

Academic Year 2020 – 2021

PE Department Curriculum

**Remote Learning Plan – Schemes of
Learning Overview**

Remote Learning Overview – PE 2020-2021

Year 11:

Term 1 VCERT

Lesson number	Core content
1 VCERT	<ul style="list-style-type: none">● Introduction to bones - Research and label all the main bones in the body
2 VCERT	<ul style="list-style-type: none">● Functions of the skeleton – Create a poster on all of the main functions of the skeleton (Use booklets from lesson 1)
3 VCERT	<ul style="list-style-type: none">● Introduction to Muscles – Label and research all the main muscles in the body (Use booklet from lesson 1)
4 VCERT	<ul style="list-style-type: none">● Types of Muscles (Use booklets from Lesson 1)
5 VCERT	<ul style="list-style-type: none">● Introduction to cardiovascular system (Use Booklets from lesson 1)
6 VCERT	<ul style="list-style-type: none">● Introduction to the Respiratory System
7 VCERT	<ul style="list-style-type: none">● Create a revision poster on the main systems of the human body

Term 1 Cambridge



CAMBRIDGE
NATIONALS SPORT
SCIENCE



THE BODY'S
RESPONSE TO
PHYSICAL ACTIVITY

STUDENT WORK
BOOKLET

NAME:

TEACHER:

Lesson number	Core content
1 Cambridge	<ul style="list-style-type: none">• Double click on the booklet above to access the workbook
2 Cambridge	<ul style="list-style-type: none">• Describe the different fitness tests for each component of fitness
3 Cambridge	<ul style="list-style-type: none">• Complete the booklet on nutrition
4 Cambridge	<ul style="list-style-type: none">• Same as week 3
5 Cambridge	<ul style="list-style-type: none">• Same as week 3
7 Cambridge	<ul style="list-style-type: none">• Finish incomplete work from booklet

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Year 11:

Vcert in Health
and Fitness

Term 2

Home learning
Work booklet



Term 2 VCERT

Lesson number	Core content
1 VCERT	<ul style="list-style-type: none">● Label the diagram of the heart using the words listed underneath it on the page. Use this link if you need some extra help:●
2 VCERT	<ul style="list-style-type: none">● Respiratory system and blood flow – use booklet and find page ‘respiratory system’. Fill out the labels by researching on the internet (useful websites listed below) complete the same for the flow of blood section.● https://www.bbc.co.uk/bitesize/guides/ztkr82p/revision/1● https://www.youtube.com/watch?v=Z99C3mqW39U
3 VCERT	<ul style="list-style-type: none">● Blood vessels and components of blood page –● https://www.bbc.co.uk/bitesize/guides/z9n6sg8/revision/2 blood vessels● https://www.youtube.com/watch?v=UlvU-OuZHww – components of blood
4 VCERT	<ul style="list-style-type: none">● The role of the cardio-respiratory system (page 1) – fill out gaps and completes 1 page in the booklet. useful website https://www.bbc.co.uk/bitesize/guides/z9n6sg8/revision/3

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5 VCERT	<ul style="list-style-type: none">● The role of the cardio-respiratory system (page 2)- fill out gaps and completes 1 page in the booklet. useful website https://www.bbc.co.uk/bitesize/guides/ztkr82p/revision/1
6 VCERT	<ul style="list-style-type: none">● The role of the cardio-respiratory system (page 3) – fill out gaps and completes 1 page in the booklet. useful website https://www.bbc.co.uk/bitesize/guides/ztkr82p/revision/1
7 VCERT	<ul style="list-style-type: none">○ Complete any work that you are missing from term 1 and term 2

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Term 2 -Cambridge Nationals in Sport Science

