

BTEC PE

Curriculum Intent

The purpose of our curriculum is to expand/broaden the student's knowledge, understanding and application of skills, techniques and tactics in sport to prepare them for a lifetime of sporting activity. To also teach them pedagogical themes of Physical Education and Sport through the medium of physical activity. This will be done through the 'No Time To Waste' topics that will be covered in practical lessons, this includes developing the social understanding of cultural capital within a sporting context. To enthrall enjoyment/curiosity about learning about familiar and new sports through a competitive environment.

Year 10 & 11

Terms 1, 2 and 3

Year10 - Unit 6- Leading Sports Activities

1. Attributes and responsibilities of sports leadership/Attributes of two successful leaders

A - Know the attributes associated with successful sports leadership

2. Plan and lead a sports activity session

B - Undertake the planning and leading of sports activities

3. Review the planning and leading of the sports activity session.

C - Review the planning and leading of sports activities

Terms 4, 5 and 6

Year 10: Unit 1 - Fitness for Sport and Exercise: External assessment:

A - know about the components of fitness and the principles of training

B - explore different fitness training methods

C -investigate fitness testing to determine fitness levels

Year 12 & 13

Term 1

Year 12: Unit 1: Anatomy and Physiology (External Exam): Skeletal system, Muscular system and respiratory system.

A1: Structure of skeletal system:

- major bones
- type of bone
- areas of the skeleton.
- curvature of the spine
- process of bone growth.

A2: Function of skeletal system:

- functions of the skeleton
- functions of different types of bone.

A3: Joints:

- joints of the upper and lower skeleton
- classification of joints
- types of synovial joints
- structure and function.

Terms 1, 2 and 3

Year 11 Unit 2: Practical sports performance

1. Rules and regulations in two sports

A- Understand the rules, regulations and scoring systems for selected sports

2. Technical demands in two sports/demonstrate techniques and tactics

B- Practically demonstrate skills, techniques and tactics in selected sports

3. Checklist for performance

C- Be able to review sports performance

Terms 4, 5 and 6

Year 11: Unit 3: Unit 3 Applying the Principles of Personal Training (Synoptic Exam)

Learning aim A: design a personal fitness training programme

Learning aim B: know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training

Learning aim C: implement a self-designed personal fitness training programme to achieve own goals and objective

D review a personal fitness training programme.

Year 10 TECH award

Component 1: Preparing Participants to Take Part in Sport and Physical Activity
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.

- range of movement at synovial joints.

A4: Responses of the skeletal system to a single sport or exercise session:

- mineral uptake.

A5: Adaptations of the skeletal system to exercise:

- skeletal adaptations.

A6: Additional factors affecting the skeletal system:

- skeletal disease

- age.

B1: Characteristics and function of different types of muscles:

- cardiac
- skeletal
- smooth.

B2: Major skeletal muscles of the muscular system:

- major muscles.

B3: Antagonistic muscle pairs:

- agonist
- antagonist
- synergist
- fixator.

B4: Types of skeletal muscle contraction:

- isometric
- concentric
- eccentric.

B5: Fibre types:

- characteristics of type I
- characteristics of type IIa

Component 2: Taking Part and Improving Other Participants Sporting Performance

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.

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

- characteristics of type IIb
- nervous control of muscle contraction.

B6: Responses of the muscular system to a single sport or exercise session:

- increased blood supply
- increased muscle temperature
- increased muscle pliability
- lactate
- microtears.

B7: Adaptations of the muscular system to exercise:

- the impact of adaptation of the system on exercise and sports performance.

B8: Additional factors affecting the muscular system:

- age – effect of the aging process on loss of muscle mass
- cramp – involuntary sustained skeletal muscle contraction.

C1: Structure of the respiratory system:

- nasal cavity
- epiglottis
- pharynx
- larynx
- trachea
- bronchus
- bronchioles
- lungs
- alveoli
- diaphragm
- thoracic cavity

- intercostal muscles (external and internal).

C2: Function:

- mechanisms of breathing (inspiration and expiration) at rest and during exercise
- gaseous exchange.

C3: Lung volumes:

- tidal volume
- vital capacity
- residual volume
- total lung volume
- pulmonary ventilation (VE).

C4: Control of breathing:

- neural
- chemical.

C5: Responses of the respiratory system to a single sport or exercise session:

- increase in breathing rate
- increased tidal volume.

C6: Adaptations of the respiratory system to exercise:

- increased vital capacity
- increased strength of the respiratory muscles
- increase in oxygen and carbon dioxide diffusion rate.

C7: Additional factors affecting the respiratory system:

- Asthma
- effects of altitude/partial pressure on the respiratory system.

Year 12:Unit 5: Understand the principles of fitness testing

Application of fitness testing: validity, reliability, practicality, suitability and

ethical issues.

