



Department: Physical Education				Year Group: 9/10/11			
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1-2 Year 1	<b>Unit 5:</b> The Sports Performer in Action	<b>LAA:</b> know about the short-term responses and long-term adaptations of the body systems to exercise.	<b>Topic A.1 Short-term effects of exercise on the musculoskeletal system:</b> <ul style="list-style-type: none"><li>Increased production of synovial fluid.</li><li>Increased joint range of movement.</li><li>Micro tears in muscle fibres.</li><li>Exercise encourages new bone formation.</li><li>Increased metabolic activity.</li></ul> <b>Topic A.2 Short-term effects of exercise on the cardiorespiratory system:</b> <ul style="list-style-type: none"><li>Increased heart rate.</li><li>Increased breathing rate.</li><li>Increased blood flow.</li><li>Sweat production and skin reddening.</li><li>Re-distribution of blood flow.</li><li>Increased build-up of lactic acid.</li><li>Increased cardiac output.</li><li>Increased blood pressure.</li><li>Increase in Tidal Volume.</li></ul> <b>Topic A.3 Long-term adaptations of the musculoskeletal system:</b> <ul style="list-style-type: none"><li>Hypertrophy.</li><li>Increase in bone density.</li><li>Stronger connective tissues.</li><li>Increased stability of joints.</li><li>Increased thickness of hyaline cartilage.</li><li>Skeletal muscles adapt.</li><li>Increased number of mitochondria.</li><li>Decreased risk of osteoporosis.</li><li>Improved posture</li></ul> <b>Topic A.4 Long-term adaptations of the cardiorespiratory system:</b> <ul style="list-style-type: none"><li>Decrease in resting heart rate.</li></ul>	<ul style="list-style-type: none"><li>Learn and experience the changes the body undergoes in the short-term.</li><li>Learn and experience the changes the body undergoes in terms of long-term adaptations.</li><li>Learn and experience the training effects that occur when a person regularly participates in sport and physical activity over a given period of time.</li><li>Focus on the musculoskeletal and cardiorespiratory systems and how they function normally and how they can function as a result of taking part in training / exercise /sport over a length of time.</li><li>Engaging learners in physical activities to highlight the obvious short-term effects of exercise on the body.</li><li>Physiological data collected and analysed.</li><li>Research different athletes and/or different types of training regimes and the long-term adaptations on the body that they have experienced.</li></ul>	<p>Explaining, instructing, describing, questioning, analysing, evaluating.</p> <p>Counting, scoring, shape, measuring, ordering, grouping, data handling. (See Policy)</p> <p><b>PEER ASSESSMENT.</b> <b>CELEBRATION</b> <b>PROMOTING SCHOOL &amp; BRITISH VALUES.</b> <b>TEAMWORK.</b> <b>LEADERSHIP.</b> <b>PROBLEM SOLVING.</b> <b>G&amp;T.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>REWARDS-SANCTIONS.</b> <b>CHALLENGES.</b> <b>BELONGING.</b> <b>CAREER PATHWAYS.</b> <b>HEALTHY LIVING.</b> <b>SPORTS LEADERS.</b> <b>RESPECT.</b> <b>INTERPRETATIONS.</b> <b>APPRECIATION.</b> <b>DISCOVERY.</b> <b>INCLUSION.</b></p>	<b>Unit 5 Assignment 1</b> <b>LAA:</b> Your Body: Responding and Adapting to Exercise	Equipment/ graded groupings/area/drills /support-peer & staff/differentiated learning criteria (L1P-P-M-D)/ levels of achievement.



