

BTEC Sport

Year 11 **(Year 9 and 10 have moved to CNAT)

Scheme of Learning 2022 - 2023

Mr. J. Nuttall

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Unit 3 – Applying the Principles of Personal Training	Unit 3 – Applying the Principles of Personal Training	Unit 1 – Fitness for Sport and Exercise (retake)	Unit 1 – Fitness for Sport and Exercise (retake)	Intervention / Improvement of Coursework	n/a
Week Times	6 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks

Unit 1 BTEC First 'Award' in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Unit 1 – Fitness for Sport and Exercise – 30 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Fitness for Sport and Exercise	See official BTEC Assessment Plan	<p>Can you define all 11 Components of Fitness (6 Health-related, 5 Skill-related)?</p> <p>Can you calculate a person's Maximum Heart Rate using 220 – Age?</p> <p>Can you identify and explain Training Methods for each of the Components of Fitness?</p> <p>Do you understand the importance of fitness testing and why reliability and validity are so crucial?</p> <p>Can you identify and explain all the fitness tests, noting pros and cons?</p>	<p>**AREA OF STUDY**</p> <p>A.1 Components of physical fitness</p> <p>A.2 Components of skill-related fitness</p> <p>A.3 Why fitness components are important for successful participation in given sports</p> <p>A.4 Exercise intensity and how it can be determined</p> <p>A.5 The basic principles of training (FITT)</p> <p>A.6 Additional principles of training</p> <p>B.1 Requirements for each of the following fitness training methods</p> <p>B.2 Additional requirements for each of the fitness training methods</p> <p>B.3 Fitness training methods</p> <p>C.1 Fitness test methods for components of fitness</p> <p>C.2 Importance of fitness testing to sports performers and coaches</p>	<p>*MULTI-PARTED LEARNING OUTCOMES*</p> <p>By the end of this unit <i>All</i> students should have achieved a <u>Pass</u> grade. <i>Most</i> students should have achieved a <u>Merit</u> grade and <i>Some</i> students will achieve a <u>Distinction</u> grade.</p> <p>Fitness for sport and exercise is core to the programme of study. This unit underpins, the other units for sport. In learning aim A learners will cover the components of physical and skill-related fitness and the principles of training. Learning aim B explores different fitness training methods for developing components of fitness, and for learning aim C students will gain knowledge and skills in undertaking and administering fitness tests.</p> <p><input type="checkbox"/> Learning Aims:</p>	<p><input type="checkbox"/> Physical fitness</p> <p><input type="checkbox"/> Skill-related fitness</p> <p><input type="checkbox"/> Intensities</p> <p><input type="checkbox"/> Principles of training</p> <p><input type="checkbox"/> Training methods</p> <p><input type="checkbox"/> Fitness testing</p> <p><input type="checkbox"/> Result interpretation</p> <p><input type="checkbox"/> Body mass index</p> <p><input type="checkbox"/> Heart rate calculations</p> <p><input type="checkbox"/> Threshold calculations</p>	<p>**SEE 'OUTCOMES' FOR LINKED LOs**</p> <p>**DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON**</p> <p>This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour fifteen minutes and has 60 marks. The assessment is available on demand.</p> <p>Learners will complete an onscreen test that has different types of questions including short-answer and extended open response questions. Where appropriate, questions contain graphics, photos, animations or videos.</p> <p><input type="checkbox"/> <i>The department chooses the assessment availability. We offer</i></p>	<p><input type="checkbox"/> ICT Room</p> <p><input type="checkbox"/> TheEverLearner</p> <p><input type="checkbox"/> Informed consent forms.</p> <p><input type="checkbox"/> Access to a sports hall (for multistage fitness test and training methods)</p> <p><input type="checkbox"/> Access to free weights.</p> <p><input type="checkbox"/> Fitness testing equipment: sit and reach box, grip dynamometer, benches for step test, stop watches, metronome, vertical jump board, skinfold callipers.</p> <p><input type="checkbox"/> Bioelectrical Impedance Analysis machine, heart rate monitor</p> <p><input type="checkbox"/> Rating of Perceived Exertion Scale</p> <p><input type="checkbox"/> Published normative data tables for interpretation of fitness test results.</p> <p><input type="checkbox"/> Pearson BTEC Sport Student Book.</p>

