

Personalised Learning Checklist – Physical Education

| Exam Board | AQA |
|--------------|-----------------------------|
| Course Name | GCSE Physical Education |
| Topic Module | Physical Training (PAPER 1) |

| G | I am very confident, and I know this well |
|---|--|
| Α | I am not very confident. I may need to check with my teacher and spend more time working |
| | on this |
| R | I am not confident about this at all. I need to check with my teacher and ensure I have what I |
| | need to become confident |

| Physical Training | | | | | |
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| Topic | Content | ☺ | | (E) | (tick) |
| Health and Fitness | Definitions of 'Health' and 'Fitness' Relationship between health and fitness | | | | |
| Components of fitness | Definitions (agility, balance, cardiovascular endurance (aerobic power) coordination, flexibility, muscular endurance, power/explosive strength (anaerobic power), reaction time, speed, strength (maximal, static, dynamic and explosive) | | | | |
| Tests to measure components of fitness. | Sit and Reach/MSFT/Sit-up bleed test/Handgrip Dynamometer/One Rep Max/Standing Stork/Illinois/Vertical Jump/Broad Jump/Wall Toss Test/Ruler Drop/30m sprint | | | | |
| Test Protocols (procedures) | See tests above – can you write out the instructions for each test? (you will need to know the facilities/equipment needed for each test and the measurements. | | | | |
| Reasons for fitness testing | Increase confidence/motivation/bench mark/shows strengths & weaknesses etc. | | | | |
| Limitations of fitness testing | Test are often not sport specific. They do not replicate movements of activities. They do not replicate competitive conditions required in sports etc. | | | | |
| Reliability and validity | Reliability = Are you testing what you want to test? Validity = Have you repeated the test 3x? | | | | |
| Methods of monitoring fitness – (How to test) | Heart rate/Calorie counting/Health questionnaires/screening/Blood Pressure/Heart Rate/diaries. | | | | |
| Principles of Training (SPORT) | (SPORT) – Specific, Progressive overload (FITT), Reversibility, Tedium. You will need to understand all of the above and explain how the principles of training can be applied to improve fitness using a sporting example. | | | | |
| Types of Training | Define and explain each type of training. You will also need to understand which type of training improves each component of fitness and the advantages and disadvantages of each. Continuous/fartlek/weight/circuit/interval/plyometric/Static stretching (mobility) | | | | |
| High Altitude training | Explain how high altitude training is carried out. Benefits and limitations of altitude training. | | | | |
| Calculating training zones | Definition of training thresholds. Calculate maximum heart rate. MHR = 220-age Calculate aerobic training zone = 60-80% of MHR Calculate anaerobic training zone = 80-90% of MHR | | | | |
| Prevention of injuries | Complete a warm up. Over training to be avoid (too heavy weights). Appropriate footwear and clothing. Hydration. Correct technique etc. | | | | |
| Structure of a training session | Warm up/fitness/skills/game/cool down | | | | |
| Seasonal aspects | Training Cycle (Pre-season/competition (peak) season/post season) | | | | |
| How do performers warm up? | Include: increasing intensity to raise heart rate, active/passive/dynamic stretching, proprioceptive neuromuscular facilitation (PNF) stretching and ensuring game specificity | | | | |
| How do performers cool down? | Reducing heart rate and intensity, active recovery, ice baths, massage and stretching. | | | | |
| Benefits of a warm up/cool down? | Reduce injury/mental and physical preparation/remove lactic acid/increase HR/prevent muscle soreness/increase body temperature/DOMS | | | | |