



## Year 12 Curriculum Overview

**Rationale:** The Year 12 curriculum is designed to give students an introduction to anatomy and physiology whilst exploring different fitness training methods to improve health, sport and wellbeing. Students will experience a range of modules which will help them to develop their knowledge of leading, coaching and refereeing whilst understanding how to deal with an injury when in a position of a pitch side first aider.

| Term/Length of Time | Outline   | Assessment/Teacher Feedback Opportunities   | Homework and Literacy resources   |
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| Autumn Term         | <p><b>Unit 1 – Anatomy and Physiology</b></p> <p><b>A The effects of exercise and sports performance on the Skeletal System.</b></p> <ul style="list-style-type: none"> <li>- Structure of skeletal system</li> <li>- Function of skeletal system</li> <li>- Joints</li> <li>- Responses of the skeletal system to a single sport or exercise session</li> <li>- Adaptations of the skeletal system to exercise</li> <li>- Additional factors affecting the skeletal system</li> </ul> <p><b>B The effects of exercise and sports performance on the Muscular System.</b></p> <ul style="list-style-type: none"> <li>- Characteristics and functions of different types of muscles</li> <li>- Major skeletal muscles of the muscular system</li> <li>- Antagonistic muscle pairs</li> <li>- Types of skeletal muscle contraction</li> <li>- Fibre types</li> <li>- Responses of the muscular system to a single sport or exercise session</li> <li>- Adaptations of the muscular system to exercise</li> <li>- Additional factors affecting the muscular system</li> </ul> <p><b>C The effects of exercise and sports performance on the Respiratory System</b></p> <ul style="list-style-type: none"> <li>- Structure of the respiratory system</li> <li>- Function</li> <li>- Lung volumes</li> <li>- Control of breathing</li> </ul> | <ul style="list-style-type: none"> <li>- End of unit formal assessments using past paper material.</li> <li>- Do it now tasks at the start of every lesson.</li> <li>- Use of exam questions in lessons and at home.</li> </ul> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Past paper questions</li> <li><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></li> <li>- Research</li> <li>- Consolidation of lesson content</li> <li>- Production of revision resources.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p>Skeletal system and Muscular system work books focusing on learning aim A and B. Resources can be found via links on pupil shared.</p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance.</p> |

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|  | <ul style="list-style-type: none"> <li>- Responses of the respiratory system to a single sport or exercise session</li> <li>- Adaptations of the respiratory system to exercise</li> <li>- Additional factors affecting the respiratory system</li> </ul>  |  |   |
|  | <p><b>Unit 2 – Fitness Training and Programming for Health, Sport and Well-being</b></p> <p><b>A Examine lifestyle factors and their effect on health and well-being</b></p> <ul style="list-style-type: none"> <li>- Positive lifestyle factors and their effects on health and well-being</li> <li>- Negative lifestyle factors and their effects on health and well-being</li> <li>- Lifestyle modification techniques</li> </ul> <p><b>B Understand the screening processes for training programming</b></p> <ul style="list-style-type: none"> <li>- Screening Processes</li> <li>- Health monitoring tests</li> <li>- Interpreting the results of health monitoring tests</li> </ul> | <p>Past Paper Mock Questions 1 and 2</p> <p>Q1. Interpret the lifestyle factors and screening information for &lt;NAME&gt;.</p> <p>Q2. Provide lifestyle modification techniques for &lt;NAME&gt;.</p>   | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- You Are What You Eat documentary</li> <li>- Scenario Based Tasks: <ul style="list-style-type: none"> <li>• Health Monitoring Booklet</li> </ul> </li> <li>- Diet/Food Diary<br/><a href="https://www.nutracheck.co.uk/CaloriesIn/">https://www.nutracheck.co.uk/CaloriesIn/</a></li> <li>- Create training plan for individuals from scenarios.</li> <li>- Group presentations</li> <li>- Research into modification techniques</li> <li>- Past paper questions<br/><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p>Pearson BTEC Sport Level 3 Revision Guide:<br/><a href="https://quizlet.com/gb/486146473/btec-level-3-sport-unit-2-revision-notes-on-learning-aim-a-flash-cards/">https://quizlet.com/gb/486146473/btec-level-3-sport-unit-2-revision-notes-on-learning-aim-a-flash-cards/</a></p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance.</p> |
|  | <p><b>Unit 4 – Sports Leadership</b></p> <ul style="list-style-type: none"> <li>- Different leadership roles</li> <li>- Skills, qualities, characteristics and application</li> <li>- Importance and effective use of skills, qualities and characteristics when leading</li> </ul>  | <p>Learning Aim A: Understand the roles, qualities and characteristics of an effective sports leader</p> <p><u>Assignment Task:</u><br/><i>A written document highlighting the skills, qualities and characteristics needed for three different sports leaders, providing practical examples for each.</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Amazon Prime documentary: All or nothing: Man City OR Arsenal</li> <li>- Research Task on Leadership Styles</li> <li>- Research on Effective Leadership</li> <li>- Sportsplan <a href="https://www.sportplan.net/">https://www.sportplan.net/</a></li> </ul>   |