		<p>C.3 Requirements for administration of each fitness test</p> <p>C.4 Interpretation of fitness test results</p> <p>**HOMEWORK**</p> <p>All homework is an extension of the official BTEC assignment tasks the students are currently working on in class. Students should use their Office 365 login to access their work from Word, PowerPoint or OneNote. It is recommended that students do 30 minutes of homework/private study for every hour they spend in class.</p> <p>**EXTENDED OPPORTUNITIES FOR BOYS & HIGH ACHIEVERS**</p> <p>In Sport Science we believe in offering extended opportunities to every student, regardless of whether they are identified by gender, high ability, low ability, SEN, pupil premium etc. The very nature of the BTEC Sport course ensures that there is always room for improvement for every student. Additionally, there are numerous practical</p>	<p>A - Know about the components of fitness and the principles of training</p> <p>B - Explore different fitness training methods</p> <p>C - Investigate fitness testing to determine fitness levels.</p> <p><input type="checkbox"/> Differentiated grading linked to assessment tasks (see right):</p>		<p><i>it in April of Year 9 and December of Year 11 (see table below).</i></p> <p><input type="checkbox"/> There is an official 'mock' exam or 'PPE' in March of Year 9.</p> <p><input type="checkbox"/> Students are also assessed through regular class-based tests and their knowledge is monitored through our online EverLearner platform.</p> <p>**CAREER LINKS**</p> <p>Visit to Christchurch University Sports Science Labs</p>	
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			opportunities in this unit that are both engaging and challenging for all.				
Unit 2							
BTEC First 'Award' in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Unit 2 – Practical Performance in Sport – 30 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Practical Performance in Sport	See official BTEC Assessment Plan	<p>Can you describe the rules, regulations and scoring systems of two selected sports?</p> <p>Can you apply the rules of a selected sport in four specific situations?</p> <p>Can you describe and explain the roles and responsibilities of officials from two selected sports?</p> <p>Can you compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport?</p>	<p>**AREA OF STUDY**</p> <p>A.1 Rules (or laws) A.2 Regulations A.3 Scoring systems A.4 Application of the rules/laws of sports in different situations A.5 Sports A.6 Roles of officials A.7 Responsibilities of officials B.1 Components of physical fitness B.2 Technical demands B.3 Tactical demands B.4 Safe and appropriate participation B.5 Relevant skills and techniques B.6 Relevant tactics B.7 Effective use of skills and techniques, and the correct application of each component B.8 Effective use of skills, techniques and tactics B.9 Isolated practices</p>	<p>*MULTI-PARTED LEARNING OUTCOMES*</p> <p>By the end of this unit All students should have achieved a Pass grade. Most students should have achieved a Merit grade and Some students will achieve a Distinction grade.</p> <p><input type="checkbox"/> This unit focuses on developing and improving students' own practical sports performance. This is achieved through their active participation in practical activities and reflection on their own performance and that of other sports performers.</p> <p><input type="checkbox"/> This unit also introduces students to a variety of different sports and, through</p>	<p><input type="checkbox"/> Rules <input type="checkbox"/> Regulations <input type="checkbox"/> Officiating <input type="checkbox"/> Technical demands <input type="checkbox"/> Tactical demands <input type="checkbox"/> Technique <input type="checkbox"/> Tactics <input type="checkbox"/> Isolation <input type="checkbox"/> Conditioned practice Observation</p>	<p>**SEE 'OUTCOMES' FOR LINKED LOS**</p> <p>**DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON**</p> <p>Learning Aim A:</p> <p><input type="checkbox"/> Presentation, including speaker notes and slides. <input type="checkbox"/> An observation record. <input type="checkbox"/> A video recording of your demonstration (wherever possible).</p> <p>Learning Aim B:</p> <p><input type="checkbox"/> Word document. <input type="checkbox"/> Practical demonstration of the skills, techniques and tactics for two selected sports (observation form completed by the assessor).</p>	<p><input type="checkbox"/> ICT Room <input type="checkbox"/> TheEverLearner <input type="checkbox"/> Access to a sports hall and 3G (for practical lessons) <input type="checkbox"/> Resources for reviewing performance, such as recording equipment (for example video cameras). Pearson BTEC Sport Student Book.</p>

