

BTEC Sport Level 3

Years 12 & 13 Scheme of Learning 2025 - 2026

Mr. J. Nuttall

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Unit 5 - Application of Fitness Testing Unit 17 – Sports Injury Management	Unit 5 - Application of Fitness Testing Unit 17 – Sports Injury Management	Unit 1 – Anatomy and Physiology Unit 22 - Investigating Business in the Sport and Active Leisure Industry	Unit 1 – Anatomy and Physiology Unit 22 - Investigating Business in the Sport and Active Leisure Industry	Unit 1 – Anatomy and Physiology Unit 22 - Investigating Business in the Sport and Active Leisure Industry	Unit 2 - Fitness Training and Programming for Health, Sport and Well-being Unit 4 – Sports Leadership
	<u>Vital Prerequisites</u> <ul style="list-style-type: none"> Students need to have a firm grasp of IT software such as Word, PowerPoint, Teams and Outlook. Students are required to have achieved a Grade 4 in Maths and English Language alongside a Merit or Grade 5 in GCSE PE or equivalent. A foundational understanding of components of fitness, fitness testing and sports injuries is desirable. 		<u>Vital Prerequisites</u> <ul style="list-style-type: none"> Students need to have exam skills such as note taking, revision and independent study to be successful in Unit 1 and Unit 22. A basic understanding of human biology including anatomy and physiology is desirable. Success on Unit 5 and Unit 17 also ensures that students are on the right course and are able to cope with the increased demands of the exam units. <p style="text-align: center;"><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> Both Unit 1 and Unit 22 are external exam units. They need to be taught here so that there is enough time to complete all content by the exam window (May). 			<u>Vital Prerequisites</u> <ul style="list-style-type: none"> To continue, students need to have passed the Unit 1 and Unit 22 exams. For Unit 2, students will need a basic understanding of training programmes,

	<p><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> ▪ We teach Unit 5 and Unit 17 first as they provide a smooth transition into Level 3 study. They are coursework based which allows students the opportunity to make mistakes and recover later in the course. ▪ Both Unit 5 and Unit 17 are 60 GLH so we can have assessment data by the end of Term 2. ▪ Unit 5 works well here as we plan a Sports Science trip to CCCU in Term 1, which matches the content perfectly. 		<ul style="list-style-type: none"> ▪ Furthermore, completing this in Year 12 allows students to have the opportunity to resit the exam in January of Year 13 should they need to. 			<p>nutrition and health screening.</p> <ul style="list-style-type: none"> ▪ For Unit 4, prior experience of coaching and leadership is highly desirable. <p><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> ▪ Unit 2 is 120 GLH so has to start here immediately after Unit 1 so that we have enough time before the January exam window. Completing in January of Year 13 means they have the opportunity to resit in May of Year 13. ▪ Unit 4 sits here as it is based on coaching and leadership and requires video footage to be taken. This works far better in the summer months and dovetails with our PE Curriculum.
Year 13	Unit 2 - Fitness Training and Programming for Health, Sport and Well-being	Unit 2 - Fitness Training and Programming for Health, Sport and Well-being	Unit 3 - Professional Development in the Sports Industry	Unit 3 - Professional Development in the Sports Industry	Unit 3 - Professional Development in the Sports Industry	

	Unit 4 - Sports Leadership	Unit 23 - Skill Acquisition in Sport	Unit 23 - Skill Acquisition in Sport	Unit 25 - Rules, Regulations and Officiating in Sport	Unit 25 - Rules, Regulations and Officiating in Sport	
	<p><u>Vital Prerequisites</u></p> <ul style="list-style-type: none"> ▪ See Term 6 <p><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> ▪ See Term 6 	<p><u>Vital Prerequisites</u></p> <ul style="list-style-type: none"> ▪ Unit 2 – as per Term 6. ▪ For Unit 23, students need to have completed Unit 4 successfully. Experience and evidence can be shared across these units. Some basic knowledge of learning principles also really helps. ▪ For Unit 3, it is really important that students have a reasonable idea of their next steps in life, such as employment, university, college, apprenticeships etc. We can then build on this in lessons and create a personalised development plan for them. <p><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> ▪ Unit 2 as per Term 6. ▪ Unit 23 is the most challenging coursework unit so it makes sense to do this in Year 13. It also builds really nicely on the work covered in Unit 4, so this always works well. Additionally, practical evidence can also be shared across Unit 4 and Unit 23. ▪ We also complete Unit 3 in this section as it is career and employment based, which is highly relevant to Year 13 students at this point of the course. 		<p><u>Vital Prerequisites</u></p> <ul style="list-style-type: none"> ▪ Unit 3 – as per Term 3. ▪ Unit 25 requires students to have a rounded knowledge of many different sports and the rules/regulations associated. Some prior experience of officiating in PE lessons is also desirable. <p><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> ▪ Unit 3 – as per Term 3 ▪ Unit 25 is the final non-mandatory unit that students need to complete. To be honest, this unit could be positioned anywhere within the two years. However, given the reasons for other units being strategically placed where they are, this unit finds itself being taught here. 		

Year 12 / Unit 5							
BTEC National Extended Certificate / Diploma in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Application of Fitness Testing – 60 GLH – PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Application of Fitness Testing	See official BTEC Assessment Plan	1.What is the difference between reliability and validity? 2.What are the reliability concerns associated with certain fitness tests? 3.How does practicality affect fitness testing? 4.How does suitability affect fitness testing? 5.Why are ethical guidelines important for the sports industry? 6.Can I administer and record the results of a fitness test? (Big question to be used across multiple lessons – learning about the fitness test, then administering the fitness test to a partner) 7.Can I compare the results of the fitness tests against normative data? 8.Can I analyse my administration of the multi stage fitness test?	**AREA OF STUDY** A1 Validity of fitness tests A2 Reliability of fitness tests A3 Practicality and suitability of fitness tests A4 Ethical issues associated with fitness screening B1 Fitness tests to assess components of physical fitness B2 Fitness tests to assess components of skill-related fitness B3 Planning of tests B4 Administration of tests C1 Produce a fitness profile for a selected sports performer C2 Providing feedback to a selected sports performer **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	*MULTI-PARTED LEARNING OUTCOMES* 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. <input type="checkbox"/> Learners gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness. <input type="checkbox"/> Learning Aims: A - Understand the principles of fitness testing B - Explore fitness tests for different components of fitness C - Undertake evaluation and feedback of fitness test results. <input type="checkbox"/> Differentiated grading linked to assessment tasks (see right): 5/A.P1 = Explain the importance of validity,	<input type="checkbox"/> Validity <input type="checkbox"/> Reliability <input type="checkbox"/> Practicality <input type="checkbox"/> Suitability <input type="checkbox"/> Fitness components <input type="checkbox"/> Testing protocol <input type="checkbox"/> Profiling <input type="checkbox"/> Recording results <input type="checkbox"/> Drawing graphs <input type="checkbox"/> Using stopwatches	**SEE 'OUTCOMES' FOR LINKED LOs** **DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON** <input type="checkbox"/> A written report on the principles of fitness testing, including the following discussion of the following features: - Validity - Reliability - Practicality - Suitability - Ethical requirements <input type="checkbox"/> A presentation justifying the selection of six fitness tests for your client/s <input type="checkbox"/> Practical delivery of a fitness testing session supported by observation and video evidence <input type="checkbox"/> Accurate record of the results from each of the six tests carried out <input type="checkbox"/> A written report that interprets the results	<input type="checkbox"/> ICT Room <input type="checkbox"/> Suitable fitness testing facilities and equipment, for example, a sports hall, studio gym or sports lab with appropriate testing equipment, such as sit and reach box, grip dynamometer, skinfold calipers, dumbbells, barbells, cycle ergometer, cones, mats, benches, timing gates, stopwatch. <input type="checkbox"/> Suitable individuals and groups who can act as test subjects. <input type="checkbox"/> Pearson BTEC National Sport Student Book 1 <input type="checkbox"/> Pearson BTEC National Sport Student Book 2 <input type="checkbox"/> Pearson BTEC National Sport Revision Guide

