

## Scheme of Work 2020 - 2021

### Subject: Btec Sport

**Year Group: 13**

**Specification: BTEC Level 3 sport**

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources  DODDLE resources	Lit Num SMSC Codes
1&2	Unit introduction <b>A1:</b> Positive lifestyle factors and their effects on health and well-being Exercise/physical activity	Exercise/physical activity: physical (strengthens bones, improves posture, improves body shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological (relieves stress, reduces depression, improves mood), social (improves social skills, enhances self-esteem), economic (reduces costs to National Health Service, reduces absenteeism from work). • Balanced diet: eatwell plate (food groups), benefits of a healthy diet (improved immune function, maintenance of body weight, reduces risk of chronic diseases – diabetes, osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more of certain food	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce the unit and outline the nature of the learning outcomes and external assessment format that learners will be expected to complete for this unit.</li> <li>• <b>Video:</b> highlight the importance of nutrition, lifestyle and well-being choosing from the series <i>Obese; A Year to Save My Life</i>, Claire Sweeney's <i>My Big Fat Diet</i> and <i>The Great British Diet</i>. Learners complete a question sheet based on the video clip.</li> <li>• <b>Lead-in:</b> establish learners' prior knowledge of exercise/physical activity helping to maintain health and well-being; discuss relevant aspects from the video clip. Tutor uses direct questioning to collate ideas.</li> <li>• <b>Tutor-led discussion:</b> on the importance of regular exercise/physical activity for the maintenance of health and well-being. Tutor uses direct questioning to collate ideas.</li> </ul> <p><b>Tutor presentation:</b> confirm the importance of exercise, classifying the reasons into categories of physical, psychological, social and economic.</p>		<b>Individual plenary activity:</b> learners consolidate their learning by making individual notes/handouts/posters /resources on the importance of exercise/physical activity and the government guidelines. Tutor gives the learners guidance, facilitating their work and supporting as necessary.	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

		<p>groups, five a day, reducing salt intake, healthy alternatives). • Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence. • Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating).</p>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> recap importance of regular exercise/physical activity.</li> <li>• <b>Paired activity:</b> learners use accessible resources to research the government guidelines for physical activity. Learners feed back to the rest of the group.</li> <li>• <b>Paired activity:</b> learners design and ask their partners questions based on each other's current exercise/physical levels. Learners compare these to government recommendations and comment accordingly.</li> <li>• <b>Extension activity:</b> some learners may attempt to suggest suitable strategies for their partner to increase their physical activity levels. To conclude this activity, they need to provide feedback to their partner.</li> </ul>			
3&4	<p><b>A1:</b> Positive lifestyle factors and their effects on health and well-being</p> <ul style="list-style-type: none"> <li>• Balanced diet</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> establish prior knowledge on the subject of a balanced diet and its benefits. Tutor uses direct questioning to collate ideas.</li> <li>• <b>Tutor-led discussion:</b> on the importance of a balanced diet and adequate hydration in the maintenance of health and well-being. Other key questions for discussion: What makes up a balanced diet? Why do we need to eat the foods recommended? How can poor eating habits affect health and well-being? Where and why is information so readily available to the public?</li> <li>• <b>Tutor presentation:</b> confirm the importance of a balanced diet and adequate hydration. Introduction of</li> </ul>	<p><b>Exam question (12 marks)</b> - Interpret the lifestyle factors and screening information for.....</p>	<p><b>Listen and make notes of youtube speaker:</b> a nutritionist, dietician, lifestyle consultant or a healthcare representative discusses real-life examples of making changes to diet, strategies and the positive effects this may have on a person's health and well-being.</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