A1: Validity of fitness tests

- Understand what validity means and the application to fitness testing
- Validity of fitness tests for different sports performers

A2: Reliability of fitness tests

- Understand what reliability means
- Methods of ensuring reliability during the test

A3: Practicality and suitability of fitness tests

- Factors affecting the practicality of fitness tests
- Suitability – the appropriateness of the test for the sport, sports performer and their fitness levels

A4: Ethical issues associated with fitness screening

- Informed consent form
- Pre-test preparation
- Data protection
- Ethical clearance for test
- Ensuring the welfare of the subject throughout

B: Explore fitness tests for different components of fitness **Performing fitness tests and reviewing the tests that have been performed by athletes.**

B4: Administration of tests

- Role of tester
- Responsibilities of tester
- Pre-test checks

B1: Fitness tests to assess components of physical fitness

- 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 (VO₂max),
 - 12 minute Cooper test, Harvard step test, Rockport walk test
 - Speed – sprint tests – 20, 30, 40, 50, 60 meters
 - 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
- B2:** Fitness tests to assess components of skill-related fitness
- Agility – Illinois agility run test, T-test, Side-step test
 - Balance – stork stand test, beam walk
 - Coordination – 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
- B3:** Planning of tests
- Subject requirements
 - Selection of appropriate fitness tests
 - Test procedure
 - Health and safety
- Learning aim C: Undertake evaluation and feedback of fitness tests results**
- C1:** Produce a fitness profile for a selected sports performer

- Interpret results against normative data
- C2:** Providing feedback to a selected sports performer
- Method of feedback (verbal, written)

Term 2: Year 12: The effects of sport and exercise performance on the cardiovascular system

D1: Structure of the cardiovascular system:

- structure of the cardiovascular system
- structure of blood vessels.

D1: Structure of the cardiovascular system (cont.):

- composition of blood.

D2: Function of the cardiovascular system:

- delivery of oxygen and nutrients
- removal of waste products – carbon dioxide and lactate
- fight infection
- clot blood.

D2: Function of the cardiovascular system (cont.):

- thermoregulation – vasoconstriction, vasodilation of blood vessels.

D3: Nervous control of the cardiac cycle:

- sinoatrial node (SAN)
- atrioventricular node (AVN)
- bundle of His
- Purkinje fibres
- effect of the sympathetic and parasympathetic nervous system.

D4: Responses of the cardiovascular system to a single sport or exercise session:

- anticipatory increase in heart rate prior to exercise
- increased heart rate

- increased cardiac output
- increased blood pressure
- redirection of blood flow.

D5: Adaptations of the cardiovascular system to exercise:

- cardiac hypertrophy
- increase in resting and exercising stroke volume
- decrease in resting heart rate
- capillarisation of skeletal muscle and alveoli
- reduction in resting blood pressure
- decreased heart rate recovery time
- increase in blood volume.

D6: Additional factors affecting the cardiovascular system:

- sudden arrhythmic death syndrome (SADS)
- high blood pressure/low blood pressure
- hyperthermia/
hypothermia.

Topic E: The effects of exercise and sports performance on the energy systems

E1: The role of ATP in exercise:

- immediately accessible form of energy for exercise
- breakdown and resynthesis of ATP for muscle contraction.

E2: The ATP-PC (alactic) system in exercise and sports performance:

- anaerobic
- chemical source (phosphate and creatine)
- resynthesis of ATP
- recovery time
- contribution to energy for exercise and sports performance.

E3: The lactate system in exercise and sports performance:

- anaerobic
- process of anaerobic glycolysis
- recovery time
- contribution to energy for exercise and sports performance.

E4: The aerobic system in exercise and sports performance:

- aerobic site of reaction
- food fuel source
- process of aerobic glycolysis, Krebs cycle, electron transport chain
- recovery time
- contribution to energy for exercise and sports performance.

E5: Adaptations of the energy system to exercise:

- ATP-PC
- increased creatine stores
- lactate system
- increase tolerance to lactate
- aerobic energy system
- increased use of fats as an energy source
- increased storage of glycogen
- increased numbers of mitochondria.

E6: Additional factors affecting the energy systems:

- diabetes (hypoglycaemic attack)
- children's lack of lactate system.mitochondria.