		<p>9.Can I analyse my administration of the Illinois Agility Run? 10.Can I analyse my administration of the Sit and Reach Test? 11.Can I analyse my administration of the Standing Long Jump Test? 12.Can I analyse my administration of the 35meter Sprint Test? 13.Can I analyse my administration of the Hand Grip Dynamometer Test? 14.Can I create a fitness profile? 15.Can I assess, evaluate and offer feedback on an individual's fitness test results?</p>	<p>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>reliability, practicality and suitability in relation to fitness testing. 5/A.P2 = Explain how ethical requirements should be met when planning and conducting fitness testing, giving examples. 5/A.M1 = Recommend methods that can be used to ensure fitness testing is conducted in a valid, reliable, practical, suitable and ethical way. 5/B.P3 = Select six valid fitness tests for selected sports performers. 5/B.M2 = Assess practicality and suitability of each selected fitness test for selected sports performers. 5/B.P4 = Safely administer and accurately record the results of six fitness tests for a sports performer. 5/B.M3 = Administer six fitness tests, demonstrating skills to ensure the test results are accurate and reliable. 5/B.P5 = Interpret fitness test results against normative data. 5/B.M4 = Suggest areas for improvement in the administration process of fitness tests based on test results.</p>		<p>and evaluates the test administration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A fitness profile of the sports performer. <input type="checkbox"/> An evaluation of how the sports performers scores can impact their sporting performance <p>**CAREER LINKS** Visit to Christchurch University Sports Science Labs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pearson BTEC National Sport Revision Workbook
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				<p>5/AB.D1 = Analyse own administration of selected fitness tests against practicality, suitability and ethical guidelines justifying suggestions for improvement.</p> <p>5/C.P6 = Create a fitness profile for a selected sports performer following fitness testing, providing feedback to the performer on their fitness test results and how they can impact on sporting performance.</p> <p>5/C.M5 = Assess the strengths and areas for improvement from fitness test results providing feedback for a selected sports performer.</p> <p>5/C.D2 = Justify the fitness profile for a selected sports performer including identified areas for improvement related to their selected sport.</p> <p>5/C.D3 = Evaluate the effectiveness of methods used to test the components of fitness and provide feedback to sports performers.</p>			
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Year 12 / Unit 4							
BTEC National Extended Certificate / Diploma in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Leadership in Sport – 60 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Leadership in Sport	See official BTEC Assessment Plan	<p>Learning Aim A: 1.What are the roles and skills of an effective sports leader? 2.What are the qualities and characteristics of an effective sports leader? 3.Can I independently research and complete a job description for each sports leader? 4.Can I explain and analyse the importance of my chosen skills for each sports leader? 5.Can I explain and analyse the importance of my chosen qualities for each sports leader? 6.Can I explain and analyse the importance of my chosen characteristics for each sports leader?</p> <p>Learning Aim B: 7.What is motivation and how can sports leaders increase it?</p>	<p style="text-align: center;">**AREA OF STUDY**</p> <p>A1 Different leadership roles A2 Skills, qualities, characteristics and application A3 Importance and effective use of skills, qualities and characteristics when leading B1 Psychological factors that could impact on leadership B2 Leadership and psychological factors C1 Expectations of leadership C2 Practical skills required for different leadership styles C3 Leading a sport and exercise activity C4 Effectiveness and impact of leadership on a sport and exercise activity</p> <p style="text-align: center;">**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</p>	<p style="text-align: center;">*MULTI-PARTED LEARNING OUTCOMES*</p> <p style="text-align: center; color: red;">By the end of this unit <i>All</i> students should have achieved a <u>Pass grade</u>. <i>Most</i> students should have achieved a <u>Merit grade</u> and <i>Some</i> students will achieve a <u>Distinction grade</u>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles. <input type="checkbox"/> Learning Aims: A - Understand the roles, qualities and characteristics of an effective sports leader. B - Examine the importance of psychological factors and their link with effective leadership. C - Explore an effective leadership style when leading a team during sport and exercise activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership <input type="checkbox"/> Psychological <input type="checkbox"/> Skills <input type="checkbox"/> Qualities <input type="checkbox"/> Characteristics <input type="checkbox"/> Planning <input type="checkbox"/> Session timings 	<p style="text-align: center;">**SEE 'OUTCOMES' FOR LINKED LOs**</p> <p style="text-align: center;">**DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON**</p> <ul style="list-style-type: none"> <input type="checkbox"/> An essay discussing, explaining analysing and evaluating the skills, qualities and characteristics of 3 selected leaders. The essay includes three sections. <input type="checkbox"/> Job descriptors discussing the differences between 3 specific leaders. <input type="checkbox"/> An investigation into the application of skills, qualities and characteristics in different roles and provide real life examples of the effective use of the leadership skills. <input type="checkbox"/> A report including information on the psychological factors 	<ul style="list-style-type: none"> <input type="checkbox"/> ICT Room <input type="checkbox"/> Coaching/leading equipment (such as whistle, watch, clipboard). <input type="checkbox"/> Recording equipment (such as video camera, tablet, voice recorder). <input type="checkbox"/> Pearson BTEC National Sport Student Book 1 <input type="checkbox"/> Pearson BTEC National Sport Student Book 2 <input type="checkbox"/> Pearson BTEC National Sport Revision Guide <input type="checkbox"/> Pearson BTEC National Sport Revision Workbook