			<p>the eatwell plate and the basic food groups.</p> <ul style="list-style-type: none"> <li>• <b>Group activity:</b> learners use accessible resources to research: <ul style="list-style-type: none"> <li>○ government recommendations and guidelines for healthy eating and hydration, e.g., eat less salt, five a day etc.</li> <li>○ strategies for improving dietary intake.</li> </ul> </li> </ul> <p>Learners feed back with directed question and answer session.</p> <ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners record their food and drink intake for the previous day. They also analyse a peer's food/drink intake and bullet point areas for discussion and improvement.</li> <li>• <b>Extension activity:</b> learners may make an attempt to suggest suitable strategies for their partner to improve their eating and drinking habits. To conclude this activity, they need to provide feedback to their peers. <b>Small group activity:</b> learners discuss and design questions for a guest speaker.</li> </ul>			
5&6	<p><b>A1:</b> Positive lifestyle factors and their effects on health and well-being</p> <p>balanced diet continued</p>	<p>Understand the factors contributing to an unhealthy lifestyle. • Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility). • Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression). • Stress: health risks associated with excessive</p>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> recap the importance of a balanced diet, guidelines and recommendations.</li> <li>• <b>Small group activity:</b> learners are allocated a case study; they are required to comment accordingly on government recommendations and make realistic suggestions to improve eating and hydration where needed. Learners act as tutors by summarising their case studies and findings to the rest of the group.</li> </ul>		<p><b>Individual activity:</b> learners consolidate their learning and make individual notes/handouts/posters /resources on the importance of positive lifestyle activities and negative lifestyle factors. Give them guidance, facilitating</p>	<p>C1, C3, C5, S07, SP1, SP2, SP3, SP9, SP10</p>

	<p><b>A2:</b> Negative lifestyle factors and their effects on health and well-being</p>	<p>stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression). • Sleep: problems associated with lack of sleep (depression, overeating). • Sedentary lifestyle: health risks associated with inactivity.</p>	<p><b>Individual activity:</b> learners consolidate their learning and make individual notes/handouts/posters/resources on the importance of a balanced diet and adequate hydration for the maintenance of health and well-being. Give them guidance, facilitating their work and supporting as necessary.</p> <ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> discuss negative lifestyle factors.</li> <li>• <b>Paired activity:</b> learners use accessible resources to research: <ul style="list-style-type: none"> <li>○ Negative effects – health risks of lack of sleep, stress, alcohol consumption and smoking.</li> </ul> </li> <li>• <b>Video:</b> show any appropriate videos or online clips – highlighting negative lifestyle factors. Learners complete a question sheet based on video clips.</li> </ul>		<p>their work and supporting as necessary.</p>	
7&8	<p><b>A3:</b> Lifestyle modification techniques</p>	<p>Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours. • Common barriers to change: time, cost, transport, location. • Strategies to increase physical activity levels: at home, at work, during leisure time, method of transport. • Smoking cessation strategies: acupuncture, NHS smoking helpline, NHS smoking services, nicotine replacement therapy, Quit Kit support packs. • Strategies to reduce alcohol consumption: counselling, self-help groups, alternative treatments. •</p>	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> establish learners' prior knowledge of the techniques used to reduce unhealthy lifestyle behaviours. Tutor uses direct questioning to collate ideas.</li> <li>• <b>Tutor-led discussion:</b> on barriers to change and strategies to increase physical activity levels.</li> <li>• <b>Tutor presentation:</b> confirm the various available strategies for increasing exercise. Discussion of various national campaigns, e.g., 'Change for Life'.</li> <li>• <b>Paired activity:</b> learners use accessible resources to research strategies to aid quitting smoking. Tutor uses direct questioning with each pair to summarise the findings.</li> </ul>	<p><b>Exam question (12 Marks)</b> - Provide lifestyle modification techniques for ....</p>	<p><b>Pair discussion:</b> confirm the various available strategies for stress management. List the suitability and advantages and disadvantages of strategies.</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