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			<ul style="list-style-type: none"><li>• Increase in heart size and strength.</li><li>• Increase in stroke volume.</li><li>• Heart becomes more efficient.</li><li>• Decreased risk of hypertension.</li><li>• Increased Vital Capacity.</li><li>• Increased efficiency.</li><li>• Increased lung efficiency and gaseous exchange.</li><li>• Increased maximum oxygen uptake (VO<sub>2</sub> max).</li></ul>				
Spring 1-2 Year 1	Unit 5:The Sports Performer in Action	<b>LAB:</b> know about the different energy systems used during sports performance.	<b>Topic B.1 The anaerobic energy system – not using oxygen:</b> Sports that use this system to provide energy are very high intensity and explosive. <b>Topic B.2 ATP-CP/alactic acid anaerobic system:</b> <ul style="list-style-type: none"><li>• Reliance on stored adenosine triphosphate (ATP).</li><li>• Creatine phosphate (CP) helps restore ATP.</li><li>• CP is restored aerobically.</li><li>• Energy is supplied by ATP and CP.</li><li>• When this system runs out of ATP-PC stores, glycolysis takes place.</li></ul> <b>Topic B.3 Glycolysis/lactic acid anaerobic system:</b> <ul style="list-style-type: none"><li>• ATP is made from glucose stored in the liver and muscles.</li><li>• Energy is supplied by ATP, CP and muscle glycogen (20 to 45 seconds).</li><li>• Energy is supplied by muscle glycogen (45 to 240 seconds).</li><li>• Waste product is lactic acid.</li><li>• When this system is unable to maintain energy requirements, the aerobic system starts to produce energy.</li><li>• Sports that use this system to provide energy are moderate to high intensity.</li></ul>	<ul style="list-style-type: none"><li>Investigate the energy systems for different sporting activities.</li><li>Understanding how the body works and how it can be trained, as a sports performer or as a coach.</li><li>Understanding how you can help to make the necessary adaptations in order to produce improved sports performance.</li></ul>	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b> <b>Counting, scoring, shape, measuring, ordering, grouping, data handling.</b> (See Policy)  <b>PEER ASSESSMENT.</b> <b>CELEBRATION</b> <b>PROMOTING SCHOOL &amp; BRITISH VALUES.</b> <b>TEAMWORK.</b> <b>LEADERSHIP.</b> <b>PROBLEM SOLVING.</b> <b>G&amp;T.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>REWARDS-SANCTIONS.</b> <b>CHALLENGES.</b> <b>CAREER PATHWAYS.</b> <b>HEALTHY LIVING.</b> <b>SPORTSMANSHIP.</b> <b>RESPECT.</b> <b>INTERPRETATIONS.</b> <b>APPRECIATION.</b> <b>DISCOVERY.</b> <b>INCLUSION.</b> <b>CONCILIATION.</b>	<b>Unit 5 Assignment 2</b> <b>LAB:</b> Your Body: Energy for Sports Performance	Equipment/ graded groupings /area/drills/ support-peer & staff/differentiated learning criteria (L1P-P-M-D)/ levels of achievement.
Summer 1-2 Year 1	Unit 2: Practical Sports Performance	<b>LAA:</b> Understand the rules, regulations and scoring systems for selected sports.	<b>Topic A.1 Rules (or laws):</b> Rules (or laws) as regulated by the national or international governing body for the sport. <b>Topic A.2 Regulations:</b> For example, relating to players and participants. <b>Topic A.3 Scoring systems:</b>	<ul style="list-style-type: none"><li>Develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.</li><li>Investigate the rules and regulations of a sport and apply</li></ul>	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b> <b>Counting, scoring, shape, measuring, ordering, grouping, data handling.</b> (See Policy)  <b>CLUBS.</b> <b>PEER ASSESSMENT.</b> <b>CELEBRATION</b>	<b>Unit 2 Assignment 1</b> <b>LAA:</b> Sports Rules, Regulations and	Equipment/ graded groupings/area/drills /support-peer & staff/differentiated learning criteria (L1P-P-M-D)/ levels of achievement.



