

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
7 hours	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Learning outcome C: Demonstrate ways to improve participants sporting techniques</p>	<p>C1 Planning drills and conditioned practices to develop participants’ sporting skills</p> <p>Learners will know how to work with sports participants to help to improve their sporting skills. They will be able to provide demonstrations of techniques used for different sports skills and provide teaching points to help to develop participants’ technique to perform the sports skill. They will know how to select and plan for different drills and conditioned practices to develop specific sports skills.</p> <p>Learners will also be able to set up each of the drills and support participants as they take part in the drills and conditioned practices to improve their sporting skills.</p> <ul style="list-style-type: none"> ● Drills that can be used to improve specific techniques in different sports: <ul style="list-style-type: none"> ○ unopposed stationary drills 	<p>Practical skills and strategies learnt and refined in order to demonstrate.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p>	<p>The order of the specification has been changed in this instance due to making the most of the better weather/playing area conditions.</p> <p>It also leads on well from the leading element in component 2, at the end of year 10.</p>

		<ul style="list-style-type: none"> o drills with the introduction of travel o drills with passive opposition o drills with active opposition. <ul style="list-style-type: none"> ● Conditioned practices – using rule changes to focus on a specific skill. ● Demonstrations of the technique: <ul style="list-style-type: none"> o use of self or peer o positioning to ensure all participants can see. ● Teaching points: <ul style="list-style-type: none"> o providing key teaching points to highlight correct and safe way to perform technique o use of short sentences or key points. 		
4 hours	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Learning outcome C: Demonstrate ways to improve participants sporting techniques</p>	<p>C2 Drills to improve sporting performance</p> <p>Learners will understand how different drills and adapted games can improve sporting techniques and performance. They will also understand how to use each type of drill and adapted game to develop sporting technique for different</p>	<p>Practical skills and strategies learnt and refined in order to demonstrate.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p>	<p>The order of the specification has been changed in this instance due to making the most of the better weather/playing area conditions.</p> <p>It also leads on well from the leading element in component 2, at the end of year 10, and also builds on</p>

		<p>types of participant. Learners will also know how to set up each of the drills and be able identify what pieces of equipment are needed for each drill.</p> <ul style="list-style-type: none"> ● Organisation and demonstration of drills and conditioned practices to participants: <ul style="list-style-type: none"> o space – areas used o equipment o organisation of participants, e.g. in working pairs or groups o timing o demonstrations o positioning. ● Supporting participants taking part in practical drills and conditioned practices: <ul style="list-style-type: none"> o observing participants o providing instructions o providing teaching points o providing feedback to participants. 		<p>the practical element of component 1.</p>
4 hours	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance</p>	<p>B3 Rules and regulations in sports</p> <p>Learners will know the key rules and regulation of a selected</p>	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p>	<p>Learners will complete this part of the course in a theory based room and in a practical sports environment where possible.</p>

	<p>Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials</p>	<p>sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation.</p> <ul style="list-style-type: none"> • Key rules and regulations as stated by the National Governing Body for the sport: <ul style="list-style-type: none"> o number of players: <ul style="list-style-type: none"> – number of players allowed to participate at any one time – substitutions – rolling or set number – variations in playing numbers due to different formats of the game 	<p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>
2 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome A: Explore the importance of fitness</p>	<p>A1 The importance of fitness for successful participation in sport</p> <p>Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in</p>	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

