

Standard Grade Physical Education

Knowledge and Understanding Content
Foundation, General and Credit Levels

SECTION 1 – ACTIVITIES

All levels	Normal text
Credit level only	<i>Bold/Italics text</i>

AREA – A: Nature and purpose

Concept	Sub-concept	Date covered	Component activity	Comments
Nature & purpose	Different nature of activities ie			
	team and individual			
	competitive/non-competitive			
	indirectly/directly competitive			
	subjective/objective activities			
	indoor/outdoor			
	Suitability of activities re age/ability/sex/level of fitness/physical qualities			
	Social and physical benefits of participating			
	Time limits			
Reasons for participating in activities.				
Physical actions required for various activities ie jumping, kicking, throwing, striking objects, rotating, stretching				
Creativity	Creativity in activities in relation to:			
	performance of skills			
	effects on performance			
	weight			
	time/flow/space			
	Importance of creativity to individual, team and aesthetic activities			
	<i>Creation and effective use of space</i>			
	<i>Restricting opponents' space</i>			
Principles of play	<i>Definition of the principles of play</i>			
	<i>Application and effect of:</i>			
	<i>width in attack and defence</i>			
	<i>depth in attack and defence</i>			
	<i>delay in defence</i>			
	<i>Consideration of the above principles of play in adoption of tactics</i>			
Tactics (in team and individual activities)	Definition of a tactic.			
	Application of tactics in relation to strengths/weaknesses/physical qualities/ performance of self and opponent			
	Roles/positions required in team tactics.			
	Personal/physical qualities required to perform effectively in different roles/positions in team activities.			
	Importance of communication in tactics in team activities			
	<i>Offensive and defensive tactics in team and individual activities.</i>			
	Variation/adaptation of tactics in relation to participation/opponent actions/effects on performance			
	Effective skill performance for tactics to be performed successfully			
	<i>Essential skills for tactics to be effective in team and individual activities.</i>			
	<i>Reasons these skills are essential for effective performance of tactics.</i>			

AREA – B: Official/Formal and unwritten rules

Concept	Sub-concept	Date covered	Component activity	Comments
Rules	Official/formal written and unwritten rules/laws.			
	Safety rules and the correct use of equipment when participating			
	Rules in relation to:			
	restricting movement			
	start and restart			
	offence and defence			
	the playing area			
	encouraging sporting behaviour			
Breaking rules				
Adaptation of rules and/or adding conditions				
Conduct & behaviour	Good or bad behaviour in team and individual activities			
	Effect of behaviour in team and individual activities			
	Penalising bad behaviour in team and individual activities			
Scoring	Different/similar scoring systems in team and individual activities			
	Objective and subjective scoring in team and individual activities			
	Deciding the winner in team and individual activities			
Adaptation (in team and individual activities)	Adaptation required in relation to:			
	rules			
	scoring system			
	opponents			
	equipment			
	duration			
	team size			
	layout			
playing area				
Enhancing skill learning and performance through adaptation.				
Small sided games	Benefits of using small-sided games.			
	Adaptation of team games			
	Effect of small-sided games on skill learning and performance.			

AREA – C: Roles and functions

Concept	Sub-concept	Date covered	Component activity	Comments
Roles & responsibilities (in team and individual activities)	Roles and responsibilities of performers			
	Roles of attacking and defensive players			
	Roles and responsibilities of officials and non-playing participants			
	Assistance given by non-playing participants and the benefits gained			
	Importance of officials			
Personal qualities (in team and individual activities)	Personal qualities required by:			
	a performer			
	officials/non-playing participants			
	Effects on ability to perform and learn skills			
	Effects on ability to officiate effectively			
Physical qualities (in team and individual activities)	Physical qualities in relation to:			
	roles or positions adopted			
	successful performance			
	officiating effectively			
	Advantages when learning skills and performing			

SECTION 2 -THE BODY

AREA – A: Structure and Function

Concept	Sub-concept	Date covered	Component activity	Comments
Oxygen transportation	Oxygen transportation system in relation to lungs, heart, blood and muscles.			
	Increasing oxygen intake during exercise/training or participation.			
	<i>Different levels of oxygen intake during physical activity</i>			
	<i>Waste products produced ie carbon dioxide, lactic acid</i>			
	<i>Oxygen debt</i>			
	<i>Benefits of improving the oxygen transportation system.</i>			
Body structure	The purpose of the skeleton.			
	The function of muscle, tendon, cartilage and ligament.			
	Muscles/muscle groups of:			
	leg (quadriceps; hamstring)			
	arm (biceps; triceps)			
	stomach (abdominal)			
Joints	Different types, location and range of movements of joints:			
	ball and socket			
	hinge			
	Movement of joints in relation to performing			
	Effect of movement on hinge joints relating to:			
	muscles			
	tendons			
	bones			
	<i>Order of joint movement for coordinated movement</i>			
Movement of a hinge joint	Hinge joint movements:			
	muscles (work in pairs)			
	tendons (attach muscles to bones)			
	Effect of hinge joint movement on performance/skills			
	Naming muscles of the leg and arm			