	<p>8.How can a sports leaders utilise arousal levels to improve sports performance? 9.How can sports leaders use Weiner’s Attribution Theory to help motivate their players? 10.How can leadership styles impact sports performance?</p> <p>Learning Aim C: 11.Why are risk assessments an essential part of planning a coaching session? 12.What leadership style will be most effective when leading a sports session? 13.Can I lead a sports coaching session effectively? 14.Can I complete an investigation into whether my targets were met when leading my session? 15.Can I review my coaching session and provide SMARTER targets for development?</p>	<p>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 as male, female, 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><input type="checkbox"/> Differentiated grading linked to assessment tasks (see right):</p> <p>A.P1 = Discuss the skills, qualities and characteristics of three different leadership roles within different sport and exercise activities or environments. A.P2 = Explain the importance of skills, qualities and characteristics in the leadership role within different sport and exercise activities or environments. A.M1 = Analyse the importance of skills, qualities and characteristics in the leadership role within different sport and exercise activities or environments. A.D1 = Evaluate the impact of skills, qualities, characteristics on sports leadership within different sport and exercise activities or environments. B.P3 = Discuss how key psychological factors may affect sports leadership within different sport and exercise activities or environments. B.M2 = Analyse key psychological factors that may affect sports leadership within different sport and</p>		<p>that could impact on leadership. The following features should be included:</p> <ul style="list-style-type: none"> - External psychological factors - Internal psychological factors - Importance of psychological factors - Leadership theories - Good practice guide <p><input type="checkbox"/> Lead the practical delivery of sports session applying appropriate leadership techniques supported by video evidence of the session.</p> <p><input type="checkbox"/> A review of the practice session including 3 sections:</p> <p><input type="checkbox"/> A review of the impact of your style of leadership with actual examples from the session</p> <p><input type="checkbox"/> An investigation of how and whether targets were met during the delivery of the session</p> <p><input type="checkbox"/> Key finding and action planning</p>	
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			<p>exercise activities or environments.</p> <p>B.D2 = Evaluate the impact of key psychological factors on sports leadership within different sport and exercise activities or environments.</p> <p>C.P4 = Demonstrate a chosen leadership style, using appropriate skills when leading a team during a sport and exercise activity.</p> <p>C.M3 = Demonstrate a chosen leadership style, using effective skills when leading a team during a sport and exercise activity.</p> <p>C.P5 = Review the impact of own leadership style on the performance of the team during the sport and exercise activity.</p> <p>C.M4 = Analyse your chosen leadership style and the impact of it on team performance, considering own strengths and areas of weakness.</p> <p>C.D3 = Justify your leadership style and its impact on team performance, suggesting alternative leadership styles that could be used to improve team performance.</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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Year 12 / Unit 1							
BTEC National Extended Certificate / Diploma (Applied General)							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Anatomy and Physiology – 120 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Anatomy and Physiology	See official BTEC Assessment Plan	<p>Learning Aim A: The effects of exercise and sports performance on the skeletal system</p> <p>1. Can I locate and identify all the major bones of the skeletal system?</p> <p>2. Can I identify giving examples of the different types of bones that make up the skeletal system?</p> <p>3. Can I identify the different areas of the skeleton and explain the process of bone growth?</p> <p>4. Can I identify and understand the key functions of the skeletal system?</p> <p>5. Can I identify the different types of joints, their location and classification?</p> <p>6. Can I analyse the different types of</p>	<p style="text-align: center;">**AREA OF STUDY**</p> <p>A1 Structure of skeletal system</p> <p>A2 Function of skeletal system</p> <p>A3 Joints</p> <p>A4 Responses of the skeletal system to a single sport or exercise session</p> <p>A5 Adaptations of the skeletal system to exercise</p> <p>A6 Additional factors affecting the skeletal system</p> <p>B1 Characteristics and functions of different types of muscles</p> <p>B2 Major skeletal muscles of the muscular system</p> <p>B3 Antagonistic muscle pairs</p> <p>B4 Types of skeletal muscle contraction</p> <p>B5 Fibre types</p> <p>B6 Responses of the muscular system to a single sport or exercise session</p> <p>B7 Adaptations of the muscular system to exercise</p> <p>B8 Additional factors affecting the muscular system</p>	<p style="text-align: center;">*MULTI-PARTED LEARNING OUTCOMES*</p> <p style="text-align: center; color: red;">By the end of this unit <i>All</i> students should have achieved a <u>Pass grade</u>. <i>Most</i> students should have achieved a <u>Merit grade</u> and <i>Some</i> students will achieve a <u>Distinction grade</u>.</p> <p><input type="checkbox"/> Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.</p> <p><input type="checkbox"/> Assessment Outcomes:</p> <p>AO1 - Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system.</p> <p>AO2 - Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can</p>	<p><input type="checkbox"/> Structure</p> <p><input type="checkbox"/> Function</p> <p><input type="checkbox"/> Response</p> <p><input type="checkbox"/> Adaptation</p> <p><input type="checkbox"/> Skeletal</p> <p><input type="checkbox"/> Muscular</p> <p><input type="checkbox"/> Cardiovascular</p> <p><input type="checkbox"/> Respiratory</p> <p>ATP</p>	<p style="text-align: center;">**SEE 'OUTCOMES' FOR LINKED LOs**</p> <p style="text-align: center;">**DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON**</p> <p><input type="checkbox"/> This unit is externally marked by Pearson.</p> <p><input type="checkbox"/> The examination will be one hour and 30 minutes in length.</p> <p><input type="checkbox"/> The number of marks for the examination is 90.</p> <p><input type="checkbox"/> The paper will contain a number of short- and long-answer questions that will assess learners' understanding of the following topics: the skeletal system, the muscular system, the respiratory system, the cardiovascular system and the energy system for sports performance.</p> <p><input type="checkbox"/> Learners will use this knowledge and</p>	<p><input type="checkbox"/> ICT Room</p> <p><input type="checkbox"/> Pearson BTEC National Sport Student Book 1</p> <p><input type="checkbox"/> Pearson BTEC National Sport Student Book 2</p> <p><input type="checkbox"/> Pearson BTEC National Sport Revision Guide</p> <p><input type="checkbox"/> Pearson BTEC National Sport Revision Workbook</p>