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|  |  |  | <ul style="list-style-type: none"> <li>- YouTube videos – for different drills for different sports of choice</li> <li>- Session plan preparation research:<br/><a href="https://www.soccerxpert.com/drills">https://www.soccerxpert.com/drills</a>,<br/><a href="https://www.teachpe.com">https://www.teachpe.com</a></li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><i>‘The Making of a Leader: What Elite Sport Can Teach Us About Leadership, Management and Performance’</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>   |
|  | <p><b>Unit 8 – Coaching for Performance</b></p> <ul style="list-style-type: none"> <li>- Skills and knowledge for coaching for performance</li> <li>- Qualities for coaching for performance</li> <li>- Best practice for a coach for performance</li> <li>- Self-reflection of personal coaching ability</li> </ul> | <p>Learning Aim A: Investigate the skills, knowledge, qualities and best practice of performance coaches</p> <p><u>Assignment Task:</u><br/><i>A job description for a performance-coaching role that details skills, qualities and best practices of a performance coach. A report reflecting own current coaching performance against job description.</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Amazon Prime documentary:</li> <li>All or nothing: Man City OR Arsenal</li> <li>- Sportsplan <a href="https://www.sportplan.net/">https://www.sportplan.net/</a></li> <li>- YouTube videos – for different drills for different sports of choice</li> <li>- Session plan preparation research:<br/><a href="https://www.soccerxpert.com/drills">https://www.soccerxpert.com/drills</a>,<br/><a href="https://www.teachpe.com">https://www.teachpe.com</a></li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><i>‘The Making of a Leader: What Elite Sport Can Teach Us About Leadership, Management and Performance’</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit</p> |

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|  |  |  | content to ensure they produce work to the best of their ability. |
| <p><b>Unit 9 – Research Methods in Sport</b></p> <ul style="list-style-type: none"> <li>- The different types of research</li> <li>- The importance of research</li> <li>- The use of research</li> </ul>  | <p>Learning Aim A: Understand the importance of research in sporting environments</p>  | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Define each type of research method with practical example</li> <li>- Define validity, reliability, accuracy, precision</li> <li>- Summarise the BASES code of ethics</li> <li>- Develop two ideas for a research project</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p>Watch the following videos on data collection in sport. Link to your knowledge about quantitative data methods.</p> <p><b>How data has transformed the NBA</b><br/> <a href="https://www.youtube.com/watch?v=oUvvhkXyOA">https://www.youtube.com/watch?v=oUvvhkXyOA</a></p> <p><b>How data is changing football</b><br/> <a href="https://www.youtube.com/watch?v=ILcXH_4rwr4">https://www.youtube.com/watch?v=ILcXH_4rwr4</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p> |   |
| <p><b>Unit 17 – Sports Injury Management</b></p> <ul style="list-style-type: none"> <li>- Acute injuries</li> <li>- Overuse injuries</li> <li>- Red flag symptoms with regards to suspected spinal injury</li> <li>- Physiological response to injury</li> <li>- Psychological response to injury</li> </ul> | <p>Learning Aim A: Understand common sports injuries and their associated physiological and psychological responses</p> <p><u>Assignment Task:</u><br/> <i>A report and presentation focussing on types of injuries, symptoms, associated mechanisms of injury and physiological and psychological responses to injury</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Sports injury blog</li> <li>- Summarise 3 phases of injury response &amp; injury recovery timeline</li> <li>- First aid scenario revision for practical assessment</li> <li>- Ankle injury case study</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p>   |   |

