



HAMPSTEAD SCHOOL
Learning together Achieving together

Y11 – Y12

Summer Bridging Tasks

2025

Sports & Physical Activity

Name: _____

- You should spend some time during the summer holidays working on the activities in this booklet.
- You will be required to hand this work in during your first lesson at the start of Year 12 and the content may be used to form the basis of your first assessments.
- You should try your best and show commitment to your studies.
- We are really looking forward to you coming to Hampstead School Sixth Form and studying Sports & Physical Activity



and Physical Activity Foundation Diploma Bridging Work

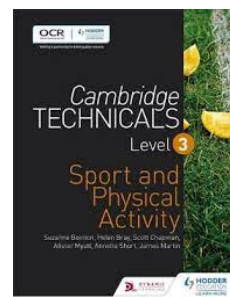
- Specification Code: 05828
- QAN: 601/7095/5
- Specification Link: www.ocr.org.uk/qualifications/cambridge-technical/sport-and-physical-activity/units/#level-3

Textbook

This is the textbook for the Cambridge Technical level 3 Sports and Physical activity specification – please order as soon as you can to ensure it is delivered before you start the course in September.

OCR Cambridge Technicals Level 3 Sport and Physical Activity
Suzanne Bointon, Helen Bray, Scott Chapman, Alister Myatt, Annette Short and James Martin
Publisher: Hodder Education; UK ed. edition (28 Oct. 2016) / ISBN-13: 978-1471874857

Unit 1: Body systems and the effects of physical activity



LO1	Understand the skeletal system in relation to exercise and physical activity
LO2	Understand the muscular system in relation to exercise and physical activity
LO3	Understand the cardiovascular system in relation to exercise and physical activity
LO4	Understand the respiratory system in relation to exercise and physical activity
LO5	Understand the different energy systems in relation to exercise and physical activity

UNIT AIM

Whether you are aiming to become a coach, nutritionist, personal trainer or leisure centre manager, knowledge of the human body, its systems and how they function will help you to ensure that your clients gain the benefits of an active, healthy lifestyle. By understanding the effects, that physical activity, training and lifestyle can have on the body systems you can ensure that sports and activities are properly focused and do not risk a client's health or wellbeing and will help you to persuade others to pursue and maintain a balanced, active, healthy lifestyle.

In this unit, you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them

Bridging Work (to be submitted before your first lesson in September)

Context in Year 12 you will complete a mandatory unit called Body Systems and the Effects of Physical Activity. This bridging unit will introduce you to some of the key aspects of this unit and some skills you need to achieve success. If you want to complete your work electronically then you can send it to



c.squires@hampsteadschool.org.uk. Alternatively complete the work, save it and have it available at start of year 12.

Activity 1 – In preparation for Unit 1 Anatomy and Physiology

Create some revision materials for each of the five topics listed below – ideally one poster/pack of revision cards per topic.

1. The skeleton

- Six functions of the skeleton
- Five classifications of bone in the skeleton
- Six types of synovial joints in the skeleton, typical structure of a synovial joint (e.g. the knee)

2. The muscles

- Be able to label a diagram with the key muscles involved in sport

3. The cardiovascular system

- Know the structure of the heart / be able to label a diagram of the heart
- Five types of blood vessels, their functions and structures of each
- Components and functions of blood

4. The respiratory system

- The mechanics of breathing during rest
- The mechanics of breathing during exercise
- Gaseous exchange

5. Energy Systems

- ATP-PC system
- Lactic Acid System
- Aerobic System

You will need to bring these revision materials with you in September, as we will create a folder of revision resources for each topic.



skeleton use the bones listed below

Axial skeleton

Appendicular skeleton



Copyright © John Wiley & Sons, Inc. All rights reserved.

Cranium, sternum, ribs, vertebral column (cervical vertebrae, thoracic vertebrae, lumbar vertebrae, sacrum, coccyx, Scapula, clavicle, humerus, radius, ulna, carpals, metacarpals, phalanges, ilium, ischium, pubis, femur, patella, tibia, fibula, tarsals, talus, metatarsals

