

PE Department Key Stage 4 – Curriculum Map 2018 - 2020

| BTEC SPORT | Year 11 | Year 10 |
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| Term 1 | <p>UNIT 5: Training for Personal Fitness Learning aim A: Design a personal fitness training programme.</p> <p>Topic A.1 Personal information to aid training programme design:</p> <ul style="list-style-type: none"> ● personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER) ● aims (details of what they would like to achieve) ● objectives (how they intend to meet their aims) ● lifestyle and physical activity history ● medical history questionnaire ● attitudes and personal motivation for training. <p>Topic A.2 The basic principles of training (FITT):</p> <ul style="list-style-type: none"> ● frequency (the number of training sessions completed per week) ● intensity (how hard training will be) ● time (how long training sessions will be) ● type (selecting a training method to improve a specific component of personal fitness and/or sports performance). <p>Topic A.3 Further principles of training and how they are applied to training methods:</p> <ul style="list-style-type: none"> ● intensity, progressive overload, specificity, individual differences/needs, variation, rest and recovery, adaptation, reversibility. | <p>Unit 1 – Fitness for Sport and Exercise.</p> <p>Learning aim A: Know about the components of fitness and the principles of training</p> <p>Topic A.1 Components of physical fitness:</p> <ul style="list-style-type: none"> ● aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition: <p>Topic A.2 Components of skill-related fitness:</p> <ul style="list-style-type: none"> ● agility, balance, coordination, power, reaction time, recognition of fitness components needed for sports performance. <p>Topic A.3 Why fitness components are important for successful participation in given sports in terms of:</p> <ul style="list-style-type: none"> ● being able to successfully meet the physical demands of the sport in order to reach optimal performance ● being able to successfully meet the skill-related demands of the sport in order to reach optimal performance ● being able to perform efficiently ● giving due consideration to the type of event/position played. <p>Topic A.4 Exercise intensity and how it can be determined:</p> <ul style="list-style-type: none"> ● measuring heart rate (HR) and apply HR intensity to fitness training methods ● know about target zones and training thresholds ● be able to calculate training zone for cardiovascular health and fitness ● know that the Borg Scale can be used as a measure of exercise intensity ● know about the relationship between RPE and heart rate. ● application of the FITT principles to training methods. <p>Topic A.5 The basic principles of training (FITT):</p> <ul style="list-style-type: none"> ● frequency, intensity, time, type <p>Topic A.6 Additional principles of training:</p> <ul style="list-style-type: none"> ● progressive overload, specificity, individual differences/needs, adaptation, reversibility, variation, rest and recovery ● application of the principles of training |

PE Department Key Stage 4 – Curriculum Map 2018 - 2020

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| Term 1 | <p>Topic A.4 Programme design:</p> <ul style="list-style-type: none"> ● use personal information to aid training programme design ● selection of appropriate training method(s)/activities for improving and maintaining fitness ● safe design: appropriate method(s)/selection of activities to meet personal training needs, goals, aims and objectives ● selection of appropriate activities for warm-up and cool down ● creative design: prevent/avoid barriers to training <p><u>Learning aim B: Know about exercise adherence factors and strategies for continued training success</u></p> <p>Topic B.1 Factors: Overcoming barriers, to exercise</p> <p>Topic B.2 Strategies: Setting SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded), implementing enjoyable activities, knowing the benefits of the personal training programme, support and reinforcement, and rewards for achieving goals.</p> | <p><u>Learning aim B: Explore different fitness training methods</u></p> <p>Topic B.1 Requirements for each of the following fitness training methods:</p> <ul style="list-style-type: none"> ● safe, correct use of training techniques and equipment ● requirements for undertaking the fitness training methods ● application of the basic principles of training (FITT) for each fitness training method ● linking each fitness training method to the associated health-related/skill-related component of fitness. <p>Topic B.2 Additional requirements for each of the fitness training methods:</p> <ul style="list-style-type: none"> ● advantages/disadvantages ● application of exercise intensity and principles of training to fitness training methods ● appropriate application of fitness training method(s) <p>Topic B.3 Fitness training methods for:</p> <ul style="list-style-type: none"> ● Flexibility training ● Strength, Muscular Endurance and Power training ● Aerobic Endurance training ● Speed training <p><u>Learning aim C: Investigate fitness testing to determine fitness levels</u></p> <p>Topic C.1 Fitness test methods for components of fitness:</p> <ul style="list-style-type: none"> ● flexibility, strength, aerobic endurance, speed, speed and agility, anaerobic power, muscular endurance, body composition: <p>Topic C.2 Importance of fitness testing to sports performers and coaches:</p> <ul style="list-style-type: none"> ● baseline data ● design of training programmes ● interpretation of results to set goals |
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PE Department Key Stage 4 – Curriculum Map 2018 - 2020

Term 2

Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives

Topic C.1 Safely implement a personal fitness training programme:

- undertaking appropriate training method(s), performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment
- wearing correct training gear, safe and correct use of equipment, correct technique, awareness of wider safety issues, e.g. personal safety
- taking responsibility for completing and recording details of training session.

Topic C.2 Training diary for each session recording:

- date, time and location for training undertaken
- aims and objectives for each session
- session duration
- type of training undertaken – selected method(s)/activities
- programme details (FITT)
- log of personal performance and achievements
- resources required, e.g. equipment
- the principles of progressive overload over the course of the programme
- details of programme intensity using % HR max and RPE.

