

PE Department Key Stage 4 – Curriculum Map 2018 - 2020

BTEC SPORT	Year 11	Year 10
Term 1	<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:</p> <p>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>Unit 1 – Fitness for Sport and Exercise.</u></p> <p><u>Learning aim A: Know about the components of fitness and the principles of training</u></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

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Term 1	<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><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><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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Term 2	<p><u>UNIT 3: Applying the principles of personal training</u></p> <p><u>Learning aim A: Design a personal fitness training programme</u></p> <p>Topic A.1 Personal information to aid training programme design</p> <ul style="list-style-type: none"> ● Personal goals ● Aims ● Objectives ● Lifestyle and physical activity history. ● Medical history questionnaire. ● Attitudes, the mind and personal motivation for training. <p>Topic A.2 Programme design</p> <ul style="list-style-type: none"> ● Use personal information to aid training programme design. ● Selection of appropriate training methods ● Safe design ● Application of the basic principles of ● Application of the additional principles of training ● Selection of appropriate activities for warm-up ● Selection of appropriate activities for cool down ● Creative design ● Intensity <p><u>Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</u></p> <p>Topic B.1 Musculoskeletal system</p> <ul style="list-style-type: none"> ● Location of the major muscles ● Location of the major bones ● Structure and function of the synovial joints at the hip, shoulder, knee, elbow. ● Short-term effects of fitness training on the musculoskeletal system: o the use of a warm-up and flexibility exercises to increase joint range of movement o § planning for progressive overload to encourage micro tears in muscle fibre <p>Topic B.2 Cardiorespiratory system</p> <ul style="list-style-type: none"> ● Structures of the cardiovascular system ● Structures of the respiratory system ● Short-term effects of fitness training on the cardiorespiratory system 	<p><u>Learning aim C: Investigate fitness testing to determine fitness levels</u></p> <p>Topic C.3 Requirements for administration of each fitness test</p> <ul style="list-style-type: none"> ● 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. <p>Topic C.4 Interpretation of fitness test results:</p> <ul style="list-style-type: none"> ● 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 <p><u>Unit 2 – Practical Sport</u></p> <p><u>Learning aim A: Understand the rules, regulations and scoring systems for selected sports:</u></p> <p>Topic A.1 Rules (or laws).</p> <p>Topic A.2 Regulations.</p> <p>Topic A.3 Scoring systems.</p> <p>Topic A.4 Application of the rules/laws of sports in different situations.</p> <p>Topic A.5 Sports: The differences and similarities between sports.</p> <p>Topic A.6 Roles of officials.</p> <p>Topic A.7 Responsibilities of officials.</p>
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Term 2	<p><u>Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives</u> Topic C.1 Safely implement a personal fitness training programme</p> <ul style="list-style-type: none"> ● Using an appropriate training ● Wearing correct training gear, safe and correct use of equipment ● Taking full responsibility for completing and recording details for each training session. <p>Topic C.2 Training diary for each session recording</p> <ul style="list-style-type: none"> ● Date, time and location for training undertaken. ● Aims and objectives for each session. ● Session duration ● Type of training undertaken ● Programme details (FITT). ● Log of personal performance and achievements. ● Resources required, e.g. equipment. ● The principles of progressive overload ● Details of programme intensity using % HR max and RPE. <p>Topic C.3 Measures for success</p> <ul style="list-style-type: none"> ● Types of motivation (intrinsic and extrinsic) ● Benefits of motivation and self-confidence to successfully complete a fitness training programme ● 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 continued commitment to training, for example 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. 	<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. 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. Topic B.3 Safe and appropriate participation: The demonstration of skills, techniques and tactics within a controlled environment Topic B.4 Relevant skills and techniques. Topic B.5 Relevant tactics: in selected sports and practice/ situation. Topic B.6 Effective use of skills and techniques, and the correct application of each component: 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 Topic B.9 Conditioned practices. Topic B.10 Competitive situations: full-sided games, with appropriate opposition, with match officials.</p>
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Term 3	<p><u>Learning aim D: Review a personal fitness training programme</u></p> <p>Topic D.1 Review programme</p> <ul style="list-style-type: none"> ● Review, including short term physiological effects, improvements as a result of the programme to meet the activity/sport goal. ● After each training session. ● Evidence of modifying the programme to achieve planned personal goals. ● Strengths: areas of the programme where and how personal aims and objectives have been achieved with reference to measures of success. ● Areas for improvement: where outcomes do not meet planned goals. <ul style="list-style-type: none"> ● Recommendations for improving future training and performance, for example personal training needs, use of different training methods/activities or strategies, use of psychological training techniques to improve performance. 	<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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