



Year 11 Revision Schedule 2025-26 – The Run in

Subject/Course:	GCSE Physical Education
Student Name:	GCSE Year 11 students

Week		Topic	Key knowledge/skills/questions	Resources/activities/links
1	Monday 23 February	Component 2 – Topic 1.1 - Physical, Emotional and social health, fitness and wellbeing Examination technique	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 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	The Everlearner Health lesson 1, 2, 3 and 4 Revision guide Component 2 revision guide page 6-9 Past paper questions on satchel 1

			<p>I can explain how physical activity can improve social health</p> <p>I can describe how social health benefits are achieved</p> <p>I can explain the impact of fitness on well-being and how this may be affected by overtraining</p> <p>I can explain both positive and negative impacts on health that lifestyle choices may have, for example smoking</p> <p>I can explain lifestyle choices in relation to diet, activity level, work, rest, sleep balance</p>	
2	Monday 2 March	<p>Component 2 – Topic 1.2 - The consequences of a sedentary Lifestyle</p> <p>Component 2 – Topic 1.3 - Energy, Diet, nutrition and Hydration</p> <p>Component 2 – Topic 1.3 - Energy, Diet, nutrition and hydration</p>	<p>I can explain what a sedentary lifestyle is using practical examples</p> <p>I can explain the key terms associated with sedentary lifestyles</p> <p>I can discuss the long term health impacts related to sedentary lifestyles</p> <p>I can explain what osteoporosis is</p> <p>I can discuss the impacts that sedentary lifestyles may have on components of fitness</p> <p>I can explain what constitutes a balanced diet</p> <p>I can name the 7 nutrients which are needed within a balanced diet</p> <p>I can discuss what should be in a balanced diet, including how much of each nutrient should be in it</p> <p>I can explain the role of macro nutrients</p> <p>I can explain what carbohydrate loading is and identify sporting activities which may benefit from it</p> <p>I can explain the role of micro nutrients</p> <p>can explain when power athletes should intake protein</p> <p>I can explain all of the 5 factors which affect optimum weight</p> <p>I can explain the variations of optimum weight due to roles within sporting activities</p>	<p>The Everlearner Lesson 4 of health Revision guide Component 2 revision guide page 9-12</p> <p>Past paper questions on satchel 1</p> <p>The Everlearner Diet lesson 1, 2, 3, 4, 5 and 6 Revision guide Component 2 revision guide Page 13 – 22 (including exam questions)</p> <p>revision guide Page 13 – 22 (including exam questions)</p>

			<p>I can describe the correct energy balance for healthy weight</p> <p>I can explain the importance of hydration</p> <p>I can explain how to maintain hydration levels during physical activity and sport</p>	
3	Monday 9 March	<p>Component 2 – Topic 2.1 – Classification of skills</p> <p>Component 2 – Topic 2.3 – Guidance and feedback on performance</p>	<p>I can explain what a skill continuum is</p> <p>I can classify a range of skills into open and closed skills</p> <p>I can classify a range of skills into basic and complex skills</p> <p>I can classify a range of skills into low and high organisational</p> <p>I can describe what practice structures are, in particular- massed, distributed, fixed and variable</p> <p>I can apply my knowledge to select the most relevant practice to develop a range of skills</p> <p>I can name the types of guidance to optimise performance</p> <p>I can explain how visual, verbal, manual and mechanical guidance may be used by using a practical example</p> <p>I can explain advantages and disadvantages for each type of guidance</p> <p>I can describe intrinsic, extrinsic, concurrent and terminal feedback</p> <p>I can explain how feedback may be used to optimise and improve performance</p> <p>I can interpret and analyse graphical data associated with feedback on performance</p>	<p>the Everlearner Classification of skill lesson 1 and 2</p> <p>Revision guide Component 2 revision guide page 23-26</p> <p>the Everlearner Guidance and feedback lesson 1 and 2</p> <p>Revision guide Component 2 revision guide page 33-36</p>
4	Monday 16 March	Component 2 – Topic 2.2 – Goal Setting	<p>I can explain why goal setting is important to improve or optimise overall performance</p> <p>I can explain the principles of SMART targets and the value of each principles to improve and optimise performance</p> <p>I can set suitable targets and review them in order to improve my own performance</p> <p>I can review my targets in detail within my PEP to evaluate my performance</p>	<p>The Everlearner Goal setting and mental preparation lesson 1 and 2</p> <p>Revision guide Component 2 revision guide page 27-33 (including examination questions)</p> <p>Component 2 revision guide page 37-39</p>