	<p>movements that occur at joints during a sporting action? 7.Can I identify the main responses of the skeletal system to a single sport or exercise session? 8.Can I identify and explain the main adaptations of the skeletal system to exercise and sports performance? 9.Can I identify and explain the additional factors that affect the skeletal system and the impact they have on exercise and sports performance?</p> <p>Learning Aim B: The effects of exercise and sports performance on the muscular system</p> <p>1.Can I identify the key characteristics and functions of different types of muscle? 2.Can I locate and name all the major skeletal muscles of the muscular system? 3.Can I describe and explain how an antagonistic muscle pair</p>	<p>C1 Structure of the respiratory system C2 Function C3 Lung volumes C4 Control of breathing C5 Responses of the respiratory system to a single sport or exercise session C6 Adaptations of the respiratory system to exercise C7 Additional factors affecting the respiratory system D1 Structure of the cardiovascular system D2 Function of the cardiovascular system D3 Nervous control of the cardiac cycle D4 Responses of the cardiovascular system to a single sport or exercise session D5 Adaptations of the cardiovascular system to exercise D6 Additional factors affecting the cardiovascular system E1 The role of ATP in exercise E2 The ATP-PC (alactic) system in exercise and sports performance</p>	<p>affect body systems in relation to exercise and sporting performance. AO3 - Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system. AO4 - Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements. AO5 - Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems.</p>		<p>understanding to determine the interrelationships between body systems for sports performance.</p> <ul style="list-style-type: none"> ❑ <i>The assessment availability is twice a year in January and May/June.</i> ❑ There are two official 'mock' exams or 'PPEs' in January and April. ❑ Students are also assessed through regular class-based tests and their knowledge is monitored through our online EverLearner platform. <p>**CAREER LINKS** Visit to Christchurch University Sports Science Labs</p>	
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	<p>functions giving appropriate examples to support this? 4.Can I identify the different types of skeletal muscular contraction and give sporting examples of these in action? 5.Can I identify the different fibre types found in skeletal muscle and explain how they function? 6.Can I identify and explain the main responses of the muscular system to a single sport or exercise session? 7.Can I identify and explain the main adaptations of the muscular system to exercise and sports performance? 8.Can I identify and explain the additional factors that affect the muscular system and the impact they have on exercise and sports performance?</p> <p>Learning Aim C: The effects of exercise and sports performance on the respiratory system</p>	<p>E3 The lactate system in exercise and sports performance E4 The aerobic system in exercise and sports performance E5 Adaptations of the energy system to exercise E6 Additional factors affecting the energy systems</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>Students also have a login to EverLearner which is an online learning platform specifically designed for this unit.</p> <p>**EXTENDED OPPORTUNITIES FOR BOYS & HIGH ACHIEVERS** In Sport Science we believe in offering extended opportunities to every</p>				
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	<p>1.Can I identify the key structures of the respiratory system? 2.Can I identify and understand the key functions of the respiratory system? 3.Can I identify and explain the different types of lung volumes? 4.Can I identify and explain the key processes behind the control of breathing? 5.Can I identify the main responses of the respiratory system to a single sport or exercise session? 6.Can I identify and explain the main adaptations of the respiratory system to exercise? 7.Can I identify and explain the additional factors that affect the respiratory system and the impact they have on exercise and sports performance?</p> <p>Learning Aim D: The effects of sport and exercise performance on the cardiovascular system</p>	<p>student, regardless of whether they are identified as male, female, 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>				
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	<p>1.Can I identify the key structures of the cardiovascular system? 2.Can I identify and understand the key functions of the cardiovascular system? 3.Can I understand the control of the cardiac cycle and how it changes during exercise and sports performance? 4.Can I identify the main responses of the cardiovascular system to a single sport or exercise session? 5.Can I identify and explain the main adaptations of the cardiovascular system to exercise? 6.Can I identify and explain the additional factors that affect the cardiovascular system and the impact they have on exercise and sports performance?</p> <p>Learning Aim E: The effects of exercise and sports performance on the energy systems</p>					
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	<p>1.Can I identify and explain the key role of ATP in exercise?</p> <p>2.Can I identify and explain in detail the role of ATP-PC (alactic) in energy production for exercise and sports performance?</p> <p>3.Can I identify and explain in detail the role of the lactate system in energy production for exercise and sports performance?</p> <p>4.Can I identify and explain in detail the role of the aerobic system in energy production for exercise and sports performance?</p> <p>5.Can I identify and explain the main adaptations of the energy systems to exercise and sports performance?</p> <p>8.Can I identify and explain the impact of the additional factors that affect the energy systems during exercise and sports performance?</p> <p>9.Can I identify and explain the additional factors that affect the energy systems and the</p>					
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		impact they have on exercise and sports performance?					
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Year 12 / Unit 22 BTEC National Extended Certificate / Diploma in Sport

Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
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Investigating Business in the Sport and Active Leisure Industry – 90 GLH –
PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE

Investigating Business in the Sport and Active Leisure Industry	See official BTEC Assessment Plan	1.Can you explain the different types of business ownership?	**AREA OF STUDY** A1 Features and organisation of sport and active leisure businesses	*MULTI-PARTED LEARNING OUTCOMES* <i>By the end of this unit All students should have achieved a <u>Pass</u> grade. Most students should have achieved a <u>Merit</u> grade and Some students will achieve a <u>Distinction</u> grade.</i>	<input type="checkbox"/> Customer <input type="checkbox"/> Employment <input type="checkbox"/> Provision <input type="checkbox"/> Stakeholders <input type="checkbox"/> Resource management Finance	**SEE 'OUTCOMES' FOR LINKED LOs** **DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON** <input type="checkbox"/> This unit is assessed under supervised conditions. <input type="checkbox"/> Learners will be given information two weeks before a supervised assessment period in order to carry out research. <input type="checkbox"/> The supervised assessment period is a maximum of three hours as timetabled by Pearson. <input type="checkbox"/> During the supervised assessment period, learners will be given a set task that will assess their ability to examine	<input type="checkbox"/> ICT Room <input type="checkbox"/> Pearson BTEC National Sport Student Book 1 <input type="checkbox"/> Pearson BTEC National Sport Student Book 2 <input type="checkbox"/> Pearson BTEC National Sport Revision Guide Pearson BTEC National Sport Revision Workbook
		2.What are common aims and objectives of businesses? 3.What are the different sport provisions available? 4.How do we define customer groups? 5.Who are stakeholders and what is their influence? 6.What are the relevant laws, legislations and safeguarding surrounding businesses? 7.What models can we use to evaluate our business? 8.What are the different job roles in business?	A2 Aims and objectives of sport and active leisure businesses A3 Provision of sports facilities, programmes and services A4 Customer groups in a sport and active leisure business A5 Stakeholders and their influence on sports and active leisure businesses A6 Laws, legislation and safeguarding relevant to the sport and active leisure industry B1 Business models C1 Job roles and person specifications C2 Types of employment	<input type="checkbox"/> Learners investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business. <input type="checkbox"/> Assessment Outcomes: AO1 Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and			

