

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

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			<ul style="list-style-type: none"> • Increase in heart size and strength. • Increase in stroke volume. • Heart becomes more efficient. • Decreased risk of hypertension. • Increased Vital Capacity. • Increased efficiency. • Increased lung efficiency and gaseous exchange. • Increased maximum oxygen uptake (VO2 max). 				
Spring 1-2 Year 1	Unit 5: The Sports Performer in Action	LAB: know about the different energy systems used during sports performance.	<p>Topic B.1 The anaerobic energy system – not using oxygen: Sports that use this system to provide energy are very high intensity and explosive.</p> <p>Topic B.2 ATP-CP/lactic acid anaerobic system:</p> <ul style="list-style-type: none"> • Reliance on stored adenosine triphosphate (ATP). • Creatine phosphate (CP) helps restore ATP. • CP is restored aerobically. • Energy is supplied by ATP and CP. • When this system runs out of ATP-PC stores, glycolysis takes place. <p>Topic B.3 Glycolysis/lactic acid anaerobic system:</p> <ul style="list-style-type: none"> • ATP is made from glucose stored in the liver and muscles. • Energy is supplied by ATP, CP and muscle glycogen (20 to 45 seconds). • Energy is supplied by muscle glycogen (45 to 240 seconds). • Waste product is lactic acid. • When this system is unable to maintain energy requirements, the aerobic system starts to produce energy. • Sports that use this system to provide energy are moderate to high intensity. 	<ul style="list-style-type: none"> • Investigate the energy systems for different sporting activities. • Understanding how the body works and how it can be trained, as a sports performer or as a coach. • Understanding how you can help to make the necessary adaptations in order to produce improved sports performance. 	<p>Explaining, instructing, describing, questioning, analysing, evaluating.</p> <p>Counting, scoring, shape, measuring, ordering, grouping, data handling. (See Policy)</p> <p>PEER ASSESSMENT. CELEBRATION PROMOTING SCHOOL & BRITISH VALUES. TEAMWORK. LEADERSHIP. PROBLEM SOLVING. G&T. RESPECT. TRUST. REWARDS-SANCTIONS. CHALLENGES. CAREER PATHWAYS. HEALTHY LIVING. SPORTSMANSHIP. RESPECT. INTERPRETATIONS. APPRECIATION. DISCOVERY. INCLUSION. CONCILIATION.</p>	Unit 5 Assignment 2 LAB: 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	LAA: Understand the rules, regulations and scoring systems for selected sports.	<p>Topic A.1 Rules (or laws): Rules (or laws) as regulated by the national or international governing body for the sport.</p> <p>Topic A.2 Regulations: For example, relating to players and participants.</p> <p>Topic A.3 Scoring systems:</p>	<ul style="list-style-type: none"> • Develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics. • Investigate the rules and regulations of a sport and apply 	<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</p>	Unit 2 Assignment 1 LAA: Sports Rules, Regulations and	Equipment/ graded groupings/area/drills /support-peer & staff/differentiated learning criteria (L1P-P-M-D)/ levels of achievement.

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

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			<p>Topic B.7 Effective use of skills, techniques and tactics: The use of skills and techniques within conditioned and competitive situations.</p> <p>Topic B.8 Isolated practices: Skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.</p> <p>Topic B.9 Conditioned practices: For example, small-sided games, a limited number of touches, a set number of defenders or attackers.</p> <p>Topic B.10 Competitive situations: 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	Unit 2: Practical Sports Performance	LAC: Be able to review sports performance.	<p>Topic C.1 Observation checklist: For example, to review performance in selected sports using video analysis:</p> <ul style="list-style-type: none"> • Technical demands of sport. • Production of a checklist suitable for self-analysis of performance in selected sports. • Tactical demands of sport. <p>Topic C.2 Review performance:</p> <ul style="list-style-type: none"> • Strengths and areas for improvement: skills and techniques, specific to the sport and non-specific, e.g. fitness. • Self-analysis: completion of observation checklist, e.g. use of video. • Strengths and areas for improvement: tactics, the effectiveness of decision making. • 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. 	<ul style="list-style-type: none"> ▪ Developing and improving practical sports performance. ▪ Active participation in practical activities and reflection on performances. ▪ Review performance in the sports participated in. This review will look at the strengths and areas for development within the performance. ▪ Create plans to develop performance within the selected sports. 	<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 & BRITISH VALUES. TEAMWORK. INTER-INTRA FIXTURES. LEADERSHIP. OFFICIATING. TACTICAL DISCUSSION. G&T. REWARDS-SANCTIONS. AESTHETICS. REFLECTIONS. WIDE RANGE. CLUB LINKS. CAREER PATHWAYS. HEALTHY LIVING. RESPECT. INTERPRETATION. APPRECIATION. DISCOVERY.</p>	<p>Unit 2 Assignment 3 LAC: Sports Performance Review.</p>	<p>Equipment / graded groupings /area/drills/support-peer & staff / differentiated learning criteria (L1P-P-M-D)/ levels of achievement.</p>
Spring 2 – Summer 1 – 2 Year 2	Unit 1: Fitness for Sport and Exercise	LAA: Know about the components of fitness and the	<p>Topic A.1 Components of physical fitness:</p> <ul style="list-style-type: none"> • Aerobic endurance. • Muscular endurance. • Flexibility. • Speed. 	<ul style="list-style-type: none"> ▪ 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>	<p>External Online Examination: Summer 2</p>	<p>Equipment / graded groupings /area/drills/support-peer & staff / differentiated learning criteria</p>

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

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

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