

Subject	BTEC Sport Level 2 & Level 3
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<p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><u>Subject purpose</u></p> <p>BTEC qualifications are vocationally related qualifications and are learner centred approach curriculum where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The qualifications are popular and effective because they enable learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing administrative tasks and processes. These qualifications develop learners practical, interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills.</p> <p>All BTEC qualifications have a clear purpose. Through completing a BTEC qualification learners will develop transferrable knowledge and skills and these qualifications are seen as a passport to success in the next stage of a learner's life.</p>
<p style="text-align: center;"><u>Whole school curriculum principles</u></p> <ul style="list-style-type: none"> ● Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it. ● Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. ● Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts. ● Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes. 	<p style="text-align: center;"><u>Subject principles</u></p> <p>Entitlement – The BTEC Sport programmes cater for all needs of learners, focusing more on the vocational side of the qualification through real life scenarios. In both the level 2 and level 3 qualifications learners are not assessed on their own practical ability but must be able to perform in a variety of different sports and physical activities and show passion and enjoyment across these different sports.</p> <p>Coherence – Using the specifications set out from the exam board. This is clearly read and understood to ensure the best units of work are covered to meet our learners needs and to ensure the best combination and variety of units of work are delivered. These are then sequenced in a way which builds on their skills, knowledge and understanding and in particular synoptic units of work are delivered nearer the end of the courses.</p> <p>Mastery - Throughout KS3 learners will develop the foundation knowledge and concepts of the theory underpinning the BTEC Sport courses, throughout the course these skills are built upon and in some cases used in a variety of contexts throughout the different units of work. Again, building upon the knowledge gained throughout the BTEC Level 2 course learner's develop this knowledge further at</p>

- Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.
- Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

level 3. In most cases these skills are revisited and developed throughout the variety of units of work depending on the pathway followed.

Adaptability – During the internally assessed units of work all of the vocational scenarios are linked to the local context, considering facilities and local sports clubs/teams the students should be aware of. Different sports and activities are carefully considered and chosen for the different classes. At level 3 learners focus their attention on their own chosen sport which they participate in outside of school.

Representation – Here learners can see themselves participating in various sports and taking on different roles within the course like leaders and coaches. Various role models will be used and ensuring there is equality shown.

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 10	Component 1 - Preparing Participants to Take Part in Sport and Physical Activity	<p>The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.</p> <p>For this component learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity</p> <p>Successful delivery of this component will allow learners to develop their knowledge and understanding of provisions in sport for different types of people. They will also be able to identify, research and use applied knowledge and understanding to enhance participation through understanding benefits and limitations via technology and provision.</p> <p>This half term learners will focus on the following learning outcomes: A Explore types and provision of sport and physical activity for different types of participants</p> <p>This links to the learners previous learning in year 9 through leading small warm up and participating in various sporting activities, giving them knowledge of different sporting activities.</p>	Component 1 - Preparing Participants to Take Part in Sport and Physical Activity	<p>This half term learners will focus on the following learning outcomes: B Examine equipment and technology required for participants to use when taking part in sport and physical activity</p>
Year 11	Unit 3 – Applying the Principles of Training	Unit 3 builds directly on Units 1 and 2 and enables learning to be brought together and related to a real-life situation. Unit 3: Applying the Principles of Personal Training requires learners to draw on and apply their learning of FITT principles and principles of training, and considerations for safety to a designed and	Unit 3 – Applying the Principles of Training	Moving into the implementation of their 6 weeks training programme. This half term is long enough period of time to complete their planned session of the training programme.

