



## Revision Schedule 2026

### Year 11 Revision Schedule 2026

<b>Subject/Course:</b>	<b>GCSE PE</b>
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#### Paper 1 - RSA

<b>Topic</b>	<b>Key knowledge/skills/questions</b>	<b>R</b>	<b>A</b>	<b>G</b>	<b>Revised</b>	<b>Resources/activities/links</b>
The structure and functions of the skeleton	Types of bones, functions (support, protection, movement), bone names and locations					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
The muscular system	Muscle types, locations, roles in movement, antagonistic pairs, structure of synovial joint, types of joint Types of movement (flexion, extension, etc.), joint actions, muscle roles					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
The cardiovascular system	Heart structure, blood vessels, cardiac cycle and pathway of blood, cardiac output, stroke volume and heart rate					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
The respiratory system	Structure and function, mechanics of breathing, gas exchange, interpretation of spirometer trace					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
Aerobic and anaerobic exercise	Definitions, examples, energy systems, excess post-exercise oxygen consumption (EPOC), oxygen debt, recovery process from vigorous exercise					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
Lever systems	First, second, third class levers; mechanical advantage, analysis of basic movements in sporting examples					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>



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Planes and axes of movement	Sagittal, frontal, transverse planes; longitudinal, transverse, sagittal axes					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
Components of fitness	Components of fitness, linking sports and physical activity to the required components of fitness, reasons for and limitations of fitness testing, measuring the components of fitness, demonstration of how data is collected for fitness testing					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
Training methods	Continuous, fartlek, interval, circuit, weight, plyometric, HIIT, identification of the advantages and disadvantages (effects on the body) of training types linked to specific aims					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
Principles of training	Principles of training and overload, application of the principles of training					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
Short and long-term effects of exercise	Immediate effects of exercise, short-term effects of exercise, long-term effects of exercise					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
Health and fitness	Definitions of health and fitness, the relationship between health and fitness					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
Optimise training and prevent injury	Calculating intensities to optimise training effectiveness, considerations to prevent injury, specific training techniques (e.g. high altitude as a form of aerobic training), seasonal aspects					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>
Effective use of warm-up and cool down	Warming up and cooling down					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>



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Data	Quantitative, qualitative data, methods of collecting data, presenting data, analysis and evaluation of data					<a href="#">Mr Saunders - Paper 1 — Langley Park School for Girls</a>

### Paper 2 - GT

Topic	Key knowledge/skills/questions	R	A	G	Revised	Resources/activities/links
Skill and ability	Definitions of skill and ability					
Classification of skills	Basic to complex, open to closed, self-paced to externally paced, gross to fine					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Goal setting	SMART goals (Specific, Measurable, Achievable, Realistic, Time-bound), performance and outcome goals					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Information processing	Basic information processing model – Input, decision making, output, feedback					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Guidance and feedback	Visual, verbal, manual, mechanical; intrinsic vs extrinsic feedback, positive vs negative feedback, knowledge of performance, knowledge of results					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Arousal	Inverted-U theory; optimal arousal; effects on performance, how arousal can be controlled using stress management techniques					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Stress management	Mental rehearsal, visualisation, deep breathing					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Personality types	Introvert vs extrovert; suitability for different sports					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>



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Motivation	Intrinsic and extrinsic motivation; impact on performance					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Engagement patterns of different social groups	<p>Social groups: Gender, age, race/religion/culture, disability, family/friends/peers</p> <p>Factors: Attitudes, role models, accessibility, media coverage, sexism/stereotyping, culture/religion/religious festivals, family commitments, available leisure time, familiarity, education, socio-economic status/disposable income, adaptability/inclusiveness</p>					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Commercialisation of sport	Influence of media and sponsorship; types of sponsorship and the media , positive and negative impacts of sponsorship and the media, positive and negative impacts of technology					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Ethical and socio-cultural issues in physical activity and sport	Conduct of performers, prohibited substances, prohibited methods (blood doping), drugs subject to certain restrictions (beta blockers), which types of performers may use different types of performance enhancing drugs (PEDs) with sporting examples, advantages and disadvantages of performers taking PEDs, advantages and					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>



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	disadvantages to the sport/event of performers taking PEDs					
Spectator behaviour	Positive and negative effects; hooliganism and strategies to combat it					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Aggression	Distinction between direct and indirect aggression; examples in sport; impact on performance					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Personality types	Characteristics of introvert and extrovert, including examples of sports which suit these particular personality type					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Physical, emotional, and social health, fitness and wellbeing	Reasons for participation in physical activity, physical health and wellbeing, mental health and wellbeing, social health and wellbeing, fitness					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Sedentary lifestyle	Consequences of a sedentary lifestyle, obesity and how it may affect performance in physical activity and sport, somatotypes					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>
Energy use, diet, nutrition and hydration	Energy use, nutrition – reasons for having balanced diet, role of carbohydrates, fat, protein and vitamins/minerals, reasons for maintaining water balance (hydration)					<a href="#">Miss Tyler - Paper 2 — Langley Park School for Girls</a>