	<p>for sports performance</p>	<p>different positions in team sports.</p> <ul style="list-style-type: none"> ● Types of sports requiring specific components of fitness: <ul style="list-style-type: none"> o aerobic endurance – events/sports lasting more 30 minutes o muscular endurance – events/sports lasting more 30 minutes o muscular strength – activities requiring force, e.g. throwing events o speed – activities requiring fast movement, e.g. sprinting o flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts o body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters o power – activities requiring explosive movement e.g. gymnastics, basketball o agility – activities requiring quick changes of direction, e.g. dodging the opposition in a team game, freestyle skiing 	<p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
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		<p>o reaction time – any activity where a quick decision or response to a stimulus is needed</p> <p>o balance – an activity requiring the control of the distribution of weight or to remain upright and steady</p> <p>o coordination – any activity requiring the movement of two or more body parts and an include the use of sporting equipment, e.g. hand, eyes and tennis racquet to connect with the tennis ball.</p>		
2 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome A: Explore the importance of fitness for sports performance</p>	<p>A2 Fitness training principles Learners need to be able to understand the principles of training and how they can be applied to training programmes.</p> <ul style="list-style-type: none"> ● The basic principles of training frequency, intensity, time, and type (FITT): <p>o frequency – the number of training sessions completed over a period of time, usually per week</p> <p>o intensity – how hard an individual will train</p> <p>o time – how long an individual will train for</p>	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<p>o type – how an individual will train by selecting a training method to improve a specific component of fitness.</p> <ul style="list-style-type: none"> ● Additional principles of training: <p>o progressive overload – in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance</p> <p>o specificity – training should meet the needs of the sport, or physical/skill-related fitness goals to be developed</p> <p>o individual differences – training should meet the needs of an individual</p> <p>o adaptation – changes to the body due to increased training loads</p> <p>o reversibility – if training stops, or the intensity of training is lowered, fitness gains from training are lost</p> <p>o variation – altering types of training to avoid boredom and maintain motivation to train</p> <p>o rest and recovery – to allow the body to recover and adapt.</p>	<p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
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<p>3 hours</p>	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome A: Explore the importance of fitness for sports performance</p>	<p>A3 Exercise intensity and how it can be determined</p> <p>Learners will understand exercise intensity and how it can be measured or worked out.</p> <p>They will also understand the target zones and the related technical vocabulary.</p> <ul style="list-style-type: none"> ● Intensity: <ul style="list-style-type: none"> o measure heart rate (HR) o HR intensity to fitness training methods. ● Target zones and training thresholds: <ul style="list-style-type: none"> o calculate training zones o apply HR max to training o aerobic training zone o anaerobic training zone. ● The Borg (6–20) Rating of Perceived Exertion (RPE) Scale <ul style="list-style-type: none"> o RPE x 10 = Heart Rate (HR). ● The relationship between RPE and heart rate where: RPE x 10 = HR (bpm). 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>
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		<ul style="list-style-type: none"> ● Calculate 1RM for strength and 15RM for muscular endurance. ● Technology to measure exercise intensity: <ul style="list-style-type: none"> o heart rate monitors o smart watches o apps. 		
