



Year 11 Revision Schedule 2022-23

Subject/Course:	Physical Education – Edexcel Exam date Paper 1 – Wednesday 22nd May (afternoon) Exam Date Paper 2 – Monday 3rd June (afternoon)
Student Name:	

Please note that you have the Everlearner to support with your revision. Answers to questions that are in revision guides (see right hand column) can be found at the back of each guide

		Topic	Key knowledge/skills/questions	Resources/activities/links
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Week 1	Mock Revision Monday 24 January 2023	Component 2 – Topic 1.1 - Physical, Emotional and social health, fitness and wellbeing	I fully explain my answers to score full marks in the 9 mark questions	The Everlearner Health lesson 1, 2, 3 and 4
			I use PEEL (Point/evidence/explanation/link) or DEEL (describe, explain, example, link) in the extended answer questions	
			I use standard English and always write using continuous prose	
			I pay close attention to correct spelling, grammar and punctuation.	
			I complete the 9 mark questions after the multiple choice questions	
			When completing extended writing questions I use AO1, AO2 & AO3 to maximise my marks	
			I allow time to proof read my work for errors	
		I can discuss how increasing physical ability, through improving components of fitness can improve health or reduce health risks	Revision guide Component 2 revision guide page 6-9	
		I can explain how physical activity can improve emotional health		
		I can describe how emotional health benefits are achieved		
		I can explain how physical activity can improve social health		
		I can describe how social health benefits are achieved		
Week 2	Mock Revision Monday 31 January 2023	Component 2 – Topic 1.1 - Physical, Emotional and social health, fitness and wellbeing	I can explain the impact of fitness on well-being and how this may be affected by overtraining	
			I can explain both positive and negative impacts on health that lifestyle choices may have, for example smoking	
			I can explain lifestyle choices in relation to diet, activity level, work, rest, sleep balance	

Week 3	Mock Revision Mock Week 1 Monday 6 February	Component 2 – Topic 1.2 - The consequences of a sedentary lifestyle	I can explain what a sedentary lifestyle is using practical examples	The Everlearner Lesson 4 of health Revision guide Component 2 revision guide page 9-12
			I can explain the key terms associated with sedentary lifestyles	
			I can discuss the long term health impacts related to sedentary lifestyles	
			I can explain what osteoporosis is	
			I can discuss the impacts that sedentary lifestyles may have on components of fitness	
Week 4	Half Term Monday 13 February	Component 2 – Topic 1.3 - Energy, Diet, nutrition and hydration	I can explain what constitutes a balanced diet	The Everlearner Diet lesson 1, 2, 3, 4, 5 and 6 Revision guide Component 2 revision guide Page 13 – 22 (including exam questions)
			I can name the 7 nutrients which are needed within a balanced diet	
			I can discuss what should be in a balanced diet, including how much of each nutrient should be in it	
			I can explain the role of macro nutrients	
			I can explain what carbohydrate loading is and identify sporting activities which may benefit from it	
			I can explain the role of micro nutrients	
Week 5	Mock Week 2 Monday 20 February	Component 2 – Topic 1.3 - Energy, Diet, nutrition and hydration	I can explain when power athletes should intake protein	Component 2 revision guide Page 13 – 22 (including exam questions)
			I can explain all of the 5 factors which affect optimum weight	
			I can explain the variations of optimum weight due to roles within sporting activities	
			I can describe the correct energy balance for healthy weight	
			I can explain the importance of hydration	
			I can explain how to maintain hydration levels during physical activity and sport	
Week 6	Monday 27 February	Component 2 – Topic 2.1 – Classification of skills	I can explain what a skill continuum is	The Everlearner Classification of skill lesson 1 and 2 Revision guide
			I can classify a range of skills into open and closed skills	
			I can classify a range of skills into basic and complex skills	
			I can classify a range of skills into low and high organisational	

