

# YEAR 12 | BTEC SPORT

**The curriculum and assessment of students at this stage of education is aimed at students who have a passion for sport and are looking to follow a career in sports performance, coaching/teaching, officiating, journalism or medicine.**

The course uses a combination of assessment styles to help students apply their knowledge to succeed in the workplace and develop study skills to continue on to Higher Education. Students will study each unit in depth to acquire a range of practical and transferable skills. The range of assessments – both practical and written – help students showcase their learning and achievements to best effect.

Building on the knowledge, leadership opportunities and wide range of practical skills gained in Key Stage 4: In Year 12, BTEC Sport students that have studied GCSE PE or similar vocational sport qualifications will have a good base level of knowledge and understanding to build upon. The curriculum delivered through KS4 will help prepare them for the course and give a good basic understanding of the main topics covered. The Science curriculum will also help to contribute to this level of learning and give them a basic understanding of the anatomy and physiology sections.

GCSE PE students will have covered all topics in this area before, and will be ready to expand their knowledge through a more in depth approach within BTEC level 3 qualifications. The extended diploma students will cover 8 units during this first year whilst the extended certificate students will cover just 3 of those 8. Unit 1: Anatomy and Physiology, Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing, Unit 3: Professional development in the sports industry.

---

## ENRICHMENT OPPORTUNITIES

Extra-curricular clubs, trips to see universities (Loughborough) AIM higher, Mountain Centre trips to develop a range of leadership/transferable work-related skills to improve employability.

BTEC Sports students can get involved in many ways. The school has an extensive Extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our BTEC Sport students. Within BTEC Sport we aim to instil the core values of PE through our leadership programme.

Students from the start of their school life at Forge have the opportunity to work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations. This allows our students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future. Alongside this programme the school runs many trips to our AIM Higher universities, Sports tours and MENCAP, where students are given the opportunity to work within the local community, sport business and other partnership schools such as the Meadows Disability School. Finally, students can achieve qualifications for their CV within DofE and sports coaching/officiating.

## HALF TERM 1

### All students will know:

#### UNIT 1: ANATOMY AND PHYSIOLOGY: MUSCULAR SKELETAL SYSTEM

Unit 1 aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.

Structure and functions of the skeletal system, Joints and muscle groups Understanding how bones and muscles work together to cause movement How different sports require different body types How diet can be manipulated by athletes to improve endurance (carbohydrate loading) and aid recovery (timing protein intake) Explaining both the short and long-term effects of sport and exercise on both body systems. Be able to evaluate and make connections between body systems in response to short and long-term exercise and sport participation.

#### UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

- » The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.
- » Examine lifestyle factors and their effect on health and well-being.
- » Positive lifestyle factors and their effects on health and well-being Understand the importance of lifestyle factors in the maintenance of health and well-being.
- » Negative lifestyle factors and their effects on health and well-being Understand the factors contributing to an unhealthy lifestyle.
- » Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.

#### UNIT 25: RULES, REGULATIONS AND OFFICIATING IN SPORT

In this unit, you will gain an understanding of the rules and regulations in a selected sport and explore historical developments that have led to the change of rules and regulations, including factors that have, and could influence future change. As part of this unit you will explore the changing roles of match/game officials in a selected sport, which will include the career opportunities at both amateur and elite levels.

### All students will be assessed:

#### UNIT 1: ANATOMY AND PHYSIOLOGY: MUSCULAR SKELETAL SYSTEM

In the form of a 1hr 30 min exam externally set by Pearson in Half Term 5.

#### UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess 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. Pearson sets and marks the task.

#### UNIT 25: RULES, REGULATIONS AND OFFICIATING IN SPORT

A practical demonstration evidenced through observation reports/video evidence of learners officiating in a selected sport, applying the correct rules and regulations in a controlled environment. A written report analysing own performance of officiating in a selected sport using witness testimony/questionnaires.

### Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

### Key vocabulary:

Sesamoid, Appendicular, Cardiovascular, Respiratory, Skeletal, Synovial, Osteoblasts, Osteoclasts, Cirrhosis, Hypertension, Obesity, Bronchitis, Sedentary, Blood pressure, Resting heart rate, Body mass index (BMI), Waist to hip ratio, umpire, referee, line judges, referee's assistants, time keepers, scorers, linesmen, fourth officials, video referees, judges.

# CURRICULUM AND ASSESSMENT PLAN

## YEAR 12 | BTEC SPORT

### HALF TERM 2

#### All students will know:

##### UNIT 1 ANATOMY AND PHYSIOLOGY: RESPIRATORY SYSTEM

Unit 1 aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.

- » Structure of the respiratory system - Understand the function of the respiratory system in response to exercise and sports performance.
- » Mechanisms of breathing (inspiration and expiration) at rest and during exercise.
- » Gaseous exchange.
- » Lung volumes - Understand the lung volumes and the changes that occur in response to exercise and sports performance.
- » Tidal volume.
- » Control of breathing Understand how breathing rate is controlled in response to exercise and sports performance.

##### UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

- » The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.
- » Understand the screening processes for training programming. Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor.
- » Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.
- » Understand programme-related nutritional needs Understand the requirements of a balanced diet. els of exercise, programme type, time of year). Interpret nutritional strategies for individuals taking part in training programmes.

##### UNIT 10: SPORTS EVENT ORGANISATION

In this unit, you will develop your knowledge of the planning, promotion and delivery of different types of global sports events, as well as smaller-scale regional and local sports events. You will develop your own proposal for a sports event and present this for approval. Feasible and appropriate proposals will form the remit for you to implement a plan to deliver a sports event. You will execute the planning, promotion and delivery of this event. You will also carry out a review of the sports event, drawing on information collected both during and at the end of the event.

#### All students will be assessed:

##### UNIT 1: ANATOMY AND PHYSIOLOGY: RESPIRATORY SYSTEM

In the form of a 1hr 30 min exam externally set by Pearson in Half Term 5.

##### UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess 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. Pearson sets and marks the task.

##### UNIT 10: SPORTS EVENT ORGANISATION

A written plan for the promotion and delivery of a sports event. Evidence of delivery – observation reports, delivery log, testimony and feedback from stakeholders. A written report evaluating the effectiveness of the planning, promotion and delivery of a sports event.

#### Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

#### Key vocabulary:

Agonist, Antagonist, Synergist, Fixator, Isometric, Concentric, Eccentric, Tidal volume, Vital capacity, Residual volume, Total lung volume, Minute ventilation (VE), Plyometrics, Periodisation, Macronutrients, Micronutrients, Hydration, deadlines, timeframe, profit, awareness, team bonding, SMART (specific, measurable, achievable, realistic, timebound), committees, physical resources, financial resources, contingency plans.

## HALF TERM 3

### All students will know:

#### UNIT 1: ANATOMY AND PHYSIOLOGY: CARDIOVASCULAR SYSTEM

Unit 1 aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.

- » Structure of the cardiovascular system – Structure of blood vessels – arteries, arterioles, veins, venules, capillaries.
- » Composition of blood Function of the cardiovascular system - Understand the function of the cardiovascular system in response to exercise and sports performance.
- » Delivery of oxygen and nutrients.
- » Removal of waste products – carbon dioxide and lactate.
- » Thermoregulation – vasoconstriction, vasodilation of blood vessels.
- » Fight infection.
- » Clot blood.

Understand the control of the cardiac cycle and how it changes during exercise and sports performance.

#### UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.

Examine training methods for different components of fitness – understand the components of physical fitness and the application of each component in a fitness training context.

- » Aerobic endurance: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.
- » Strength: the maximum force that can be generated by a muscle or muscle group.
- » Muscular endurance: the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.
- » Flexibility: having an adequate range of motion in all joints of the body, the ability to move a joint fluidly through its complete range of movement.
- » Speed: the ability to move the whole body quickly or move limbs rapidly.
- » Body composition: the relative ratio of fat-to-fat-free mass in the body.