2 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome B: Investigate fitness testing to determine fitness levels</p>	<p>B1 Importance of fitness testing and requirements for administration of each fitness test Learners will be able to understand the purpose of fitness testing, know how to administer and select fitness tests for different types of sports and participants and interpret the fitness test results.</p> <ul style="list-style-type: none"> ● Reasons for fitness testing: <ul style="list-style-type: none"> o gives baseline data for monitoring/improving performance o can design training programmes based on test results o determine if training programmes are working o results can give a performer something to aim for o provide goal setting aims. ● Pre-test procedures: <ul style="list-style-type: none"> o calibration of equipment o complete informed consent o complete Physical Activity Readiness Questionnaire (PAR-Q) 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> o participant pre fitness test check e.g. prior exercise participation. ● Knowledge of published standard test methods and equipment. ● Accurate measurement and recording of test results. ● Basic processing of test results for interpretation (using published data tables). ● Ability to safely select appropriate test(s) for given purposes, situations and/or participants. ● Reliability of test: <ul style="list-style-type: none"> o consistency of results o factors affecting reliability: <ul style="list-style-type: none"> – calibration of equipment – motivation of the participant – conditions of the testing environment (inside versus outside conditions) – experience of the person administering the test – compliance with standardised test procedure. ● Validity of results. ● Practicality: <ul style="list-style-type: none"> o cost o time taken to perform the test o time taken to set up the test o time taken to analyse data o number of participants that can take part in the test at any time. 		
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<p>5 hours</p>	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome B: Investigate fitness testing to determine fitness levels</p>	<p>B2 Fitness test methods for components of physical fitness</p> <p>Learners should know which fitness tests are appropriate to test for each component of physical fitness. Learners should also understand the practicality and validity of these tests for each component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.</p> <ul style="list-style-type: none"> ● Aerobic endurance: <ul style="list-style-type: none"> o multi-stage fitness test, also known as the bleep test (20 metre distance) o Yo-Yo test o Harvard step test o 12-minute Cooper run or swim. ● Muscular endurance: <ul style="list-style-type: none"> o one-minute press-up o one-minute sit-up o timed plank test. ● Flexibility: <ul style="list-style-type: none"> o sit and reach test o calf muscle flexibility test o shoulder flexibility test. ● Speed: <ul style="list-style-type: none"> o 30 metre sprint test o 30 metre flying sprint. 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>
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		<ul style="list-style-type: none"> ● Muscular strength: <ul style="list-style-type: none"> o grip dynamometer o 1 Rep Max. ● Body composition: <ul style="list-style-type: none"> o Body Mass Index (BMI) o Bioelectrical Impedance Analysis (BIA) o waist to hip ratio. 		
4 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome B: Investigate fitness testing to determine fitness levels</p>	<p>B3 Fitness test methods for components of skill-related fitness</p> <p>Learners should know which fitness tests are appropriate to test for each component of skill-related fitness. Learners should also understand the practicality and validity of these tests for each component of skill-related fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.</p> <ul style="list-style-type: none"> ● Agility: <ul style="list-style-type: none"> o Illinois agility run test o T Test. ● Balance: <ul style="list-style-type: none"> o stork stand test o Y balance test. ● Coordination: <ul style="list-style-type: none"> o Alternate-Hand Wall-Toss test o stick flip coordination test. ● Power: 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> o vertical jump test o standing long/broad jump o Margaria-Kalamen power test. <ul style="list-style-type: none"> ● Reaction time: <ul style="list-style-type: none"> o ruler drop test o Online reaction time test (reaction test timer). 		
3 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome B: Investigate fitness testing to determine fitness levels</p>	<p>B4 Interpretation of fitness test results</p> <p>Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results.</p> <ul style="list-style-type: none"> ● Comparison to normative published data. ● Analyse and evaluate test results. ● Recommendations for improvements to fitness performer based on test results. 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>
2 hours	<p>Component 3: Developing Fitness to Improve Other</p>	<p>C1 Requirements for each of the following fitness training methods</p>	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p>	<p>We also follow the natural progression of the specification in this current order that</p>

