and/or performance by adjusting training.
Week 12 Lesson 3 **Theory** To understand the relationship between sport, media and commercialisation	Media Sponsor Commercialisation	Socio – cultural influences	What does data show about participation? What role does the media play?	I will be able to; Describe the advantages and disadvantages of commercialisation in sport and the impact on players, the sponsors, the sport and the spectators. Interpret information from a range of data sources and analyse trends.	If you remove one of the key elements from the golden triangle, what is the impact on the other two? Media Sponsors Commercialisation	

Holy Family Catholic School – Faculty of Science and Physiology Half-Term 2 GCSE PE
Year 11

Week 13 Lesson 1 **Theory** To understand the impact of personal factors on participation rates in physical activity.	Gender Age Socio-economic group Ethnicity Disability	Socio – cultural influences	Recall the golden triangle and it's impact participation	To be able to describe relevant examples of each of the personal factors; Gender, Age, Ethnicity, Disability & Socio-economic group. To be able to interpret information from a series of data sources and analyse trends.	How does each factor effect participation rates? What might the barriers be to participation?	
Week 13 Lesson 2 **Theory** To understand the ethical and sociocultural issues in physical activity and sport	Sportsmanship Gamesmanship Data trends	Socio-cultural influences	What are the patterns in participation rates across the UK?	To understand the difference between sportsmanship and gamesmanship. To be able to assess data and graphical representation of information and draw conclusions.	What are current examples of sportsmanship and gamesmanship?	
Week 14 Lesson 1 **Theory** Positive and negative forms of deviance in relation to the player, performer and spectator	Deviance	Socio-cultural influences	What is the difference between sportsmanship & gamesmanship	To explain the reasons for deviance and the consequences of such actions in sport.	Why do individuals act in a deviant manner?	Q1. Give reasons why an elite performer may display behaviour which is deemed unacceptable by coaches, managers and officials. (3) Q2. Outline strategies sporting authorities such as National Governing Bodies could use to encourage higher standards of individual performer behaviour. (4)

Holy Family Catholic School – Faculty of Science and Physiology Half-Term 2 GCSE PE

Year 11

Week 14 Lesson 2 **Theory** How to approach and complete Component 1 effectively.	Synovial joints Types of bones	Health and wellbeing Fitness Responses, Adaptations and Additional factors Body systems	What does AO1, AO2, AO3 stand for? What is the difference between 'explain' and 'evaluate'?	I will be able to: Apply AO1, AO2 and AO3 effectively across a range of question types. Use the PEEL/PEA structure to support extended answers. Manage time effectively to complete all sections of the paper.	Do students understand AO1, AO2 and AO3 (Demonstrate, Apply & Analyse)	Complete an exam paper.
Week 14 Lesson 3 **Theory Component 1** How can I reflect and use feedback to improve exam performance?	Green pen Self-assessment Peer review Target setting Mark scheme Command word Improvement	Health and wellbeing Fitness Responses, Adaptations and Additional factors Body systems	What does AO1, AO2, AO3 stand for? What was your best-answered question and why?	I will be able to: Self and peer assess using the official mark scheme. Identify areas for improvement and rewrite one extended response.	Individual feedback given to students and questions asked based on exam result.	Students directed to re-attempt one 6- or 9-mark answer to rewrite in green pen using feedback.
Week 15 Lesson 1 **Theory** To effectively answer to past paper questions	Command words AO1 / AO2 / AO3 PEEL structure Timing Key topics Scoring Exam rubric	Health and wellbeing Fitness Responses, Adaptations and Additional factors Body systems	What is the difference between AO1, AO2, and AO3? Name 3 command words and	I will be able to: Identify key exam techniques and common command words. Recall and apply knowledge from recently taught units.	Students to identify the command words and what is required to gain maximum marks	

			explain what they require. What structure should you follow in a 9-mark question?			**Exam questions** 1. Sports performers make sure they eat a balanced diet. Briefly explain the importance of carbohydrates and protein to an elite sports performer. (i) Carbohydrates **(2)** (ii) Protein **(2)**
Week 15 Lesson 2 **Theory** How can I demonstrate exam technique and apply my knowledge under timed conditions? **Component 2** How can I reflect and use feedback to improve exam performance?	Application Evaluation Question analysis Time management	Health and wellbeing Fitness Responses, Adaptations and Additional factors	How long should you spend on a 9 mark question? How to plan your answer?	I will be able to: To complete past paper exam questions. To show use of PEEL structure and apply knowledge across multiple topics.	Can students understand what information is required to gain high level marks in a 9 mark question?	Complete past paper exam questions.
Week 15 Lesson 3 **Theory** **Component 2** How can I reflect and use feedback	Green pen Self-assessment Peer review Target setting Mark scheme	Health and wellbeing Fitness Responses, Adaptations and	What does AO1, AO2, AO3 stand for?	I will be able to: Self and peer assess using the official mark scheme.	Individual feedback given to students and questions asked based on exam result.	Students directed to re-attempt one 6- or 9-mark answer to rewrite in green pen using feedback.

to improve exam performance?	Command word Improvement	Additional factors Body systems	What was your best-answered question and why?	Identify areas for improvement and rewrite one extended response.		