AREA – B: Aspects of fitness

i PHYSICAL FITNESS

Concept	Sub-concept	Date covered	Component activity	Comments
Cardio-respiratory endurance	Definition of aerobic/anaerobic endurance in relation to performance			
	Effect of exercise (and stopping exercise) in relation to:			
	pulse rate			
	breathing			
	body temperature			
	<i>Monitoring/measuring fitness by recording pulse rate.</i>			
	<i>Recovery rates as a measure of aerobic fitness</i>			
	Importance and effect of aerobic/anaerobic endurance on performance/skills in team and individual activities			
	Negative effect of poor aerobic endurance on performance/skills			
	Tests to measure aerobic/anaerobic fitness			
	Intensity of aerobic training linked to initial level of fitness			
	Appropriate training for developing aerobic fitness - Fartlek/varied pace running, interval, continuous, circuit training			
	<i>Training to develop anaerobic endurance</i>			
	<i>Definition of training zone</i>			
	<i>Monitoring effectiveness of intensity of training</i>			
	Definition of progressive overload			
	<i>Overload training to make it more difficult</i>			
	<i>Setting/monitoring level of intensity of progressive overload when training</i>			
Exercises or practices to develop cardio-respiratory endurance fitness and improve skills				
Effects of training on level of fitness and performance				
<i>Physiological effect of training on heart and lungs</i>				
Muscular endurance	Definition of muscular endurance in relation to performance			
	Muscular endurance in relation to:			
	team and individual activities			
	roles or skills			
	effective performance			
	muscles and muscle groups			
	Effects on performance/skills of high or low levels of muscular endurance			
	Appropriate tests for measuring muscular endurance			
	<i>Measuring initial level of muscular endurance</i>			
	Specific exercises or practices to increase and develop muscular endurance			
	Appropriate training to develop muscular endurance			
	<i>A muscular endurance training session</i>			
	<i>Intensity of training based on initial level of muscular endurance</i>			
	Using low weight and high repetitions for weight training			
	<i>Specific weight/circuit training exercises</i>			
	Definition of progressive overload			
	<i>Progressively overload resistance to make training more demanding</i>			
	<i>Effects of increased muscular endurance on the body</i>			
Effect of increased muscular endurance on performance/skills				
Practices to develop muscular endurance and skill simultaneously				

i PHYSICAL FITNESS (cont'd)

Concept	Sub-concept	Date covered	Component activity	Comments
Strength	Definition of strength in relation to performance			
	Strength in relation to:			
	team and individual activities			
	roles or skills			
	effective performance			
	muscles and muscle groups			
	Effects on performance/skills of high or low levels of strength			
	Appropriate tests for measuring strength			
	<i>Measuring initial levels of strength</i>			
	Specific exercises to increase and develop strength			
	Appropriate training to develop strength			
	<i>A strength training session</i>			
	<i>Intensity of training based on initial levels of strength</i>			
	Using high weight and low repetitions in weight training			
	Specificity of exercises to muscle development			
	<i>Definition of progressive overload</i>			
<i>Progressively overload resistance to increase strength</i>				
<i>Effects of increased strength on the body</i>				
Effect of increased strength on performance/skills				
Practices to improve skill and develop strength simultaneously				

Speed	Definition of speed in relation to performance			
	Speed in relation to:			
	team and individual activities			
	whole or part of the body			
	specific roles/positions/skills			
	effects on performance			
	Effects on performance/skills of high or low levels of speed			
	Appropriate tests for measuring speed			
	<i>Measuring initial levels of speed</i>			
	Specific exercises designed to increase and develop speed			
	<i>Appropriate training to increase speed</i>			
	<i>A speed training session</i>			
	<i>Importance of recovery time in speed training</i>			
	<i>Progressively overload training to make training more demanding</i>			
	Effects of increased speed on performance/skills			
	Changing speed to beat an opponent			
Practices to improve skill and increase speed simultaneously				

i PHYSICAL FITNESS (cont'd)