		<p>implemented fitness training programme. The design of the assessment criteria ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The assessment criteria require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory units in an integrated way.</p> <p>Links to prior knowledge and units of work completed in year 10 (units 1 & 2) Students need to plan their own training programme based around areas of improvement from Unit 2 – Practical Sports Performance. Partially in this half term learners will plan their own training programme using the FITT principles and make their plan creative. Learners will complete assignment 1 - Design a personal fitness training programme.</p> <p>Evidence required for this assignment includes:</p> <ul style="list-style-type: none"> • Learners' personal information including a medical history questionnaire. • Learners' personal goals which are set over a short, medium and long term. • An aim for the programme which links to one component of fitness. Linked to Unit 2: Practical Performance in Sport to set appropriate goals for a chosen activity/sport. • Motivation and how this can be maintained through the fitness training programme. • A training programme that incorporates one method of training and the FITT principles (frequency, intensity, time and type). This will link to learning covered in Unit 1 Fitness for Sport and Exercise. • The application of intensity to the chosen activities and considers the additional principles of training (specificity, progressive overload, reversibility, rest and recovery, individual needs and differences, variation). Again, this links to previous learning from Unit 1 Fitness for Sport and Exercise. 		<p>Here learners will need to participate in their fitness training programme in a safe and appropriate manner.</p> <p>Evidence required for this learning aim comes from photos and/or video evidence of the learner participating in the training programme. Also, the assessor will need to produce a record of practical activity document too.</p> <p>Learners will also need to complete and maintain a training diary, including personal development, personal achievement, aims & objectives, motivation towards training.</p>
<p>Year 12 Extended Certificate</p>	<p>Unit 1 – Anatomy and Physiology Learning Aim A – The effects of exercise and sports performance on the skeletal system</p>	<p>Learners complete Unit 1, an external exam and unit 7 in the first year of the course. If a student were to leave at the end of one year, they still get a qualification. Students will work through each of the learning aims/assignments.</p> <p>Learners will complete a learning aim test at the end of each learning aim. This is a way of assessing each of the learner's</p>	<p>Unit 1 – Anatomy and Physiology Learning Aim C - The effects of exercise and</p>	<p>This half term learners will complete a mock paper covering learning aims A,B & C, in line with the year group mock exams.</p> <p>Learners will continue to progress through the unit of work building on their knowledge and understanding of each of the body systems.</p> <p>AO2 Demonstrate understanding of each body system, the short- and long-term effects of sport and</p>

	<p>Learning Aim B - The effects of exercise and sports performance on the muscular system</p> <p>Unit 7 – Practical Sports Performance</p> <p>Learning Aim A - Examine National Governing Body rules/laws and regulations for selected sports competitions</p>	<p>progress, knowledge and understanding and be able to tailor any support or interventions. Learners will also have access to The Everlearner to watch videos, revise and complete checkpoints.</p> <p>AO1 Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system</p> <p>Command words: describe, give, identify, name, state</p> <p>Marks: ranges from 1 to 4 marks</p> <p>This unit gives learners the opportunity to improve their own knowledge and practical ability in a selection of individual and team sports.</p> <p>This unit develops skills which help learners improve practical performance no matter what level of ability and can lead to several career pathways. Gaining all-round knowledge of practical sports performance will also help progression to roles as a sports leader, coach, sports instructor or physical education teacher through further study.</p> <p>This unit of work has links with Unit 1 – Anatomy and Physiology. One of the reasons the two units of work are studied alongside each other during the first year of the course.</p> <p>In terms of unit 7 learners will start work on their first assignment – increasing participation in individual and team sports. Learners will start focusing on the team sport elements for this assignment as most learners on the course come from a team sport background and can therefore apply their knowledge and understanding well to the tasks in the assignment.</p> <p>Learners progress slightly slower through this unit of work due to less lesson time allocated to learners.</p> <p>The lesson split is usually 2 doubles for unit 1 and 1 double for unit 7.</p>	<p>sports performance on the respiratory system</p> <p>Learning Aim D - The effects of sport and exercise performance on the cardiovascular system</p> <p>Unit 7 – Practical Sports Performance</p> <p>Learning Aim A - Examine National Governing Body rules/laws and regulations for selected sports competitions</p>	<p>exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance</p> <p>Command words: describe, explain, give, name, state</p> <p>Marks: ranges from 1 to 4 marks</p> <p>In unit 7 learners will continue with assignment 1 focusing more on the individual sport now they understand how to complete the tasks and meet the criteria, they need to repeat the same process for their individual sport.</p> <p>Work to be assessed and feedback given, students will be allowed one resubmission of the assignment.</p>
<p>Year 12 Diploma</p>	<p>In addition to the two units of work above they will also cover Unit 4 – Sports Leadership</p>	<p>If any learners have previously completed the BTEC Level 2 course this links to unit 6 leading sports activities. Students should also have basic knowledge around leading activities and sports coaching. This unit of work also has links with Unit 23 which is delivered later in the year once unit 4 is completed.</p>	<p>In addition to the two units of work above they will also cover Unit 4 – Sports Leadership</p>	<p>This half term learners will need to plan their own sessions ready to deliver to a group of students using all their knowledge and understanding from the previous assignment. Sessions will need to be filmed and used to complete a review of their own</p>

