**Little Heath Sixth Form**

**(Subject)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name**  **An Introduction to Physical Education** | **Unit Code:**  **G451** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Knowledge of the cardiovascular, respiratory, skeletal and muscular systems |  |  |  |
| * Knowledge of fitness, fitness testing and training |  |  |  |
| * Knowledge of health, wellbeing, healthy mind and body (diet, nutrition, exercise, somatotypes, drugs and risks) |  |  |  |
| * Knowledge of healthy, active lifestyle (benefits, influences, participation, schools and physical activity and other organisations) |  |  |  |

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| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Listen to, or read concepts, theories and explanations with focus, taking notes appropriately |  |  |  |  |
| * Be able to ask and answer questions where appropriate with confidence and purpose in class discussions |  |  |  |  |
| * Prepare for lessons or complete set tasks outside of the classroom environment |  |  |  |  |
| * Keep notes and revision material organised |  |  |  |  |
| * Have an awareness (and interest) of how the theory concepts studied are impacting their environment and themselves everyday (apply physiological concepts to their training, understand how skills are learnt or taught, be aware of impacts that their sociological or cultural background has had on their physical education/sporting experience) |  |  |  |  |
| * Ensure text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear |  |  |  |  |
| * Select and use a form and style of writing appropriate to purpose and to complex subject matter |  |  |  |  |
| * Organise information clearly and coherently, using specialist vocabulary when appropriate |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| * The skeletal and muscular systems |  |  |  |  |
| * Motion and movement |  |  |  |  |
| * The cardiovascular and respiratory systems in relation to the performance of physical activity and sustained involvement in an active and healthy lifestyle |  |  |  |  |
| * Classification of motor skills and abilities (developing an awareness of factors affecting involvement in physical activity) |  |  |  |  |
| * The development of motor skills and the use of different practice methods to ensure effective involvement in physical activity |  |  |  |  |

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| **Knowledge/Specification (continued)** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Information processing during the performance of skills in physical activity |  |  |  |  |
| * Motor control of skills and its impact on developing effectiveness in physical activity |  |  |  |  |
| * Learning skills in physical activity |  |  |  |  |
| * Socio-cultural aspects of physical activity |  |  |  |  |
| * Sport and culture – sport and physical activity as a reflection of the culture in which it exists |  |  |  |  |
| * Contemporary sporting issues that have an impact upon young people’s aspirations and their regular participation in physical activity in the UK |  |  |  |  |
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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*