	<p>Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome C: Investigate different fitness training methods</p>	<p>Learners should know how to carry out fitness training safely and effectively as part of a training programme.</p> <ul style="list-style-type: none"> • Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise. • Cool down after taking part in the fitness training method – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length. • Linking each fitness training method to the associated component of fitness. • Application of the basic (FITT) and additional principles of training to each fitness training method. • Application of appropriate training intensities to fitness training methods. 	<p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>Pearson publishes because it flows systematically.</p>
6 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome C: Investigate different fitness training methods</p>	<p>C2 Fitness training methods for physical components of fitness</p> <p>Learners should be able to suggest and justify appropriate physical fitness training methods that could be used for specific sports participants for different ages and different sporting abilities.</p>	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p> <p>C4 has been included to allow learners to interpret their results when they've completed the practical tests.</p>

		<ul style="list-style-type: none"> ● Aerobic endurance: <ul style="list-style-type: none"> o continuous training – steady pace and moderate intensity for a minimum period of 30 minutes o Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain o interval training – work period followed by a rest or recovery period o for aerobic endurance decrease the number/length of rest periods and decrease work intensity (compared to speed training) o circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance. ● Flexibility: <ul style="list-style-type: none"> o static active – the performer applies internal force to stretch and lengthen the muscle o static passive – requires the help of another person or an object, e.g. a wall to apply external force causing the muscle to stretch o Proprioceptive Neuromuscular Facilitation (PNF) technique – the technique involves the use of a partner or immovable object, isometric muscle contractions to inhibit the stretch reflex. ● Muscular endurance: 	<p>working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
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		<p>o free weights and fixed resistance machines – high repetitions and low loads</p> <p>o circuit training – using body resistance exercises or weights with low loads and high repetitions.</p> <ul style="list-style-type: none"> ● Muscular strength training: <ul style="list-style-type: none"> o free weights and fixed resistance machines – high loads and low repetitions. ● Speed: <ul style="list-style-type: none"> o acceleration sprints – pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximal sprint o interval training – work period followed by a rest or recovery period. For speed short, high intensity work periods, increasing the number of rest periods and increasing work intensity (compared to aerobic endurance training) o resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands. <p>C4 Additional requirements for each of the fitness training methods</p> <ul style="list-style-type: none"> ● Advantages and disadvantages – to include number of people that can take part, cost of equipment, 		
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		ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport.		
6 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome C: Investigate different fitness training methods</p>	<p>C3 Fitness training methods for skill-related components of fitness</p> <p>Learners should be able to suggest and justify appropriate skill-related fitness training methods that could be used for specific sports participants that are different ages and different sporting abilities.</p> <ul style="list-style-type: none"> ● Agility: <ul style="list-style-type: none"> o Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills. ● Power: <ul style="list-style-type: none"> o Plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping. ● Balance: <ul style="list-style-type: none"> o use of specific training exercises that require balancing on a reduced size base of support. ● Coordination: 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p> <p>C4 has been included to allow learners to interpret their results when they've completed the practical tests.</p>

