

CURRICULUM OVERVIEW 2018-19



Sport BTEC Level 3 Extended Certificate in Sport Year 12

Success for All through Achievement, Challenge & Enjoyment



Curriculum Overview 2018-19

Year group: 12

Subject: Sport BTEC Level 3 Extended Certificate in Sport

Periods per fortnight: 4

Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing - 2 Periods

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>A1 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.</p> <ul style="list-style-type: none"> • Exercise/physical activity: physical (strengthens bones, improves posture, improves body shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological (relieves stress, reduces depression, improves mood), social (improves social skills, enhances self-esteem), economic (reduces costs to National Health Service, reduces absenteeism from work). • Balanced diet: eatwell plate (food groups), benefits of a healthy diet (improved immune function, maintenance of body weight, reduces risk of chronic diseases – diabetes, osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more of certain food groups, five a day, reducing salt intake, healthy alternatives). • Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence. • Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating). <p>A2 Negative lifestyle factors and their effects on health and well-being Understand the factors contributing to an unhealthy lifestyle.</p>	<p>Watch Videos or read content on</p> <ul style="list-style-type: none"> - A1 - A2 - A3 - B1 - B2 - B3 - C1 - C2 C3 <p>Then answer between 5-10 questions on the topic in the google classroom.</p> <p>Completion of scenarios if not finished in class,</p> <p>Reading examiners reports of previous assessments</p> <p>Annotating and reading previous papers</p> <p>Reading Sample answers</p>	<p>Ensure they are receiving weekly notifications from Google classroom on their students set work, work completed or missing and feedback from teacher.</p> <p>Ensure students are completing pre learning tasks</p> <p>Ask their child about the content they are studying and how it can help their family have a healthy and active lifestyle.</p> <p>Ensure students are using their revision guide when preparing for assessments</p> <p>Ensure students are preparing the material they are allowed to take into the exam</p>

- Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility).
- Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression).
- Stress: health risks associated with excessive stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression).
- Sleep: problems associated with lack of sleep (depression, overeating).
- Sedentary lifestyle: health risks associated with inactivity.

A3 Lifestyle modification techniques

Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.

- Common barriers to change: time, cost, transport, location.
- Strategies to increase physical activity levels: at home, at work, during leisure time, method of transport.
- Smoking cessation strategies: acupuncture, NHS smoking helpline, NHS smoking services, nicotine replacement therapy, Quit Kit support packs.
- Strategies to reduce alcohol consumption: counselling, self-help groups, alternative treatments.
- Stress management techniques: assertiveness training, goal setting, time management, physical activity, positive self-talk, relaxation, breathing techniques, meditation, alternative therapies, changes to work-life balance.

B Understand the screening processes for training programming

B1 Screening Processes

Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor.

- Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q).
- Legal considerations: informed consent form, data protection, client confidentiality.

B2 Health monitoring tests

Be able to interpret health monitoring results of a selected individual using normative data

and make appropriate recommendations.

- Blood pressure.
- Resting heart rate.
- Body mass index (BMI).
- Waist to hip ratio.

B3 Interpreting the results of health monitoring tests

Be able to interpret health monitoring data against health norms and make judgements.

- Interpret results against normative data: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges.

C Understand programme-related nutritional needs

C1 Common terminology

Understand common nutritional terminology.

- Recommended daily allowance (RDA), energy measures (calories, joules, kilocalories, kilojoules).
- Energy balance: basal metabolism, age, gender, climate, physical activity, calories used in different activities (intensity and length of time).

C2 Components of a balanced diet

Understand the requirements of a balanced diet.

- Macronutrients (carbohydrates, fats, protein), sources of food for each macronutrient, quantities.
- Micronutrients (vitamins A, B, C and D, minerals calcium, iron), sources of food for each micronutrient, quantities.
- Hydration (different requirements of fluid intake: climate, levels of exercise, programme type, time of year).
- The effects on performance of dehydration and hyperhydration and the signs and symptoms of each.

C3 Nutritional strategies for individuals taking part in training programmes

- Understand different strategies used on an individual basis by:
 - o adapting diet to gain or lose weight.
- Understand the use of ergogenic aids used in training programmes including positive and negative effects, and recommended timings:
 - o energy gels and bars
 - o protein drinks
 - o carbohydrate loading.