		<p>Can you describe the components of fitness and technical and tactical demands of two selected sports?</p> <p>Can you demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices and competitive situations?</p> <p>Can you independently produce an observation checklist that can be used effectively to review own performance?</p> <p>Can you review your own performance in two selected sports, describing, explaining and analysing your strengths and areas for improvement?</p>	<p>B.10 Conditioned practices B.11 Competitive situations C.1 Observation checklist C.2 Review performance</p> <p>**HOMEWORK**</p> <p>All homework is an extension of the official BTEC assignment tasks the students are currently working on in class. Students should use their Office 365 login to access their work from Word, PowerPoint or OneNote. It is recommended that students do 30 minutes of homework/private study for every hour they spend in class.</p> <p>**EXTENDED OPPORTUNITIES FOR BOYS & HIGH ACHIEVERS**</p> <p>In Sport Science we believe in offering extended opportunities to every student, regardless of whether they are identified by gender, high ability, low ability, SEN, pupil premium etc. The very nature of the BTEC Sport course ensures that there is always room for improvement for every student. Additionally, there are numerous practical opportunities in this unit</p>	<p>participating in different sports, it is expected that they will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.</p> <p>Learning Aims:</p> <p>A - Understand the rules, regulations and scoring systems for selected sports B - Practically demonstrate skills, techniques and tactics in selected sports C - Be able to review sports performance.</p> <p><input type="checkbox"/> Differentiated grading linked to assessment tasks (see right):</p> <p>2/ 2A.P1 = Describe the rules, regulations and scoring systems of two selected sports. 2/2A.P2 = Apply the rules of a selected sport in four specific situations. 2/2A.P3 = Describe the roles and responsibilities of officials from two selected sports. 2/2A.M1 = For each of two selected sports, explain the role and responsibilities of officials and the application</p>	<p><input type="checkbox"/> Video evidence/ annotated photographic evidence that demonstrates learners participating in each of the selected sports in specific situations.</p> <p>Learning Aim C:</p> <p><input type="checkbox"/> Completed observation checklists for learner's own performance in two selected sports.</p> <p><input type="checkbox"/> Written summary.</p> <p>**CAREER LINKS**</p> <p>Classroom discussion on how to excel in practical sport or become a coach.</p>	
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			<p>that are both engaging and challenging for all.</p>	<p>of rules, regulations and scoring systems. 2/2A.D1 = Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport. 2/2B.P4 = Describe the components of fitness and technical and tactical demands of two selected sports. 2/2B.P5 = Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices. 2/2B.M2 = Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations. 2/2C.P6 = Independently produce an observation checklist that can be used effectively to review own performance in two selected sports. 2/2C.P7 = Review own performance in two selected sports, describing strengths and areas for improvement.</p>			
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				2/2C.M3 = Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance. 2/2C.D2 = Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.			
Unit 6							
BTEC First 'Award' in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Unit 6 – Leading Sports Activities – 30 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Leading Sports Activities	See official BTEC Assessment Plan	<p>Can you describe and explain, using relevant examples, the attributes required for, and responsibilities of, sports leadership?</p> <p>Can you evaluate, compare and contrast the attributes of two successful sports leaders?</p> <p>Can you plan two selected sports activities, justifying the choice of the activities</p>	<p>**AREA OF STUDY**</p> <p>A.1: Sports Leaders A.2: Attributes A.3: Responsibilities B.1: Sports activities B.2: Plan B.3: Lead B.4: Measures of success C.1: Review C.2: Targets for development</p> <p>**HOMEWORK**</p> <p>All homework is an extension of the official BTEC assignment tasks the students are currently</p>	<p>*MULTI-PARTED LEARNING OUTCOMES*</p> <p>By the end of this unit All students should have achieved a Pass grade. Most students should have achieved a Merit grade and Some students will achieve a Distinction grade.</p> <p><input type="checkbox"/> There are many roles working in sport that require effective and successful sports leadership, including personal training and coaching. This unit</p>	<p><input type="checkbox"/> Leadership <input type="checkbox"/> Attributes <input type="checkbox"/> Development <input type="checkbox"/> Planning <input type="checkbox"/> Leading <input type="checkbox"/> Target setting</p>	<p>**SEE 'OUTCOMES' FOR LINKED LOs**</p> <p>**DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON**</p> <p>Learning Aim A: <input type="checkbox"/> Article for a newspaper or web article.</p> <p>Learning Aim B: <input type="checkbox"/> Session plans, written document.</p>	<p><input type="checkbox"/> ICT Room <input type="checkbox"/> TheEverLearner <input type="checkbox"/> Learners need access to a range of sports facilities and equipment. They will also need participants to take part in the sports activity session. Pearson BTEC Sport Student Book.</p>