Term 3: Unit 2: Fitness Training and Programming for Health, Sport and Well-being

A1: Positive lifestyle factors and their effects on health and well-being

- Exercise/physical activity
- A1:** Positive lifestyle factors and their effects on health and well-being
- Balanced diet
- A1:** Positive lifestyle factors and their effects on health and well-being
- balanced diet continued
- A2:** Negative lifestyle factors and their effects on health and well-being
- A3:** Lifestyle modification techniques
- B1:** Screening processes
- B2:** Health monitoring tests
- B3:** Interpreting the results of health monitoring tests
- Topic C: Understand programme-related nutritional needs**
- C1:** Common terminology
- C2:** Components of a balanced diet
- C3:** Nutritional strategies for individuals taking part in training programmes

- D2.3:** Muscular endurance training methods
- D2.4:** Core stability training methods
- D2.5:** Flexibility training methods
- D2.6:** Speed training methods
- D3:** Training methods for skill-related fitness components
- D3.1:** Agility training methods
- D3.2:** Balance training methods
- D3.3:** Coordination training methods
- D3.4:** Reaction time training methods
- D3.5:** Power training methods
- Term 4 Year 12 (continued):**

Topic D: Examine training methods for different components of fitness

D1: Components of fitness to be trained

D1.1: Skill-related fitness

D2: Training methods for physical fitness-related components

D2.1: Aerobic endurance training methods

D2.2: Muscular strength training methods

D2.3: Muscular endurance training methods

D2.4: Core stability training methods

D2.5: Flexibility training methods

D2.6: Speed training methods

D3: Training methods for skill-related fitness components

D3.1: Agility training methods

Topic E: Understand training programme design

E: Understand training programme design

E1: Principles of fitness training programming

Term 4 Year 12 continued: Practical Sports Performance

Learning aim A: Examine National Governing Body rules/laws and regulations for selected sports competitions

A1: NGB rules/laws in selected sports

A2: Roles and responsibilities of officials

Learning aim B: Examine the skills, techniques and tactics required to perform in selected sports

B1: Technical demands required to perform in a sport

B2: Tactical demands applied in sports performance

Learning aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims

C1: Safe and appropriate practical performance demonstration and participation

Learning aim D: Reflect on own practical performance using selected assessment methods

D1: Assessment methods to review the performance of the skills, techniques and tactics in the selected sports

D2: Review performance in the selected sports

D3: Developments to improve performance

Term 5 Year 12 (continued):Sports Leadership

Learning aim A: Understand the roles, qualities and characteristics of an effective sports leader

A1: Different leadership roles:

- Roles required in sport and exercise activities or environments
- Job descriptors of each role

A2: Skills, qualities, characteristics and application:

- Key skills of leaders in sport
- Key qualities of leaders in sport
- Key characteristics of leaders in sport

A2: Skills, qualities, characteristics and their application:

- Application of **skills** in different roles

A2: Skills, qualities, characteristics and their application:

- Application of **qualities** in different roles

A2: Skills, qualities, characteristics and their application:

- Application of **characteristics** in different roles

A2: Skills, qualities, characteristics and their application:

- Effective use of the skills, qualities and characteristics of a leader
- Leads by example, is ethical, has integrity and potential, has a good sense of humour, is confident, is committed, inspires others, is not afraid to make decisions

A3: Importance and effective use of skills, qualities and characteristics when leading:

- Importance of different leadership roles in sport

Learning aim B: Examine the importance of psychological factors and their link with effective leadership

B1: Psychological factors that could have impact on leadership:

- External psychological factors

B1: Psychological factors that could have impact on leadership:

- Internal psychological factors

B1: Psychological factors that could have impact on leadership:

- Importance of psychological factors

B1: Psychological factors that could have impact on leadership:

- External psychological factors
- Internal psychological factors
- Importance of psychological factors

B2: Leadership and psychological factors:

- Leadership theories/forms – situational leadership

B2: Leadership and psychological factors:

- Leadership theories/forms – transformational leadership

B2: Leadership and psychological factors:

- Leadership theories/forms – transactional leadership

B2: Leadership and psychological factors:

- Leadership can include:
- strong relationship building
- clear vision
- positive and assertive personal image
- positive attitude to and learning from failure
- planning, organising and setting clear objectives
- decision making and finding solutions
- perseverance

Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities

C2: Practical skills required for different leadership styles:

- practical skills

C2: Practical skills required for different leadership styles:

- Types of effective leadership styles

C3: Leading a sport and exercise activity:

Whole topic

C3: Leading a sport and exercise activity:

- Identification of aims and objectives
- Identification of SMARTER targets

C1: Expectations of leadership:

- Effective leadership roles
- Expectations of effective leadership in a team

C4: Effectiveness and impact of leadership on sport and exercise activity:

- Against aims and objectives in plan
- Against SMARTER targets
- Strengths and area for improvement

Term 6: Year 12 continued: Professional Development in the Sports Industry

Learning aim A: Understand the career and job opportunities in the sports industry

A1: Scope and provision of the sports industry:

- size, breadth and geographic spread of the sports industry, locally and nationally
- factors that affect sports provision and employment opportunities.

