



Learning Cycle Year 1	Knowledge and Skills	Vocabulary, Reading & Numerical concepts	Checking of understanding	Rationale
<p>Autumn Term</p>	<p>Anatomy and Physiology: The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. For example, an athlete can go from rest to sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time. Students draw on and develop knowledge which has been acquired across GCSE Science and PE.</p> <p>Students develop an understanding of the impact of physical activity and sport on the health, fitness and wellbeing of an individual.</p> <p>Students will develop their understanding of the relationship between the various systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise.</p> <p>They will develop their understanding of how taking part in physical activity and sport, as part of a healthy</p>	<p>Reading: Set text book – Level 3 BTEC Sport</p> <p>Articles from a variety of sources including academic journals and the P.E. Review, which students are able to subscribe to through college.</p> <p>Current articles from a variety of websites e.g. Cardiovascular response to exercise which includes key notes and practice questions</p> <p>Food for thought</p> <p>Relevant vocabulary and key terms from the glossary and command words provided by Pearson which students learn as they go through the topics</p> <p>Command words need to be recognised in exam questions.</p> <p>Reading, creating and interpreting graphs.</p> <p>Calculations and use of formulas. For example, calculating minute ventilation.</p>	<p>This module is assessed externally written examination in January of year 1.</p> <p>Completion of Learning Tables and mind maps</p> <p>Formal mock assessments on each topic (Level 3 standard questions)</p> <p>Synoptic "long answer" questions linking all the systems.</p> <p>Summaries of articles identifying and explaining facts which support their learning in the topic.</p> <p>Levelled, directed questioning.</p> <p>Continual retrieval exercises including factual recall both oral and written.</p> <p>Purple pen review, peer and self- assessment.</p>	<p>The course is taught sequentially, having an understanding of body systems is imperative in the sports industry so that professionals can help support people of all levels who are taking part in sport and exercise. In order to appreciate how each of these systems function, students will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. Students will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems.</p> <p>This unit gives the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study. It also provides the underpinning knowledge to allow students to</p>

	<p>lifestyle, can have a positive effect on the systems. The systems include:</p> <ul style="list-style-type: none"> • Cardiovascular system • Respiratory System • Muscular System • Skeletal Systems • Energy Systems 	<p>Students are expected to supplement class notes outside of the lessons.</p> <p>Students encouraged to conduct further reading around the subjects to develop knowledge and provide them with a wider understanding of the subject.</p>		<p>access remaining modules in the course.</p> <p>The A level PE course also begins with these topics and this enables seamless movement of students between groups in the first month of the course. Without loss of knowledge.</p> <p>Current issues in sport are discussed weekly as there is usually some controversy or injustice to discuss which is led by student interests and passions. It informs learning across all areas of sport, providing students with knowledge across a variety of sports which supports them to apply knowledge on a larger scale.</p> <p>The topic allows for many cross curricular links between Biology, Health and Social Care and the Personal Development programme with regards to health and community.</p> <p>Providing original academic journal articles facilitates students learning allows the, to deepen their understanding of the research through reading at undergraduate level.</p> <p>While students are supported by the "expert in the room", students are developing autonomous learning styles, these skills will enable them to succeed beyond post 18, either in</p>
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Spring and Summer Term	<p>Professional Development in the Sports Industry</p> <p>The sports industry is a vast market with many different pathways. For a successful career, Students need to understand the scope and breadth of the available opportunities and the steps needed to follow their chosen pathway.</p> <p>Students research the different possible careers and the associated job roles in the sports industry, then action plan their development towards achieving a selected career aim.</p> <p>They analyse their own skills and identify how to develop them into a career through the use of a career plan to pursue a career in their chosen field.</p>	<p>Set text book – BTEC Sport</p> <p>Articles from academic journals with specific reference to the four theories covered in the section.</p> <p>Governing websites, including Sport England and UK Sport.</p> <p>P.E. Review.</p> <p>Current articles from a variety of websites.</p> <p>Relevant vocabulary and key terms from the glossary provided by Pearson</p> <p>Students are expected to supplement class notes outside of the lessons.</p> <p>Reading, creating and interpreting graphs.</p>	<p>Completion of Learning Tables and mind maps</p> <p>Continual retrieval exercises including factual recall both oral and written.</p> <p>Students planning and preparation for interview scenarios. Where students will draw on knowledge and skills from across the qualification to identify their own strengths and gaps in knowledge and skills.</p> <p>Application of own skills and attributes, completion of skills audit a CV and covering letter.</p> <p>Evaluation of own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry.</p> <p>Levelled, directed questioning.</p> <p>“Brain dump” and sharing of knowledge amongst peers.</p>	<p>Combining the knowledge from anatomy and physiology, this section allows students to understand the development of skill within sport and how the knowledge they have gained can be transferred into various roles within the sports industry.</p> <p>This unit prepares students 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 topic allows for many cross-curricular links with Personal Development, students consider next steps and assess their own skills and attributes, how these support and are transferable to a wide range of employments and produce a career development action plan to reach targeted goals.</p> <p>Students consider the environment and the impacts heir chosen career has and how the environment can affect them in progressing in their chosen career.</p>