		<p>within the sports activity plan?</p> <p>Can you independently lead a successful sports activity session?</p> <p>Can you review the planning and leading of the sports activity session, describing and explaining your strengths and areas for improvement, and justifying targets for future development as a sports leader?</p>	<p>working on in class. Students should use their Office 365 login to access their work from Word, PowerPoint or OneNote. It is recommended that students do 30 minutes of homework/private study for every hour they spend in class.</p> <p>**EXTENDED OPPORTUNITIES FOR BOYS & HIGH ACHIEVERS**</p> <p>In Sport Science we believe in offering extended opportunities to every student, regardless of whether they are identified by gender, high ability, low ability, SEN, pupil premium etc. The very nature of the BTEC Sport course ensures that there is always room for improvement for every student. Additionally, there are numerous practical opportunities in this unit that are both engaging and challenging for all.</p>	<p>provides you with what could be your first step into sports leadership, as it could be linked to the completion of a sports leader award, for example the Junior Sports Leader Award (JSLA).</p> <p>Learning Aims:</p> <p>A - Know the attributes associated with successful sports leadership B - Undertake the planning and leading of sports activities C - Review the planning and leading of sports activities.</p> <p><input type="checkbox"/> Differentiated grading linked to assessment tasks (see right):</p> <p>6/2A.P1 = Describe, using relevant examples, the attributes required for, and responsibilities of, sports leadership. 6/2A.P2 = Describe the attributes of two selected successful sports leaders. 6/2A.M1 = Explain the attributes required for, and responsibilities of, sports leadership.</p>		<p><input type="checkbox"/> Teacher/tutor observation record or witness statement.</p> <p><input type="checkbox"/> Videos or photographic evidence.</p> <p><input type="checkbox"/> Feedback from participants.</p> <p>Learning Aim C:</p> <p><input type="checkbox"/> Verbal evidence given by the learner with the support of feedback results collated after the session took place. This could be in the form of visual aids for the interview or written handouts for each of the interviewees. Assessor's observation record/checklist to justify assessment decisions.</p> <p>**CAREER LINKS**</p> <p>Students receive a talk from a professional sports coach on life as a coach and how to become a successful coach</p>	
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				<p>6/2A.M2 = Evaluate the attributes of two successful sports leaders.</p> <p>6/2A.D1 = Compare and contrast the attributes of two successful sports leaders.</p> <p>6/2B.P3 = Plan two selected sports activities.</p> <p>6/2B.P4 = Independently lead a sports activity session.</p> <p>6/2B.M3 = Justify the choice of the activities within the sports activity plan.</p> <p>6/2B.M4 = Lead a successful sports activity session.</p> <p>6/2C.P5 = Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader.</p> <p>6/2C.M5 = Explain targets for future development as a sports leader, including a personal development plan.</p> <p>6/2C.D2 = Justify targets for future development as a sports leader and activities within the personal development plan.</p>			
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Unit 3 BTEC First 'Award' in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Unit 3 – Applying the Principles of Personal Training – 30 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Applying the Principles of Personal Training	See official BTEC Assessment Plan	<p>Can you design a safe six-week personal fitness training programme to meet an activity/sport goal which meets your needs, showing creativity in the design?</p> <p>Can you justify the training programme design, explaining links to personal information?</p> <p>Can you describe the structure and function of the musculoskeletal and cardiorespiratory systems?</p> <p>Can you explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme?</p> <p>Can you safely implement a successful</p>	<p>**AREA OF STUDY**</p> <p>A.1 Personal information to aid training programme design A.2 Programme design B.1 Musculoskeletal system B.2 Cardiorespiratory system C.1 Safely implement a personal fitness training programme C.2 Training diary for each C.3 Measures for success D.1 Review programme</p> <p>**HOMEWORK** All homework is an extension of the official BTEC assignment tasks the students are currently working on in class. Students should use their Office 365 login to access their work from Word, PowerPoint or OneNote. It is recommended that students do 30 minutes of homework/private study for every hour they spend in class.</p>	<p>*MULTI-PARTED LEARNING OUTCOMES*</p> <p>By the end of this unit <i>All</i> students should have achieved a <i>Pass</i> grade. <i>Most</i> students should have achieved a <i>Merit</i> grade and <i>Some</i> students will achieve a <i>Distinction</i> grade.</p> <p><input type="checkbox"/> The ability to improve personal fitness is essential for sports performers. However, the same knowledge, understanding and skills are required to improve other people's fitness, and are essential for a number of progression opportunities in the sector, such as qualifications for sports coaches and personal trainers.</p> <p>Learning Aims: A - Design a personal fitness training programme</p>	<p><input type="checkbox"/> Muscular system <input type="checkbox"/> Skeletal system <input type="checkbox"/> Cardiovascular system <input type="checkbox"/> Respiratory system <input type="checkbox"/> Training programme</p> <p><input type="checkbox"/> Reps, sets <input type="checkbox"/> Session timings <input type="checkbox"/> Intensities <input type="checkbox"/> Percentages <input type="checkbox"/> Results graphs</p>	<p>**SEE 'OUTCOMES' FOR LINKED LOS**</p> <p>**DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON**</p> <p>Learning Aim A: <input type="checkbox"/> Personal information forms <input type="checkbox"/> Written training programme design <input type="checkbox"/> Principles of training table relating to your training programme <input type="checkbox"/> Written justification of your training programme</p> <p>Learning Aim B: <input type="checkbox"/> Poster</p> <p>Learning Aim C: <input type="checkbox"/> Training diary <input type="checkbox"/> Videos and photographs (supported by a practical activity record)</p> <p>Learning Aim D:</p>	<p><input type="checkbox"/> ICT Room <input type="checkbox"/> TheEverLearner <input type="checkbox"/> Informed consent forms <input type="checkbox"/> Heart rate monitors <input type="checkbox"/> Rating of Perceived Exertion Scale. <input type="checkbox"/> Access to lifestyle, physical activity and medical history questionnaires would be beneficial. Pearson BTEC Sport Student Book.</p>