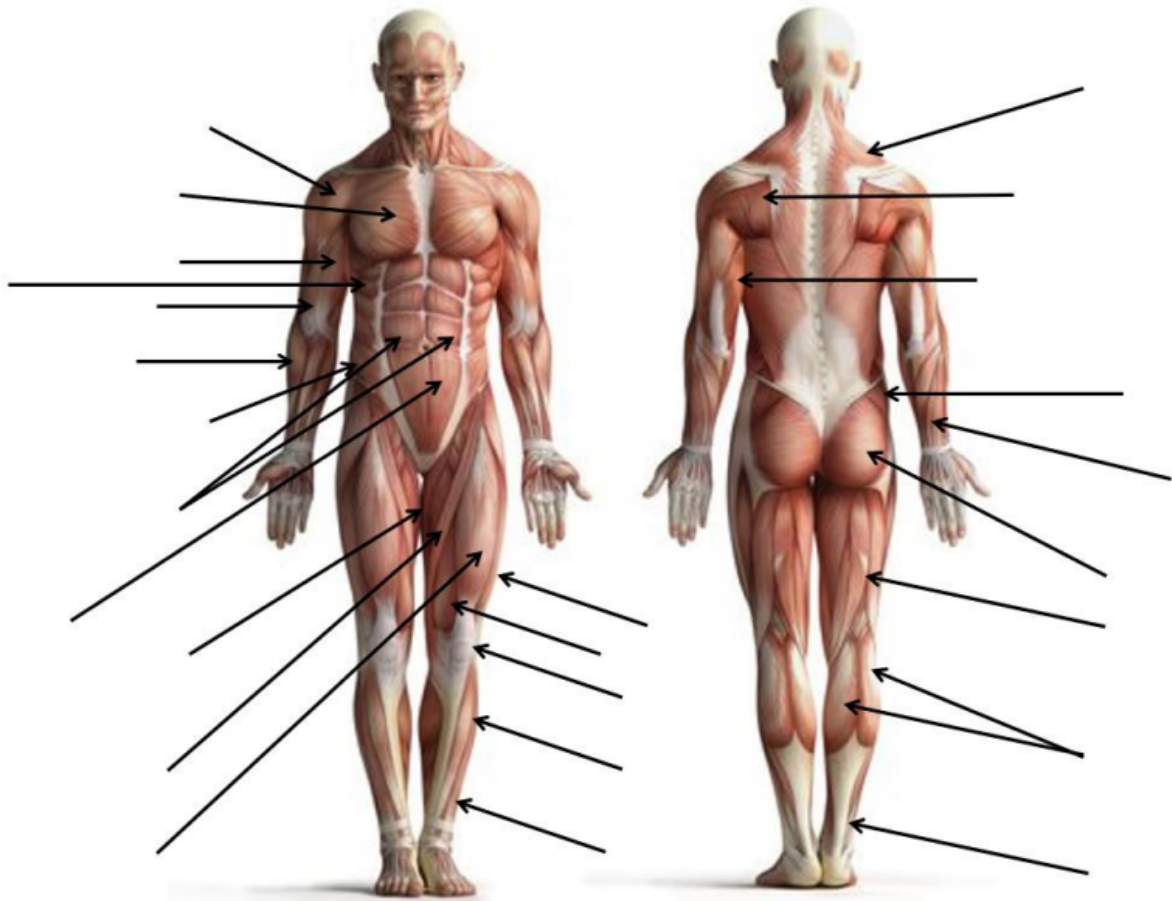
Activity 3 – Functions of the Skeleton

--



1	
2	
3	
4	
5	
6	

Activity 4 – Label all the muscles

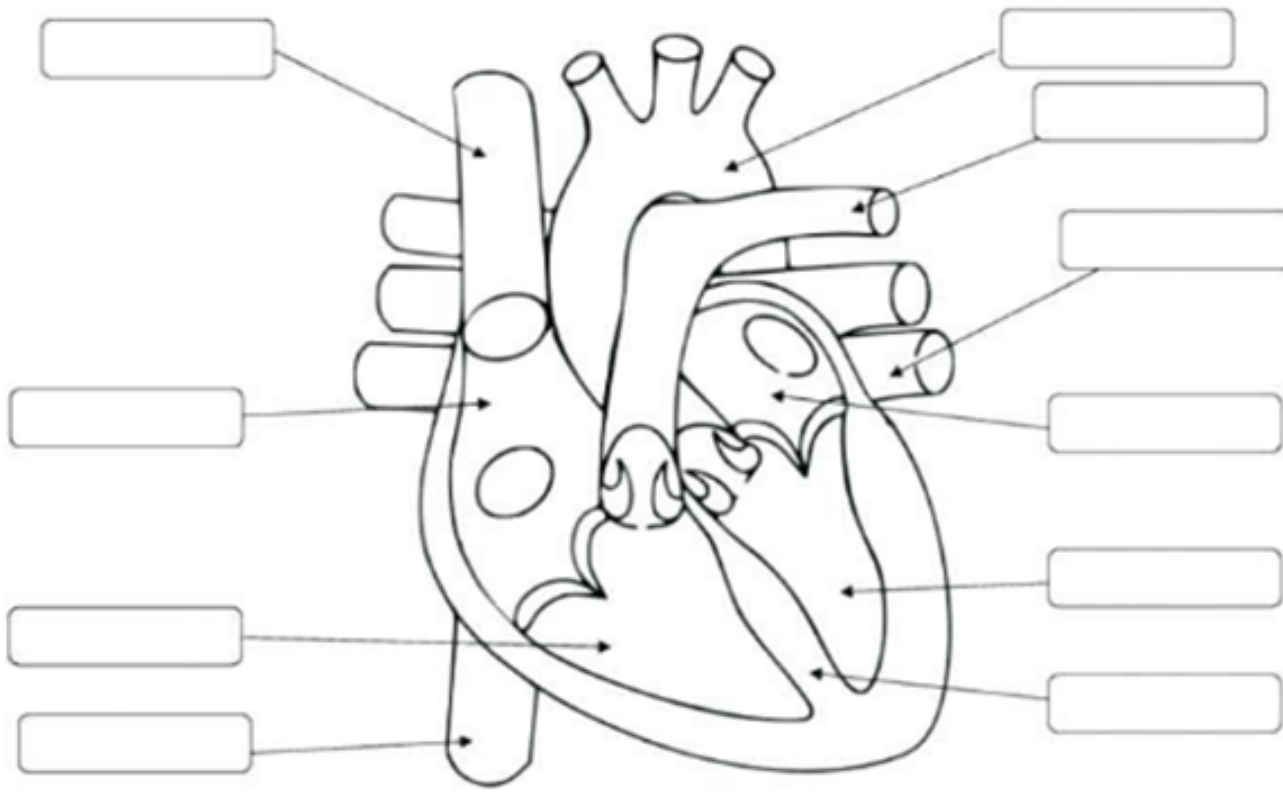


Activity 5 – Label the heart



Label the identified part of the heart. Color the parts with oxygenated blood in red and deoxygenated blood in purple or deep red. When done