Lesson number	Core content
1 Cambridge	<ul style="list-style-type: none">Continue with assignment (RO42 LO2) which was set at the end of last term. Assignment brief/checklist is attached below this table. If no work completed to date complete the first two rows on the checklist – QR codes at the bottom of the sheet will take you to websites that will help you and Loom video attached that introduced the assignment.
2 Cambridge	<ul style="list-style-type: none">Continue with assignment (RO42 LO2) which was set at the end of last term – Ensure all the components of fitness are identified and described – link to sporting examples.
3 Cambridge	<ul style="list-style-type: none">Continue with assignment (RO42 LO2) which was set at the end of last term – Complete the rest of the checklist – methods of training linking to examples and component of fitness.
4 Cambridge	<ul style="list-style-type: none">Continue with assignment (RO42 LO2) which was set at the end of last term – Complete the rest of the checklist – methods of training linking to examples and component of fitness.
5 Cambridge	<ul style="list-style-type: none">Read over your assignment and make sure it all is written and displayed to the best of your ability and that it has covered all necessary points on the assignment checklist. Send over completed assignment to me – lucy.brewer@sarumacademy.org.
6 Cambridge	<ul style="list-style-type: none">Research an athlete that is of interest to you. See if you can find out their training programme for one week and using your knowledge of training methods see if you can identify what one/s they are using during each session and what components of fitness it is working to improve.

Loom video - <https://www.loom.com/share/5f7cc8f7b1a941b7a1bc8761b4223d1d>

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RO42- LO2 Assignment checklist

Use this checklist as a guide when writing your assignment. Once you have finished writing about each point tick it off and move onto the next point. The information for the assignment can be found from the work we have completed in class, textbooks and the internet. **Work needs to be in your own words and not just copied across, for definitions you need to say where you have got the definition from in brackets after the sentence.eg: (OCR Cambridge Nationals textbook)**

Scenario

A coach has asked you to mentor one of his squad members. You must describe the difference between aerobic and anaerobic exercise to the squad member, giving examples of each. You must then consider training methods for different fitness components and describe specific methods of training that target the components of fitness identified.

	o Aerobic exercise definition including examples of the methods of training that can be used to help improve.
	o Anaerobic exercise definition including examples of the methods of training that can be used to help improve.
	o The components of fitness identified, including stating the definition and sporting examples given:
	a) Strength
	b) Power
	c) Agility
	d) Balance
	e) Flexibility
	f) Muscular endurance
	e) Cardiovascular endurance
	The training methods identified and described including stating what components of fitness it could help improve. (Distiction: can explain how they target individual components of fitness and explain how it
	o Continuous training
	o Interval training
	o Fartlek training
	o Resistance training (e.g. resistance machines, free weights)

	o Power training (e.g. interval training, plyometrics)
	o Flexibility training (e.g. static (passive and active), dynamic)
	o Agility training (e.g. agility ladder, agility hurdles)
	o Balance training (e.g. balance board, exercise ball).
	To achieve distinction <u>level</u> you need to include a WIDE RANGE OF TRAINING METHODS AND EXAMPLES.

LO2: Know how training methods target different fitness components		
MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
Outlines aerobic and anaerobic exercise supported with a few examples of training methods.	Describes aerobic and anaerobic exercise supported with some relevant examples of training methods.	Comprehensively describes aerobic and anaerobic exercise supported with a wide range of relevant examples of training methods.
Identifies some of the components of fitness and a limited range of specific training methods which target them.	Identifies some of the components of fitness and describes a range of specific training methods and how they can target fitness components both individually and in combination.	Identifies most of the components of fitness and describes a wide range of specific training methods and how they can target fitness components both individually and in combination.

Useful websites:



BBC [BITESIZE](#) -methods of training.



[GCSEPErevision](#)
Components of fitness.