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			<p>For example, the method of scoring goals or points, method and/or requirements of victory.</p> <p><b>Topic A.4 Application of the rules/laws of sports in different situations:</b></p> <p>For example, when a goal is scored when a player is in an offside position in football.</p> <p><b>Topic A.5 Sports:</b></p> <p>For example, cricket, hockey, netball.</p> <p><b>Topic A.6 Roles of officials:</b></p> <p>For example, the roles of umpires, referees.</p> <p><b>Topic A.7 Responsibilities of officials:</b></p> <p>For example, appearance, equipment, fitness.</p>	<p>the knowledge gained through observing officials in action.</p>	<p><b>PROMOTING SCHOOL &amp; BRITISH VALUES.</b> <b>TEAMWORK.</b> <b>INTER-INTRA FIXTURES.</b> <b>LEADERSHIP.</b> <b>OFFICIATING.</b> <b>TACTICAL DISCUSSION.</b> <b>CREATIVE DISCUSSION.</b> <b>PROBLEM SOLVING.</b> <b>G&amp;T.</b> <b>RULES.</b> <b>FAIR PLAY.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>REWARDS-SANCTIONS.</b> <b>CHALLENGES.</b> <b>REFLECTIONS.</b> <b>WIDE RANGE.</b> <b>CLUB LINKS.</b> <b>CAREER PATHWAYS.</b> <b>HEALTHY LIVING.</b> <b>SPORTSMANSHIP.</b> <b>RESPECT.</b> <b>TRUSTS.</b> <b>INTERPRETATIONS.</b> <b>ETIQUETTE.</b> <b>APPRECIATION.</b> <b>DISCOVERY.</b></p>	<p>Scoring Systems.</p>	
Autumn 1-2 Year 2	<b>Unit 2:</b> Practical Sports Performance	<b>LAB:</b> Practically demonstrate skills, techniques and tactics in selected sports.	<p><b>Topic B.1 Technical demands:</b> These are the skills and techniques required.</p> <p><b>Topic B.2 Tactical demands:</b> For example, decision making, defending and attacking.</p> <p><b>Topic B.3 Safe and appropriate participation:</b> The demonstration of skills, techniques and tactics within a controlled environment,</p> <p><b>Topic B.4 Relevant skills and techniques:</b> The skills and techniques relevant to the selected sport and practice.</p> <p><b>Topic B.5 Relevant tactics:</b> The tactics relevant to the selected sport and practice/situation.</p> <p><b>Topic B.6 Effective use of skills and techniques, and the correct application of each component:</b> For example, rugby conversion, including head position, body position.</p>	<ul style="list-style-type: none"><li>Developing and improving practical sports performance.</li><li>Active participation in practical activities and reflection on performances.</li><li>Take part in a variety of sports.</li><li>Demonstrate the skills, techniques and tactics within each of the sports selected for assessment.</li></ul>	<p>Explaining, instructing, describing, questioning, analysing, evaluating.</p> <p><b>Counting, scoring, shape, measuring, ordering, grouping, data handling.</b> (See Policy)</p> <p><b>CLUBS.</b> <b>PEER ASSESSMENT.</b> <b>CELEBRATION</b> <b>PROMOTING SCHOOL &amp; BRITISH VALUES.</b> <b>TEAMWORK.</b> <b>INTER-INTRA FIXTURES.</b> <b>LEADERSHIP.</b> <b>OFFICIATING.</b> <b>TACTICAL DISCUSSION.</b> <b>CREATIVE DISCUSSION.</b> <b>PROBLEM SOLVING.</b> <b>G&amp;T.</b> <b>RULES.</b> <b>FAIR PLAY.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>REWARDS-SANCTIONS.</b> <b>WIDE RANGE.</b> <b>CLUB LINKS.</b> <b>CAREER PATHWAYS.</b></p>	<p><b>Unit 2 Assignment 2</b></p> <p><b>LAB:</b> Sports Coaching Company</p>	<p>Equipment / graded groupings /area/drills/support-peer &amp; staff / differentiated learning criteria (L1P-P-M-D)/ levels of achievement.</p>



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			<p><b>Topic B.7 Effective use of skills, techniques and tactics:</b> The use of skills and techniques within conditioned and competitive situations.</p> <p><b>Topic B.8 Isolated practices:</b> Skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.</p> <p><b>Topic B.9 Conditioned practices:</b> For example, small-sided games, a limited number of touches, a set number of defenders or attackers.</p> <p><b>Topic B.10 Competitive situations:</b> For example, full-sided games, with appropriate opposition, with match officials.</p>		<p>HEALTHY LIVING. SPORTSMANSHIP. RESPECT. TRUSTS. INTERPRETATIONS. ETIQUETTE. APPRECIATION. DISCOVERY.</p>		