		<p>o use of specific training exercises using two or more body parts together.</p> <ul style="list-style-type: none"> ● Reaction time: <p>o use of specific training exercises to practise quick responses to an external stimulus.</p> <p>C4 Additional requirements for each of the fitness training methods</p> <ul style="list-style-type: none"> ● Advantages and disadvantages – to include number of people that can take part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport. 		
3 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome C: Investigate different fitness training methods</p>	<p>C5 Provision for taking part in fitness training methods</p> <p>Learners should know about the providers of fitness training and how their provision varies in relation to types of equipment available, cost, other support available and access.</p> <ul style="list-style-type: none"> ● Public provision – advantages and disadvantages. 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> • Private provision – advantages and disadvantages. • Voluntary provision – advantages and disadvantages. 	<p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
3 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome C: Investigate different fitness training methods</p>	<p>C6 The effects of long-term fitness training on the body systems</p> <p>Learners should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness.</p> <ul style="list-style-type: none"> • Aerobic endurance training: <ul style="list-style-type: none"> o adaptations to the cardiovascular and respiratory systems o cardiac hypertrophy o decreased resting heart rate o increased strength of respiratory muscles o capillarisation around alveoli. • Flexibility training: <ul style="list-style-type: none"> o adaptations to the muscular and skeletal systems o increased range of movement permitted at a joint 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> o increased flexibility of ligament and tendons o increased muscle length. ● Muscular endurance training: <ul style="list-style-type: none"> o adaptations to the muscular system o capillarisation around muscle tissues o increased muscle tone. ● Muscular strength and power training: <ul style="list-style-type: none"> o adaptations to the muscular and skeletal systems o muscle hypertrophy o increased tendon and ligament strength o increased bone density. ● Speed training: <ul style="list-style-type: none"> o adaptations to the muscular system o increased tolerance to lactic acid. 	<p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
3 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome D: Investigate fitness programming to improve fitness and sports performance</p>	<p>D1 Personal information to aid training fitness programme design</p> <ul style="list-style-type: none"> ● Aims – details of what they would like to achieve for the selected sport. ● Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training. ● Lifestyle and physical activity history. 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> ● Attitudes, the mind and personal motivation for training. <p>D2 Fitness programme design</p> <ul style="list-style-type: none"> ● Use personal information to aid training programme design. ● Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness. ● Application of the FITT principles and additional principles of training. 	<p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
2 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome D: Investigate fitness programming to improve fitness and sports performance</p>	<p>D3 Motivational techniques for fitness programming</p> <ul style="list-style-type: none"> ● Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour. ● Types of motivation: <ul style="list-style-type: none"> o intrinsic o extrinsic. ● Principles of setting goals to increase and direct motivation. ● Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> o short-term goals (set over a short period of time, between one day and one month) o long-term goals (what they want to achieve in the long term, and the best way of doing this). ● Influence of goal setting on motivation: <ul style="list-style-type: none"> o provide direction for behaviour o maintain focus on the task in hand. ● Benefits of motivation on the sports performer: <ul style="list-style-type: none"> o increase participation o maintain training and intensity o increased fitness o improved performance. 	<p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
2 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome B: Investigate fitness testing to determine fitness levels</p>	<p>B1 Importance of fitness testing and requirements for administration of each fitness test</p> <p>Learners will be able to understand the purpose of fitness testing, know how to administer and select fitness tests for different types of sports and participants and interpret the fitness test results.</p> <ul style="list-style-type: none"> ● Reasons for fitness testing: <ul style="list-style-type: none"> o gives baseline data for monitoring/improving performance 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<p>o can design training programmes based on test results</p> <p>o determine if training programmes are working</p> <p>o results can give a performer something to aim for</p> <p>o provide goal setting aims.</p> <ul style="list-style-type: none"> ● Pre-test procedures: <ul style="list-style-type: none"> o calibration of equipment o complete informed consent o complete Physical Activity Readiness Questionnaire (PAR-Q) o participant pre fitness test check e.g. prior exercise participation. ● Knowledge of published standard test methods and equipment. ● Accurate measurement and recording of test results. ● Basic processing of test results for interpretation (using published data tables). ● Ability to safely select appropriate test(s) for given 	<p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
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		<p>purposes, situations and/or participants.</p> <ul style="list-style-type: none"> ● Reliability of test: <ul style="list-style-type: none"> o consistency of results o factors affecting reliability: <ul style="list-style-type: none"> – calibration of equipment – motivation of the participant – conditions of the testing environment (inside versus outside conditions) – experience of the person administering the test – compliance with standardised test procedure. ● Validity of results. ● Practicality: <ul style="list-style-type: none"> o cost o time taken to perform the test o time taken to set up the test o time taken to analyse data o number of participants that can take part in the test at any time. 		
5 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p>	<p>B2 Fitness test methods for components of physical fitness</p> <p>Learners should know which fitness tests are appropriate to test for each component of physical fitness. Learners should</p>	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

