  
  
**Student Learning Reflection & Personalised Learning Checklist – GCSE PE**

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| **Subject/Course:** | **Physical Education** |
| **Student Name:** |  |

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| Component 1, Topic 1- Applied Anatomy & Physiology | | | |
| 1.1- Skeletal and Muscular Systems | RED | AMBER | GREEN |
| 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 |  |  |  |
| 1.2- The cardiovascular and respiratory systems | RED | AMBER | GREEN |
| I can explain the functions and structure of the cardiovascular system |  |  |  |
| 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 |  |  |  |
| 1.3- Energy and Energy Sources | RED | AMBER | GREEN |
| I can explain aerobic respiration in detail, with relation to oxygen and glucose |  |  |  |
| I can identify the by-products of aerobic respiration |  |  |  |
| I can describe what will happen when there is a lack of oxygen during exercise |  |  |  |
| 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 |  |  |  |
| 1.4- The short-term effects of exercise | RED | AMBER | GREEN |
| I can fully explain the short term effects of aerobic exercise on the musculo-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 musculo-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 |  |  |  |
| Component 1, Topic 2- Movement Analysis | | | |
| 2.1- Lever Systems | RED | AMBER | GREEN |
| I can name the three different lever systems |  |  |  |
| 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 |  |  |  |
| 2.2- Planes and Axes of Movement | RED | AMBER | GREEN |
| 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 |  |  |  |
| Component 1, Topic 3- Physical Training | | | |
| 3.1- Health & Fitness | RED | AMBER | GREEN |
| I can define Health, Fitness, Exercise & Performance |  |  |  |
| 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 |  |  |  |
| 3.2- Components of Fitness | RED | AMBER | GREEN |
| I can name the eleven components of fitness |  |  |  |
| I can define and explain each component of fitness using practical examples for each |  |  |  |
| I can use my knowledge to identify which components of fitness are most important for different sports |  |  |  |
| I can name the fitness tests used to measure each component of fitness |  |  |  |
| I can explain in detail how to carry out, measure and analyse results from fitness tests |  |  |  |
| I can analyse and evaluate the importance of component of fitness to a range of physical activities and sports |  |  |  |
| 3.3- Principles of Training | RED | AMBER | GREEN |
| I can explain the principles of training |  |  |  |
| I can fully explain different training methods and how each can improve Health and Fitness |  |  |  |
| I can fully explain how methods of training can be used to create different effects and improve physical performance |  |  |  |
| I can fully explain how Methods of Training can be used to match individual needs and differences |  |  |  |
| I am able to decide the most appropriate training method to use for different activities and sports |  |  |  |
| 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 |  |  |  |
| 3.4- Long Term Effects of Exercise | RED | AMBER | GREEN |
| 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 |  |  |  |
| 3.5- Optimise Training & Reduce Injury | RED | AMBER | GREEN |
| I can fully explain what is meant by a PAR-Q (Physical Activity Readiness Questionnaire) |  |  |  |
| I can explain why a PAR-Q is used |  |  |  |
| I can explain when a PAR-Q is used |  |  |  |
| I can discuss typical sporting injuries and explain how they might be caused |  |  |  |
| 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 |  |  |  |
| I can describe how rules and regulations can prevent injuries |  |  |  |
| I can explain how appropriate protective clothing can prevent injuries |  |  |  |
| I can explain the effects of recreational drugs on the cardiovasuclar system |  |  |  |
| 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 |  |  |  |
| 3.6- Effect use of Warm Up & Cool Downs | RED | AMBER | GREEN |
| 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 |  |  |  |
| Component 2, Topic 1- Health, Fitness & Wellbeing | | | |
| 1.1- Physical, Emotional & Social Health, Fitness & Wellbeing | RED | AMBER | GREEN |
| I can discuss how increasing physical ability, through improving components of fitness can improve health or reduce health risks |  |  |  |
| 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 |  |  |  |
| 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 |  |  |  |
| 1.2- The Consequences of a Sedentary Lifestyle | RED | AMBER | GREEN |
| I can explain what a sedentary lifestyle is using practical examples |  |  |  |
| 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 |  |  |  |
| 1.3- Energy use, diet, nutrition and hydration | RED | AMBER | GREEN |
| I can explain what constitutes a balanced diet |  |  |  |
| 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 |  |  |  |
| I can explain when power athletes should intake protein |  |  |  |
| 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 |  |  |  |
| Component 2, Topic 2- Sport Psychology | | | |
| 2.1- Classification of Skills | RED | AMBER | GREEN |
| I can explain what a skill continuum is |  |  |  |
| 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 |  |  |  |
| I can apply my knowledge to select the most relevant practice to develop a range of skills |  |  |  |
| 2.2- The use of Goal Setting | RED | AMBER | GREEN |
| I can explain why goal setting is important to improve or optimise overall performance |  |  |  |
| I can explain the principles of SMART targets and the value of each principle to improve and optimise performance |  |  |  |
| I can set suitable targets and review them in order to improve my own performance |  |  |  |
| I can review my targets in detail within my PEP to evaluate my performance |  |  |  |
| 2.3- Guidance and Feedback on Performance | RED | AMBER | GREEN |
| I can name the types of guidance to optimise performance |  |  |  |
| I can explain how visual, verbal, manual and mechanical guidance may be used by using a practical example |  |  |  |
| 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 |  |  |  |
| I can interpret and analyse graphical data associated with feedback on performance |  |  |  |
| 2.4- Mental Preparation for Performance | RED | AMBER | GREEN |
| I can explain what mental preparation is before performance |  |  |  |
| I can discuss how this may improve overal performance |  |  |  |
| I can relate mental preparation to practical examples |  |  |  |
| Component 2, Topic 3- Socio-cultural Influences | | | |
| 3.1- Engagement Patterns of different Social Groups | RED | AMBER | GREEN |
| I can explain general trends in participation patterns |  |  |  |
| 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 |  |  |  |
| 3.2- Commercialisation of Physical Activity and Sport | RED | AMBER | GREEN |
| I can explain what is meant by the term 'Golden Triangle' |  |  |  |
| 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 |  |  |  |
| 3.3- Ethical and Socio-cultural issues in Physical Activity and Sport | RED | AMBER | GREEN |
| I can explain what is meant by the term sportsmanship |  |  |  |
| 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 |  |  |  |
| I can discuss the relationship between athlete behaviour and level of competition |  |  |  |