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Learning Cycle Year 2	Knowledge and Skills	Vocabulary, Reading & Numerical concepts	Checking of understanding	Rationale
Autumn Term	<p>Fitness Training and Programming for Health, Sport and Well-being</p> <p>In this unit, students will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information students will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being.</p> <p>Fitness training methods will be examined for each component of physical and skill-related fitness.</p> <p>The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored.</p> <p>This unit has been selected as</p>	<p>Set text book – Level 3 BTEC Sport</p> <p>Articles from a variety of sources including academic journals and the P.E. Review.</p> <p>Food for thought</p> <p>Relevant vocabulary from the glossary and command words provided by Pearson which students learn as they go through the topics.</p> <p>Calculations and formulas, for example calculating body mass index (BMI) and basal metabolic rate (BMR), mass, velocity, speed, distance and time.</p> <p>Plot, label and interpret biomechanical graphs and diagrams.</p> <p>Students are expected to supplement class notes outside of the lessons.</p>	<p>Assignment writing, presentation skills and practical delivery.</p> <p>Completion of Learning Tables and mind maps</p> <p>Summaries of articles identifying and explaining facts which support their learning in the topic.</p> <p>Levelled, directed questioning.</p> <p>Continual retrieval exercises including factual recall both oral and written.</p> <p>Formal mock assessments on each topic (Level 3 standard questions)</p> <p>Synoptic "long answer" questions linking all the systems.</p> <p>Purple pen review, peer and self- assessment.</p> <p>"Brain dump" – Collaboration with peers to share knowledge and develop understanding.</p>	<p>To complete the assessment task within this unit, students will need to draw on learning from across the programme.</p> <p>The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, staff need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs.</p> <p>Carrying out client screening and designing fitness training programmes is an essential skill for many people working in the sports industry, including sports coaches looking to improve an individual or team's sporting performance. Any person working in these careers would need to be able to carry out client</p>

	<p>an externally-assessed unit as it replicates the processes that are carried out in the industry, and</p> <p>to complete the assessment students will need to draw on learning and application of content from</p> <p>across a number of units in the programme of study.</p>			<p>screening and the design of training programmes in time-constrained conditions, utilising knowledge gained from previous experiences.</p> <p>Links to personal development in terms of understanding health and wellbeing and how to remain healthy in both aspects.</p>
Spring and Summer Term	<p>Application of Fitness Testing</p> <p>In this unit, students will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of tests.</p> <p>Students will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test.</p> <p>Students will consider the selection of appropriate tests for specific sports performers, and demonstrate their ability to conduct a range of fitness tests in accordance with the safety</p>	<p>Set text book – BTEC Sport</p> <p>Articles from academic journals and the P.E. Review.</p> <p>Websites and journals to support with testing protocols.</p> <p>Referencing others work to explain various concepts.</p> <p>Current articles from a variety of websites.</p> <p>Relevant vocabulary from the glossary provided by Pearson.</p> <p>Students are expected to supplement class notes outside of the lessons.</p>	<p>Completion of Learning Tables and mind maps.</p> <p>Continual retrieval exercises including factual recall both oral and written.</p> <p>Formal assessments through written assignment and practical assessment.</p> <p>“Brain dump” – Collaboration with peers to share knowledge and develop understanding.</p> <p>Levelled, directed questioning.</p>	<p>This unit follows on nicely from Unit 2. In Unit 2 students had to identify which components of fitness need improvement, in this unit students learn how to test those components and compare individuals to national norm whilst looking at areas of strengths and areas of development.</p> <p>These activities in this unit will prepare students for a variety of careers in the sport sector, such as coaching, fitness instruction and working with elite sport performers. This unit forms a good basis for aspects of higher education study in sport and sport and exercise science-related qualifications.</p>

	<p>and ethical requirements of fitness testing.</p> <p>Finally, students will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person's fitness.</p>			
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