#### UNIT 23: SKILL ACQUISITION IN SPORT

In this unit, you will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. You will examine how sports performers are able to take information from their environment, for example their position, the positions of their opponents or the speed and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement. You will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.

### All students will be assessed:

#### UNIT 1: ANATOMY AND PHYSIOLOGY: CARDIOVASCULAR SYSTEM

In the form of a 1hr 30 min exam externally set by Pearson in Half Term 5.

#### UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess 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. Pearson sets and marks the task.

#### UNIT 23: SKILL ACQUISITION IN SPORT

A presentation, including video recordings and images, showing how theories of teaching and learning can help when delivering practical sessions.

### Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

### Key vocabulary:

Arteries, arterioles, veins, venuoles, capillaries, aorta, vena cava, pulmonary artery, pulmonary vein, coronary arteries, normative data, informed consent form, data protection, client confidentiality, executive, effector, feedback, comparator, knowledge of results (KR), knowledge of performance (KP), continuous and terminal feedback, extrinsic and intrinsic feedback, positive and negative feedback.

---

## HALF TERM 4

### All students will know:

#### UNIT 1: ANATOMY AND PHYSIOLOGY: ENERGY SYSTEMS

Unit 1 aims to cement how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners must develop a knowledge and understanding of the importance of making connections between body systems in response to short-term and long-term exercise and sport participation.

The role of ATP in exercise Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance.

The ATP-PC (alactic) system in exercise and sports performance Understand the role of the ATP-PC system in energy production for exercise and sports performance.

The lactate system in exercise and sports performance Understand the role of the lactate system in energy production for exercise and sports performance.

The aerobic system in exercise and sports performance Understand the role of the aerobic energy system in energy production for exercise and sports performance.

#### UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, you will need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.

Principles of fitness training programme design Be able to design a fitness training programme including all the major components.

### All students will be assessed:

#### UNIT 1: ANATOMY AND PHYSIOLOGY: ENERGY SYSTEMS

In the form of a 1hr 30 min exam externally set by Pearson in Half Term 5.

#### UNIT 2: FITNESS TRAINING AND PROGRAMMING FOR HEALTH, SPORT AND WELL-BEING

This unit will be assessed under supervised conditions. Learners will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment learners will be given a task that will assess 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.

### Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

### Key vocabulary:

Sudden arrhythmic death syndrome (SADS), High blood pressure/low blood pressure, Hyperthermia/hypothermia, Anaerobic, Chemical source (phosphate and creatine), Resynthesis of ATP, Recovery time, aerobic glycolysis, Krebs cycle, electron transport chain.

---

## HALF TERM 5

### All students will know:

#### UNIT 6: SPORTS PSYCHOLOGY

In this unit, you will look at individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. You will look at how the functioning of a group can influence the outcome a sports team produces and how motivation can be developed and influenced. You will examine how arousal, anxiety, stress and self-confidence can affect performance and how these need to be controlled in order to achieve optimum performance. Finally, you will explore the psychological skills and programmes that can be used to improve performance. This combination of knowledge, understanding and skills will help to prepare you for a range of careers or higher education courses in the sport and active leisure sector supporting individual athletes or teams.

#### UNIT 4: SPORTS LEADERSHIP

This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics.

### All students will be assessed:

#### UNIT 6: SPORTS PSYCHOLOGY

A report on the different motivational factors that can be used by a coach via practical application of personality tests which also details the effects of arousal, anxiety and stress on sports performance and how self-confidence is important in the reduction of anxiety levels.

#### UNIT 4: SPORTS LEADERSHIP

Evidence that demonstrates own performance in the practical application of leadership style in a range of sporting roles. This should be recorded with AV equipment and accompanied by witness statements.

### Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

### Key vocabulary:

Achievement motivation, ability, performance, task and mastery directed behaviour, Mastery climate, positive reinforcement, TARGET (task, authority, reward, grouping, evaluation and timing) to produce a mastery climate, Competitive climate, Attribution theory.

---

## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Links with science for anatomy & physiology, health-related fitness content, with literacy such as key words and vocabulary (heart rate, blood pressure, cardiovascular system etc). PRE - personal development. Citizenship through volunteering. Career development through mock interviewer/interviewee process.

## HALF TERM 6

### All students will know:

#### UNIT 3 PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY

Research roles in the sports industry, then plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry. This unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.

### All students will be assessed:

#### UNIT 3 PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY

In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry. This unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee. Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation.

## HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Students are encouraged to watch / read about a range of different sports and topic areas - sport can be accessed via the radio, internet and TV.
- » Sport based discussions as podcasts on a range of networks (BBC Sounds/5 Live sports/Spotify etc).
- » Complete SMHW tasks.

# YEAR 13 | BTEC SPORT

The curriculum and assessment of students at this stage of education is aimed at students who have a passion for sport and are looking to follow a career in sports performance, coaching/teaching, officiating, journalism or medicine.

**The course uses a combination of assessment styles to help students apply their knowledge to succeed in the workplace and develop study skills to continue on to Higher Education. Students will study each unit in depth to acquire a range of practical and transferable skills. The range of assessments – both practical and written – help students showcase their learning and achievements to best effect.**

Building on the knowledge, leadership opportunities and wide range of practical skills gained in Key Stage 4 and year 12: In Year 13, BTEC Sport students will have a good base level of knowledge and understanding to build upon. The curriculum delivered through KS4 and year 12 will help prepare them for this final year of their studies and prepare students for a career in sport or further studies in higher education. The extended diploma students will cover 6 units during this second year whilst the extended certificate students will cover just 1 of those: UNIT 5: APPLICATION OF FITNESS TESTING.

Extended diploma and extended certificate students will get the opportunity to resit the exam units 1 and 2 taken in year 12 during the January resit window if required.

---

## ENRICHMENT OPPORTUNITIES

Extra-curricular clubs, trips to see universities (Loughborough) AIM higher, Mountain Centre trips to develop a range of leadership/transferable work-related skills to improve employability.

BTEC Sports students can get involved in many ways. The school has an extensive Extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our BTEC Sport students. Within BTEC Sport we aim to instil the core values of PE through our leadership programme.

Students from the start of their school life at Forge have the opportunity to work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations. This allows our students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future. Alongside this programme the school runs many trips to our AIM Higher universities, Sports tours and MENCAP, where students are given the opportunity to work within the local community, sport business and other partnership schools such as the Meadows Disability School. Finally, students can achieve qualifications for their CV within DofE and sports coaching/officiating.



## HALF TERM 1

### All students will know:

#### **UNIT 19: DEVELOPMENT AND PROVISION OF SPORT AND PHYSICAL ACTIVITY**

In this unit, you will understand how sports development influences the provision of sport, the agencies in sports development and their aims to increase participation, develop talent and promote inclusion for all. You will investigate the relationship between sports development and commercialisation and its impact at different levels.

#### **UNIT 22: INVESTIGATING BUSINESS IN THE SPORT AND ACTIVE LEISURE INDUSTRY**

In this unit, you will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses.

#### **UNIT 5: APPLICATION OF FITNESS TESTING**

In this unit, you will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of tests.

### All students will be assessed:

#### **UNIT 19: DEVELOPMENT AND PROVISION OF SPORT AND PHYSICAL ACTIVITY**

This unit is assessed under supervised conditions. Learners will be given a case study one week before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the supervised assessment period, learners will be given a set task that will assess their ability to plan and develop a sports development proposal for a given scenario.

#### **UNIT 22: INVESTIGATING BUSINESS IN THE SPORT AND ACTIVE LEISURE INDUSTRY**

This unit is assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of three hours as timetabled by Pearson. During the supervised assessment period, learners will be given a set task that will assess their ability to examine 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.

