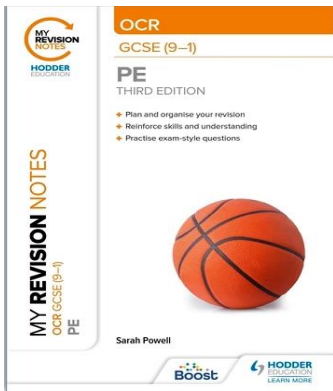
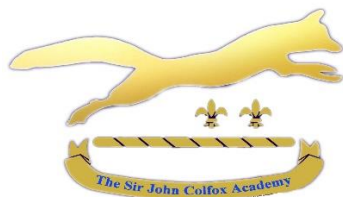


Exam Board	Recommended revision guide	Support available in school
OCR		<p>Practical:</p> <ul style="list-style-type: none"> • Cross Country – Tuesday after School • Hockey – Wednesday after School • Basketball – Thursday after School • Netball – Thursday after School • Cross Country – Friday after School <p>Theory:</p> <ul style="list-style-type: none"> • Monday Lunchtime B214 (Mr. Morse) • Thursday Lunchtime B214 (Miss. Penfold)



Physical Education

Revision Schedule 2024



Useful online resources	Exam date(s)
<p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</p> <p>Seneca Learning: https://senecalearning.com/en-GB/blog/gcse-physical-education-revision/ - make sure to select the OCR GCSE Physical Education course.</p> <p>Past paper questions: https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/</p> <p>Colfox GCSE PE Knowledge organisers: https://www.colfox.org/page/?title=Physical+Education&pid=49</p>	<p>Paper 1 Wednesday 22nd May (PM)</p> <p>Paper 2 Monday 3rd June (PM)</p> <p>Cwk: All filming and written coursework completed by Friday 1st March</p>

January					
Week beginning...	Topic	Content to revise	Complete (tick)	Knowledge test score	Weeks left
Monday 8th January	1.1.a. The Structure and Function of the Skeletal system Location of bones and functions of the skeleton	know the name and location of the following bones in the human body: • cranium • vertebrae • ribs • sternum • clavicle • scapula • pelvis • humerus • ulna • radius • carpals • metacarpals • phalanges • femur • patella • tibia • fibula • tarsals • metatarsals. understand and be able to apply examples of how the skeleton provides or allows: • support • posture • protection • movement • blood cell production • storage of minerals.			18
Monday 15th January	1.1.a. The Structure and Function of the Skeletal system Types of Synovial Joint	know the definition of a synovial joint know the following hinge joints: • knee – articulating bones – femur, tibia • elbow – articulating bones – humerus, radius, ulna know the following ball and socket joints: • shoulder – articulating bones – humerus, scapula • hip – articulating bones – pelvis, femur.			17
Monday 22nd January	1.1.a. The Structure and Function of the Skeletal system Types of movement at joints and other components of joints	know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: • flexion • extension know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: • flexion • extension • rotation • abduction • adduction • circumduction. know the roles of: • ligament • cartilage • tendons.			16
Monday 29th January	1.1.b. The structure and function of the muscular system Location of major muscle groups and their roles in movement	know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport: • deltoid • trapezius • latissimus dorsi • pectorals • biceps • triceps • abdominals • quadriceps • hamstrings • gluteals • gastrocnemius. know the definitions and roles of the following and be able to apply them to examples from physical activity/sport: • agonist • antagonist • fixator – antagonistic muscle action.			15

February

<p>Monday 5th February</p>	<p>1.1.c. Movement analysis</p> <p>Lever Systems and Planes of Movement</p>	<p>know the three classes of lever and their use in physical activity and sport:</p> <ul style="list-style-type: none"> • 1st class – neck • 2nd class – ankle • 3rd class – elbow • know the definition of mechanical advantage <p>know the location of the planes of movement in the body and their application to physical activity and sport:</p> <ul style="list-style-type: none"> • frontal • transverse • sagittal <p>know the location of the axes of rotation in the body and their application to physical activity and sport:</p> <ul style="list-style-type: none"> • frontal • transverse • longitudinal. 			<p>14</p>
<p>Monday 12th February</p>	<p>1.1.d. The Cardiovascular and Respiratory Systems</p> <p>Structure and function of the Cardiovascular system</p>	<p>know the double-circulatory system (systemic and pulmonary)</p> <p>know the different types of blood vessel:</p> <ul style="list-style-type: none"> • arteries • capillaries • veins • understand the pathway of blood through the heart: • atria • ventricles • bicuspid, tricuspid and semilunar valves • septum and major blood vessels: – aorta – pulmonary artery – vena cava – pulmonary vein <p>know the definitions of:</p> <ul style="list-style-type: none"> • heart rate • stroke volume • cardiac output <p>know the role of red blood cells.</p>			<p>13</p>
<p>Monday 19th February</p>	<p>1.1.d. The Cardiovascular and Respiratory Systems</p> <p>Structure and function of the Respiratory system</p> <p>Know what Aerobic and Anaerobic exercise is</p>	<p>understand the pathway of air through the respiratory system:</p> <ul style="list-style-type: none"> • mouth • nose • trachea • bronchi • bronchiole • alveoli • know the role of respiratory muscles in breathing: • diaphragm • intercostals <p>know the definitions of:</p> <ul style="list-style-type: none"> • breathing rate • tidal volume • minute ventilation • understand about alveoli as the site of gas exchange. <p>know the definitions of:</p> <ul style="list-style-type: none"> • aerobic exercise • anaerobic exercise • be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration. 			<p>12</p>