Concept	Sub-concept	Date covered	Component activity	Comments
Power	Definition of power in relation to performance			
	Power in relation to:			
	team and individual activities			
	skills or specific roles			
	kicking, jumping, striking and throwing actions			
	Achieving and increasing power in relation to:			
	kicking, jumping, striking and throwing actions			
	activity/body/body parts			
	effective performance			
	Effects on performance/skills of high or low levels of power			
	Appropriate tests for measuring power			
	<i>Measuring initial levels of power</i>			
	Specific exercises to increase and develop power			
	Appropriate training to increase power			
	<i>A power training session</i>			
	<i>Intensity of training based on initial level of power</i>			
	<i>Weight training using high eight and low repetitions performed explosively</i>			
	Effect of training with too little/too much resistance			
	In weight training, exercises should be specific in relation to parts of the body, muscles/muscle groups			
	<i>Definition of progressive overload</i>			
<i>Progressively overloading resistance to make training more demanding</i>				
Effects of increased power on:				
performance of a skill				
specific role				
kicking, jumping, striking and throwing actions				
Practices for improving skill and developing power simultaneously				
Flexibility	Definition of <i>static and dynamic</i> flexibility in relation to performance			
	<i>Static and dynamic</i> flexibility in relation to:			
	team and individual activities			
	skills or roles			
	performance			
	joints			
	Relationship between joints and the performance of skills			
	<i>Measuring initial level of static and dynamic flexibility.</i>			
	Appropriate tests to measure <i>static and dynamic</i> flexibility			
	Specific exercises to increase and develop <i>static and dynamic</i> flexibility			
	Appropriate training to increase <i>static and dynamic</i> flexibility			
	<i>A flexibility training session.</i>			
	Effects of increased flexibility on:			
	the range of joint movement			
	skill performance			
Practices for improving skill and developing flexibility simultaneously				

ii SKILL RELATED FITNESS

Concept	Sub-concept	Date covered	Component activity	Comments
Coordination	Definition of coordination			
	<i>Importance of moving the joints and body parts in the correct order</i>			
	<i>Importance of coordination for an effective skill performance</i>			
	Difficulty of learning difficult skills with complex coordination			
	<i>Effects of coordinated body movement on flow and rhythm in performance</i>			
	<i>Effects of good/poor coordination on skill performance</i>			
Agility (in team and individual activities)	Definition of agility and importance to performance			
	<i>Effects of good/poor agility on skill performance</i>			
Balance (in team and individual activities)	Definition of balance and importance to performance			
	Skills and situations in which balance is important to performance.			
	<i>The effect of good/poor balance on skill performance</i>			
Reaction time (in team and individual activities)	Definition of reaction time and importance to performance			
	Skills and situations in which reaction time is important to performance			
	<i>The effect of good/poor reaction time on skill performance</i>			

iii MENTAL FITNESS

Concept	Sub-concept	Date covered	Component activity	Comments
Mental fitness (in team and individual activities)	Definition of:			
	mental preparation			
	concentration			
	confidence			
	motivation			
	<i>Effects of the above on improving performance/skills</i>			
	<i>Effects on confidence of safety equipment and support</i>			

AREA – C: Training and its effects

Concept	Sub-concept	Date covered	Component activity	Comments
Warm up	Warm up in relation to			
	importance of warming up			
	three stages and the importance of each of these stages			
	The effects of warm up on			
	the body			
	joint flexibility			
	performance			
	Stretching exercises			
	Importance of including skills in the final stage			
Warm down	Warming down after participation			
	Effects on the body of performing/failing to perform a warm down			
Principles of training	Principles of training with reference to all aspects of physical activity including:			
	frequency			
	intensity			
	duration			
	overload			
	progression			
	<i>adaptation</i>			
	<i>reversibility</i>			
	Specificity in fitness training with reference to:			
	activity			
	aspect of fitness			
	type of training			
	workload			
	part of the body			
	Workload based on initial level of fitness			
	<i>Ensuring training is carried out at the appropriate level of intensity</i>			
	<i>Ensuring progressive overload is carried out at an appropriate level of intensity</i>			
<i>Need for an appropriate work/rest ratio when training</i>				
Balance the order of exercises in training programmes				

Concept	Sub-concept	Date covered	Component activity	Comments
Methods/types of training	Appropriate training for developing fitness ie			
	Fartlek/varied pace running			
	interval training			
	continuous training			
	circuit training			
	weight training			
	sprint training			
	Exercises used to work on specific muscles/muscle groups in training			
	Specific training to work on different aspects of fitness			
	<i>Organising a training session to develop specific aspects of fitness.</i>			
	<i>Applying principles of training to training.</i>			
<i>The importance of rest and recovery periods in training.</i>				
A training session.				
<i>Setting an individual workload for training.</i>				
Training within activities	<i>Improving an aspect of fitness in an individual activity</i>			
	<i>Improving a different aspect of fitness in a team activity</i>			
	<i>The benefits of training within an activity</i>			
	Exercises or practices for developing skill and fitness simultaneously in team and individual activities			