		<p>9.What are the different types of employment in business? 10.Why is HR important in business? 11.What is the importance of resource management in businesses? 12.What are the 7 Ps in marketing? 13.What are the key financial measures for a business? 14.What impact do trends in the market have on business development?</p>	<p>C3 Human resource management C4 Physical resource management of sports and active leisure facility or sports D1 Marketing 7 Ps D2 Meeting the needs of the customer in a sport and active leisure business E1 Financing a business in sport and active leisure E2 Financial records F1 Trends F2 Developing products/services to take advantage of trends in the sports and active</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>**EXTENDED OPPORTUNITIES FOR BOYS & HIGH ACHIEVERS**</p>	<p>internal and external influences. AO2 Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business. AO3 Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted. AO4 Be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence from several sources to support arguments.</p>		<p>the internal and external factors associated with a business and how it may respond to trends affecting business in the sport and active leisure industry.</p> <ul style="list-style-type: none"> ❑ Pearson sets and marks the task. The number of marks for the unit is 64. ❑ <i>The assessment availability is twice a year in January and May/June.</i> ❑ There are two official 'mock' exams or 'PPEs' in January and April. ❑ Students are also assessed through regular class-based tests and their knowledge is monitored through our online EverLearner platform. <p>**CAREER LINKS** Link up with the Business Department to visit a small start-up sports business to see how it is run and developed.</p>	
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			<p>In Sport Science we believe in offering extended opportunities to every student, regardless of whether they are identified as male, female, 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>				
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Year 13 / Unit 2								BTEC National Extended Certificate / Diploma in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources								
Fitness Training and Programming for Health, Sport and Well-being – 120 GLH –															
PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE															
Fitness Training and Programming for Health, Sport and Well-being	See official BTEC Assessment Plan	Exam Question 1 Examine lifestyle factors and their effect on health and well-being 1.What are the benefits of exercise and physical activity? 2.What are the benefits of a balanced diet? 3.What is the negative impact for lack of sleep? 4.What is the negative impact for smoking? 5.What is the negative impact for drinking alcohol? 6.What is the negative impact of stress? 7.What is the health screening process and why do we do it?	**AREA OF STUDY** A1 Positive lifestyle factors and their effects on health and well-being A2 Negative lifestyle factors and their effects on health and well-being A3 Lifestyle modification techniques B1 Screening Processes B2 Health monitoring tests B3 Interpreting the results of health monitoring tests C1 Common terminology C2 Components of a balanced diet C3 Nutritional strategies for individuals taking part in training programmes D1 Components of fitness to be trained D1.1 Skill-related fitness	*MULTI-PARTED LEARNING OUTCOMES* By the end of this unit <i>All</i> students should have achieved a <u>Pass grade</u> . <i>Most</i> students should have achieved a <u>Merit grade</u> and <i>Some</i> students will achieve a <u>Distinction grade</u> . <input type="checkbox"/> Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client’s health and well-being. <input type="checkbox"/> Assessment Outcomes: AO1 Demonstrate knowledge and understanding of the effects of lifestyle	<input type="checkbox"/> Health <input type="checkbox"/> Wellbeing <input type="checkbox"/> Nutrition <input type="checkbox"/> Screening <input type="checkbox"/> Training methods <input type="checkbox"/> Training programmes <input type="checkbox"/> Blood pressure <input type="checkbox"/> Heart rate <input type="checkbox"/> Body Mass Index Waist to hip ratio	**SEE ‘OUTCOMES’ FOR LINKED LOs** **DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON** <input type="checkbox"/> This unit will be assessed under supervised conditions. <input type="checkbox"/> Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. <input type="checkbox"/> The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. <input type="checkbox"/> During the assessment learners will be given a task that will assess	<input type="checkbox"/> ICT Room <input type="checkbox"/> Blood pressure cuff <input type="checkbox"/> Weighing scales <input type="checkbox"/> Height chart <input type="checkbox"/> Tape measure <input type="checkbox"/> Stopwatch <input type="checkbox"/> Pearson BTEC National Sport Student Book 1 <input type="checkbox"/> Pearson BTEC National Sport Student Book 2 <input type="checkbox"/> Pearson BTEC National Sport Revision Guide <input type="checkbox"/> Pearson BTEC National Sport Revision Workbook								

	<p>Exam Question 2 1.What is a negative lifestyle factor and how does this affect our health? 2.How can I improve negative lifestyle factors? 3.Strategies to improve dietary intake? 4.Strategies to stop smoking? 5.Strategies to reduce alcohol consumption? 6.Stress management techniques?</p> <p>Exam Question 3 1.Understanding Nutritional needs for a balanced diet relating to the 'Eat well' plate 2.Understanding strategies to improve dietary intake? 3.Understand common terminology for food labelling and nutrition. 4.What are types of macronutrients and their functions? 5.What are types of micronutrients and their functions?</p> <p>Exam Question 4/5 1.Can you identify training methods for</p>	<p>D2 Training methods for physical fitness-related components D2.1 Aerobic endurance training methods D2.2 Muscular strength training methods D2.3 Muscular endurance training methods D2.4 Core stability training methods D2.5 Flexibility training methods D2.6 Speed training methods D3 Training methods for skill-related fitness components D3.1 Agility training methods D3.2 Balance training methods D3.3 Coordination training methods D3.4 Reaction time training methods D3.5 Power training methods E1 Principles of fitness training programme design</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</p>	<p>choices on an individual's health and well-being. AO2 Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals. AO3 Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests. AO4 Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved. AO5 Be able to develop a fitness training programme with appropriate justification.</p>		<p>their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pearson sets and marks the task. <input type="checkbox"/> <i>The assessment availability is December/January and May/June each year.</i> <input type="checkbox"/> There are two official 'mock' exams or 'PPEs' in October and December. <input type="checkbox"/> Students are also assessed through regular class-based tests and their knowledge is monitored through our online EverLearner platform. <p>**CAREER LINKS** 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>different components of fitness? 2.Can you identify physical components of fitness and link training methods which will help to improve performance? 3.Can you identify skill related components of fitness and link training methods which will help to improve performance? 4.How can training threshold's affect our training plan?</p> <p>Exam Question 6 1.What are the principles of training and how do they help when planning a training programme? 2.What is SMARTER targets and how would you use this when planning a training programme? 3.What is periodisation and how does this help when planning a training programme?</p>	<p>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 as male, female, 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>				
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Year 13 / Unit 17							
BTEC National Extended Certificate / Diploma in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Sports Injury Management – 60 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Sports Injury Management	See official BTEC Assessment Plan	<p>Can you discuss common acute, overuse sports injuries and symptoms, and red flag symptoms?</p> <p>Can you explain how the body responds physiologically and the mind psychologically to sports injuries?</p> <p>Can you assess and analyse common acute, overuse sports injuries and symptoms, with specific examples of injury mechanism and aetiology?</p> <p>Can you assess and analyse the physiological and psychological response to sports injuries, with regard to the stages of injury, using specific examples?</p>	<p style="background-color: yellow;">**AREA OF STUDY**</p> <p>A1 Acute injuries A2 Overuse injuries A3 Red flag symptoms with regards to suspected spinal injury A4 Physiological response to injury A5 Psychological response to injury B1 Common treatment methods and the need for medical referral B2 Principles of rehabilitation B3 Methods of rehabilitation C1 Extrinsic risk factors C2 Intrinsic risk factors C3 Preventative measures</p> <p style="background-color: yellow;">**HOMEWORK**</p> <p>All homework is an extension of the official BTEC assignment tasks the</p>	<p style="background-color: cyan;">*MULTI-PARTED LEARNING OUTCOMES*</p> <p style="color: red;">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> <ul style="list-style-type: none"> <input type="checkbox"/> Learners study the signs and symptoms of sports injuries, application of basic treatment and rehabilitation methods, injury risk factors and injury prevention. <input type="checkbox"/> Learning Aims: A - Understand common sports injuries and their associated physiological and psychological responses. 	<ul style="list-style-type: none"> <input type="checkbox"/> Acute injuries <input type="checkbox"/> Chronic injuries <input type="checkbox"/> Symptoms <input type="checkbox"/> Physiological response <input type="checkbox"/> Psychological response <input type="checkbox"/> Treatment <input type="checkbox"/> Rehabilitation <input type="checkbox"/> Risk factors <input type="checkbox"/> Prevention 	<p style="background-color: yellow;">**SEE 'OUTCOMES' FOR LINKED LOs**</p> <p style="background-color: yellow;">**DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentation on the physiological and psychological responses to sport injuries. <input type="checkbox"/> Evidence of practical application of treatment for each scenario/case study (video/photographs and observation records) <input type="checkbox"/> Rehabilitation Programme <input type="checkbox"/> A written report into the risk factors which may contribute to sports injuries and 	<ul style="list-style-type: none"> <input type="checkbox"/> ICT Room <input type="checkbox"/> Suitable first-aid equipment, including taping, bandages, slings, splints, ice and thermal packs <input type="checkbox"/> Suitable rehabilitation equipment, for example wobble board, stability disc, stability ball, bosu, resistance bands and tubes, balls, reaction balls, cones, poles, stopwatch, whistle, free weights, kettlebells, medicine ball, mat, rebounder, skipping rope, jump ropes, balance beam, tow