Monday 26th February	1.1.e Effects of exercise on the body systems Short term effects of exercise	understand the short-term effects of exercise on: <ul style="list-style-type: none"> • muscle temperature • heart rate, stroke volume, cardiac output • redistribution of blood flow during exercise • respiratory rate, tidal volume, minute ventilation • oxygen to the working muscles • lactic acid production be able to apply the effects to examples from physical activity/ sport			11
March					
Monday 4th March	1.1.e Effects of exercise on the body systems Long term effects of exercise	understand the long-term effects of exercise on: <ul style="list-style-type: none"> • bone density • hypertrophy of muscle • muscular strength • muscular endurance • resistance to fatigue • hypertrophy of the heart • resting heart rate and resting stroke volume • cardiac output • rate of recovery • aerobic capacity • respiratory muscles • tidal volume and minute volume during exercise • capillarisation be able to apply the effects to examples from physical activity/ sport			10
Monday 11th March	1.2.a Components of fitness	Know the following components of fitness: <ul style="list-style-type: none"> • cardiovascular endurance/stamina • know the definition of cardiovascular endurance/stamina • be able to apply practical examples where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – Cooper 12 minute run/walk test – multi-stage fitness test • muscular endurance • know the definition of muscular endurance • be able to apply practical examples where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – press-up test – sit-up test • speed • know the definition of speed • be able to apply practical examples where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – 30m sprint test • strength • know the definition of strength • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – grip strength dynamometer test – 1 Repetition Maximum (RM) • power • know the definition of power • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘standing jump’ or ‘vertical jump’ tests 			9

<p>Monday 18th March</p>	<p>1.2.a. Components of fitness (continued)</p>	<ul style="list-style-type: none"> • flexibility • know the definition of flexibility • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘sit and reach’ test • agility • know the definition of agility • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – Illinois agility test • balance • know the definition of balance • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘stork stand’ test • co-ordination • know the definition of co-ordination • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – ‘wall throw’ test • reaction time • know the definition of reaction time • be able to apply practical examples of where this component is particularly important in physical activity and sport • know suitable tests for this component, including: – reaction time ruler test 			<p>8</p>
<p>Monday 25th March</p>	<p>1.2.b. Applying the principles of training Principles of training and optimising training</p>	<p>know the following definitions of principles of training and be able to apply them to personal exercise/training programmes:</p> <ul style="list-style-type: none"> • specificity • overload • progression • reversibility. <p>know the definition of the elements of FITT (Frequency, Intensity, Time, Type) and be able to apply these elements to personal exercise/training programmes</p> <p>know different types of training, definitions and examples of:</p> <ul style="list-style-type: none"> • continuous • fartlek • interval – circuit training – weight training – plyometrics – HIIT (High Intensity Interval Training). 			<p>7</p>

April

Monday 1st April	1.2.b. Applying the principles of training Principles of training and optimising training (Continued)	<p>understand the key components of a warm up and be able to apply examples:</p> <ul style="list-style-type: none"> • pulse raising • mobility • stretching • dynamic movements • skill rehearsal <p>know the physical benefits of a warm up, including effects on:</p> <ul style="list-style-type: none"> • warming up muscles/preparing the body for physical activity • body temperature • heart rate • flexibility of muscles and joints • pliability of ligaments and tendons • blood flow and oxygen to muscles • the speed of muscle contraction <p>understand the key components of a cool down and be able to apply examples:</p> <ul style="list-style-type: none"> • low intensity exercise • stretching • know the physical benefits of a cool down, including: • helps the body's transition back to a resting state • gradually lowers heart rate • gradually lowers temperature • circulates blood and oxygen • gradually reduces breathing rate • increases removal of waste products such as lactic acid • reduces the risk of muscle soreness and stiffness • aids recovery by stretching muscles. 			6
Monday 8th April	1.2.c. Preventing injury in Physical activity and training Prevention of injury	<p>understand how the risk of injury in physical activity and sport can be minimised and be able to apply examples, including:</p> <ul style="list-style-type: none"> • personal protective equipment • correct clothing/footwear • appropriate level of competition • lifting and carrying equipment safely • use of warm up and cool down <p>know potential hazards in a range of physical activity and sport settings and be able to apply examples, including:</p> <ul style="list-style-type: none"> • sports hall • fitness centre • playing field • artificial outdoor areas • swimming pool. 			5
Monday 15th April	2.1.a. Engagement patterns of different social groups in physical activities and sports Physical activity and sport in the UK	<p>be familiar with current trends in participation in physical activity and sport:</p> <ul style="list-style-type: none"> • using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) • of different social groups • in different physical activities and sports. 			4