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|             |  |   | <p>Additional Reading and Resources:</p> <p><i>'The Anatomy of Sports Injuries: You Illustrated Guide to Prveention, Diagnosis and Treatment'</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>  |
|             | <p><b>Unit 25 – Rules, Regulations and Officiating in Sport</b></p> <ul style="list-style-type: none"> <li>- NGB rules/laws and regulations in different sports</li> <li>- Officials and their historical development</li> <li>- Roles of the officials</li> <li>- Responsibilities of the officials</li> <li>- Current issues in officiating in sport</li> </ul>  | <p>Learning Aim A: Understand the development of the roles and responsibilities of the officials involved in sport</p> <p><u>Assignment Task:</u><br/> <i>A written report discussing how the official's roles and responsibilities have evolved over time.</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Sports overview table</li> <li>- Research 3 sports and write a short report on the key rules &amp; regulations</li> <li>- Describe how video replay is used in your 3 sports</li> <li>- Research the development of officials in your chosen sports</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><i>'Sports Officials and Officiating: Science and Practice'</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p> |
| Spring Term | <p><b>Unit 1 – Anatomy and Physiology</b></p> <p><b>D The effects of exercise and sports performance on the Cardiovascular System.</b></p> <ul style="list-style-type: none"> <li>- Structure of the cardiovascular system</li> <li>- Function of the cardiovascular system</li> <li>- Nervous control of the cardiac cycle</li> <li>- Responses of the cardiovascular system to a single sport or exercise session</li> </ul> | <ul style="list-style-type: none"> <li>- End of unit formal assessments using past paper material.</li> <li>- Do it now tasks at the start of every lesson.</li> <li>- Use of exam questions in lessons and at home.</li> <li>- Feb Mock exam</li> </ul>            | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Past paper questions</li> <li><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></li> <li>- Research</li> <li>- Consolidation of lesson content</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>- Adaptations of the cardiovascular system to exercise</li> <li>- Additional factors affecting the cardiovascular system</li> </ul> <p><b>E The effects of exercise and sports performance on the Energy Systems.</b></p> <ul style="list-style-type: none"> <li>- The role of ATP in exercise</li> <li>- The ATP-PC (alactic) system in exercise and sports performance</li> <li>- The lactate system in exercise and sports performance</li> <li>- The aerobic system in exercise and sports performance</li> <li>- Adaptations of the energy system to exercise</li> <li>- Additional factors affecting the energy systems</li> </ul> |  | <ul style="list-style-type: none"> <li>- Production of revision resources.</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p>Respiratory system and Cardiovascular system work books focusing on learning aim A and B. Resources can be found via links on pupil shared.</p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance.</p>  |
|  | <p><b>Unit 2 – Fitness Training and Programming for Health, Sport and Well-being</b></p> <p><b>C Understand programme-related nutritional needs</b></p> <ul style="list-style-type: none"> <li>- Common terminology</li> <li>- Components of a balanced diet</li> <li>- Nutritional strategies for individuals taking part in training programmes</li> </ul> <p><b>D Examine training methods for different components of fitness</b></p> <ul style="list-style-type: none"> <li>- Components of fitness to be trained</li> <li>- Training methods for physical fitness-related components</li> <li>- Training methods for skill-related fitness components</li> </ul>          | <p>Past Paper Mock Question 3</p> <p>Q3. Provide and justify your nutritional guidance for &lt;NAME&gt; to meet her specific requirements.</p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- You Are What You Eat documentary</li> <li>- Scenario Based Tasks: <ul style="list-style-type: none"> <li>• Health Monitoring Booklet</li> </ul> </li> <li>- Diet/Food Diary<br/><a href="https://www.nutracheck.co.uk/CaloriesIn/">https://www.nutracheck.co.uk/CaloriesIn/</a></li> <li>- Create training plan for individuals from scenarios.</li> <li>- Group presentations</li> <li>- Research into modification techniques</li> <li>- Past paper questions<br/><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p>Maintaining a Balanced Diet:<br/><a href="https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/">https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/</a></p> |