	<p>Can you apply appropriate protocols in a confident and effective manner when performing a range of common treatment methods to four contrasting scenarios?</p> <p>Can you design a detailed safe and appropriate rehabilitation programme for a specific sports injury, including adaptations and alternatives?</p> <p>Can you justify the rehabilitation programme design, including future recommendations and considerations?</p> <p>Can you analyse intrinsic and extrinsic risk factors which may contribute to sports injuries, using the sequence of prevention model?</p> <p>Can you evaluate the importance of sports injury management, justifying its role in helping sports performers prevent or overcome common sports injuries?</p>	<p>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 as male, female, 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 - Explore common treatment and rehabilitation methods. C - Investigate risk factors, which may contribute to sports injuries and their associated prevention strategies.</p> <p><input type="checkbox"/> Differentiated grading linked to assessment tasks (see right):</p> <p>A. P1 = Discuss common acute, overuse sports injuries and symptoms, and red flag symptoms. A. P2 = Explain how the body responds physiologically and the mind psychologically to sports injuries. A.M1 = Assess common acute, overuse sports injuries and symptoms, with specific examples of injury mechanism and aetiology. A.M2 = Assess the physiological and psychological response to sports injuries, with regard to the stages of injury, using specific examples A. D1 = Analyse common sports injuries and symptoms, and the physiological and psychological responses to these with specific examples of injury mechanism and aetiology. B.P3 = Apply appropriate protocols when performing a</p>		<p>their associated prevention strategies.</p> <p>**CAREER LINKS**</p> <p>Visit to Kesson's Physiotherapy business to see how they treat a variety of sports injuries on a daily basis.</p>	<p>ropes, parachutes, speed resistance bands, step, viper belt, hurdles.</p> <p><input type="checkbox"/> Pearson BTEC National Sport Student Book 1</p> <p><input type="checkbox"/> Pearson BTEC National Sport Student Book 2</p> <p><input type="checkbox"/> Pearson BTEC National Sport Revision Guide</p> <p><input type="checkbox"/> Pearson BTEC National Sport Revision Workbook</p>
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				<p>range of common treatment methods to four contrasting scenarios.</p> <p>B.P4 = Design a progressive appropriate rehabilitation programme for a specific sports injury.</p> <p>B.M3 = Apply appropriate protocols in a confident and effective manner when performing a range of common treatment methods to four contrasting scenarios.</p> <p>B.M4 = Design a detailed safe and appropriate rehabilitation programme for a specific sports injury, including adaptations and alternatives.</p> <p>B.D2 = Justify the rehabilitation programme design, including future recommendations and considerations.</p> <p>C.P5 = Explain how extrinsic and intrinsic risk factors contribute to sports injuries and how they can be prevented, using specific examples.</p> <p>C.M5 = Assess preventative measures for intrinsic and extrinsic risk factors selected, using specific examples.</p> <p>C.D3 = Analyse intrinsic and extrinsic risk factors which may contribute to sports injuries, using the sequence of prevention model.</p> <p>C.D4 = Evaluate the importance of sports injury</p>			
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				management, justifying its role in helping sports performers prevent or overcome common sports injuries.			
Year 13 / Unit 25 BTEC National Extended Certificate / Diploma in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Rules, Regulations and Officiating in Sport – 60 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Rules, Regulations and Officiating in Sport	See official BTEC Assessment Plan	<p>Can you explain and analyse how and why the current role and responsibilities of the official has evolved over time?</p> <p>Can you evaluate the influences contributing to the evolution of and impacts on the current roles and responsibilities of the official?</p> <p>Can you explain how officials apply the rules, laws and regulations in a selected sport?</p> <p>Can you review the performance of officials, using assessment methods in selected</p>	<p>**AREA OF STUDY**</p> <p>A1 NGB rules/laws and regulations in different sports A2 Officials and their historical development A3 Roles of the officials A4 Responsibilities of the officials A5 Current issues in officiating in sport B1 Applying rules/laws and regulations to different situations B2 Analysing officials in different sports C1 Officiating in a full match/game C2 Review own performance</p> <p>**HOMEWORK** All homework is an extension of the official BTEC assignment tasks the</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><input type="checkbox"/> Learners explore the historical development of the rules and regulations in a selected sport, and apply them while officiating.</p> <p><input type="checkbox"/> Learning Aims: A - Understand the development of the roles and responsibilities of the officials involved in sport.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NGBs <input type="checkbox"/> Laws <input type="checkbox"/> Regulations <input type="checkbox"/> Analysis of officials <input type="checkbox"/> Officiating / issues <input type="checkbox"/> Stopwatch <input type="checkbox"/> Timing <input type="checkbox"/> Recording / video analysis 	<p>**SEE 'OUTCOMES' FOR LINKED LOs**</p> <p>**DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report on the evolution of rules/laws and regulations, and the roles and responsibilities of officials. <input type="checkbox"/> Analysis report along with any relevant raw data collected and video footage used. <input type="checkbox"/> Observation reports from the practical demonstration. <input type="checkbox"/> Feedback records from significant others. 	<ul style="list-style-type: none"> <input type="checkbox"/> ICT Room <input type="checkbox"/> For this unit, learners must have access to governing body rules and regulations of selected sports, the resources required to officiate in their selected sports, for example facilities, participants, equipment and resources required for analysis and observation, for example recording equipment. <input type="checkbox"/> Pearson BTEC National Sport Student Book 1 <input type="checkbox"/> Pearson BTEC National Sport Student Book 2