		<p>Learners will develop knowledge and understanding of sports leadership, which will guide them towards gaining a good level of confidence that would assist them in pursuing a career in a leadership role or support their progression to higher education. In this unit of work learners will develop an understanding of the sports leadership pathway, which links with Unit 3 Professional development in the sports industry studied in year 13. This unit has a small insight into sports psychology which is built upon in year 13 when learners complete Unit 6 – Sports Psychology. In this half term, learners will learn about the skills, qualities and characteristics of different sports leaders. They will also learn about the psychological factors related to sports leadership too. Students will complete assignment 1 – investigating appropriate leadership strategies. As this is 60 GLH unit of work and with the number of lessons available each week, learners should complete this unit of work during the Autumn term.</p>		<p>performance as a sports leader. This would meet the criteria available for assignment 2 – Applying Appropriate Leadership Strategies.</p>
<p>Year 13 Extended Certificate</p>	<p>Unit 2 – Fitness Training and Programming for Health, Sport and Well being</p>	<p>This unit has been selected as an externally assessed unit as it replicates the processes that are carried out in the sports industry, and to complete the assessment learners will need to draw on learning and application of content from across several units in the programme of study.</p> <p>Learners should have made good progress with Unit 2 in the final half term of year 12 completing learning aim A. This is to allow for the set task to be completed in the January window and allows for any learners to complete a resit in the June window if required. This half term learners should work through learning aim B & C. At each appropriate stage learners should complete practice scenarios and questions. Also allowing the students opportunities to learn how to produce appropriate notes to take into the set task. This unit of work should draw upon knowledge from Unit 1 Anatomy and Physiology studied in year 12. This unit also draws upon knowledge, understanding and skills from Unit 4 – sports leadership studied by those learners completing the Diploma.</p> <p>Learners will also sit a mock paper. This is a good opportunity to access prior knowledge and learning before the summer and see where the students are at and assess areas that need to work on. Learners on the extended certificate programme will focus purely on Unit 2 during the Autumn term in the lead up to their set task in the January assessment window. This will also have related teaching to Unit 6 sports Psychology and Unit 17 Sports Injury Management for those learners also studying the Diploma, both units of work are studied in the spring/summer term.</p>	<p>Unit 2 – Fitness Training and Programming for Health, Sport and Well being</p>	<p>This half term learners will work through learning aim D in preparation for question 5 & 6 in the set task.</p> <p>Learners will also need to start preparing their 4 sides of A4 notes (4 hours to complete) during lesson time in preparation for the set task.</p>

<p>Year 13 Diploma</p>	<p>In addition to the two units of work above they will also cover Unit 22 – Business in Sport</p>	<p>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.</p> <p>This unit will help learners to make an informed choice as to whether they want to continue their studies to higher education or develop their career in the commercial side of the industry.</p> <p>This unit of work has many links to previous of units currently being studied alongside this. For instance, this links with Unit 1 – Anatomy and Physiology, Unit 4 – Sports Leadership and Unit 23 Skill Acquisition in Sport studied in year 12 of the programme. This also links in with Unit 2 – Fitness Training and Programming for Health, Sport and Well Being currently being studied alongside this unit of work and with Unit 3 – Professional Development in the Sports Industry which will be covered in the next term.</p> <p>Learners should have made good progress with Unit 22 in the final half term of year 12 completing learning aim A. This is to allow for the set task to be completed in the January window and allows for any learners to complete a resit in the June window if required.</p> <p>This is a mandatory unit of work for the Diploma in Sport qualification. This half term learners will build on their knowledge and understanding of the types of business and aims & objectives of a business and learner how to produce business models (activity 2). Learners will be assessed via different scenarios and given the opportunity through to learn how to prepare appropriate notes for the set task and how to research different sports businesses.</p>	<p>In addition to the two units of work above they will also cover Unit 22 – Business in Sport</p>	<p>Learners will continue to work through the learning aims for Unit 22 in preparation for the set task in the January window. Learners will learner about appropriate recommendations for different business in line with activity three and then how to justify their recommendation (activity 4).</p> <p>Learners will also need to start preparing their 4 sides of A4 notes (6 hours to complete) during lesson time in preparation for the set task. When Part A of the assessment is released by the exam board.</p>