Autumn 2 -Spring 1 Year 2	<b>Unit 2:</b> Practical Sports Performance	LAC: Be able to review sports performance.	<p><b>Topic C.1 Observation checklist:</b> For example, to review performance in selected sports using video analysis:</p> <ul style="list-style-type: none"><li>• Technical demands of sport.</li><li>• Production of a checklist suitable for self-analysis of performance in selected sports.</li><li>• Tactical demands of sport.</li></ul> <p><b>Topic C.2 Review performance:</b></p> <ul style="list-style-type: none"><li>• Strengths and areas for improvement: skills and techniques, specific to the sport and non-specific, e.g. fitness.</li><li>• Self-analysis: completion of observation checklist, e.g. use of video.</li><li>• Strengths and areas for improvement: tactics, the effectiveness of decision making.</li><li>• Activities to improve performance: (short-term and long-term goals) e.g. training programmes, use of technology, attending courses, where to seek help and advice.</li></ul>	<ul style="list-style-type: none"><li>• Developing and improving practical sports performance.</li><li>• Active participation in practical activities and reflection on performances.</li><li>• Review performance in the sports participated in. This review will look at the strengths and areas for development within the performance.</li><li>• Create plans to develop performance within the selected sports.</li></ul>	<p>Explaining, instructing, describing, questioning, analysing, evaluating.</p> <p>Counting, scoring, shape, measuring, ordering, grouping, data handling. (See Policy)</p> <p>CLUBS. PEER ASSESSMENT. CELEBRATION PROMOTING SCHOOL &amp; BRITISH VALUES. TEAMWORK. INTER-INTRA FIXTURES. LEADERSHIP. OFFICIATING. TACTICAL DISCUSSION. G&amp;T. REWARDS-SANCTIONS. AESTHETICS. REFLECTIONS. WIDE RANGE. CLUB LINKS. CAREER PATHWAYS. HEALTHY LIVING. RESPECT. INTERPRETATION. APPRECIATION. DISCOVERY.</p>	<b>Unit 2 Assignment 3</b> LAC: Sports Performance Review.	Equipment / graded groupings /area/drills/support- peer & staff / differentiated learning criteria (L1P-P-M-D) / levels of achievement.
Spring 2 – Summer 1 - 2 Year 2	<b>Unit 1:</b> Fitness for Sport and Exercise	LAA: Know about the components of fitness and the	<p><b>Topic A.1 Components of physical fitness:</b></p> <ul style="list-style-type: none"><li>• Aerobic endurance.</li><li>• Muscular endurance.</li><li>• Flexibility.</li><li>• Speed.</li></ul>	Gain an appreciation and understanding of the different fitness components.	<p>Explaining, instructing, describing, questioning, analysing, evaluating.</p> <p>Counting, scoring, shape, measuring, ordering, grouping, data handling. (See Policy)</p>	<b>External Online Examination:</b> Summer 2	Equipment / graded groupings /area/drills/support- peer & staff / differentiated learning criteria



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		<p>principles of training.</p> <p><b>LAB:</b> Explore different fitness training methods.</p> <p><b>LAC:</b> Investigate fitness testing to determine fitness levels.</p>	<ul style="list-style-type: none"><li>• Muscular strength.</li><li>• Body composition.</li></ul> <p><b>Topic A.2 Components of skill-related fitness:</b></p> <ul style="list-style-type: none"><li>• Agility.</li><li>• Balance.</li><li>• Coordination.</li><li>• Power.</li><li>• Reaction time.</li><li>• Recognition of fitness components needed for sports performance.</li></ul> <p><b>Topic A.3 Why fitness components are important for successful participation in given sports in terms of:</b></p> <ul style="list-style-type: none"><li>• Being able to successfully meet the physical demands of the sport in order to reach optimal performance</li><li>• Being able to successfully meet the skill-related demands of the sport in order to reach optimal performance.</li><li>• Being able to perform efficiently.</li></ul> <p><b>Topic A.4 Exercise intensity and how it can be determined:</b></p> <ul style="list-style-type: none"><li>• Intensity – be able to measure heart rate (HR) and apply HR intensity to fitness training methods.</li><li>• Target zones and training thresholds.</li><li>• 60–85% HR max.</li><li>• Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale.</li><li>• Know about the relationship between RPE and heart rate where: <math display="block">RPE \times 10 = HR \text{ (bpm)}</math></li><li>• FITT principles.</li></ul> <p><b>Topic A.5 The basic principles of training (FITT):</b></p> <ul style="list-style-type: none"><li>• Frequency.</li><li>• Intensity.</li><li>• Time.</li><li>• Type.</li></ul> <p><b>Topic A.6 Additional principles of training:</b></p> <ul style="list-style-type: none"><li>• Progressive Overload.