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|   |  |  | Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance. |
| <p><b>Unit 4 – Sports Leadership</b></p> <ul style="list-style-type: none"> <li>- Psychological factors that could impact on leadership</li> <li>- Leadership and psychological factors</li> </ul>  | <p>Learning Aim B: Examine the importance of psychological factors and their link with effective leadership</p> <p><u>Assignment Task:</u><br/>A written document discussing which psychological considerations a leader might have which are <i>common</i> to all of these activities and which may be <i>different</i></p>   | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Amazon Prime documentary: All or nothing: Man City OR Arsenal</li> <li>- Research Task on Leadership Styles</li> <li>- Research on Effective Leadership</li> <li>- Sportsplan <a href="https://www.sportplan.net/">https://www.sportplan.net/</a></li> <li>- YouTube videos – for different drills for different sports of choice</li> <li>- Session plan preparation research: <a href="https://www.soccerxpert.com/drills">https://www.soccerxpert.com/drills</a>, <a href="https://www.teachpe.com">https://www.teachpe.com</a></li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><i>‘Alex Ferguson: Leading – Lessons in Leadership’</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p> |  |
| <p><b>Unit 8 – Coaching for Performance</b></p> <ul style="list-style-type: none"> <li>- Practices to develop skills and techniques for performance</li> <li>- Practices to develop tactics for performance</li> <li>- Adaptation of practices to promote development of performance</li> </ul> | <p>Learning Aim B: Explore practices used to develop skills, techniques and tactics for performance</p> <p><u>Assignment Task:</u><br/>Coaching resources that detail practices that will develop skills, techniques and tactics for performance. A report that assesses the practicality, suitability and effectiveness of the practices, suggesting adaptations.</p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Amazon Prime documentary: All or nothing: Man City OR Arsenal</li> <li>- Sportsplan <a href="https://www.sportplan.net/">https://www.sportplan.net/</a></li> <li>- YouTube videos – for different drills for different sports of choice</li> <li>- Session plan preparation research: <a href="https://www.soccerxpert.com/drills">https://www.soccerxpert.com/drills</a>, <a href="https://www.teachpe.com">https://www.teachpe.com</a></li> </ul>   |  |



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|  |   |   | <p><b>Optional homework tasks and Literacy resources</b><br/>Additional Reading and Resources:</p> <p>32+ Coaching Skills &amp; Techniques for Successful Life Coaches:<br/><a href="https://positivepsychology.com/coaching-skills-techniques/">https://positivepsychology.com/coaching-skills-techniques/</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>  |
|  | <p><b>Unit 9 – Research Methods in Sport</b><br/>- Validity, reliability, accuracy and precision in research<br/>- The importance of ethics in research</p> | <p>Learning Aim B: Examine key issues that impact on the effectiveness and quality of research in sport</p> <p><u>Assignment Task:</u><br/><i>A report that examines the importance of research when working with clients in sport-based settings and the key issues that affect the effectiveness and quality of research.</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b><br/>- Define each type of research method with practical example<br/>- Define validity, reliability, accuracy, precision<br/>- Summarise the BASES code of ethics<br/>- Develop two ideas for a research project</p> <p><b>Optional homework tasks and Literacy resources</b><br/>Additional Reading and Resources:</p> <p>Watch the following video to consolidate understanding of validity, reliability issues when researching in sport.</p> <p>Validity and Reliability in sport:<br/><a href="https://www.youtube.com/watch?v=S0kcVhuAyKo">https://www.youtube.com/watch?v=S0kcVhuAyKo</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p> |



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|  | <p><b>Unit 17 – Sports Injury Management</b></p> <ul style="list-style-type: none"> <li>- Common treatment methods and the need for medical referral</li> <li>- Principles of rehabilitation</li> <li>- Methods of rehabilitation</li> </ul> | <p>Learning Aim B: Explore common treatment and rehabilitation methods</p> <p><u>Assignment Task:</u><br/> <i>Development and justification of a rehabilitation programme, supported by effective and confident practical application of a range of common treatment methods, and oral questioning with regards to medical referral in response to given case study scenarios.</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Sports injury blog</li> <li>- Summarise 3 phases of injury response &amp; injury recovery timeline</li> <li>- First aid scenario revision for practical assessment</li> <li>- Ankle injury case study</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p>Sports Injury Rehabilitation Video Link:<br/> <a href="https://www.youtube.com/watch?v=k6VfIkWJZH4">https://www.youtube.com/watch?v=k6VfIkWJZH4</a></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p> |
|  | <p><b>Unit 25 – Rules, Regulations and Officiating in Sport</b></p> <ul style="list-style-type: none"> <li>- Applying rules/laws and regulations to different situations</li> <li>- Analysing officials in different sports</li> </ul>       | <p>Learning Aim B: Explore the performance of officials in a selected sport</p> <p><u>Assignment Task:</u><br/> <i>A written report containing video analysis of officials' performance and identifying how the rules/laws and regulations were applied.</i></p>   | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Working in small groups, create a short video to provide guidance to a new official on the importance of effective communication.</li> <li>- Complete a SWOT analysis of an official in a sport of your choice.</li> <li>- Situational task</li> <li>- Behaviour Management Task</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><i>'Bad Call: Technology's Attack on Referees and Umpires and How to Fix It'</i></p>  |