A1: Scope and provision of the sports industry:

- factors that affect sports provision and employment opportunities:
 - geographical
 - socio-economic
 - season.

A2: Careers and jobs in the sports industry:

- sectors
- local employers
- national employers
- sources of information on careers in sports
- definitions of types of employment.

A2: Careers and jobs in the sports industry:

- key pathways:
 - sports science
 - sports development
 - leisure management

- education
- sports journalism
- coaching.

A3: Professional training routes, legislation, skills in the sports industry:

- education pathways
- specialist qualifications
- higher education
- job descriptions and personal specifications
- professional bodies
- minimum standards/NGBs.

A3: Professional training routes, legislation, skills in the sports industry:

- career pathways
- job descriptions and personal specifications
- industry standards
- safeguarding
- sector-specific legislation
- qualification and professional bodies.

A3: Professional training routes, legislation, skills in the sports industry:

- sector-specific legislation
- industry standards
- safeguarding.

A4: Sources of continuing professional development (CPD):

- maintaining professional development:
 - memberships of professional bodies: fees, qualification, logs of CPD.

Learning aim B: Explore own skills using a skills audit to inform a career development action plan

B1: Personal skills audit for potential careers:

- producing a personal skills audit against a chosen career pathway:
- interests and accomplishments
- qualities
- basic skills
- experience
- qualifications
- generic employability skills
- using SWOT analysis.

B2: Planning personal development towards a career in the sports industry:

- use of personal skills audit to produce an action plan towards a sports and recreation industry career
- identification of key timescales
- identification of training/educational/experiential aims
- careers guidance and support
- career development action plan (CDAP)
- professional development activities.

B3: Maintaining a personal portfolio/record of achievement and experience:

- personal portfolio/record of achievement.

Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway

C1: Job applications:

- selection of a job role in a suitable career pathway:

- a job advertisement and where it could be placed
- job analysis
- job description
- person specification
- application form
- personal CV
- letter of application.

C2: Interviews and selected career pathway-specific skills:

- communication skills
- presentation skills
- career pathway-specific technical knowledge/skills
- interview feedback form
- observation form
- reviewing applications from peer group
- submitting applications to peer group
- demonstration of a work-related competence.

Learning aim D: Reflect on the recruitment and selection process and your individual performance

D1: Review and evaluation:

- role-play activity
- individual appraisal of own roles in being interviewed, interviewing and observing
- review of communication skills
- review of organisational ability
- assessment of how the skills acquired support the development of employability skills.

D2: Updated SWOT and action plan:

- SWOT analysis on individual performance in the role-play activities
- self-critique
- review
- action plan.

Term 1: Year 13: Unit 22: Investigating Business in sport:

Topic A: Features of sports and active leisure businesses (business operations)

A1: Features and organisation of sport and active leisure businesses

A2: Aims and objectives of sport and active leisure businesses

A3: Provision of sports facilities, programmes and services

A4: Customer groups in a sport and active leisure business

A5: Stakeholders and their influence on sports and active leisure businesses

A6: Laws, legislation and safeguarding relevant to the sport and active leisure industry

Topic B: Business models in sport and active leisure

B1: Business models

Term 2: Year 13 (cont) Topic C: Human resources

C1: Job roles and person specifications

C2: Types of employment

C3: Human resource management

C4: Physical resource management of sports and active leisure facility

or sports environment

Topic D: Marketing

D1: Marketing 7 Ps

D2: Meeting the needs of the customer in a sport and active leisure business

Topic E: Finance in the sport and active leisure industry

E1: Financing a business in sport and active leisure

E2: Financial records

Topic F: Trends in the sport and active leisure industry

F1: Trends

F2: Developing products/services to take advantage of trends in the sports and active leisure industry

Term 1: Unit 8: Coaching for sports performance

Learning aim A: Investigate the skills, knowledge, qualities and best practice of performance coaches

A1: Skills and knowledge for coaching for performance

A2: Qualities for coaching for performance

A3: Best practice for a coach for performance

A4: Self-reflection of personal coaching ability

Learning aim B: Explore practices used to develop skills, techniques and tactics for performance

	<p>B1: Practices to develop skills and techniques for performance</p> <p>B3: Adaptation of practices to promote development of performance</p> <p>B2: Practices to develop tactics for performance</p> <p>Learning aim C: Demonstrate effective planning of coaching for performance</p> <p>C1: Planning considerations</p> <p>C2: Planning for an individual session for performance</p> <p>C3: Planning for an overall series of sessions for performance</p> <p>Learning aim D: Explore the impact of coaching for performance</p> <p>D1: Delivering for coaching performance</p> <p>D2: Reflection on session</p> <p>D3: Coaching development based on reflection</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------