</li><li>• Specificity.</li></ul>	<ul style="list-style-type: none"><li>Gain an appreciation and understanding of the different training principles.</li><li>Gain an appreciation and understanding of the different training methods and fitness tests.</li><li>How can the components, principles, methods and tests be incorporated into a training regime to further enhance and improve sports performance.</li><li>Investigate baseline fitness levels and what measures need to be improved.</li></ul>	<p><b>PEER ASSESSMENT.</b> <b>CELEBRATION</b> <b>PROMOTING SCHOOL &amp; BRITISH VALUES.</b> <b>TEAMWORK.</b> <b>LEADERSHIP.</b> <b>OFFICIATING.</b> <b>PROBLEM SOLVING.</b> <b>G&amp;T.</b> <b>RULES.</b> <b>FAIR PLAY.</b> <b>TRUST.</b> <b>REWARDS-SANCTIONS.</b> <b>MIRRORING.</b> <b>CHALLENGES.</b> <b>AESTHETICS.</b> <b>REFLECTIONS.</b> <b>CAREER PATHWAYS.</b> <b>HEALTHY LIVING.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>INTERPRETATIONS.</b> <b>ETIQUETTE.</b> <b>APPRECIATION.</b> <b>DISCOVERY.</b> <b>INCLUSION.</b> <b>CONCILIATION.</b></p>		<p><b>(L1P-P-M-D)</b> / levels of achievement.</p>
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		<ul style="list-style-type: none"><li>● Individual Differences/Needs.</li><li>● Adaptation.</li><li>● Reversibility.</li><li>● Variation.</li><li>● Rest and Recovery.</li><li>● Application of the principles of training.</li></ul> <p><b>Topic B.1 Requirements for each of the following fitness training methods:</b></p> <ul style="list-style-type: none"><li>● Safe, correct use of equipment.</li><li>● Safe, correct use of training technique.</li><li>● Requirements for undertaking the fitness training method, including warm-up and cool down.</li><li>● Application of the basic principles of training (FITT) for each fitness training Method.</li><li>● Linking each fitness training method.</li></ul> <p><b>Topic B.2 Additional requirements for each of the fitness training methods:</b></p> <ul style="list-style-type: none"><li>● Advantages / disadvantages.</li><li>● Application of exercise intensity.</li><li>● Application of principles of training.</li><li>● Appropriate application of fitness training method(s) for given situation(s).</li><li>● Appropriate application of fitness training method(s) to given client needs/goals/aims/objectives.</li></ul> <p><b>Topic B.3 Fitness training methods for:</b></p> <p><b>Flexibility training:</b></p> <ul style="list-style-type: none"><li>● Static.</li><li>● Ballistic.</li><li>● Proprioceptive Neuromuscular Facilitation (PNF).</li></ul> <p><b>Strength, muscular endurance and power training:</b></p> <ul style="list-style-type: none"><li>● Circuit Training.</li><li>● Free Weights.</li><li>● Plyometrics.</li></ul> <p><b>Aerobic endurance training:</b></p> <ul style="list-style-type: none"><li>● Continuous Training.</li><li>● Fartlek Training.</li></ul>			
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		<ul style="list-style-type: none"><li>● Interval Training.</li><li>● Circuit Training.</li><li><b>Speed training:</b><ul style="list-style-type: none"><li>● Hollow sprints.</li><li>● Acceleration sprints.</li><li>● Interval training.</li></ul></li></ul> <p><b>Topic C.1 Fitness test methods for components of fitness:</b></p> <ul style="list-style-type: none"><li>● <b>Flexibility:</b> sit and reach test.</li><li>● <b>Strength:</b> grip dynamometer.</li><li>● <b>Aerobic Endurance:</b><ul style="list-style-type: none"><li>○ multi-stage fitness test.</li><li>○ forestry step test.</li></ul></li><li>● <b>Speed:</b> 35m sprint.</li><li>● <b>Speed and Agility:</b> Illinois agility run test.</li><li>● <b>Anaerobic Power:</b> vertical jump test.</li><li>● <b>Muscular Endurance:</b> one-minute press-up, one-minute sit-up.</li><li>● <b>Body Composition:</b><ul style="list-style-type: none"><li>○ Body Mass Index (BMI).</li><li>○ Bioelectrical Impedance Analysis (BIA).</li><li>○ Skinfold testing.</li></ul></li></ul> <p><b>Topic C.2 Importance of fitness testing to sports performers and coaches:</b></p> <ul style="list-style-type: none"><li>● Gives baseline data for monitoring/improving performance.</li><li>● Can design training programmes based on test results and determine if training programmes are working.</li><li>● Results can give a performer something to aim for/goal setting.</li></ul> <p><b>Topic C.3 Requirements for administration of each fitness test:</b></p> <ul style="list-style-type: none"><li>● Pre-test procedures.</li><li>● Knowledge of published standard test methods and equipment/ resources required.</li><li>● Purpose of each fitness test.</li><li>● Accurate measurement and recording of test results.</li><li>● Basic processing of test results for interpretation.</li><li>● Ability to safely select appropriate test(s) for given purposes, situations</li></ul>			