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|             |   |  | Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.   |
| Summer Term | <b>Unit 1 – Anatomy and Physiology</b><br>- Revision prior to sitting exam in early May.  | - Unit 1 external exam in May (1hr 30, 80 marks)   | <b>Minimum homework expectation - to be set on G4S</b><br>- Past paper questions<br><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a><br>- Research<br>- Consolidation of lesson content<br>- Production of revision resources.<br><br><b>Optional homework tasks and Literacy resources</b><br>Additional Reading and Resources:<br><br>Energy system work books focusing on learning aim A and B. Resources can be found via links on pupil shared.<br><br>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance. |
|             | <b>Unit 2 – Fitness Training and Programming for Health, Sport and Well-being</b><br><b>E Understand training programme design</b><br>- Principles of fitness training programme design | Past Paper Mock Questions 4, 5 and 6<br><br>Q4. Propose and justify different training methods that meet <NAME>'s training needs.<br><br>Q5. Design weeks 1, 3 and 6 of a 6-week fitness training programme for <NAME>.<br><br>Q6. Justify the fitness training programme that you have designed for <NAME>. | <b>Minimum homework expectation - to be set on G4S</b><br>- You Are What You Eat documentary<br>- Scenario Based Tasks: <ul style="list-style-type: none"> <li>• Health Monitoring Booklet</li> </ul> - Diet/Food Diary<br><a href="https://www.nutracheck.co.uk/CaloriesIn/">https://www.nutracheck.co.uk/CaloriesIn/</a><br>- Create training plan for individuals from scenarios.<br>- Group presentations<br>- Research into modification techniques  |

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|  |  | <p>- Unit 2 external exam in May;<br/>Part A – 4hrs planning<br/>Part B – 2hrs 30</p>  | <p>- Past paper questions<br/><a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a></p> <p><b>Optional homework tasks and Literacy resources</b><br/>Additional Reading and Resources:</p> <p>Quizlet:<br/><a href="https://quizlet.com/gb/630361859/btec-sport-level-3-unit-2-flash-cards/">https://quizlet.com/gb/630361859/btec-sport-level-3-unit-2-flash-cards/</a></p> <p>Students should make the most of their study periods and free time to revise for their external assessments. They should engage with past papers, mark schemes and previous examiner reports/guidance.</p> |
|  | <p><b>Unit 4 – Sports Leadership</b></p> <ul style="list-style-type: none"> <li>- Expectations of leadership</li> <li>- Practical skills required for different leadership styles</li> <li>- Leading a sport and exercise activity</li> <li>- Effectiveness and impact of leadership on a sport and exercise activity</li> </ul> | <p>Learning Aim C: Explore an effective leadership style when leading a team during sport and exercise activities.</p> <p><u>Assignment Task:</u><br/><i>A written review of the delivery of your practical session is required for this task. This review should focus on the impact of your leadership style on the performance of the group analysing and justifying your selected leadership style</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Amazon Prime documentary: All or nothing: Man City OR Arsenal</li> <li>- Research Task on Leadership Styles</li> <li>- Research on Effective Leadership</li> <li>- Sportsplan <a href="https://www.sportplan.net/">https://www.sportplan.net/</a></li> <li>- YouTube videos – for different drills for different sports of choice</li> <li>- Session plan preparation research: <a href="https://www.soccerxpert.com/drills">https://www.soccerxpert.com/drills</a>, <a href="https://www.teachpe.com">https://www.teachpe.com</a></li> </ul> <p><b>Optional homework tasks and Literacy resources</b><br/>Additional Reading and Resources:</p> <p><i>‘Leadership in Sport’ – Ian O’Boyle</i></p>  |