#### **UNIT 5: APPLICATION OF FITNESS TESTING**

A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing.  
A presentation justifying the selection of fitness tests for a team or individual. A report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice, supported by observation and video evidence of fitness testing administration and recorded results from each test.

### Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

### Key vocabulary:

Proposal, Performance indicators, Wider sports context, Participants, volunteers, Owners, Customers, Equality diversity legislation, safeguarding, data protection, health and safety legislation, employment legislation, Reliability, Validity, benchmarking, calibration, protocol, informed consent.

## HALF TERM 2

### All students will know:

#### **UNIT 19: DEVELOPMENT AND PROVISION OF SPORT AND PHYSICAL ACTIVITY**

This will increase your understanding of the sports industry, how sport is developed and its effects on wider sports development. You will learn how sports development agencies work to identify need, develop provision and the process they must follow to secure support for sports projects.

#### **UNIT 22: INVESTIGATING BUSINESS IN THE SPORT AND ACTIVE LEISURE INDUSTRY**

You will use given data and other information to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at how to reduce the potential effects of threats and risks.

#### **UNIT 5: APPLICATION OF FITNESS TESTING**

You will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test. You will consider the selection of appropriate tests for specific sports performers, and demonstrate your ability to conduct a range of fitness tests in accordance with the safety and ethical requirements of fitness testing.

### All students will be assessed:

#### **UNIT 19: DEVELOPMENT AND PROVISION OF SPORT AND PHYSICAL ACTIVITY**

This unit is assessed under supervised conditions. Learners will be given a case study one week before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the supervised assessment period, learners will be given a set task that will assess their ability to plan and develop a sports development proposal for a given scenario.

#### **UNIT 22: INVESTIGATING BUSINESS IN THE SPORT AND ACTIVE LEISURE INDUSTRY**

This unit is assessed under supervised conditions. Learners will be given information two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of three hours as timetabled by Pearson. During the supervised assessment period, learners will be given a set task that will assess their ability to examine 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.

#### **UNIT 5: APPLICATION OF FITNESS TESTING**

A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing. A presentation justifying the selection of fitness tests for a team or individual. A report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice, supported by observation and video evidence of fitness testing administration and recorded results from each test.

### Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

### Key vocabulary:

Sponsors, Employees, Volunteers, Government Agencies, Interrelationship, Commercialisation, Stakeholders, Key Performance Indicators (KPIs), Infrastructure, SWOT: strengths, weaknesses, opportunities, threats, PESTLE: political, economic, social, technological, legal, environmental. Flexibility, Strength, Aerobic endurance, (VO2 max), Speed, Muscular endurance, Body composition, body mass index (BMI).

## HALF TERM 3

### All students will know:

#### UNIT 5: APPLICATION OF FITNESS TESTING

Finally in unit 5, you will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person's fitness.

#### UNIT 7: PRACTICAL SPORTS PERFORMANCE

This unit gives you the opportunity to improve your own knowledge and practical ability in a selection of individual and team sports. You will develop your own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This will be achieved through participation in practical activities, followed by a reflection on your performance. You will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques.

### All students will be assessed:

#### UNIT 5: APPLICATION OF FITNESS TESTING

A report on the principles of fitness testing, including practicality, suitability and ethics of fitness testing. A presentation justifying the selection of fitness tests for a team or individual. A report that interprets the test results, analyses the test administration and makes recommendations for improvements to test administration practice, supported by observation and video evidence of fitness testing administration and recorded results from each test.

#### UNIT 7: PRACTICAL SPORTS PERFORMANCE

A written report/essay, reflecting on strengths and areas for improvement using video analysis and other appropriate assessment methods to explain and justify the activities to improve performance.

### Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

### Key vocabulary:

Fitness profile, comparison, justify, recommendations, suitability, normative data, Interviews, Subjective, Observations, Objective performance data, outcomes.