	<p>sports, identifying strengths and areas for improvement?</p> <p>Can you evaluate the performance of officials officiating in selected sports for recommended good practice?</p> <p>Can you perform two officiate roles in a selected sport, applying rules, laws and regulations in a competitive situation correctly?</p> <p>Can you evaluate own performance, strengths and areas for improvement using feedback from others and two different assessment methods to recommend improvements for personal development?</p>	<p>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 as male, female, 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 - Explore the performance of officials in a selected sport. C - Undertake the role of a match official in a competitive sport.</p> <p><input type="checkbox"/> Differentiated grading linked to assessment tasks (see right):</p> <p>A.P1 = Explain how and why the current role and responsibilities of the official has evolved over time. A.M1 = Analyse how and why the current role and responsibilities of the official has evolved over time. A.D1 = Evaluate the influences contributing to the evolvment of and impacts on the current roles and responsibilities of the official. B.P2 = Explain how officials apply the rules, laws and regulations in a selected sport. B.P3 = Review the performance of officials, using assessment methods in selected sports, identifying strengths and areas for improvement. B.M2 = Analyse the strengths and weakness of officials' performance in selected sports.</p>		<p><input type="checkbox"/> Video footage of officiating demonstration.</p> <p><input type="checkbox"/> Written report and review including a development plan.</p> <p>**CAREER LINKS**</p> <p>Students given the opportunity to enrol on an officiating course in their chosen sport.</p>	<p><input type="checkbox"/> Pearson BTEC National Sport Revision Guide</p> <p><input type="checkbox"/> Pearson BTEC National Sport Revision Workbook</p>
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				<p>B.D2 = Evaluate the performance of officials officiating in selected sports for recommended good practice.</p> <p>C.P4 = Perform two officiate roles in a selected sport, applying rules, laws and regulations in a competitive practice correctly.</p> <p>C.P5 = Review own performance in officiating in a selected sport, using two assessment methods, identifying skills gained.</p> <p>C.M3 = Perform two officiate roles in a selected sport applying the rules, laws and regulations appropriately and accurately in a competitive situation.</p> <p>C.M4 = Assess own performance; identify strengths and areas for improvement, using feedback from others and two different assessment methods.</p> <p>C.D3 = Evaluate own performance, strengths and areas for improvement using feedback from others and two different assessment methods to recommend improvements for personal development.</p>			
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Year 13 / Unit 3							
BTEC National Extended Certificate / Diploma in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Professional Development in the Sports Industry – 60 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Professional Development in the Sports Industry	See official BTEC Assessment Plan	<p>Can you explain the different career pathways, the associated job opportunities and their requirements in the sports industry?</p> <p>Can you explain the development pathway into a selected career in the sports industry?</p> <p>Can you explain how your selected sports industry career matches own personal skills audit outcomes?</p>	<p>**AREA OF STUDY**</p> <p>A1 Scope and provision of the sports industry A2 Careers and jobs in the sports industry A3 Professional training routes, legislation, skills in the sports industry A4 Sources of continuing professional development (CPD) B1 Personal skills audit for potential careers B2 Planning personal development towards a career in the sports industry B3 Maintaining a personal portfolio/record of achievement and experience C1 Job applications</p>	<p>*MULTI-PARTED LEARNING OUTCOMES*</p> <p>By the end of this unit <i>All</i> students should have achieved a <u>Pass grade</u>. <i>Most</i> students should have achieved a <u>Merit grade</u> and <i>Some</i> students will achieve a <u>Distinction grade</u>.</p> <p><input type="checkbox"/> Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical</p>	<input type="checkbox"/> Careers in Sport <input type="checkbox"/> Training routes <input type="checkbox"/> CPD <input type="checkbox"/> Skills Audit <input type="checkbox"/> Job Applications <input type="checkbox"/> Interviews <input type="checkbox"/> SWOT Analysis	<p>**SEE 'OUTCOMES' FOR LINKED LOs**</p> <p>**DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON**</p> <p><input type="checkbox"/> A presentation on two different career pathways to explain the associated job opportunities and their requirements in the sports industry.</p> <p><input type="checkbox"/> A Career Development Audit and Action Plan, supported by evidence of personal skills audit outcomes.</p> <p><input type="checkbox"/> A portfolio which will demonstrate the</p>	<input type="checkbox"/> ICT Room <input type="checkbox"/> For this unit, learners must have access to a range of current sports industry career pathway information from websites and printed resources. Learners may require specific equipment to assist them when taking part in interview assessment activities, for example, testing equipment if conducting fitness