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			<p>and/or participants.</p> <ul style="list-style-type: none"><li>• The terms 'reliability', 'validity' and 'practicality' related to each fitness test method.</li><li>• Advantages and disadvantages of fitness test methods.</li></ul> <p><b>Topic C.4 Interpretation of fitness test results:</b></p> <ul style="list-style-type: none"><li>• Compare fitness test results to normative published data.</li><li>• Compare fitness test results to those of peers.</li><li>• Be able to draw conclusions from data results.</li><li>• Be able to analyse and evaluate test results.</li><li>• Be able to suggest and justify appropriate recommendations for improvements to fitness for a given purpose/situation/participant.</li><li>• Be able to suggest and justify appropriate fitness training methods that could be used for a given purpose/situation/participant.</li></ul>				
Autumn 1-2 Year 3	<b>Unit 3:</b> Applying the Principles of Personal Training	<b>LAA:</b> Design a personal fitness training programme.	<p><b>Topic A.1 Personal information to aid training programme design</b></p> <ul style="list-style-type: none"><li>• Personal goals:<ul style="list-style-type: none"><li>◦ Short-term goals.</li><li>◦ Medium-term goals.</li><li>◦ Long-term goals.</li></ul></li><li>• Aims.</li><li>• Objectives.</li><li>• Lifestyle and physical activity history.</li><li>• Medical history questionnaire.</li><li>• Attitudes, the mind and personal motivation for training.</li></ul> <p><b>Topic A.2 Programme design</b></p> <ul style="list-style-type: none"><li>• Use personal information to aid training programme design.</li><li>• Selection of appropriate training method/activity for improving/maintaining the selected component of fitness.</li><li>• Safe design.</li></ul>	<ul style="list-style-type: none"><li>• Understand the stages of designing</li><li>• A personal fitness training programme.</li><li>• Understand the importance of personal information including a medical history questionnaire.</li><li>• Understand the importance of personal goals which are set over a short, medium and long term.</li><li>• Understand the importance of an aim for the programme which links to one component of fitness.</li><li>• Understand the importance of Motivation and how this can be</li></ul>	<p>Explaining, instructing, describing, questioning, analysing, evaluating.</p> <p>Counting, scoring, shape, measuring, ordering, grouping, data handling. (See Policy)</p> <p><b>PEER ASSESSMENT.</b> <b>CELEBRATION</b> <b>PROMOTING SCHOOL &amp; BRITISH VALUES.</b> <b>TEAMWORK.</b> <b>LEADERSHIP.</b> <b>OFFICIATING.</b> <b>PROBLEM SOLVING.</b> <b>G&amp;T.</b> <b>RULES.</b> <b>FAIR PLAY.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>REWARDS-SANCTIONS.</b> <b>MIRRORING.</b> <b>CHALLENGES.</b> <b>REFLECTIONS.</b> <b>WIDE RANGE.</b></p>	<p><b>Unit 3 Assignment 1</b></p> <p>My Personal Fitness Training Programme: To Get Fit Quick!</p> <p>Task 1</p> <p>Training programme design</p>	<p>Equipment / graded groupings/area/drills / support-peer &amp; staff / differentiated learning criteria (L1P-P-M-D) / levels of achievement.</p>



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			<ul style="list-style-type: none"> <li>Application of the basic principles of training - Frequency, Intensity, Time and Type (FITT).</li> <li>Application of the additional principles of training.</li> <li>Selection of appropriate activities for warm-up.</li> <li>Selection of appropriate activities for cool down.</li> <li>Creative design.</li> <li>Intensity: <ul style="list-style-type: none"> <li>target zones and training thresholds.</li> <li>HR max = 220 – age (years).</li> <li>60–85% HR max.</li> <li>Borg Rating of Perceived Exertion (RPE) Scale.</li> <li>the relationship between RPE and heart rate where <math>RPE \times 10 = HR</math> (bpm).</li> </ul> </li> </ul>	<p>maintained through the fitness training programme.</p> <ul style="list-style-type: none"> <li>Understand the importance of training programme that incorporates one method of training and the FITT Principles.</li> <li>Understand the importance of the application of intensity to the chosen activities and considers the additional principles of training.</li> </ul>	<b>CAREER PATHWAYS.</b> <b>HEALTHY LIVING.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>INTERPRETATIONS.</b> <b>ETIQUETTE.</b> <b>APPRECIATION.</b> <b>DISCOVERY.</b> <b>INCLUSION.</b>			