		<p>six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress?</p> <p>Can you fully explain the results, strengths and improvements for the training programme, justifying recommendations for future training and performance?</p>	<p>**EXTENDED OPPORTUNITIES FOR BOYS & HIGH ACHIEVERS**</p> <p>In Sport Science we believe in offering extended opportunities to every student, regardless of whether they are identified by gender, high ability, low ability, SEN, pupil premium etc. The very nature of the BTEC Sport course ensures that there is always room for improvement for every student. Additionally, there are numerous practical opportunities in this unit that are both engaging and challenging for all.</p>	<p>B - Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</p> <p>C - Implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p>D - Review a personal fitness training programme.</p> <p><input type="checkbox"/> Differentiated grading linked to assessment tasks (see right):</p> <p>3/2A.P1 = Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information.</p> <p>3/2A.M1 = Design a safe six-week personal fitness training programme to meet an activity/sport goal which meets the needs of the individual, showing creativity in the design.</p> <p>3/2A.D1 = Justify the training programme design, explaining links to personal information</p>		<p><input type="checkbox"/> Discussion notes, tutor record of practical activity/discussion, audio-visual evidence of the discussion.</p> <p>**CAREER LINKS**</p> <p>Opportunity to do work experience in the Abbey School Gym as well as using the gym to perform their own training programmes.</p>	
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				<p>2B.P2 = Describe the structure and function of the musculoskeletal and cardiorespiratory systems</p> <p>2B.P3 = Summarise the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme</p> <p>2B.M2 = Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme</p> <p>3/2C.P4 = Safely implement a six-week personal fitness training programme, maintaining a training diary.</p> <p>3/2C.M3 = Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session.</p> <p>3/2C.D2 = Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress.</p> <p>3/2D.P5 = Review the six-week personal fitness training programme set for</p>			
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				<p>an activity/sport goal, describing results, strengths and areas for improvement.</p> <p>3/2D.M4 = Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance.</p> <p>3/2D.D3 = Fully explain the results, strengths and improvements for the training programme, justifying recommendations for future training and performance.</p>			
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