SECTION 3 – SKILLS AND TECHNIQUES

AREA –A: Techniques

Concept	Sub-concept	Date covered	Component activity	Comments
Skills and techniques (in team and individual activities)	Definition of a skill			
	Definition of a technique			
	Appropriate skills used in different roles/positions involving:			
	kicking			
	jumping			
	striking			
	throwing			
	stretching			
	rotating			
	Different techniques of skill performance			
	<i>Simple and complex skills:</i>			
	<i>from team and individual activities</i>			
	<i>difference between simple and complex skills</i>			
	<i>difficult to learn and perform</i>			
	Preparation/action/recovery			
	<i>Effect on performance of skills in respect of flow/space/weight/time</i>			
	Overcoming problems in relation to:			
	identification of problems/weaknesses			
	changing skill/technique to overcome problems			
	practices used to improve weaknesses			
The environment in relation to:				
the effect on skill performance				
altering skill performance to overcome the environment				

AREA – B: Ways of developing skill

Concept	Sub-concept	Date covered	Component activity	Comments
Skill learning (in team and individual activities)	Skill learning and improving performance in relation to:			
	demonstration			
	using a partner			
	safety equipment			
	partner to ensure safety			
	Definition of gradual build up and its purpose, benefits, stages and effect on skill learning			
	Definition of whole/part/whole and the benefits to learn and improve performance and its effect on skill learning			
	Passive/active learning practices/situations			
	Effects of repetitive practice on skill performance			
	<i>Automatic stage of learning in relation to:</i>			
	<i>the benefits to performance</i>			
	<i>examples of skills and situations</i>			
<i>practices used when a skill can be performed automatically</i>				
Principles of effective practice and refinement (in team and individual activities)	Practicing to improve performance in respect of:			
	level of ability			
	effect on motivation, safety and fatigue			
	avoiding tiredness and boredom			
	the need for variation in practice			
	carried out with the correct technique			
	Effective practice in relation to:			
	improving skill performance			
	identifying and improving weaknesses			
	adapting practices (harder or easier)			
	identifying and overcoming specific problems			
	<i>Pressure when practicing can lead to a breakdown in skill level</i>			
<i>Pressure practice situations</i>				
<i>Practices used to enhance learning to perform skills automatically</i>				
Feedback (in team and individual activities)	Definition of feedback			
	The benefits of feedback in relation to:			
	identify specific problems or weaknesses in performance			
	effect of immediate feedback			
	receiving one or two points of feedback at one time			
	using feedback to improve performance			
	Examples of feedback given/received to/from a partner			
	Different ways to receive feedback:			
	internal (<i>kinaesthetic</i>)			
external (visual, written, verbal, <i>knowledge of results</i>)				

Concept	Sub-concept	Date covered	Component activity	Comments
Cooperation (in team and individual activities)	Definition of cooperation			
	Basic principles of cooperation			
	Importance of cooperation in relation to:			
	practicing, learning and improving skills			
	different playing and non-playing roles			
	effects on performance and skill learning			
	smooth running of an activity			
keeping participants safe				

AREA – C: Mechanical principles

Concept	Sub-concept	Date covered	Component activity	Comments
Balance (in team and individual activities)	Definition and basic principles of:			
	balance			
	centre of gravity			
	body tension			
	Effects of the above on improving skills/performance			
	Effect of large/small base			
	Effect of body weight over base			
	Effect of controlling movement			
	Importance of body tension to balance			
Improving skills/performance using balance				
Achieving and maintaining balance				
Transfer of weight (in team and individual activities)	Definition of transfer of weight			
	Transferring weight in relation to:			
	similarities in weight transfer across activities			
	importance of weight transfer to skill performance			
	specific skills and how weight is transferred (whole body/body parts)			
the effect weight transfer has on skill performance				
Application of force (in team and individual activities)	Definition of application of force			
	Individual and team activities in which force is applied			
	Achieving thrust or propulsion			
	Applying greater force to achieve more speed/greater power in action			
	The direction of thrust or propulsion			
	<i>The source of the force applied</i>			
<i>Effect of increased application of force on performance</i>				
Rotation	Definition of rotation			
	Skills in which rotation is important			
	Changes in body shape to speed up or slow down rotation			
Resistance	Definition of resistance			
	Advantages/disadvantages/causes of resistance on skills or performance in team and individual activities			
	Disadvantages/causes of resistance			
	Overcoming resistance in different situations			
	Changing body shape to overcome/reduce resistance			
<i>The effect of friction on resistance</i>				
Follow through (in team and individual activities)	Definition of follow through			
	Explaining follow through in:			
	kicking			
	striking			
	throwing			
	and nature of the joints involved which enables follow through to occur			
Skills where follow through occurs				
Effect of follow through on performance				