	<p>Learning Outcome B: Investigate fitness testing to determine fitness levels</p>	<p>also understand the practicality and validity of these tests for each component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.</p> <ul style="list-style-type: none"> ● Aerobic endurance: <ul style="list-style-type: none"> o multi-stage fitness test, also known as the bleep test (20 metre distance) o Yo-Yo test o Harvard step test o 12-minute Cooper run or swim. ● Muscular endurance: <ul style="list-style-type: none"> o one-minute press-up o one-minute sit-up o timed plank test. ● Flexibility: <ul style="list-style-type: none"> o sit and reach test o calf muscle flexibility test o shoulder flexibility test. ● Speed: <ul style="list-style-type: none"> o 30 metre sprint test o 30 metre flying sprint. ● Muscular strength: 	<p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
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		<ul style="list-style-type: none"> o grip dynamometer o 1 Rep Max. <ul style="list-style-type: none"> ● Body composition: <ul style="list-style-type: none"> o Body Mass Index (BMI) o Bioelectrical Impedance Analysis (BIA) o waist to hip ratio. 		
4 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome B: Investigate fitness testing to determine fitness levels</p>	<p>B3 Fitness test methods for components of skill-related fitness</p> <p>Learners should know which fitness tests are appropriate to test for each component of skill-related fitness. Learners should also understand the practicality and validity of these tests for each component of skill-related fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.</p> <ul style="list-style-type: none"> ● Agility: <ul style="list-style-type: none"> o Illinois agility run test o T Test. ● Balance: <ul style="list-style-type: none"> o stork stand test o Y balance test. 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> ● Coordination: <ul style="list-style-type: none"> o Alternate-Hand Wall-Toss test o stick flip coordination test. ● Power: <ul style="list-style-type: none"> o vertical jump test o standing long/broad jump o Margaria-Kalamen power test. ● Reaction time: <ul style="list-style-type: none"> o ruler drop test o Online reaction time test (reaction test timer). 	Use verbal/written feedback to help them reflect on their work and improve it.	
3 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome B: Investigate fitness testing to determine fitness levels</p>	<p>B4 Interpretation of fitness test results</p> <p>Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results.</p> <ul style="list-style-type: none"> ● Comparison to normative published data. ● Analyse and evaluate test results. ● Recommendations for improvements to fitness performer based on test results. 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p>	We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.

			<p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
2 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome C: Investigate different fitness training methods</p>	<p>C1 Requirements for each of the following fitness training methods</p> <p>Learners should know how to carry out fitness training safely and effectively as part of a training programme.</p> <ul style="list-style-type: none"> ● Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise. ● Cool down after taking part in the fitness training method – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length. ● Linking each fitness training method to the associated component of fitness. 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> ● Application of the basic (FITT) and additional principles of training to each fitness training method. ● Application of appropriate training intensities to fitness training methods. 		
6 hours	<p>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Learning Outcome C: Investigate different fitness training methods</p>	<p>C2 Fitness training methods for physical components of fitness</p> <p>Learners should be able to suggest and justify appropriate physical fitness training methods that could be used for specific sports participants for different ages and different sporting abilities.</p> <ul style="list-style-type: none"> ● Aerobic endurance: <ul style="list-style-type: none"> o continuous training – steady pace and moderate intensity for a minimum period of 30 minutes o Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain o interval training – work period followed by a rest or recovery period o for aerobic endurance decrease the number/length of 	<p>Development of knowledge and technical skills in a practical and theory based learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p> <p>C4 has been included to allow learners to interpret their results when they've completed the practical tests.</p>

		<p>rest periods and decrease work intensity (compared to speed training)</p> <ul style="list-style-type: none"> o circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance. <ul style="list-style-type: none"> ● Flexibility: <ul style="list-style-type: none"> o static active – the performer applies internal force to stretch and lengthen the muscle o static passive – requires the help of another person or an object, e.g. a wall to apply external force causing the muscle to stretch o Proprioceptive Neuromuscular Facilitation (PNF) technique – the technique involves the use of a partner or immovable object, isometric muscle contractions to inhibit the stretch reflex. ● Muscular endurance: <ul style="list-style-type: none"> o free weights and fixed resistance machines – high repetitions and low loads o circuit training – using body resistance exercises or weights 	<p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
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		<p>with low loads and high repetitions.</p> <ul style="list-style-type: none"> ● Muscular strength training: <ul style="list-style-type: none"> o free weights and fixed resistance machines – high loads and low repetitions. ● Speed: <ul style="list-style-type: none"> o acceleration sprints – pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximal sprint o interval training – work period followed by a rest or recovery period. For speed short, high intensity work periods, increasing the number of rest periods and increasing work intensity (compared to aerobic endurance training) o resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands. <p>C4 Additional requirements for each of the fitness training methods</p> <ul style="list-style-type: none"> ● Advantages and disadvantages – to include number of people that can take 		
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		part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport.		