			I can describe what practice structures are, in particular- massed, distributed, fixed and variable	Component 2 revision guide page 23-26	
			I can apply my knowledge to select the most relevant practice to develop a range of skills		
Week 7	Monday 6 March	Component 2 – Topic 2.2 – Goal Setting	I can explain why goal setting is important to improve or optimise overall performance	The Everlearner	
			I can explain the principles of SMART targets and the value of each principles to improve and optimise performance	Goal setting and mental preparation lesson 1 and 2	
			I can set suitable targets and review them in order to improve my own performance	Revision guide	
			I can review my targets in detail within my PEP to evaluate my performance	Component 2 revision guide page 27-33 (including examination questions)	
Week 8	Monday 13 March	Component 2 – Topic 2.3 – Guidance and feedback on performance	I can name the types of guidance to optimise performance	The Everlearner	
			I can explain how visual, verbal, manual and mechanical guidance may be used by using a practical example	Guidance and feedback lesson 1 and 2	
			I can explain advantages and disadvantages for each type of guidance		
			I can describe intrinsic, extrinsic, concurrent and terminal feedback		
			I can explain how feedback may be used to optimise and improve performance	Revision guide	
			I can interpret and analyse graphical data associated with feedback on performance	Component 2 revision guide page 33-36	
Week 9	Monday 20 March	Component 2 – Topic 2.4 – Mental	I can explain what mental preparation is before performance	Component 2 revision guide page	
			I can discuss how this may improve overall performance	37-39	
			I can relate mental preparation to practical examples		

		preparation for performance		
Week 10	Monday 27 March	Component 2 – Topic 3.1 – Engagement patterns in different social groups	I can explain general trends in participation patterns	The Everlearner Engagement pattern lesson 1 and 2 Revision guide Component 2 revision guide page 40-48 (including examination questions)
			I can explain how gender, age, socio-economic groups, ethnicity and disabilities can affect someone’s participation in physical activity	
			I can explain provisions in place to reduce these patterns and increase participation for target groups	
			I can relate participation patterns to data and accurately describe this in detail	
			I can present data in charts, tables or graphs	
			I can explain the two different types of data- qualitative and quantitative	
Week 11	Easter Monday 3 April	Component 2 – Topic 3.2 – Commercialisation of physical activity and sport	I can explain what is meant by the term 'Golden Triangle'	The Everlearner Commercialisation and sporting conduct lesson 1, 2 Revision guide Component 2 revision guide page 49-55 (including examination questions)
			I can explain the relationship between commercialisation, the media and physical activity or sport	
			I can explain the advantages of commercialisation and media on the sponsor, sport, player/ performer and spectator	
			I can explain the disadvantages of commercialisation and media on the sponsor, sport, player/ performer and spectator	
			I can interpret and explain data associated with the trends in physical activity and sport	
Week 12	Easter Monday 10 April	Component 2 – Topic 3.3 – Ethical and socio cultural issues in physical activity and sport	I can explain what is meant by the term sportsmanship	The Everlearner Commercialisation and sporting conduct lesson 3 Revision guide Component 2 revision guide page 55-59 (including
			I can explain what is meant by the term gamesmanship	
			I can give practical examples when both sportsmanship and gamesmanship is demonstrated	
			I can explain what is meant by the term deviance	

