

BTEC Sport (Extended Certificate and National Diploma)

		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
12	Unit	Unit 2: Fitness training and programming for Health, Sport and Wellbeing					
	Knowledge	Q1: Identify positive and negative lifestyles factors – physical activity, diet, sleep, stress, alcohol, smoking and sedentary lifestyles Interpret health screening information – BP, RHR, WtoH ratio and BMI Q2: Discuss lifestyle modification techniques, suggest best option, overcome barriers Q3: Nutrition. Describe energy balance. Identify food sources, suggest replacement foods and analyse intake of macronutrients and micronutrients. Discuss hydration status. Identify appropriate ergogenic aids – carb loading, energy gels and protein shakes. Exam technique Q1-3 in preparation for mock	Q4: Components of fitness and appropriate training methods – plyometrics, weights, circuits, interval, flexibility, core stability, sprints, continuous and fartlek. Describe, identify advantages and disadvantages and justify choice. Q5: Design a training plan Q6: Discuss how principles of training, SMARTER targets and Periodisation have been used in Q5. Exam technique Q4-6. Full mock		Exam preparation. Multiple scenarios discussed and practiced. Examination: Pre-release followed by written task set and marked externally. 2 hours supervised May/June		Introduction to Year 13 Units: Unit 23, 8, 4 & 3. Begin delivery of unit content with explanation and demonstrations of detail required for assessment.
	Unit	Unit 1: Anatomy and Physiology					
	Knowledge	Skeletal System Muscular System Structure/Features, Responses (Short Term), Adaptations (Long Term), Additional Factors. Assessment (Skeletal and Muscular System)	Respiratory System Structure/Features, Responses (Short Term), Adaptations (Long Term), Additional Factors Revision (Skeletal, Muscular and Respiratory System)	Assessment (Skeletal, Muscular and Respiratory System) Cardiovascular System Structure/Features, Responses (Short Term), Adaptations (Long Term), Additional Factors	Energy Systems Structure/Features, Adaptations (Long Term), Additional Factors Exam Technique – answering 6 & 8 mark questions (Levelled Responses and Synoptic)	Full Mock Exam Preparation – revision of Skeletal, Muscular, Respiratory, Circulatory and Energy Systems. Exam technique – key terms, review of knowledge gaps identified by students, past paper questions. Examination: Externally set and marked exam May/June 80 marks 90 minutes	Introduction to Year 13 Units: Unit 23, 8, 4 & 3. Begin delivery of unit content with explanation and demonstrations of detail required for assessment.
	Unit	Unit 22: Investigating Business in Sport and the active leisure industry					
	Knowledge	Features of Sport and Leisure businesses business operations, aims and objectives, provision of sports facilities, programmes, services, customer groups. Research a local S&L facility using above Assessment of content Learning Aim A	Business Models SWOT PT Business, Health/Fitness Club Human Resources Human Resources, Stakeholders, Laws, Legislation, Safeguarding issues Q1 & Q2 Model answers Assessment/Mock Q1 & Q2	Marketing Finance Trends Focus on past papers Q3 andQ4 Q3 – Recommendations (how) Q4 – Justifications (why) PT Business / Trampoline Parks	Notes/Research to support Q1,2 and 4. How to make notes/content etc. Exam preparation – revision of key content and exam practice. Model answers for all questions Assessment Qu 1-4	Full Mock Exam preparation including note building. Using a range of Pearson’s Past Papers Examination: Pre-release – 6 hours preparation and research, 3 hour written exam – 4 essay questions May/June	Introduction to Year 13 Units: Unit 23, 8, 4 & 3. Begin delivery of unit content with explanation and demonstrations of detail required for assessment.

	Unit	Unit 5: Application of fitness testing					
	Knowledge	Understand the principles of Fitness Testing Explain the Importance of validity, reliability, practicality and suitability in relation to fitness testing and how ethical requirements should be met when planning and conducting fitness testing, giving examples	Recommend methods that can be used to ensure fitness testing is conducted in a valid, reliable, practical suitable and ethical way. Analyse own administration of selected fitness tests against practicality, suitability and ethical guidelines justifying suggestions for improvement.	Explore Fitness Testing for Different Components of Fitness Select, safely administer and accurately record six fitness tests for a sports performer demonstrating skills to ensure the test results are accurate and reliable. Interpret fitness test results against normative data. Suggest areas for improvement in the administration process of fitness tests based on results.	Undertake Evaluation and Feedback of Fitness Test Results 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. Assess the strengths and areas for improvement from fitness test results providing feedback for a selected sports performer	Justify the fitness profile for a selected sports performer including identified areas for improvement related to their selected sport. Evaluate the effectiveness of methods used to test the components of fitness and provide feedback to sports performers.	Introduction to Year 13 Units: Unit 23, 8, 4 & 3. Begin delivery of unit content with explanation and demonstrations of detail required for assessment.
13	Unit	Unit 3 - Professional Development in the Sports Industry					
	Knowledge	Learning Aim A Understand the career and job opportunities in the sports industry Identifying and analysing two career pathways The Report: Explanation of career pathway, Personal Skills Audit	Learning Aim B Explore own skills using a skills audit to inform a Career Development Action Plan SWOT analysis Professional development and Aims Analysis / justification / reflect of personal skills audit and CDAP	Learning Aim C Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway Identifying different ways to apply for a job in the sports industry Preparing documentation Written Job Application, CV and Letter of Application Prepare for Interview	Learning Aim C&D Completion of written job application, CV, Letter of application Take part in a job interview Review performance in the interview SWOT of interview performance and analysing barriers	Learning Aim D Reflect on the recruitment and selection process and your individual performance Analyse / demonstrate / evaluate how well documents were prepare, own performance in the interview. Analyse how own skill development will contribute to future success. Demonstrate effective self-management. Evaluate the process for accessing the career pathway – analyse strengths and areas to improve.	
	Unit	Unit 4 - Sports Leadership					
	Knowledge	Learning Aim A: Understand the roles, qualities and characteristics of an effective sports leader. Different leadership roles. Skills, qualities, characteristics and application. Importance and effective use of skills, qualities and	Learning Aim B: Examine the importance of psychological factors and their link with effective leadership. Psychological factors that could impact on leadership. Leadership and psychological factors Begin Assignment B – P3, M2, D2	Learning Aim C: Explore an effective leadership style when leading a team during sport and exercise activities Expectations of leadership. Practical skills required for different leadership styles. Leading a sport and exercise activity. Assignment B – P3, M2, D2 30 minute session delivery to year 7 students demonstrating leadership methods effectively	Continue Learning Aim C: Explore an effective leadership style when leading a team during sport and exercise activities Effectiveness and impact of leadership on a sport and exercise activity. Begin Assignment C – P4, P5, M4, M4, D3		