	<ul style="list-style-type: none"> • Understand the use of sports drinks for different types of training requirements including recommended timings and amounts: <ul style="list-style-type: none"> o isotonic o hypertonic o hypotonic. <p><u>Assessment:</u> November 7th 2018 Learning Aim A and B Test</p>		
Spring Term	<p>D Examine training methods for different components of fitness</p> <p>D1 Components of fitness to be trained</p> <ul style="list-style-type: none"> • Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context. <ul style="list-style-type: none"> o Aerobic endurance: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity. o Strength: the maximum force (in kg or N) that can be generated by a muscle or muscle group. o 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. o 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. o Speed: the ability to move the whole body quickly or move limbs rapidly. o Body composition: the relative ratio of fat-to-fat-free mass (vital organs, muscle, bone) in the body. <p>D1.1 Skill-related fitness</p> <p>Understand the components of skill-related fitness and the application of each component in a fitness training context.</p> <ul style="list-style-type: none"> • Agility: the ability of a sports performer to quickly and precisely move or change direction without losing balance or time. • Balance: static and dynamic balance, the ability to maintain centre of mass over a base of support. • Coordination: the ability to control movement of two or more body parts, smoothly and 	<p>Watch Videos or read content on</p> <ul style="list-style-type: none"> - D1 - D2 - D3 - E1 <p>Then answer between 5-10 questions on the topic in the google classroom.</p> <p>Completion of scenarios if not finished in class,</p> <p>Reading examiners reports of previous assessments</p> <p>Annotating and reading previous papers</p> <p>Reading Sample answers</p>	<p>Ensure they are receiving weekly notifications from Google classroom on their students set work, work completed or missing and feedback from teacher.</p> <p>Ensure students are completing pre learning tasks</p> <p>Ask their child about the content they are studying and how it can help their family have a healthy and active lifestyle.</p> <p>Ensure students are using their revision guide when preparing for assessments</p> <p>Ensure students are preparing the material they are allowed to take into the exam</p>

efficiently to perform a motor task.

- Reaction time: the time taken for a sports performer to respond to a stimulus and the initiation of their response.

- Power: the ability to produce a maximal force in the shortest period of time possible.

D2 Training methods for physical fitness-related components

Appropriate training methods to be included in the design of a training programme. Indoor and outdoor environments to be considered, with associated equipment, to allow for a variety of methods of exercising. Advantages and disadvantages of training methods to be considered when applied to a specific sport and exercise goal.

D2.1 Aerobic endurance training methods

Aerobic endurance training methods and their application to a practical context.

- Principles of aerobic training: training thresholds, percentage of heart rate max.

- Types of aerobic endurance training methods:

- o continuous training – training at a steady pace at moderate intensity for a minimum

period of 30 minutes

- o fartlek training – the intensity of training is varied by running at different speeds or

over different terrains

- o interval training – a work period followed by a rest or recovery period

- o circuit training – different stations/exercises are used to develop aerobic endurance.

- Equipment required for aerobic endurance training: gym-based, outdoor-based.

D2.2 Muscular strength training methods

Muscular strength training methods and their application to a practical context.

- Principles when training for strength: repetitions and sets, rest periods between sets, low repetitions and high loads, order of exercises to prevent or maximise muscle fatigue.

- Methods: pyramid sets.

- Equipment: free weights, fixed resistance machines.

D2.3 Muscular endurance training methods

Muscular endurance training methods and their application to a practical context.

- Principles when training for endurance: repetitions and sets, rest periods between sets, high repetitions and low loads, order of exercises to prevent muscle fatigue.
- Methods: circuit training, fixed resistance machines, free weights.
- Equipment: free weights, fixed resistance machines, resistance bands/tubing.

D2.4 Core stability training methods

Core stability training methods and their application to a practical context.

- Principles.
- Methods: pilates, yoga, gym-based exercises (plank, bridge, V-sit).
- Equipment: free weights, fixed resistance machines, circuit training, kettle bell training, resistance bands/tubing, stability balls.

D2.5 Flexibility training methods

Flexibility training methods and their application to a practical context.

- Principles of flexibility: maintenance, developmental, pre-activity.
- Static: active; passive.
- Dynamic: proprioceptive neuromuscular facilitation (PNF) technique.
- Equipment: towel, belt, band, mat, partner.

D2.6 Speed training methods

Speed training methods and their application to a practical context.

- Principles of speed training: training thresholds, percentage of heart rate max, recovery period between sets:
 - o hollow sprints
 - o acceleration sprints
 - o interval training
 - o resistance drills – hill runs, parachutes, sleds, bungee ropes.
- Equipment: resistance bands/tubes, parachutes, bungee rope, resistance tyres.