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 10	Component 1 - Preparing Participants to Take Part in Sport and Physical Activity	<p>Here learners will continue to work through the component focusing on learning outcome C Be able to prepare participants to take part in sport and physical activity.</p> <p>Learners will also participate in some practice assessment material in preparation for their first PSA task in the June window. This will allow learners to understand the format and process of completing the internally assessed tasks.</p>	Component 1 - Preparing Participants to Take Part in Sport and Physical Activity	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of three tasks. There are two assessment windows each year for assessment. For this first component learners will sit their first attempt at this in the May/June window.</p> <ul style="list-style-type: none"> ● In response to Task 1, learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available. ● In response to Task 2, learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person. ● In response to Task 3, learning will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up. The assignment will take approximately 5 supervised hours to complete.
Year 11	Unit 3 – Applying the Principles of Training	<p>Now the training programme is completed in the previous half term and training diaries also completed learners will need to complete a review of their training programme. Evidence required here will be a review of the training programme, discussion on how to modify the training programme, identifying strengths and areas for improvement and recommendations for future training. Also, time to tidy up and finalise all assessment criteria for unit 3. This is to ensure there isn't any cross over between units of work. Any incomplete work can be produced during intervention sessions. Once completed learners will move onto Unit 6 – leading sports activities. Here learners cover the following learning Aims:</p> <p>A know the attributes associated with successful sports leadership B undertake the planning and leading of sports activities C review the planning and leading of sports activities.</p>	Unit 6 – Leading Sports Activities	<p>There are many roles working in sport that require effective and successful sports leadership, including personal training and coaching. This unit provides learners with what could be their first step into sports leadership, as it could be linked to the completion of a sports leader award, for example the Junior Sports Leader Award (JSLA).</p> <p>Learners need access to a range of sports facilities and equipment. They will also need participants to take part in the sports activity session.</p> <p>This half term learners will cover assignment 1 – attributes for successful leadership. Here learners will cover learning aim A about the skills, qualities and responsibilities of a successful sports leader.</p> <p>Allows time for students to have developed leadership skills and confidence to lead small groups of students. The theory part will include learning the attributes of a good leader and planning their own session ready to lead. Therefore, in practical lessons learners will have</p>