			I can explain what may happen to a performer who is found guilty of defiant behaviour	examination questions)
			I can discuss the relationship between athlete behaviour and level of competition	
Week 13	Monday 17 April	Component 1 – Topic 1.1 – Applied Anatomy and Physiology (skeletal an muscular system) and 1.2 – The cardiovascular and respiratory system	I can explain the functions and structure of the cardiovascular system	The Everlearner The skeleton lesson 1, 2, and 3 on the Everlearner Joints lesson 1, 2, 3 on the Everlearner The everlearner lesson on the heart – lesson 1,2,3 The everlearner lesson – Blood vessels, lesson 1,2,3 Revision guide Component 1 Musculoskeletal and joints page 5 – 18 (including exam questions) Cardiorespiratory system (pages 19 – 29 including exam questions)
			I can describe the structure and functions of Arteries, Capillaries and Veins	
			I can explain the term Vascular Shunting	
			I can fully explain the functions of blood cells, platelets and plasma	
			I can explain the function and structure of the respiratory system	
			I can explain the composition of inhaled and exhaled air	
			I can explain the terms Vital Capacity and Tidal Volume	
			I can explain Gaseous Exchange in detail	
			I can identify and explain the functions and structure of the skeleton	
			I can classify bones into the main groups	
			I can classify joints into the main groups	
			I can explain the movement possibilities at joints	
			I know the major muscle groups and which physical activity benefits them	

			I can explain the role of ligaments and tendons		
			I can fully explain the role of muscles in movement		
			I can explain how antagonistic pairs of muscles work		
			I can fully explain, with examples, the characteristics of muscle fibre types		
Week 14	Monday 24 April	Component 1 – Topic 1.3 and 1.4 - Energy and energy sources and the short term effects of exercise	I can explain aerobic respiration in detail, with relation to oxygen and glucose		The Everlearner Respiratory System lesson 1, 2, 3 and 4 on the Everlearner
			I can identify the by-products of aerobic respiration		
			I can describe what will happen when there is a lack of oxygen during exercise		Revision guide Component 1 revision guide page 30 – 40 (including exam questions)
			I can explain anaerobic respiration		
			I can identify the by-products of anaerobic respiration		
			I can identify the fuel source for aerobic respiration		
			I can identify the fuel source for anaerobic respiration		
			I can fully explain the short term effects of aerobic exercise on the musco-skeletal system		
			I can fully explain the short term effects of aerobic exercise on the cardio-respiratory system		
			I can fully explain the short term effects of anaerobic exercise on the musco-skeletal system		
			I can fully explain the short term effects of anaerobic exercise on the cardio-respiratory system		
I can explain the importance of the effects on performance					

Week 15	Monday 1 May	Component 1 – Topic 2.1 and 2.2 – Lever systems and planes of axes of movement	I can name the three different lever systems	The Everlearner Levers lesson 1 and 2 Planes and axis lesson 1 Revision guide Component 1 revision guide Page 41 – 51 (including exam questions)
			I can explain how the lever systems are used with practical examples	
			I can name the components that make up each lever system	
			I can draw and label each of the lever systems	
			I can explain the recognised shapes used to depict a lever system	
			I can explain the benefits of first and second class mechanical lever systems	
			I can explain the disadvantages of third class lever systems	
			I can name the three planes of movement used for movement analysis	
			I can explain how the three planes divide the body	
			I can link basic movement possibilities at each plane and axis, eg- Flexion, Extension, Abduction, Adduction & Rotation	
I can apply my knowledge through practical examples				
Week 16	Monday 8 May	Component 1 – topic 3.1 and 3.2 – Health and fitness and components of fitness Examination	I can define Health, Fitness, Exercise & Performance	The Everlearner Health and fitness lesson 1 and 2 Fitness testing lesson 1,2,3,4 and 5
			I can relate each definition to practical examples in sport	
			I can relate each definition to each other	
			I can apply knowledge to give suitable suggestions of sports to improve each definition	
			I can analyse the possible impact of exercise on health, fitness or performance	
			I can name the eleven components of fitness	