D3 Training methods for skill-related fitness components

Appropriate training methods included in the design of a training programme.

D3.1 Agility training methods

Agility training methods and their application to a practical context.

- Exercises which involve changing the body position quickly and with control:
 - o SAQ (speed, agility, quickness)
 - o sport-specific drills.

D3.2 Balance training methods

Balance training methods and their application to a practical context.

- Static balance: static balance exercises focus on retaining the centre of mass above the base of support when stationary.
- Dynamic balance: focus on retaining the centre of mass above the base of support when moving.
- Method: using stable and unstable surfaces on which to balance.

D3.3 Coordination training methods
Coordination training methods and their application to a practical context.

- Exercises which involve the use of two or more body parts together:
 - o sport-specific activities.

D3.4 Reaction time training methods
Reaction time training methods and their application to a practical context.

- Reaction drills in response to an external stimulus.
- Equipment: stopwatch, whistle, visual stimulus, auditory stimulus, reaction ball.

D3.5 Power training methods
Power training methods and their application to a practical context.

- Plyometrics: specific to the sport.
- Equipment: ladders, cones, jump ropes, medicine ball, hurdles, benches.

E Understand training programme design

E1 Principles of fitness training programme design
Be able to design a fitness training programme including all the major components.

- Fitness training programme design:
 - o aims – details of what they would like to achieve
 - o objectives – how they intend to meet their aims
 - o personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER)
 - o resources required – facilities and equipment.
- Principles of training: FITT principles (frequency, intensity, time and type of exercise used in the exercise sessions), additional principles of training (specificity, overload, progression, reversibility, rest and recovery, adaptation, variation, individual needs).
- Periodisation: macrocycle, mesocycle, microcycle.

Assessment:
January 2019
Learning Aim A, B and C End of Learning Aim Test

	<p>March Mock Exam including all Learning Aims</p> <p><u>External Exam = May 2019</u></p>		
<p>Summer Term</p>	<p><u>Students will start Unit 3.</u></p> <p>Learning aim A: Understand the career and job opportunities in the sports industry</p> <p>A1 Scope and provision of the sports industry The size, breadth and geographic spread of the sports industry, locally and nationally and factors that affect sports provision and employment opportunities.</p> <ul style="list-style-type: none"> • Sport and recreation industry data, economic significance, number of jobs. • Geographical factors – location, environment, infrastructure, population. • Socio-economic factors – wealth, employment, history, culture, fashion and trend. • Season factors, e.g. swimming pools that only open in the summer, summer camps, holiday sports clubs, competition seasons, training camps. <p>A2 Careers and jobs in the sports industry</p> <ul style="list-style-type: none"> • Key pathways – coaching, sports science (e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness), sports development (e.g. sports development officers, National Governing Body (NGB) officers, sports administrator) leisure management (e.g. facility management, grounds keeping, activity coordinator) education, sports journalism. • Sectors – public, private, voluntary, third sector, public/private partnerships. • Local employers – public, private, voluntary, third sector, public/private partnerships. • National employers – public, private, voluntary, third sector. • Sources of information on careers in sports. • Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally: o full time 	<p>Watch Videos or read content on</p> <ul style="list-style-type: none"> - A1 - A2 <p>Then answer between 5-10 questions on the topic in the google classroom.</p> <p>Reading Sample answers</p>	<p>Ensure they are receiving weekly notifications from Google classroom for unit 3 on their students set work, work completed or missing and feedback from teacher.</p> <p>Ensure students are completing pre learning tasks</p> <p>Ask their child about the content they are studying and how it can help them choose and prepare for a career.</p>

	<ul style="list-style-type: none">o part timeo fixed-term contracto self-employment (independent, subcontracted)o zero-hours contracto apprenticeships.		
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Unit 5 – Application of Fitness Testing: 2 Periods