				<p>the opportunity to practice elements of leading different parts of the session, to build up their confidence moving towards their assessed session.</p> <p>Learners will have also learnt the skills of how to conduct a warm up and cool down successfully from completing their own 6 weeks training programme in Unit 3 – Applying the Principles of Training. They will have also learnt how to perform in a safe manner too.</p>
<p>Year 12 Extended Certificate</p>	<p>Unit 1 – Anatomy and Physiology</p> <p>Learning Aim C - The effects of exercise and sports performance on the respiratory system</p> <p>Learning Aim D - The effects of sport and exercise performance on the cardiovascular system</p>	<p>Learners will continue to progress through unit 1 – Anatomy and Physiology. Recapping on learning aim C and progressing forward with learning aim D. Again, learning will sit a learning Aim C & D paper to assess their knowledge and understanding of these topics. Also, students will start to understand how to answer a long answer question.</p> <p>Here learners will focus on the following learning outcomes: AO4 Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements Command words: assess, evaluate Marks: 6 marks 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 Command words: analyse, assess, discuss, evaluate, to what extent Marks: 8 marks</p>	<p>Unit 1 – Anatomy and Physiology Learning Aim E – Energy Systems</p>	<p>This half term learners will progress onto focusing on the energy systems. Learners will complete a learning aim E paper – just focusing on the energy systems. Also, this half term, focus on the techniques required to answer longer answer questions as part of learning aim F and focus on how each of the systems link together.</p> <p>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 Command words: analyse, assess, discuss, evaluate, to what extent Marks: 8 marks</p> <p>Learners will complete several different longer answer questions in lessons and as part of homework task.</p> <p>Learners will also complete a full-length mock paper in preparation for their exam in beginning of May.</p>
	<p>Unit 7 – Practical Sports Performance</p> <p>Learning Aim B - Examine the skills, techniques and tactics</p>	<p>Learners will continue to progress through unit 7 during this term, moving their focus onto learning aim B, this focuses on the skills and tactics required to be successful within their chosen sports. This also links to the learners actually performing these skills and tactics through practical participation and gaining footage to be able to assess their own practical ability as part of learning aim D. Learners will also be responsible for recording their own skills and competitive practices footage for learning aim C which they will also require to achieve learning aim D. Learners are expected to collect their own footage as there are a number of sports being covers/assessed and students have also selected the course as they enjoy and hopefully participate in sport outside of lesson time. Any reasonable footage for individual sports can be conducted within the school setting.</p>	<p>Unit 7 – Practical Sports Performance</p>	<p>Here learners will continue to progress through unit 7 and learning aim B focuses this time on the skills and tactics for their individual sport. Again, using the same format used for their team sport work. Again, this give learners the opportunity to complete the work for their preferred team sport first before applying for their 'weaker' sport. This is the second half of assignment 1 – increasing participation in individual and team sports.</p>

	<p>required to perform in selected sports</p> <p>Learning Aim C - Develop skills, techniques and tactics for sporting activity in order to meet sport aims</p>			
Year 12 Diploma	<p>In addition to the two units of work above they will also cover Unit 23 – Skill Acquisition</p>	<p>Learners study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills.</p> <p>This unit provides a sound foundation of knowledge on the acquisition of skill. The skills and knowledge gained from this unit will help learners appreciate different types of skills, and how teaching and learning strategies can be used to develop skills in sports performers.</p> <p>Unit 23 links with unit 4 sports leadership. There are some links between some of the learning aims. This is why this unit of work follows unit 4 sport leadership.</p> <p>This unit of work is a 90GLH unit of work. Therefore, learners will need a longer period to complete the teaching and learning and assignments relating to this unit of work.</p> <p>Learners will need to work through learning aim A & B before completing the first assignment as the distinction criteria has a cross over between the two learning aims.</p>	<p>In addition to the two units of work above they will also cover Unit 23 – Skill Acquisition</p>	<p>In this half term learners will continue with the teaching and learning of learning aims A & B. Once these learning aims are completed, they will move onto learning aim C. This learning aim focuses on learning about teaching and learning styles, in preparation for the class to plan their own sessions using these different teaching styles.</p> <p>While this is a theoretical unit, learners will need to demonstrate they can apply the theory to the skills acquisition in practical situations. Learners will need to demonstrate that they appreciate the principles behind the teaching and learning of a range of sports skills.</p>
Year 13 Extended Certificate	<p>Unit 3 – Professional Development in the Sports Industry</p>	<p>This is a mandatory unit of work for the extended certificate qualification. Learners' complete unit 3 as this links in with UCAS applications and deciding future plans/aspirations of a career in the sports industry and how to achieve this.</p> <p>This unit will prepare learners for progression to a career in the sports industry either directly or through higher education, by developing their understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.</p> <p>This unit of work has links with Unit 2 Fitness Training and Programming for Health, Sport and Well Being studied in the previous term. This unit also has links with Unit 4 Sports Leadership studied by those following the Diploma pathway in year 12.</p> <p>During this half term learners will research two chosen contrasting career pathways and how to each into these careers and what</p>	<p>Unit 3 – Professional Development in the Sport Industry</p>	<p>In this half term learners will continue to progress through Unit 3, here they will move their focus onto learning aim B, here learners will explore their own skills, by completing a skills audit and SWOT analysis. Which leads into developing their own career development action plan. These are tasks completed for the 2nd half of assignment 1 – careers in sport. Learners will then progress onto preparing documents ready to take part in an interview for a role within the sports industry. Here they will need to prepare their own CV, a letter of application and prepare a micro coaching session ready to deliver as part of the interview process.</p>