		Component 2 – Topic 2.4 – Mental preparation for performance	<p>I can explain what mental preparation is before performance</p> <p>I can discuss how this may improve overall performance</p> <p>I can relate mental preparation to practical examples</p>	
5	Monday 23 March	<p>Component 2 – Topic 3.1 – Engagement patterns in different social groups</p> <p>Component 2 – Topic 3.2 – Commercialisation of physical activity and sport</p> <p>Component 2 – Topic 3.3 – Ethical and socio-cultural issues in physical activity and sport</p>	<p>I can explain general trends in participation patterns</p> <p>I can explain how gender, age, socio-economic groups, ethnicity and disabilities can affect someone's participation in physical activity</p> <p>I can explain provisions in place to reduce these patterns and increase participation for target groups</p> <p>I can relate participation patterns to data and accurately describe this in detail</p> <p>I can present data in charts, tables or graphs</p> <p>I can explain the two different types of data-qualitative and quantitative</p> <p>I can explain what is meant by the term 'Golden Triangle'</p> <p>I can explain the relationship between commercialisation, the media and physical activity or sport</p> <p>I can explain the advantages of commercialisation and media on the sponsor, sport, player/ performer and spectator</p> <p>I can explain the disadvantages of commercialisation and media on the sponsor, sport, player/ performer and spectator</p> <p>I can interpret and explain data associated with the trends in physical activity and sport</p> <p>I can explain what is meant by the term sportsmanship</p> <p>I can explain what is meant by the term gamesmanship</p> <p>I can give practical examples when both sportsmanship and gamesmanship is demonstrated</p>	<p>The Everlearner Engagement pattern lesson 1 and 2</p> <p>Revision guide Component 2 revision guide page 40-48 (including examination questions)</p> <p>the Everlearner Commercialisation and sporting conduct lesson 1, 2</p> <p>Revision guide Component 2 revision guide page 49-55 (including examination questions)</p> <p>The Everlearner Commercialisation and sporting conduct lesson 3</p> <p>Revision guide Component 2 revision guide page 55-59 (including examination questions)</p>

			<p>I can explain what is meant by the term deviance</p> <p>I can explain what may happen to a performer who is found guilty of defiant behaviour</p> <p>I can discuss the relationship between athlete behaviour and level of competition</p>	
6	EASTER Monday 30 March	Component 1 – Topic 1.1 – Applied Anatomy and Physiology (skeletal and muscular system) and 1.2 – The cardiovascular and respiratory system	<p>I can classify joints into the main groups</p> <p>I can explain the movement possibilities at joints</p> <p>I know the major muscle groups and which physical activity benefits them</p> <p>I can explain the role of ligaments and tendons</p> <p>I can fully explain the role of muscles in movement</p> <p>I can explain how antagonistic pairs of muscles work</p> <p>I can fully explain, with examples, the characteristics of muscle fibre types</p> <p>I can explain the functions and structure of the cardiovascular system</p> <p>I can describe the structure and functions of Arteries, Capillaries and Veins</p> <p>I can explain the term Vascular Shunting</p> <p>I can fully explain the functions of blood cells, platelets and plasma</p> <p>I can explain the function and structure of the respiratory system</p> <p>I can explain the composition of inhaled and exhaled air</p> <p>I can explain the terms Vital Capacity and Tidal Volume</p> <p>I can explain Gaseous Exchange in detail</p> <p>I can identify and explain the functions and structure of the skeleton</p> <p>I can classify bones into the main groups</p>	<p>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</p> <p>Revision guide Component 1 Musculoskeletal and joints page 5 – 18 (including exam questions)</p> <p>Cardiorespiratory system (pages 19 – 29 including exam questions)</p>
7	EASTER Monday 6 April	Component 1 – Topic 1.3 and 1.4 - Energy and energy sources and the short term effects of exercise	<p>I can explain aerobic respiration in detail, with relation to oxygen and glucose</p> <p>I can identify the by-products of aerobic respiration</p>	<p>The Everlearner Respiratory System lesson 1, 2, 3 and 4 on the Everlearner</p> <p>Revision guide Component 1 revision guide page 30 – 40 (including exam questions)</p>