	<p>Can you develop a career development action plan; to meet the requirements of intended sports career using skills audit outcomes?</p> <p>Can you analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry?</p> <p>Can you develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes?</p> <p>Can you analyse your own personal skills audit outcomes against a selected career in the sports industry and justify how your own skills audit outcomes, and development action plan, aligns to chosen</p>	<p>C2 Interviews and selected career pathway-specific skills D1 Review and evaluation D2 Updated SWOT and action plan</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>**EXTENDED OPPORTUNITIES FOR BOYS & HIGH ACHIEVERS** In Sport Science we believe in offering extended opportunities to every student, regardless of whether they are identified as male, female, high ability, low ability, SEN, pupil premium etc. The very nature of the BTEC Sport course ensures that there is always room for</p>	<p>interview assessment activities.</p> <p><input type="checkbox"/> Learning Aims: A - Understand the career and job opportunities in the sports industry. B - Explore own skills using a skills audit to inform a career development action plan. C - Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. D - Reflect on the recruitment and selection process and your individual performance.</p> <p><input type="checkbox"/> Differentiated grading linked to assessment tasks (see right): A.P1 = Explain the different career pathways, the associated job opportunities and their requirements in the sports industry. A.P2 = Explain the development pathway into a selected career in the sports industry. B.P3 = Explain how selected sports industry career</p>		<p>application process for a particular job in the sports industry</p> <p><input type="checkbox"/> A video of learner being interviewed for a job in the sports industry.</p> <p><input type="checkbox"/> A written report which reflects on the recruitment and selection process.</p> <p>**CAREER LINKS** Link up with the Business Department to visit a small start-up sports business to see how it is run and developed.</p>	<p>tests, or cones and balls if performing a micro-coaching session.</p> <p><input type="checkbox"/> Pearson BTEC National Sport Student Book 1</p> <p><input type="checkbox"/> Pearson BTEC National Sport Student Book 2</p> <p><input type="checkbox"/> Pearson BTEC National Sport Revision Guide</p> <p><input type="checkbox"/> Pearson BTEC National Sport Revision Workbook</p>
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	<p>career pathway based on a comprehensive knowledge and understanding of the career?</p> <p>Can you prepare appropriate documentation for use in selection and recruitment activities?</p> <p>Can you participate in the selection interviews and activities, as an interviewee?</p> <p>In these interviews and activities can you demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge?</p> <p>Can you review your own performance in the interview activities, supported by an updated SWOT analysis?</p> <p>Can you analyse the results of the process and how your skills development will</p>	<p>improvement for every student. Additionally, there are numerous practical opportunities in this unit that are both engaging and challenging for all.</p>	<p>matches own personal skills audit outcomes.</p> <p>B.P4 = Develop a career development action plan; to meet the requirements of intended sports career using skills audit outcomes.</p> <p>A.M1 = Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry.</p> <p>B.M2 = Analyse own personal skills audit outcomes against a selected career in the sports industry.</p> <p>B.M3 = Develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes.</p> <p>AB.D1 = Justify how own skills audit outcomes, and development action plan, aligns to chosen career pathway based on a comprehensive knowledge and understanding of the career.</p> <p>C.P5 = Prepare appropriate documentation for use in selection and recruitment activities.</p>			
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		<p>contribute to your future success?</p> <p>Can you demonstrate individual responsibility and effective self-management during the recruitment activity?</p>		<p>C.P6 = Participate in the selection interviews and activities, as an interviewee. D.P7 = Review own performance in role in the interviewing activities, supported by an updated SWOT analysis. C.M4 = In interviews and activities demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge. D.M5 = Analyse the results of the process and how your skills development will contribute to your future success. CD.D2 = Demonstrate individual responsibility and effective self-management during the recruitment activity. CD.D3 = Evaluate how well the documents prepared, and own performance in the interview activities supported, the process for accessing the selected career pathway.</p>			
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Year 13 / Unit 23							
BTEC National Extended Certificate / Diploma in Sport							
Specification	Periods	Big Questions	Topic Area: Main Items	Outcomes	Key Terms / Concepts (literacy) and (numeracy)	Assessment	Resources
Skill Acquisition in Sport – 90 GLH - PLEASE ALSO REFER TO OFFICIAL PEARSON SCHEME OF WORK WHICH IS MIRRORED AS CLOSELY AS POSSIBLE							
Skill Acquisition in Sport	See official BTEC Assessment Plan	1.What learning curves do we use throughout learning? 2.What are the qualities needed for an effective sports performance? 3.Can I give an example of a perceptual, cognitive, and motor skill in sport? 4.What are the differences between an open and closed skill? 5.How is a skill defined if there is no clear beginning or end of a skill?	**AREA OF STUDY** A1 Learning and performance A2 Characteristics and classification of skills A3 Characteristics and classification of abilities B1 Information processing models B2 Perception B3 Decision making and reaction time B4 Types of feedback C1 Behaviourist theories C2 Cognitive theories C3 Phases of skill learning C4 Transfer of learning D1 Presentation of skills D2 Types of practice	*MULTI-PARTED LEARNING OUTCOMES* 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. <input type="checkbox"/> Learners study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills. <input type="checkbox"/> Learning Aims:	<input type="checkbox"/> Skill acquisition <input type="checkbox"/> Perception <input type="checkbox"/> Behaviourism <input type="checkbox"/> Cognitivism <input type="checkbox"/> Transfer of learning <input type="checkbox"/> Guidance	**SEE 'OUTCOMES' FOR LINKED LOs** **DIFFERENTIATED ACTIVITIES/ASSESSMENTS AS SET BY PEARSON** <input type="checkbox"/> Skilled performance portfolio, including images and/or video screenshots for coaches. <input type="checkbox"/> Presentation on theories of learning, including relevant images and/or video clips. <input type="checkbox"/> Plan for practical delivery.	<input type="checkbox"/> ICT Room <input type="checkbox"/> Pearson BTEC National Sport Student Book 1 <input type="checkbox"/> Pearson BTEC National Sport Student Book 2 <input type="checkbox"/> Pearson BTEC National Sport Revision Guide <input type="checkbox"/> Pearson BTEC National Sport Revision Workbook

	<p>6.What is the difference between a self-paced skill and an externally-paced skill? 7.How does a skill differ from an ability? 8.How does an ability affect you producing a skill? 9.How do we process information in different situations? 10.How important is perception to processing models? 11.How can feedback affect the way a performer performs a skill? 12.How do you learn a skill? 13.Can you learn a skill simply by watching others perform? 14.Can you transfer a skill learnt from a sport to a different sport? 15.Can I describe the three cognitive theories? 16.Can I use examples for my cognitive theories? 17.Can I create a lesson plan to cater for all learners?</p>	<p>D3 Styles of teaching D4 Styles of learning D5 Methods of guidance</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>**EXTENDED OPPORTUNITIES FOR BOYS & HIGH ACHIEVERS** In Sport Science we believe in offering extended opportunities to every student, regardless of whether they are identified as male, female, 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>A - Investigate the nature of skilled performance. B - Examine ways that sport performers process information for skilled performance. C - Explore theories of teaching and learning in sport. D - Carry out teaching and learning strategies for sports skills.</p> <p><input type="checkbox"/> Differentiated grading linked to assessment tasks (see right):</p> <p>A.P1 = Discuss the qualities of skilled performers. A.P2 = Explain the characteristics of skills and abilities. A.M1 = Assess how abilities contribute to the production of sports skills. B.P3 = Explain how a sports performer processes information in a given situation. B.P4 = Discuss the value of different types of feedback to learning. B.M2 = Assess the stages of information processing models. AB.D1 = Evaluate the effectiveness of information processing models in</p>		<p><input type="checkbox"/> Practical demonstration (supported by video evidence and an observation record). <input type="checkbox"/> Written/Audio evaluation of the effectiveness of delivery styles used.</p> <p>**CAREER LINKS** Opportunity to speak to teachers about how students and children learn skills and acquire techniques in sport.</p>	
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			<p>that are both engaging and challenging for all.</p>	<p>showing how sports performers produce skilled performance.</p> <p>C.P5 = Describe two contrasting theories of teaching and learning.</p> <p>C.P6 = Explain the three phases a sports performer experiences when learning a new skill.</p> <p>C.M3 = Analyse how selected theories of skill learning can be used when teaching skills to sports performers.</p> <p>C.D2 = Evaluate the effectiveness of selected behaviourist and cognitive theories of learning when teaching skills to sports performers.</p> <p>D.P7 = Produce a plan showing how a skill can be taught to meet the needs of different sports performers.</p> <p>D.P8 = Demonstrate the use of different types of teaching and learning strategies to develop sports skills.</p> <p>D.M4 = Demonstrate the effective use of teaching and learning strategies appropriate to specific situations when developing sports skills.</p> <p>D.D3 = Evaluate the effectiveness of your use of teaching and learning</p>			
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				strategies to develop selected sports skills.			
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