complete the chart below with the function and oxygen level of each heart part.

Activity 6 –
Label the
pathway of
the air



<http://commons.wikimedia.org/wiki/File:Heart.svg>

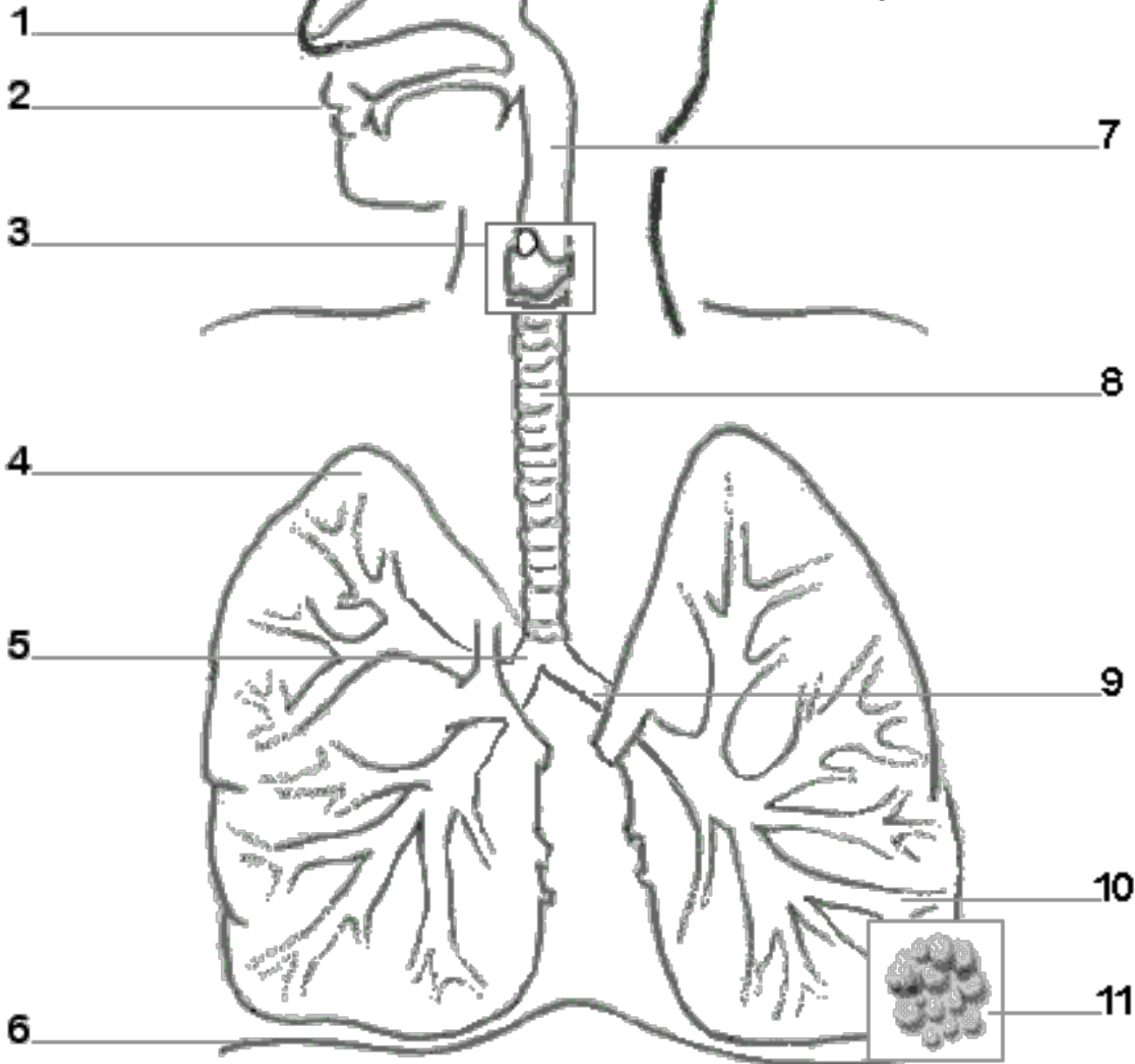
	Oxygenated/ Deoxygenated Blood	Function
Vena cava		
Aorta		
Pulmonary Artery		
Pulmonary Vein		
Right Atrium		
Right Ventricle		
Left Atrium		