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|   |   | Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.  |
| <p><b>Unit 8 – Coaching for Performance</b></p> <ul style="list-style-type: none"> <li>- Planning considerations</li> <li>- Planning for an individual session for performance</li> <li>- Planning for an overall series of sessions for performance</li> <li>- Delivering for coaching performance</li> <li>- Reflection on session</li> <li>- Coaching development based on reflection</li> </ul> | <p>Learning Aim C: Demonstrate effective planning of coaching for performance</p> <p>D Explore the impact of coaching for performance.</p> <p><u>Assignment Task:</u><br/> <i>A coaching plan that details safe working coaching practices that will develop performance, reflected its part in a series of coaching sessions. A video of delivered coaching session based on the coaching plan. A report reflecting on the planning, delivery and impact of own coaching performance</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Amazon Prime documentary: All or nothing: Man City OR Arsenal</li> <li>- Sportsplan <a href="https://www.sportplan.net/">https://www.sportplan.net/</a></li> <li>- YouTube videos – for different drills for different sports of choice</li> <li>- Session plan preparation research: <a href="https://www.soccerxpert.com/drills">https://www.soccerxpert.com/drills</a>, <a href="https://www.teachpe.com">https://www.teachpe.com</a></li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><i>‘Alex Ferguson: Leading – Lessons in Leadership’</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p> |
| <p><b>Unit 9 – Research Methods in Sport</b></p> <ul style="list-style-type: none"> <li>- Research designs</li> <li>- Data collection methods</li> <li>- Quantitative data analysis methods</li> <li>- Qualitative research designs</li> <li>- Qualitative data collection methods</li> <li>- Qualitative data analysis methods</li> </ul>  | <p>Learning Aim C: Apply appropriate research methods to a selected research problem in sport</p> <p><u>Assignment Task:</u><br/> <i>Presentation including evidence of raw data collection and analysis.</i></p>   | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Define each type of research method with practical example</li> <li>- Define validity, reliability, accuracy, precision</li> <li>- Summarise the BASES code of ethics</li> <li>- Develop two ideas for a research project</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p>  |

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|  |  |   | <p>You are a group of sport and exercise research scientists and you are discussing ways in which you can test your ideas.</p> <p><b>Select one from the following questions.</b></p> <p>Which type of energy drink is the most hydrating for a performer after exercising?<br/> Which football position has the greatest amount of strength?<br/> Does home advantage actually exist in sport?<br/> Is there a link between self-confidence and motivation in sports performers?</p> <p><b>You need to answer the following:</b></p> <p>How are you going to test the question?<br/> How will you measure it?<br/> How will you report your findings?<br/> Are there any positives and negatives to the way that you have set up your research?</p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p> |
|  | <p><b>Unit 17 – Sports Injury Management</b></p> <ul style="list-style-type: none"> <li>- Extrinsic risk factors</li> <li>- Intrinsic risk factors</li> <li>- Preventative measures</li> </ul> | <p>Learning Aim C: Investigate risk factors which may contribute to sports injuries and their associated prevention strategies</p> <p><u>Assignment Task:</u><br/> <i>An extended essay focusing on intrinsic and extrinsic risk factors, preventative measures and the sequence of prevention model. An extended essay focussing on the importance on sports injury management in helping sports performers to prevent or overcome injury.</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Sports injury blog</li> <li>- Summarise 3 phases of injury response &amp; injury recovery timeline</li> <li>- First aid scenario revision for practical assessment</li> <li>- Ankle injury case study</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p>   |

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|  |  |   | <p><i>'Sport Injury Prevention Anatomy'</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p>  |
|  | <p><b>Unit 25 – Rules, Regulations and Officiating in Sport</b></p> <ul style="list-style-type: none"> <li>- Officiating in a full match/game</li> <li>- Review own performance</li> </ul> | <p>Learning Aim C: Undertake the role of a match official in a competitive sport</p> <p><u>Assignment Task:</u><br/> <i>A practical demonstration evidenced through observation reports/video evidence of learners officiating in a selected sport, applying the correct rules and regulations in a controlled environment. A written report analysing own performance of officiating in a selected sport using witness testimony/questionnaires.</i></p> | <p><b>Minimum homework expectation - to be set on G4S</b></p> <ul style="list-style-type: none"> <li>- Watch videos of officials in your chosen sport. Think about the officials' strengths and weaknesses.</li> <li>- 4 ways officials can access continued professional development in your chosen sport.</li> <li>- Informative poster to show the different types of non verbal communication used by referees in your chosen sport (think about arm/ hand signals, use of whistle/ buzzer etc.)</li> </ul> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Additional Reading and Resources:</p> <p><i>'Howard Webb: The Man in the Middle'</i></p> <p>Students should make the most of their study periods and free time to complete their internal assignments. They should engage with the assignment briefs and the unit content to ensure they produce work to the best of their ability.</p> |