		skills/qualifications are required. Complete assignment 1 – Careers in Sport.		
Year 13 Diploma	In addition to the unit of work above they will also complete Unit 6 – Sports Psychology	<p>In this unit, learners 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.</p> <p>This combination of knowledge, understanding and skills will help to prepare learners for a range of careers or higher education courses in the sport and active leisure sector supporting individual athletes or teams.</p> <p>This unit of work builds upon previous knowledge and understanding gains within Unit 4 – Sports Leadership. This half term learners will focus on different personalities, motivation, stress and anxiety, confidence. They learn about the different theories around these concepts. All these factors underpin the learning across the unit of work. Therefore, this is studied first. Learners build upon this knowledge by looking at types of cohesion and how this can affect performance, particularly team performances.</p>	<p>In addition to the unit of work above they will also complete Unit 6 – Sports Psychology</p> <p>Unit 17 Sports Injury Management</p>	<p>In this half term learners finalise unit 6, before progressing onto Unit 17 – Sports Injury Management. For the final assignment, learners must put into practice all their prior learner for this unit of work and design a psychological skills training programme for an individual. Here they need to identify their individual and complete questionnaires to find out what psychological factors are holding back their performances and then apply appropriate methods within their PST programme.</p> <p>Once Unit 6 – Sport Psychology has been completed. Learners will move onto Study Unit 17 – Sports Injury Management.</p> <p>Here learners study the signs and symptoms of sports injuries, application of basic treatment and rehabilitation methods, injury risk factors and injury prevention.</p> <p>The first learning aim and assignment focuses on different types of injuries and the sign and symptoms this needs to be covered first to give learners the knowledge and understanding of different types of injuries which underpin the learning for this unit of work.</p> <p>For the first assignment learners will produce a presentation that addresses common sports injuries, their associated signs and symptoms and the physiological and psychological responses to them. The presentation will be professionally presented using headings and annotation such as pictures and diagrams to support explanations.</p> <p>Learners will move onto Learning Aim B where learners will be given four contrasting scenarios, for example unconscious casualty, treatment for bleed and shock, fracture and sprain/strain. The scenarios given will allow learners to practically demonstrate a wide range of the related unit content which links to the learning in learning Aim A.</p> <p>They will decide how to treat each injury and demonstrate confident and safe application of relevant</p>

				<p>common treatment methods and protocols. The scenarios issued will be contrasting, for example scenario one may relate to an unconscious casualty or bleed, scenario two will need to be of an appropriate nature to allow different common treatment methods and protocols to be administered, and provide scope for learners to devise a rehabilitation plan incorporating the breadth of unit content, i.e. sprained ankle, grade 1/2 muscle tear. The evidence of the practical activity could include video recording or annotated photographs</p>

Term 2

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 10	Component 2 – Taking Part and Improving Other Participants Sporting Performance	<p>The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.</p> <p>Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants’ sporting performance</p> <p>In this component, learners will develop transferable skills, such as communication, problem solving and analytical skills. It will give them the opportunities to develop and improve their own and other’s sporting performance, which will support their progression to Level 2 or 3 vocational or academic qualifications</p> <p>This half term learners will focus on the following learning outcomes: A Understand how different components of fitness are used in different physical activities</p>	Component 2 – Taking Part and Improving Other Participants Sporting Performance	<p>This half term learners will focus on the following learning outcomes: B Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>At the beginning of year 11 learners will need to revisit learning outcome A & B and progress onto Learning Outcome C in preparation for taking the PSA in the January window.</p>
Year 11	Unit 6 – Leading Sports Activities	<p>This half term learners will film their sessions for moderation and to allow them to complete a review of their own session. Here learners will need to use the feedback obtained during the sessions to be able to complete the review of their own sports activity session. Learners will have already developed the skills of how to assess their own abilities and complete a review of their own performance from their work completed in Unit 3 – Applying the Principles of Training.</p> <p>It is important that learners have the appropriate experience and confidence to deliver the sessions to the selected group. Learners should not be left on their own to deliver the session to the target</p>	N/A	N/A