Activity 7 - Interactive Tasks

Gaseous

exchange revision



<https://www.bbc.co.uk/bitesize/guides/zsw3jty/revision/1>

Blood & respiration revision <https://www.bbc.co.uk/bitesize/guides/z32wmnb/revision/1>

Muscular system <https://www.bbc.co.uk/bitesize/guides/z2gyrdm/revision/1>



<https://www.bbc.co.uk/bitesize/guides/z8fhycw/revision/1>

Heart & cardiovascular system <https://www.bbc.co.uk/bitesize/guides/zpd4wxs/revision/1>

Respiratory system <https://www.bbc.co.uk/bitesize/guides/z2c34j6/revision/1> Energy systems

Further Reading

<https://www.brianmac.co.uk/>

- Click on 'Anatomy & physiology' tab on the left

- Click on 'Body systems' and look at the following – cardiovascular system, muscular system, respiratory system, skeletal system

- Click on 'energy systems'

- Click on 'movement analysis'

Unit 2: Sports Coaching and Leadership

L01	Know the roles and responsibilities of sports coaches and activity leaders
L02	Understand principles which underpin coaching and leading
L03	Be able to use methods to improve skills, techniques and tactics in sport
L04	Be able to plan sports and activity sessions
L05	Be able to prepare sports and activity environments
L06	Be able to deliver sports and activity sessions
L07	Be able to review sports and activity sessions



UNIT AIM

At some point throughout his or her lives, everyone will have experienced being coached or taught about sport and physical activity. The importance of a high quality coach or leader cannot be underestimated. The increasing demand for both young and old to learn and develop physical skills and sporting skills presents new and exciting opportunities for coaches, leaders and NGB's and, through coaching and leading, you can learn a set of skills such as communication and adaptability which will prove valuable in other aspects of your life, such as work and study.

This unit will give you an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. You will explore the roles and responsibilities of coaches and leaders and how these differ from each other and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader.

Context in Year 12 you will complete a mandatory unit called Sports coaching and activity leadership. This bridging unit will introduce you to some of the key aspects of this unit and some skills you need to achieve success.

If you want to complete your work electronically then you can send it to c.squires@hampsteadschool.org.uk and we can provide some general feedback on it but it can only be considered as preparation for the start of the course. Alternatively complete the work, save it and have it available at start of year 12

Activity 1 – Define with examples

Key Terms- research and produce a definition with appropriate sporting examples of the following

Democratic leadership

Autocratic leadership

Laissez faire leadership

Group dynamics – including cohesion and social loafing.

Steiner's model of group productivity

Types of practice-whole, part and progressive part

Personality- introvert and extrovert

Activity 2 – Leadership styles

<https://www.youtube.com/watch?v=1AZMiq6Mg-k>

• There are 3 'main' styles of leadership. The styles are described in the video above but these are general descriptions. Below are examples of these leadership styles in sport.



- Autocratic-

<https://www.youtube.com/watch?v=U6SM057qEy4>

- Democratic- <https://leadersinsport.com/performance/coaching-anddevelopment/carlo-ancelotti/>
- Laissez Faire- There aren't many examples of this as it isn't a leadership style undertaken very often.

Activity 3 – Roles in Sport

- Can you research and then describe the roles and responsibilities of a **sports coach, activity leader** and **PE teacher**.
- What are the similarities?
- What are the differences?
- How do all three support a healthy active lifestyle?
- Research (ensure you keep the links to acknowledge your sources)
- Find out what the government are doing for the target groups in society?
- From your experience what are schools /teachers doing?
- What is your sports centre /community doing?
- Walking football <https://thewfa.co.uk>
- How will you present this information?

We look forward to seeing you all next year

PE Department
Hampstead School