BBC Bitesize – Components of fitness



[TeachRE](#) – Training Methods

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Core PE

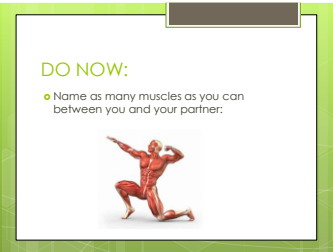
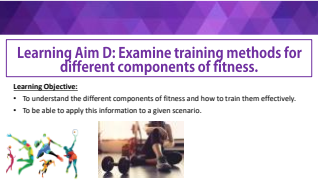
Term 2

Lesson number	Core content
Week 1-3	<ul style="list-style-type: none">• https://www.kessp.com/attachments/download.asp?file=64&type=pdf
Week 4-6	<ul style="list-style-type: none">• https://www.kessp.com/attachments/download.asp?file=51&type=pdf
Week 7	<ul style="list-style-type: none">• Practise your favourite one again

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Year 11:

Term 3 VCERT

Lesson number	Core content
<p>1 VCERT</p> 	<ul style="list-style-type: none"> ● Blood vessels and components of blood page – ● https://www.bbc.co.uk/bitesize/guides/z9n6sg8/revision/2 blood vessels ● https://www.youtube.com/watch?v=UlvU-OuZHww – components of blood
<p>2 VCERT</p>	<ul style="list-style-type: none"> ● Respiratory system and blood flow – use booklet and find page ‘respiratory system’. Fill out the labels by researching on the internet (useful websites listed below) complete the same for the flow of blood section. ● https://www.bbc.co.uk/bitesize/guides/ztkr82p/revision/1 ● https://www.youtube.com/watch?v=Z99C3mqW39U
<p>3 VCERT</p> 	<ul style="list-style-type: none"> ● Components of fitness and training methods – Use the attached powerpoint and attached videos ● https://www.youtube.com/watch?v=LI7_M4pXcKI – Components of fitness video ● https://www.youtube.com/watch?v=H5QOVsSKH9Y – Fartlek training ● https://www.youtube.com/watch?v=xRN1g_vfDDw – Continuous Training ● https://www.youtube.com/watch?v=hn0hc5BkO3g

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4 VCERT	<ul style="list-style-type: none">Principles of Training and FITT https://www.youtube.com/watch?v=dHntMdrf_4s
5 VCERT	<ul style="list-style-type: none">Coursework completion – Pack to be sent home if needed
6 VCERT	<ul style="list-style-type: none">Coursework completion – Pack to be sent home if needed

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Term 3 -Cambridge Nationals in Sport Science

Lesson number	Core content
1 Cambridge	<ul style="list-style-type: none"> ● Continue with assignment (RO42 LO3 – assignment brief below) which was set at the end of last term. Use the assignment checklist and tick off each point as you complete it. Leave the second section checklist for this week. You should have a paragraph on the following: ● A PAR-Q ● Normative data ● Validity ● Reliability ● Maximal and submaximal testing.
2 Cambridge	<ul style="list-style-type: none"> ● Continue with assignment (RO42 LO3) Complete the second box on the checklist which is writing about the different Fitness tests you completed. (multistage fitness test example below) These may include: ● Cooper run or bleep test ● Standing stork test ● Sit up test ● Push up test ● Illinois agility test ● Sit and reach test ● Anderson hand ball catch test ● Standing long jump
3 Cambridge	<ul style="list-style-type: none"> ● Continue with assignment (RO42 LO3) Complete the second box on the checklist which is writing about the different Fitness tests you completed. These may include: ● Cooper run or bleep test ● Standing stork test ● Sit up test ● Push up test ● Illinois agility test ● Sit and reach test ● Anderson hand ball catch test ● Standing long jump

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4 Cambridge	<ul style="list-style-type: none">● Continue with assignment (RO42 LO3) Complete the second box on the checklist which is writing about the different Fitness tests you completed. These may include:● Cooper run or bleep test● Standing stork test● Sit up test● Push up test● Illinois agility test● Sit and reach test● Anderson hand ball catch test● Standing long jump.
5 Cambridge	<ul style="list-style-type: none">● Research an athlete that is of interest to you. See if you can find out their training programme for one week and using your knowledge of training methods see if you can identify what one/s they are using during each session and what components of fitness it is working to improve.
6 Cambridge	<ul style="list-style-type: none">● Research an athlete that is of interest to you. See if you can find out their training programme for one week and using your knowledge of training methods see if you can identify what one/s they are using during each session and what components of fitness it is working to improve.