## HALF TERM 4

### All students will know:

#### UNIT 9: RESEARCH METHODS IN SPORT

In recent years, there has been a rapid growth in appreciation of the role of research in sport-based environments. Sports coaches, fitness instructors, personal trainers and other professionals are increasingly required to have a strong evidence base behind the work they carry out with their clients, so that they can offer them the best quality of support. The first step towards this is having a clear understanding of and skillset in research methods. This unit begins with you developing a clear grasp of research, the different types of research, how to search for and read different examples of research, and the importance of this for emerging sports practitioners.

### All students will be assessed:

#### UNIT 9: RESEARCH METHODS IN SPORT

A report that examines the importance of research when working with clients in sport-based settings and the key issues that affect the effectiveness and quality of research.

### Reading skills needed for this unit:

- » reading technical texts.
- » effective writing.
- » analytical skills.
- » creative development.
- » preparation for assessment methods used in degrees.
- » Write up the findings of their own research.
- » use case studies to explore complex or unfamiliar situations.
- » carry out projects for which they have choice over the direction and outcomes.

### Key vocabulary:

Primary research secondary research quantitative research statistical analysis deductive research qualitative research non-numerical data.

## HALF TERM 5

### All students will know:

#### UNIT 8: COACHING FOR PERFORMANCE

#### Half Term 5:

#### UNIT 8: COACHING FOR PERFORMANCE

### All students will know

In this unit, you will develop coaching skills, knowledge, qualities and best practices, allowing for sessions to incorporate progression over time. You will develop your planning, delivery and reflection skills, as well as your ability to use a variety of coaching practices. You will explore different practices that could be used to develop sports performance. You will demonstrate your ability to coach a session to improve the performance of the athletes and then reflect on your impact as a coach. You will learn how to effectively evaluate the impact of your own coaching for the future development of the athlete and you as a coach.

### All students will be assessed

A coaching plan that details safe working coaching practices that will develop performance, reflected its part in a series of coaching sessions. A video of delivered coaching session based on the coaching plan. A report reflecting on the planning, delivery and impact of own coaching performance

### Reading skills needed for this unit:

Compare and contrast

Analyse tactical demands and technique

Applying components of fitness to a range of sports

### Key vocabulary:

Advantages

Disadvantages

Training Methods

Serial, discrete and continuous skills

Tactical Demands

Components

**How students can be supported at home:**

Students are encouraged to watch/ read about a range of different sports and topic areas- sport can be accessed via the radio, internet and TV. Sport based discussions as podcasts on a range of networks (BBC Sounds/5 Live sports/Spotify etc) Complete SMHW tasks.

**How this learning will be embedded elsewhere in the curriculum:**

Links with science for anatomy & physiology, health-related fitness content, with literacy such as key words and vocabulary (heart rate, blood pressure, cardiovascular system etc). PRE - personal development. Citizenship through volunteering. Career development through mock interviewer/interviewee process.

**Enrichment opportunities:**

Extra-curricular clubs, trips to see universities (Loughborough) AIM higher, Mountain Centre trips to develop a range of leadership/transferrable work-related skill to improve employability. BTEC Sports students can get involved in many ways. The school has an extensive Extra-curricular programme during lunch and after schools, ranging from many team sports to individual sports. This creates an opportunity for all students to be involved whether this is through leading a session or coaching a particular group shaping the pathway for our BTEC Sport students. Within BTEC Sport we aim to instil the core values of PE through our leadership programme.

Students from the start of their school life at Forge can work their way through the different awards (bronze, silver, gold and platinum) showing various leadership and teamwork skills across a variety of different situations. This allows our students to understand the roles of being a leader, coach, official or teacher and therefore developing an understanding of employability skills needed to fulfil these roles in the future. Alongside this programme the school runs many trips to our AIM Higher universities, Sports tours and MENCAP, where students are given the opportunity to work within the local community, sport business and other partnership schools such as the Meadows Disability School. Finally, students can achieve qualifications for their CV within DofE and sports coaching/officiating.