Topic C.3 Measures for success:

- motivation for training, including details in the diary of personal feelings before, during and after each training session
- details of how the programme has been adapted to ensure commitment to training, using a variation of activities/training methods
- achievement against personal aims, goals and objectives, for example how performance has been taken to a higher level
- overcoming barriers to training/issues/problems

Learning aim D: Review a personal fitness training programme

Topic D.1 Review programme:

- before and after each training session
- evidence of modifying the programme to achieve planned personal goals

Learning aim C: Investigate fitness testing to determine fitness levels

Topic C.3 Requirements for administration of each fitness test

- pre-test procedures
- knowledge of published standard test methods and equipment/resources required
- purpose of each fitness test
- accurate measurement and recording of test results
- basic processing of test results for interpretation
- ability to safely select appropriate test(s) for given purposes, situations
- the terms 'reliability', 'validity' and 'practicality'
- advantages and disadvantages of fitness test methods.

Topic C.4 Interpretation of fitness test results:

- compare fitness test results to normative published data/those of peers
- be able to draw conclusions/analyse and evaluate data results
- be able to test results, to suggest and justify appropriate recommendations and for improvements to fitness for a given purpose/ situation /participant
- be able to suggest and fitness training methods that could be used for a given purpose/situation/participant

Unit 2 – Practical Sport

Learning aim A: Understand the rules, regulations and scoring systems for selected sports:

Topic A.1 Rules (or laws).

PE Department Key Stage 4 – Curriculum Map 2018 - 2020

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| Term 2 | <p><u>UNIT 6: Leading Sports Activities</u></p> <p><u>Learning aim A: Know the attributes associated with successful sports leadership</u></p> <p>Topic A.1 Sports leaders:</p> <ul style="list-style-type: none"> ● sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches. <p>Topic A.2 Attributes:</p> <ul style="list-style-type: none"> ● skills (communication, organisation of equipment, knowledge) ● advanced skills (activity structure, target setting, use of language) ● qualities (appearance, enthusiasm, confidence) ● additional qualities (leadership style, motivation, humour, personality). <p>Topic A.3 Responsibilities:</p> <ul style="list-style-type: none"> ● core responsibilities (professional conduct, health and safety, equality) ● wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations). <p><u>Learning aim B: Undertake the planning and leading of sports activities</u></p> <p>Topic B.1 Sports activities: For example, individual sports, team sports, fitness activities.</p> <p>Topic B.2 Components of sports activity session:</p> <ul style="list-style-type: none"> ● warm-up and cool-down ● main component/components of activity, e.g. skill introduction, development, conditioned game, final activity | <p><u>Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports.</u></p> <p>Topic B.1 Technical demands: skills and techniques required.</p> <p>Topic B.2 Tactical demands: decision making, defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.</p> <p>Topic B.3 Safe and appropriate participation: The demonstration of skills, techniques and tactics within a controlled environment</p> <p>Topic B.4 Relevant skills and techniques.</p> <p>Topic B.5 Relevant tactics: in selected sports and practice/ situation.</p> <p>Topic B.6 Effective use of skills and techniques, and the correct application of each component:</p> <p>Topic B.7 Effective use of skills, techniques and tactics:</p> <ul style="list-style-type: none"> ● within conditioned and competitive situations, ● effective decision making and selection of skills, techniques and tactics when under pressure from opponents. <p>Topic B.8 Isolated practices: skills and techniques demonstrated independently</p> <p>Topic B.9 Conditioned practices.</p> <p>Topic B.10 Competitive situations: full-sided games, with appropriate opposition, with match officials.</p> |
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PE Department Key Stage 4 – Curriculum Map 2018 - 2020

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| Term 3 | <p>Topic B.3 Plan:</p> <ul style="list-style-type: none"> ● participants, e.g. age, ability, gender, numbers, medical, specific needs ● aims and objectives, e.g. target setting, expected outcomes ● resources, e.g. equipment, time, environment ● health and safety considerations (risk assessment, informed consent). <p>Topic B.4 Lead:</p> <ul style="list-style-type: none"> ● demonstration of attributes (skills, advanced skills, attributes, additional qualities) ● completion of core responsibilities ● completion of wider responsibilities. <p>Topic B.5 Measures of success:</p> <ul style="list-style-type: none"> ● coverage of planned components ● meeting set aims and objectives ● organised ● safe. | <p>Continue <u>Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports.</u></p> <p><u>Learning aim C: Be able to review sports performance</u></p> <p>Topic C.1 Observation checklist: to review performance in selected sports using video analysis:</p> <ul style="list-style-type: none"> ● technical demands of sport (skills and techniques) ● production of a checklist suitable for self-analysis of performance in selected sports ● tactical demands of sport. <p>Topic C.2 Review performance:</p> <ul style="list-style-type: none"> ● strengths and areas for improvement ● self-analysis: completion of observation checklist ● strengths and areas for improvement: tactics, the effectiveness of decision making ● activities to improve performance: (short-term and long-term goals) Fitness programmes, use of technology, attending courses, where to seek help and advice. |
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PE Department Key Stage 4 – Curriculum Map 2018 - 2020

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| Term 3 | <p><u>Learning aim C: Review the planning and leading of sports activities</u></p> <p>Topic C.1 Review:</p> <ul style="list-style-type: none">● feedback for review, e.g. from participants, supervisor, observers, self-analysis● methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback● strengths and areas for improvement (demonstration of attributes, completion of responsibilities, e.g. planning, content, organisation, health and safety, achievements). <p>Topic C.2 Targets for development:</p> <ul style="list-style-type: none">● SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded)● development plan: aims and objectives, goals, SMARTER targets, activities and opportunities, (e.g. training, courses, qualifications), possible barriers. | <p>Start: <u>UNIT 5: Training for Personal Fitness</u></p> <p><u>Learning aim A: Design a personal fitness training programme.</u></p> <p>Extension opportunity for pupils re-attempting the UNIT 1 Test.</p> |
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