Autumn 2 Year 3	<b>Unit 3:</b> Applying the Principles of Personal Training	<b>LAB:</b> Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training.	<p><b>Topic B.1 Musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>Location of the major muscles.</li> <li>Location of the major bones.</li> <li>Structure and function of the synovial joints.</li> <li>Short-term effects of fitness training on the musculoskeletal system: <ul style="list-style-type: none"> <li>use of a warm-up and flexibility exercises to increase joint range of movement</li> <li>planning for progressive overload to encourage micro tears in muscle fibres</li> </ul> </li> </ul> <p><b>Topic B.2 Cardiorespiratory system</b></p> <ul style="list-style-type: none"> <li>Structures of the cardiovascular system.</li> <li>Structures of the respiratory system.</li> <li>Short-term effects of fitness training on the cardiorespiratory system: <ul style="list-style-type: none"> <li>increased heart rate and breathing rate during fitness training activities to supply oxygen to working muscles</li> <li>increased build-up of lactic acid as a result of increased intensity in the main component.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify the correct location of the main structures in the musculoskeletal and cardiorespiratory systems.</li> <li>Understand the main functions of the musculoskeletal system.</li> <li>Know and understand the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.</li> </ul>	<p>Explaining, instructing, describing, questioning, analysing, evaluating.</p> <p>Counting, scoring, shape, measuring, ordering, grouping, data handling. (See Policy)</p> <p><b>PEER ASSESSMENT.</b>  <b>CELEBRATION</b>  <b>PROMOTING SCHOOL &amp; BRITISH VALUES.</b>  <b>TEAMWORK.</b>  <b>LEADERSHIP.</b>  <b>PROBLEM SOLVING.</b>  <b>G&amp;T.</b>  <b>RESPECT.</b>  <b>TRUST.</b>  <b>REWARDS-SANCTIONS.</b>  <b>CHALLENGES.</b>  <b>BELONGING.</b>  <b>CAREER PATHWAYS.</b>  <b>HEALTHY LIVING.</b>  <b>SPORTS LEADERS.</b>  <b>RESPECT.</b>  <b>INTERPRETATIONS.</b>  <b>APPRECIATION.</b>  <b>DISCOVERY.</b>  <b>INCLUSION.</b></p>	<p><b>Unit 3 Assignment 2</b></p> <p>Task 2</p> <p>The body systems and how they respond to fitness training</p>	<p>Equipment / graded groupings /area/drills/support-peer &amp; staff / differentiated learning criteria (L1P-P-M-D) / levels of achievement.</p>	
Spring 1-2 Year 3	<b>Unit 3:</b> Applying the Principles of Personal Training	<b>LAC:</b> Implement a self-designed personal fitness	<b>Topic C.1 Safely implement a personal fitness training programme</b>	<ul style="list-style-type: none"> <li>Using an appropriate training method performing to the best of your ability, gaining agreement from coach/trainer</li> </ul>	<ul style="list-style-type: none"> <li>Ensure safe and appropriate participation through the selection of activities in a safe environment.</li> </ul>	<p>Explaining, instructing, describing, questioning, analysing, evaluating.</p> <p>Counting, scoring, shape, measuring, ordering, grouping, data handling. (See Policy)</p>	<p><b>Unit 3 Assignment 3</b></p> <p>Task 3</p>	<p>Equipment / graded groupings /area/drills/support-peer &amp; staff / differentiated</p>



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		<p>training programme to achieve own goals and objectives.</p> <p>for any missed sessions, understanding the importance of commitment.</p> <ul style="list-style-type: none"><li>• Wearing correct training gear, safe and correct use of equipment, implementation of correct technique, awareness of wider safety issues.</li><li>• Taking full responsibility for completing and recording details for each training session.</li></ul> <p><b>Topic C.2 Training diary for each session recording</b></p> <ul style="list-style-type: none"><li>• Date, time and location for training undertaken.