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>Learning aim A: Understand the principles of fitness testing</p> <p>A1 Validity of fitness tests</p> <ul style="list-style-type: none"> • Understand what validity means and the application to fitness testing. • Validity of fitness test for different sports performers. <p>A2 Reliability of fitness tests</p> <ul style="list-style-type: none"> • Understanding of what reliability means. • Benchmarking data. • Methods of ensuring reliability pre-test, e.g. calibration of the equipment, warm-up, fitness test technique practice. • Methods of ensuring reliability during the test, e.g. skill level of the administrator, adherence to test protocol, constant conditions, appropriate rest period between tests. <p>A3 Practicality and suitability of fitness tests</p> <ul style="list-style-type: none"> • Factors affecting the practicality of fitness tests – cost, time, equipment, facility. • Suitability – the appropriateness of the test for the sport, sports performer, fitness levels of the performer. <p>A4 Ethical issues associated with fitness screening</p> <p>Learners should ensure they follow the appropriate ethical procedures with participants before and during fitness testing.</p> <ul style="list-style-type: none"> • Informed consent form, reasons for terminating a test. • Pre-test preparation, e.g. appropriate rest, no exercise before test, appropriate hydration levels, suitable warm-up for selected tests. • Data protection – recording results, confidentiality of data, storage of data. • Ethical clearance for test. • Ensuring the welfare of the subject throughout the test procedures. <p>Coursework - Assignment: Learning Aim A</p>	<p>Watch Videos or read content on</p> <ul style="list-style-type: none"> - A1 - A2 - A3 - A4 <p>Then answer between 5-10 questions on the topic in the google classroom.</p> <p>After each lesson write up lesson content that has been learnt</p> <p>Reading Sample coursework</p>	<p>Ensure they are receiving weekly notifications from Google classroom for unit 5 on their students set work, work completed or missing and feedback from teacher.</p> <p>Ensure students are completing pre learning tasks</p> <p>Ensure students are writing up lesson notes for preparation of coursework assignments</p> <p>Ensure they know when coursework assignment deadlines are that are posted on the google classroom.</p> <p>Ensure you know what grade your child got and whether they are resubmitting work within the 14 day resubmission window.</p> <p>Discuss with your child that every assignment will affect the points they achieve and therefore their overall grade.</p>
Spring Term	<p>Learning aim B: Explore fitness tests for different components of fitness</p> <p>Test protocol, equipment required for each test, safe and effective administration of the fitness test, correct units of measurement and suitability of each test for a range of sports performers and</p>	<p>Watch Videos or read content on</p> <ul style="list-style-type: none"> - B1 - B2 - B3 - B4 <p>Then answer between 5-10 questions on the topic in the google classroom.</p>	<p>Ensure they are receiving weekly notifications from Google classroom for unit 5 on their students set work, work completed or missing and feedback from teacher.</p>