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RO42 – LO3 Be able to conduct fitness tests



Scenario -

The coach you are shadowing has explained to you how important it is to obtain information about current fitness levels of your squad members to help design realistic training programmes. This is often referred to as “baseline” fitness.

Your task is to carry out and interpret the results of fitness tests to assess the “baseline” fitness of the squad member you are mentoring. You must take into account appropriate guidelines and protocols and consider reliability and validity in the testing.

Use the checklist as a guide to tick off each point as you write it in your assignment.

	Explain why you/you would get the performer to complete a PAR-Q before completing the questionnaire.
	<p>Write a paragraph on each of the fitness tests you completed, in each paragraph you need to talk about the following:</p> <ul style="list-style-type: none"> • The component of fitness being measured. • The protocol of the fitness test (how you complete it). • Whether the test is maximal or sub-maximal. • What your results from the test were and how they compared to the normative data (poor, average, better than average, excellent). • For distinction link to why you would expect to be/need to be considered excellent in some components of fitness, EG; a footballer needs to have high levels of agility.
	Explain what normative data is and why you used it to compare your results.
	Explain what Reliability is and explain if you think your tests you carried out would be considered reliable – is there anything that would have affected the reliability of them?
	Explain what validity is and explain if you think the tests you carried out would be considered to have high levels of validity – is there anything that would have affected it?
	Explain what maximal and submaximal tests are, including the benefits and negatives to both.

LO3: Be able to conduct fitness tests		
MB1: 1 – 6 marks	MB2: 7 – 11 marks	MB3: 12 – 15 marks
Carries out fitness tests which produce basic results, which are recorded with limited accuracy. Consideration of protocols and guidelines is superficial . Interpretation of the results is limited .	Carries out fitness tests which produce a range of results, which are recorded with some accuracy. Some consideration of protocols and guidelines is evident. Interpretation of the results is clear with some reference to normative data, reliability and validity.	Carries out fitness tests to produce an extensive range of results, which are recorded with precision . Consideration of protocols and guidelines is clearly evident. Interpretation of the results is clear and detailed reference to normative data, reliability and validity is made.

Multi-stage fitness test

The component of fitness measured in the multistage fitness test is cardiovascular endurance. To start the test participants, need to start behind the first cone/line and the recording needs to be played. On the sound of the first beep the participants need to make their way to the second cone/line (this is 20 metres apart). The participants need to make sure that they get to the second line before the next bleep sounds. This process is repeated throughout the test. As the test progresses the time between the beeps get shorter each time, this means that the participants have to run faster to get to the cone/line in time. If a participant does not get to the cone in time then they have to get to the next cone before the next beep to be able to remain in. If they do not do this then their score is the last score that was announced when they completed their last full run (in time). The multi-stage fitness test is a maximal test as it requires the athlete to put their maximal effort into the test. My score on the multistage fitness test was Level 5, because I am a 15 year old female my comparison to the normative data is below average (see normative data table from the Brian mac website below).

Age	Excellent	Above Average	Average	Below Average	Poor
14 - 16	L10 S9	L9 S1	L6 S7	L5 S1	< L4 S7
17 - 20	L10 S11	L9 S3	L6 S8	L5 S2	< L4 S9
21 - 30	L10 S8	L9 S2	L6 S6	L5 S1	< L4 S9
31 - 40	L10 S4	L8 S7	L6 S3	L4 S6	< L4 S5
41 - 50	L9 S9	L7 S2	L5 S7	L4 S2	< L4 S1

Distinction – A professional footballer would need high levels of cardiovascular endurance (in the excellent category) because they need to be able to run in a football match for long amounts of time. A person of my age and gender would need to get a score of L10 S9 to be considered to have excellent cardiovascular endurance.

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