Monday 22nd April	2.1.a. Engagement patterns of different social groups in physical activities and sports Participation in physical activity and sport	understand how different factors can affect participation, including: <ul style="list-style-type: none"> • age • gender • ethnicity • religion/culture • family • education • time/work commitments • cost/disposable income • disability • opportunity/access • discrimination • environment/climate • media coverage • role models understand strategies which can be used to improve participation: <ul style="list-style-type: none"> • promotion • provision • access be able to apply examples from physical activity/sport to participation issues.			3
Monday 29th April	2.1.b. Commercialisation of physical activity and sport Commercialisation of sport	understand the influence of the media on the commercialisation of physical activity and sport: <ul style="list-style-type: none"> • different types of media – social – internet – TV/visual – newspapers/magazines. know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): <ul style="list-style-type: none"> • positive and negative effects of the media on commercialisation • be able to apply practical examples to these issues. understand the influence of sponsorship on the commercialisation of physical activity and sport: <ul style="list-style-type: none"> • positive and negative effects of sponsorship on commercialisation • be able to apply practical examples to the issue of sponsorship. 			2
May					
Monday 6th May	2.1.c. Ethical and socio- cultural issues in physical activity and sport Ethics, Drugs and Violence in sport	<u>Ethics:</u> know and understand: <ul style="list-style-type: none"> • the value of sportsmanship • the reasons for gamesmanship and deviance in sport. • be able to apply practical examples to these concepts. <u>Drugs:</u> know and understand: <ul style="list-style-type: none"> • the reasons why sports performers use drugs know the types of drugs and their effect on performance: <ul style="list-style-type: none"> • anabolic steroids • beta blockers • stimulants • give practical examples of the use of these drugs in sport. know and understand the impact of drug use in sport: <ul style="list-style-type: none"> • on performers • on sport itself. <u>Violence:</u> know and understand the reasons for player violence <ul style="list-style-type: none"> • give practical examples of violence in sport. 			1

<p>Monday 13th May</p>	<p>2.2. Sports psychology</p> <ul style="list-style-type: none"> • Characteristics of skilful movement • Classification of skills • Goal setting • Mental preparation • Types of guidance • Types of feedback 	<p>Characteristics of skilful movement</p> <ul style="list-style-type: none"> • know the definition of motor skills • understand and be able to apply examples of the characteristics of skilful movement: • efficiency • pre-determined • co-ordinated • fluent • aesthetic. <p>Classification of skills</p> <ul style="list-style-type: none"> • know continua used in the classification of skills, including: • simple to complex skills (difficulty continuum) • open to closed skills (environmental continuum) • be able to apply practical examples of skills for each continuum along with justification of their placement on both continua. <p>Goal setting</p> <ul style="list-style-type: none"> • understand and be able to apply examples of the use of goal setting: • for exercise/training adherence • to motivate performers • to improve and/or optimise performance • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) • be able to apply the SMART principle to improve and/or optimise performance <p>Mental preparation</p> <ul style="list-style-type: none"> • know mental preparation techniques and be able to apply practical examples to their use: • imagery • mental rehearsal • selective attention • positive thinking. <p>Types of guidance</p> <ul style="list-style-type: none"> • understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: • visual • verbal • manual • mechanical. <p>Types of feedback</p> <ul style="list-style-type: none"> • understand types of feedback and be able to apply practical examples to their use: • intrinsic • extrinsic • knowledge of performance • knowledge of results • positive • negative. 			<p>0</p>
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Monday 20th May	2.3. Health, fitness and well-being Health, fitness and well-being Paper 1 (Wednesday 22nd May)	<ul style="list-style-type: none"> • know what is meant by health, fitness and well-being • understand the different health benefits of physical activity and consequences of a sedentary lifestyle: • physical: – injury – coronary heart disease (CHD) – blood pressure – bone density – obesity – Type 2 diabetes – posture – fitness • emotional: – self-esteem/confidence – stress management – image • social: – friendship – belonging to a group – loneliness • be able to apply the above to different age groups Physical factors affecting performance – PM (1 hour)			0
Monday 27th May	2.3. Health, fitness and well-being Diet and Nutrition	<ul style="list-style-type: none"> • know the definition of a balanced diet • know the components of a balanced diet (• carbohydrates • proteins • fats • minerals • vitamins • fibre • water and hydration) • understand the effect of diet and hydration on energy use in physical activity • be able to apply practical examples from physical activity and sport to diet and hydration. 			0
June					
Monday 3rd June	PAPER 2	Socio-cultural issues and sports psychology – PM (1 hour)			
Monday 3rd June	Congratulations on finishing GCSE Physical Education 😊				0