			<p>I can describe what will happen when there is a lack of oxygen during exercise</p> <p>I can explain anaerobic respiration</p> <p>I can identify the by-products of anaerobic respiration</p> <p>I can identify the fuel source for aerobic respiration</p> <p>I can identify the fuel source for anaerobic respiration</p> <p>I can fully explain the short term effects of aerobic exercise on the musco-skeletal system</p> <p>I can fully explain the short term effects of aerobic exercise on the cardio-respiratory system</p> <p>I can fully explain the short term effects of anaerobic exercise on the musco-skeletal system</p> <p>I can fully explain the short term effects of anaerobic exercise on the cardio-respiratory system</p> <p>I can explain the importance of the effects on performance</p>	
8	Monday 13 April	Component 1 – Topic 2.1 and 2.2 – Lever systems and planes of axes of movement	<p>I can name the three different lever systems</p> <p>I can explain how the lever systems are used with practical examples</p> <p>I can name the components that make up each lever system</p> <p>I can draw and label each of the lever systems</p> <p>I can explain the recognised shapes used to depict a lever system</p> <p>I can explain the benefits of first and second class mechanical lever systems</p> <p>I can explain the disadvantages of third class lever systems</p> <p>I can name the three planes of movement used for movement analysis</p> <p>I can explain how the three planes divide the body</p> <p>I can link basic movement possibilities at each plane and axis, eg- Flexion, Extension,</p>	<p>The Everlearner Levers lesson 1 and 2 Planes and axis lesson 1</p> <p>Revision guide Component 1 revision guide Page 41 – 51 (including exam questions)</p>

			<p>I complete the 9 mark questions after the multiple choice questions</p> <p>When completing extended writing questions</p> <p>I use AO1, AO2 & AO3 to maximise my marks</p> <p>I allow time to proof read my work for errors</p>	
11	Monday 4 May	<p>Exam Week!</p> <p>Component 1 topic 3.5 and 3.6 – Optimising training and reducing injury and effective use of warm up and cool downs</p>	<p>can fully explain what is meant by a PAR-Q (Physical Activity Readiness Questionnaire)</p> <p>I can explain why a PAR-Q is used</p> <p>I can explain when a PAR-Q is used</p> <p>I can discuss typical sporting injuries and explain how they might be caused</p> <p>I can explain how to treat injuries (sprains and strains) through RICE</p> <p>I can identify how to prevent injuries through using the correct principles of training</p> <p>I can describe how rules and regulations can prevent injuries</p> <p>I can explain how appropriate protective clothing can prevent injuries</p> <p>I can explain the effects of recreational drugs on the cardiovascular system</p> <p>I can fully explain the effects of recreational drugs on the respiratory system</p> <p>I can explain the positive and negative effects on performance and lifestyle that performance enhancing drugs have #</p> <p>I can explain the purpose and importance of warm ups</p> <p>I can explain the purpose and importance of cool downs</p> <p>I can describe the phases of warm ups</p> <p>I can explain the relevance of each phase of the warm up in preparation for physical activity</p> <p>I can give practical examples of different activities that can be completed within a warm up</p>	<p>The Everlearner Injuries lesson 1 and 2 PED lesson 1,2,3 and 4</p> <p>Warm up and cool down lesson 1 and 2</p> <p>Revision guide Component 1 revision guide page 76-86 (including exam questions) Page 87-91(including exam questions)</p>
12	Monday 11 May	PAPER 1 AREAS OF FOCUS-ID areas you need to focus on	PAST PAPER QUESTIONS	
13	Monday 18 May	Paper 1 full paper practice- recap areas of focus	<p>Past paper questions</p> <p>PE component 1- Friday 22nd May</p>	As above

14	HALF TERM Monday 25 May	Component 2- full paper practice		Satchel 1 past papers
15	Monday 1 June	Component 2- areas of focus /exam questions/ Componnet 2 – full paper practice	PE component 2 exam- Monday 1 st June	
16	Monday 8 June			
17	Monday 15 June			
18	Monday 22 June			