		characteristics when leading. Begin Assignment A – P1, P2, M1, D1					
	Unit	Unit 23 - Skill Acquisition					
	Knowledge	Learning Aim A –Skilled performers, Types of Skills, Abilities, Skills Versus Abilities Learning Aim B - Feedback and Information Processing Models Complete Assignment A&B P1, P2, P3, P4, M1, M2, D1			Learning Aim D Theory behind Teaching and Learning Skills, delivery of the range of styles of teaching and methods of guidance to younger pupils. Plan, justify, deliver and evaluate sports session Complete Assignment D P7, P8, M4, D3	Learning Aim C Theories and Teaching and Learning in Sport, Behaviourist and Cognitive Theories and Phases of Skill Learning. Complete Assignment C P5, P6, M3, D2	
	Unit	Unit 10 - Sports Event Organisation					
	Knowledge	Students to create a committee to run a Tag Rugby Event for the local Primary Schools. Students explore different types of sports events, looking at scale – global, national, regional, or local. These can include tournaments and competitions, training camps, coaching courses, conferences, campaign events, charity and fundraising events, expeditions, outdoor education, development (physical, social, personal).	Assignment A P1/M1/D1 Students to compare and contrast 2 types of sports events. They must include the planning, promotion and delivery of the sports events. Tag Rugby Organisation, Emails, entry forms and contact to be made with local schools to establish interest in the Festival.	Assignment B P2/M2/D2 Learners will work in groups to prepare a feasible sports event proposal. Learners will need to ensure that their proposal is of an appropriate scale, while also feasible for them to organise. Learners will prepare a written proposal and deliver a formal presentation to present the merits of their proposal to White Rose Rugby. Students to continue their weekly Committee Meetings to continue to plan the Festival.	Learners to finalise the arrangements for the Festival. Communicating with all stakeholders. White Rose Rugby/ Baildon Rugby Club/ Local Primary Schools.	Use the time to Deliver the Tag Rugby Event Assignment C & D P3/P4/M3/D3 Learners will review their own contribution to the event and the effectiveness of the overall planning, promotion and delivery of the sports event.	Assignment C & D P5/P6/M4/D3 Their report will be evidenced with clear reference to feedback collected from customers, participants and other stakeholders and other evidence collected. This will be evidenced through documentary, photographic and video evidence, assessor records and witness testimonies, which contain sufficient detail to assess individual performance.
	Unit	Unit 8 - Coaching for performance					
	Knowledge			Students will complete an evaluation of their current personal coaching ability by comparing their ability to the skills, knowledge, qualities and best practice required to deliver a performance coaching session. Assignment A Preparation P1/M1/D1	Assignment B P2/M2/D2 Students will evaluate the practicality, suitability and effectiveness of practices used to develop performance, making judgements on the advantages and disadvantages of each.	Assignment C & D P3/M3/D3 Students will produce a detailed session plan that includes relevant practices that target improvement in performance through the development of skills, techniques and tactics for either an individual athlete or team.	Assignment C & D P4/M4/D3 Students will complete a review of their delivered coaching session, making an assessment of their planning and coaching performance. The review will include learners reflecting on their personal performance as a coach and their planning for the session.

KS5 Curriculum Mapping

				Students will include practical examples to support the evaluation of their ability; In their evaluation, students will identify their strengths and areas for improvement, giving clear reasons for the inclusion of each element. Students will also suggest actions for development, justifying the relevance or significance of each action to performance coaching.	Students will then make recommendations, derived from the advantages and disadvantages, for adaptations to the practices to meet the differing performance needs of individual athletes or teams.	Students will safely and independently deliver the planned session. Evidence of delivery will be through a video recording of the session, which will also support their review process.	
Extra curricular		- University trip - LUDUS options - Sports Day leadership					