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| Self Assessment Grading Grade 1 - Excellent level of knowledge and understanding. Fully prepared to teach. Grade 2- Good level of knowledge and understanding. Not fully confident to teach. Grade 3 - Some knowledge and understanding. Further research and study required before teaching. Grade 4 - Limited knowledge and understanding. Action planning required to prepare for teaching | | | | | |
| Area of Subject Knowledge | **Self-assessment grade 1-4** | | | | |
|  | **June Pre-course** | **September Commencement of course** | **December At the end of the autumn term.** | **March At the end of the spring term** | **June At the end of the spring/summer term.** |
| **Applied anatomy & physiology** |  | | | | |
| the structure and functions of the musculo-skeletal system |  |  |  |  |  |
| the structure and functions of the cardio-respiratory system |  |  |  |  |  |
| anaerobic and aerobic exercise |  |  |  |  |  |
| the short and long term effects of exercise |  |  |  |  |  |
| **Movement Analysis** |  |  |  |  |  |
| lever systems, examples of their use in activity and the mechanical advantage they provide in movement |  |  |  |  |  |
| planes and axes of movement |  |  |  |  |  |
| **Physical Training** |  |  |  |  |  |
| the relationship between health and fitness and the role that exercise plays in both |  |  |  |  |  |
| the components of fitness, benefits for sport and how fitness is measured and improved |  |  |  |  |  |
| the principles of training and their application to personal exercise/training programmes |  |  |  |  |  |
| how to optimise training and prevent injury |  |  |  |  |  |
| effective use of warm up and cool down |  |  |  |  |  |
| **Use of Data (in relation to key areas of physical activity & sport)** |  |  |  |  |  |
| an understanding of how data are collected – both qualitative and quantitative |  |  |  |  |  |
| present data (including tables and graphs) |  |  |  |  |  |
| analyse and evaluate data |  |  |  |  |  |
| **Sport Psychology** |  |  |  |  |  |
| classification of skills (basic/complex, open/closed) |  |  |  |  |  |
| the use of goal setting and SMART targets to improve and/or optimise performance |  |  |  |  |  |
| Basic information processing |  |  |  |  |  |
| guidance and feedback on performance |  |  |  |  |  |
| mental preparation for performance |  |  |  |  |  |
| **Socio-cultural influences** |  |  |  |  |  |
| engagement patterns of different social groups in physical activity and sport |  |  |  |  |  |
| commercialisation of physical activity and sport |  |  |  |  |  |
| ethical and socio-cultural issues in physical activity and sport |  |  |  |  |  |
| **Health, fitness & well-being** |  |  |  |  |  |
| physical, emotional and social health, fitness and well-being |  |  |  |  |  |
| the consequences of a sedentary lifestyle |  |  |  |  |  |
| energy use, diet, nutrition and hydration |  |  |  |  |  |