		<p>group; they should be supervised by an appropriately qualified sports leader.</p> <p>Tidy up and finalise unit 6, ready to submit final grades for all units of work to the exam board.</p>		
Year 12 Extended Certificate	Unit 1 – Anatomy and Physiology Learning Aims A – F	<p>Here learners will be recapping on each of the different learning aims, focusing on key areas with gaps in knowledge or understanding picked up in the full mock paper previously sat in the half term before.</p> <p>Students will sit their external exam this half term. It is important that Unit 1 Anatomy and Physiology is taught at the start of the course as this underpins knowledge throughout the qualification.</p>	Unit 2 – Fitness Training and Programming	<p>In this half term learners will start work on Unit 2, as they will only have the Autumn term of year 13 to complete this unit of work prior to sitting their external exam. This gives learners enough guided learning hours to complete the unit of work starting during this half term.</p> <p>Here learners will focus on Learning Aim A - Examine lifestyle factors and their effect on health and well-being. This underpins the knowledge and understanding required throughout this unit of work and focuses on the following assessment outcome too:</p> <p>AO1 Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being</p> <p>This unit of work should draw upon knowledge from Unit 1 Anatomy and Physiology studied in year 12. This unit also draws upon knowledge, understanding and skills from Unit 4 – sports leadership studied by those learners completing the Diploma.</p>
	Unit 7 – Practical Sports Performance	<p>Here learners will move onto assessing their own abilities in their two chosen sports as they approach the end of the unit of work. They will use their knowledge and understanding of different assessment methods to conduct their review, explaining their strengths and areas for improvement. This happens at the end of the unit of work to review their overall performance in their two chosen sports and brings together all of the teaching around the two sports.</p>	Unit 7 – Practical Sports Performance	<p>Students will complete their review for their individual sport during this half term and make any final improvements to this unit of work, this is to ensure the unit of work is completing finished ready to move onto the next internally assessed unit of work in year 13.</p>
Year 12 Diploma	In addition to the two units of work above learners will complete Unit 23 Skill acquisition	<p>This half term learners will finalise their learning aim C assignment and progress onto planning their own session to show how a skill can be taught to meet the needs of the different performers. Once sessions are planned learners will need to demonstrate the use of these skills by delivering a session. Once the sessions have been delivered and filmed they will need to finalise the unit of work by evaluating the effectiveness of the strategies they used in their session. These tasks will all be completed in assignment 3.</p>	In addition to the two units of work above learners will start Unit 22 Business in Sport	<p>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.</p> <p>This unit will help you to make an informed choice as to whether you want to continue your studies to higher education or develop your career in the commercial side of the industry.</p> <p>Learners will need to start unit 22 this half term in preparation for their externally assessed set task in the January window of the new academic year. As this is a 90</p>

				GLH unit of work, this will take longer to complete than other unit of work. Therefore, they need to start work on this in year 12.
Year 13 Extended Certificate	Unit 3 – Professional Development in the Sports Industry	Here learners will take part in the interview process, delivering their micro coaching session and a formal interview. Learners will be assessed through a short (15–20 minute) supporting practical assessment activity, for example, a micro-teach. This will enable learners to apply and refine generic and technical sports-related knowledge and skills learned from across the qualification. These interviews will need to be filmed for each of the learner's assessment, but learners can also watch the recording to help complete the review process in the final part of the assignment. As part of the review learners will need to analyse their own performance. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development.	N/A	N/A
Year 13 Diploma	Unit 17 – Sports Injury Management	Learners study the signs and symptoms of sports injuries, application of basic treatment and rehabilitation methods, injury risk factors and injury prevention throughout this unit of work. Although this unit is not designed to develop learners into an accomplished sports therapist, they will be able to act appropriately to sports injuries. For the final assignment learners will take one scenario to develop a safe and appropriate rehabilitation programme, for example the scenario regarding sprain/strain. To round off the learning for this unit of work and bring all the prior learning together. This unit of work will draw upon knowledge and understanding from their studies in unit 1 – Anatomy and Physiology studied at the beginning of the course and also Unit 2 – Fitness Training and Programming for Health, Sport and Well Being studied earlier in year 13.	N/A	N/A

Term 3



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