<p>fitness levels.</p> <p>B1 Fitness tests to assess components of physical fitness</p> <ul style="list-style-type: none"> • Flexibility – sit and reach, shoulder flex test, calf muscle flexibility test, trunk rotation test. • Strength – 1RM tests, grip dynamometer, seven stage abdominal strength test. • Aerobic endurance – multi-stage fitness test, maximal oxygen consumption test (VO2 max), 12-minute Cooper test, Harvard step test, Rockport walk test. • Speed – sprint tests over 20 metres, 30 metres, 40 metres, 50 metres, 60 metres. • Muscular endurance – one-minute press-up, one-minute sit-up, wall sit test. • Body composition – skinfold calipers, bioelectrical impedance analysis, body mass index (BMI), girth measurements. <p>B2 Fitness tests to assess components of skill-related fitness</p> <ul style="list-style-type: none"> • Agility – Illinois agility run test, T-test, side-step test. • Balance – stork stand test, beam walk. • Co-ordination – wall-toss test. • Power – vertical jump test, standing long jump test, Margaria-Kalamen power test, seated medicine ball throw, cricket ball throw test, Wingate test. • Reaction time – ruler drop test. <p>B3 Planning of tests</p> <ul style="list-style-type: none"> • Subject requirements – for a particular sport/physical activity, age, gender, physical activity levels. • Selection of appropriate fitness tests – suitability, validity, reliability, practicality, sequence of tests, resources. • Test procedure – demonstration, instruction, practice. • Health and safety – subject screening, informed consent, pre-test warm-up. <p>B4 Administration of tests</p> <ul style="list-style-type: none"> • Role of tester – organise equipment and facility, motivator – prepare client for tests (warm-up, client consultation and pre-test procedures), maintaining a good rapport with client, recording of results. • Responsibilities of tester – observation of tests, correct technique, client needs, suitable testing for age, sport and fitness levels. 	<p>After each lesson write up lesson content that has been learnt</p> <p>Reading Sample coursework</p>	<p>Ensure students are completing pre learning tasks</p> <p>Ensure students are writing up lesson notes for preparation of coursework assignments</p> <p>Ensure they know when coursework assignment deadlines are that are posted on the google classroom.</p> <p>Ensure you know what grade your child got and whether they are resubmitting work within the 14 day resubmission window.</p> <p>Discuss with your child that every assignment will affect the points they achieve and therefore their overall grade.</p>
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	<ul style="list-style-type: none"> • Pre-test checks – on equipment, on client, recording documentation. <p>Learning aim C: Undertake evaluation and feedback of fitness test results</p> <p>C1 Produce a fitness profile for a selected sports performer</p> <p>Interpret results against normative data:</p> <ul style="list-style-type: none"> • comparison and making judgements against peers, sports performers, norms for elite athletes, in line with accepted health ranges • suitability of fitness test selection. <p>C2 Providing feedback to a selected sports performer</p> <ul style="list-style-type: none"> • Method of feedback (verbal, written). • Test results. • Levels of fitness. • Strengths and areas for improvement. • Suggest and justify appropriate recommendations for improvements to develop each component of fitness tested. <p>Coursework – Assignment 2 – Learning Aim B and C</p>		
<p>Summer Term</p>	<p>Students will begin Unit 1 – Anatomy and Physiology</p> <p>A The effects of exercise and sports performance on the skeletal system</p> <p>A1 Structure of skeletal system</p> <p>Understand how the bones of the skeleton are used in sporting techniques and actions.</p> <ul style="list-style-type: none"> • Major bones to include cranium, clavicle, ribs, sternum, scapula, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), femur, patella, tibia, fibula, tarsals, metatarsals. • Type of bone – long, short, flat, sesamoid, irregular. • Areas of the skeleton to include axial skeleton, appendicular skeleton, spine, curves of the spine, neutral spine alignment, postural deviations (kyphosis, scoliosis). • Process of bone growth – osteoblasts, osteoclasts, epiphyseal plate. <p>A2 Function of skeletal system</p> <p>Understand how the functions of the skeleton and bone types are used in sporting actions and exercise.</p> <ul style="list-style-type: none"> • Functions of the skeleton when performing sporting techniques and actions: <ul style="list-style-type: none"> o supporting framework 	<p>Watch Videos or read content on</p> <ul style="list-style-type: none"> - A1 - A2 - A3 <p>Then answer between 5-10 questions on the topic in the google classroom.</p> <p>Create flash cards/mind maps on lesson content.</p> <p>Complete practice exam questions</p> <p>Annotating and reading previous papers</p> <p>Reading Sample answers</p>	<p>Ensure they are receiving weekly notifications from Google classroom unit 1 on their students set work, work completed or missing and feedback from teacher.</p> <p>Ensure students are completing weekly revision on the taught topics</p> <p>Test your child using there created revision resources</p> <p>Ensure students are using their revision guide when preparing for assessments</p> <p>Ensure they are revisiting the taught material so it is not forgotten over the summer holidays</p>

	<ul style="list-style-type: none"> o protection o attachment for skeletal muscle o source of blood cell production o store of minerals o leverage o weight bearing o reduce friction across a joint. • Main functions of different bone types when performing sporting techniques and actions: <ul style="list-style-type: none"> o long bones – provides leverage, red blood cell production o short bones – weight bearing o flat bones – protection o sesamoid bones – reduce friction across a joint. <p>A3 Joints</p> <p>Understand how joints of the upper and lower skeleton are used in sporting techniques and actions.</p> <ul style="list-style-type: none"> • Joints of the upper skeleton (shoulder, elbow, wrist, cervical and thoracic vertebrae). • Joints of the lower skeleton (hip, knee, ankle, lumbar, sacrum, coccygeal vertebrae). • Classification of joints – fibrous (fixed), cartilaginous (slightly moveable), synovial (freely moveable). • Types of synovial joints (ball and socket, condyloid, gliding, saddle, hinge, pivot). • The bones forming the following joints (shoulder, elbow, wrist, hip, knee, ankle, and their use in sporting techniques and actions). • Structure and function of components of synovial joints and their use in sporting techniques and actions (joint capsule, bursa, articular cartilage, synovial membrane, synovial fluid, ligaments). • Range of movement at synovial joints due to shape of articulating bones and use in sporting actions (flexion, extension, dorsiflexion, plantarflexion, lateral flexion, horizontal flexion and horizontal extension, hyperextension, abduction, adduction, horizontal abduction and adduction, rotation, circumduction). 		
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