			<p>I can define and explain each component of fitness using practical examples for each</p> <p>I can use my knowledge to identify which components of fitness are most important for different sports</p> <p>I can name the fitness tests used to measure each component of fitness</p> <p>I can explain in detail how to carry out, measure and analyse results from fitness tests</p> <p>I can analyse and evaluate the importance of component of fitness to a range of physical activities and sports</p> <p>I fully explain my answers to score full marks in the 9 mark questions</p> <p>I use PEEL (Point/evidence/explanation/link) or DEEL (describe, explain, example, link) in the extended answer questions</p> <p>I use standard English and always write using continuous prose</p> <p>I pay close attention to correct spelling, grammar and punctuation.</p> <p>I complete the 9 mark questions after the multiple choice questions</p> <p>When completing extended writing questions I use AO1, AO2 & AO3 to maximise my marks</p> <p>I allow time to proof read my work for errors</p>	<p>Revision guide Component 1 revision guide page 52-64 (including exam questions)</p>
<p>Week 17</p>	<p>Monday 15 May Wednesday 17th May – Component 2 exam</p>	<p>Component 1 topic 3.3 and 3.4 – Principles of training and long term effects of exercise</p>	<p>I can explain the principles of training</p> <p>I can <u>fully explain</u> different training methods and how each can improve Health and Fitness</p> <p>I can fully explain how methods of training can be used to create different effects and improve physical performance</p> <p>I can fully explain how Methods of Training can be used to match individual needs and differences</p>	<p>The Everlearner</p> <p>Training lesson 1,2,3,4,5 and 6</p> <p>Revision guide Component 1 revision guide page</p>

		Examination Technique	I am able to decide the most appropriate training method to use for different activities and sports	65-75 (including exam questions)	
			I can identify and explain advantages and disadvantages of different training methods		
			I can explain the different training thresholds and calculate them		
			I can fully explain what is meant by resting heart rate, working heart rate and recovery rate		
			I can explain long term effects of aerobic training on the musculo-skeletal system		
			I can explain long term effects of aerobic training on the cardio-respiratory system		
			I can explain long term effects of anaerobic training on the musculo-skeletal system		
			I can explain long term effects of anaerobic training on the cardio-respiratory system		
			I can describe in detail the benefits of these adaptations and how it would improve performance		
			I can relate these adaptations and impact to a sporting context		
			I fully explain my answers to score full marks in the 9 mark questions		
			I use PEEL (Point/evidence/explanation/link) or DEEL (describe, explain, example, link) in the extended answer questions		
			I use standard English and always write using continuous prose		
			I pay close attention to correct spelling, grammar and punctuation.		
			I complete the 9 mark questions after the multiple choice questions		

			When completing extended writing questions I use AO1, AO2 & AO3 to maximise my marks		
			I allow time to proof read my work for errors		
Week 18	Monday 22 May Friday 26 th May Component 1 exam	Component 1 topic 3.5 and 3.6 – Optimising training and reducing injury and effective use of warm up and cool downs	I can <u>fully explain</u> what is meant by a PAR-Q (Physical Activity Readiness Questionnaire)	The Everlearner	
			I can explain why a PAR-Q is used	Injuries lesson 1 and 2	
			I can explain when a PAR-Q is used		
			I can discuss typical sporting injuries and explain how they might be caused	PED lesson 1,2,3 and 4	
			I can explain how to treat injuries (sprains and strains) through RICE		
			I can identify how to prevent injuries through using the correct principles of training	Warm up and cool down lesson 1 and 2	
			I can describe how rules and regulations can prevent injuries	Revision guide	
			I can explain how appropriate protective clothing can prevent injuries		
			I can explain the effects of recreational drugs on the cardiovascular system	Component 1 revision guide page 76-86 (including exam questions)	
			I can fully explain the effects of recreational drugs on the respiratory system		
			I can explain the positive and negative effects on performance and lifestyle that performance enhancing drugs have	Page 87-91 (including exam questions)	
			I can explain the purpose and importance of warm ups		
			I can explain the purpose and importance of cool downs		
			I can describe the phases of warm ups		
			I can explain the relevance of each phase of the warm up in preparation for physical activity		
			I can give practical examples of different activities that can be completed within a warm up		
			I can explain how cool downs can prevent blood pooling		
I can explain how cool downs can prevent fainting after exercise					

			I can analyse and evaluate the possible impact of exercise on health, fitness and performance		
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