</li><li>• Aims and objectives for each session.</li><li>• Session duration.</li><li>• Type of training undertaken – selected method/activity.</li><li>• Programme details (FITT).</li><li>• Log of personal performance and achievements.</li><li>• Resources required, e.g. equipment.</li><li>• The principles of progressive overload and details of how progressive overload has been achieved over the course of the programme.</li><li>• Details of programme intensity using % HR max and RPE.</li></ul> <p><b>Topic C.3 Measures for success</b></p> <ul style="list-style-type: none"><li>• Types of motivation (intrinsic and extrinsic)</li><li>• Benefits of motivation and self-confidence to successfully complete a fitness training programme</li><li>• Motivation for training, including details in the diary of personal feelings before, during and after each training session</li><li>• Details of how the programme has been adapted to ensure continued commitment to training, for example using a variation of activities/training methods.</li><li>• Achievement against personal aims, goals and objectives, for example how performance has been taken to a higher level.</li></ul>	<ul style="list-style-type: none"><li>• Be able to maintain a training diary which highlights measures for success.</li><li>• Understand the importance of motivational factors and their influence for training.</li></ul>	<p><b>CLUBS.</b> <b>PEER ASSESSMENT.</b> <b>CELEBRATION</b> <b>PROMOTING SCHOOL &amp; BRITISH VALUES.</b> <b>TEAMWORK.</b> <b>LEADERSHIP.</b> <b>OFFICIATING.</b> <b>CREATIVE DISCUSSION.</b> <b>PROBLEM SOLVING.</b> <b>G&amp;T.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>REWARDS-SANCTIONS.</b> <b>CHALLENGES.</b> <b>REFLECTIONS.</b> <b>CLUB LINKS.</b> <b>CAREER PATHWAYS.</b> <b>HEALTHY LIVING.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>INTERPRETATIONS.</b> <b>APPRECIATION.</b> <b>CREATIVITY &amp; EMOTION.</b> <b>DISCOVERY.</b> <b>ADVENTURE.</b></p>	<p>My training diary: training for success!</p>	<p><b>learning criteria (L1P-P-M-D)/ levels of achievement.</b></p>
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Spring 2 - Summer 1 Year 3	<b>Unit 3:</b> Applying the Principles of Personal Training	<b>LAD:</b> Review a personal fitness training programme.	<b>Topic D.1 Review programme</b> Review, including short term physiological effects, improvements as a result of the programme to meet the activity/sport goal. <ul style="list-style-type: none"><li>• After each training session.</li><li>• Evidence of modifying the programme to achieve planned personal goals.</li><li>• Strengths: areas of the programme where and how personal aims and objectives have been achieved with reference to measures of success.</li><li>• Areas for improvement: where outcomes do not meet planned goals.</li><li>• Recommendations for improving future training and performance, for example personal training needs, use of different training methods/activities or strategies, use of psychological training techniques to improve performance.</li></ul>	<ul style="list-style-type: none"><li>• Be able to perform a review after each training session, which includes an assessment of the evidence gathered including short term physiological effects.</li><li>• Understand why and show how the programme was modified during the training period.</li><li>• Be able to indicate the clear strengths and areas for improvement.</li><li>• Be able to provide recommendations of how they could improve their training in the future.</li></ul>	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b> <b>Counting, scoring, shape, measuring, ordering, grouping, data handling.</b> <b>(See Policy)</b>  <b>CLUBS.</b> <b>PEER ASSESSMENT.</b> <b>CELEBRATION</b> <b>PROMOTING SCHOOL &amp; BRITISH VALUES.</b> <b>CREATIVE DISCUSSION.</b> <b>PROBLEM SOLVING.</b> <b>G&amp;T.</b> <b>RESPECT.</b> <b>TRUST.</b> <b>REWARDS-SANCTIONS.</b> <b>CHALLENGES.</b> <b>REFLECTIONS.</b> <b>CLUB LINKS.</b> <b>CAREER PATHWAYS.</b> <b>HEALTHY LIVING.</b> <b>TRUST.</b> <b>INTERPRETATIONS.</b> <b>APPRECIATION.</b> <b>CREATIVITY &amp; EMOTION.</b> <b>DISCOVERY.</b> <b>CONCILIATION.</b>	<b>Unit 3</b> <b>Assignment 4</b> Task 4 Programme review: what's next?	Equipment / graded groupings /area/drills/support-peer & staff / differentiated learning criteria (L1P-P-M-D) / levels of achievement.
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