		<p>Stress management techniques: assertiveness training, goal setting, time management, physical activity, positive self-talk, relaxation, breathing techniques, meditation, alternative therapies, changes to work-life balance</p>	<p><b>Tutor presentation/discussion:</b> confirm the various available strategies for quitting smoking. Visual examples of aids could be used where available. Here the suitability and advantages and disadvantages of strategies will be discussed.</p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> establish what prior knowledge learners have about the techniques used to reduce alcohol consumption. Tutor uses direct questioning to collate ideas.</li> <li>• <b>Tutor presentation/discussion:</b> confirm the various available strategies for reducing alcohol consumption. Here the suitability and advantages and disadvantages of strategies will be discussed.</li> <li>• <b>Paired activity:</b> learners use accessible resources to research strategies for stress management. Tutor uses direct questioning with each pair to summarise the findings.</li> </ul>			
9&10	A1–A3		<ul style="list-style-type: none"> <li>• <b>Small group activity:</b> learners discuss and design questions for a guest speaker.</li> <li>• <b>Guest speaker:</b> lifestyle consultant or a healthcare representative to discuss smoking cessation, alcohol, exercise, stress and sleep.</li> <li>• <b>Independent study/revision:</b> learners to independently gather further research, collate notes from previous lessons and summarise Topic A.</li> <li>• As per the set task brief, learners conduct and prepare notes on the following areas:</li> </ul>		<p><b>Individual plenary activity:</b> learners consolidate their learning and make revision resources on importance of lifestyle modification techniques.</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

			<ul style="list-style-type: none"> <li>○ lifestyle factors and their effects on health and well-being</li> </ul> <p>recommendations to promote health and well-being.</p> <ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners are allocated a case study; they are required to demonstrate relevant knowledge, understanding and interpretation of lifestyle factors and screening information for an individual. Learners need to propose lifestyle modification techniques relevant to the individual.</li> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study. This will instigate discussion and establish any key areas which require a recap.</li> </ul> <p><b>Tutor presentation:</b> on marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.</p>			
11&12	<p><b>B1:</b> Screening processes</p> <p><b>B2:</b> Health monitoring tests</p> <p><b>B3:</b> Interpreting the results of health monitoring tests</p>	<p>Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor. • Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q). • Legal considerations: informed consent form, data protection, client confidentiality. Be able to interpret health monitoring results of a selected individual using normative data and make appropriate</p>	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> establish prior knowledge of screening documentation. Tutor to use direct questioning to collate ideas.</li> <li>• <b>Group activity:</b> using a whiteboard/flip chart, learners record what information should be included in a screening form.</li> <li>• <b>Tutor presentation:</b> consider the various screening questionnaires. Discuss legal considerations, informed consent, data protection, client confidentiality and General Practitioner (GP) referral. Visual examples to be shown.</li> <li>• <b>Small group activity:</b> learners research and produce a poster featuring one of the health monitoring tests showing:</li> </ul>	Exam question's mini text A1-3	Collate small group activity work and photocopy ready to give to remainder of group & prepare for min test after half term	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

		<p>recommendations. • Blood pressure. • Resting heart rate. • Body mass index (BMI). • Waist to hip ratio.</p> <p>Be able to interpret health monitoring data against health norms and make judgements.</p> <p>• Interpret results against normative data: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges.</p>	<ul style="list-style-type: none"> <li>○ what the test measures</li> <li>○ the procedure</li> <li>○ how to interpret results against normative data.</li> </ul> <p>Each group presents its findings to the rest of the group in allocated five minutes discussing:</p> <ul style="list-style-type: none"> <li>○ blood pressure</li> <li>○ resting heart</li> <li>○ body mass index</li> <li>○ waist to hip ratio.</li> </ul> <p>Time should be allocated for questions and answers from peers. On completion, each set of resources should be photocopied and given to the other groups as revision material.</p>			
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### 7 October Half Term

13&14	<p><b>B2:</b> Health monitoring tests</p> <p><b>B3:</b> Interpreting the results of health monitoring tests</p>		<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> learners recap using the posters and then practise performing all tests on their partner, recording and interpreting their results against normative data.</li> <li>• <b>Tutor presentation:</b> addressing population norms, norms for sports performers, norms for elite athletes and accepted health ranges.</li> </ul>		<p><b>Individual activity:</b> learners identify the key facts surrounding Topic B. Evidence produced to aid revision.</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
15&16	<b>B1 – B3</b>		<ul style="list-style-type: none"> <li>• <b>Independent study/revision session:</b> learners independently gather further research, collate notes from previous lessons and summarise Topic B.</li> <li>• As per the set task brief, learners conduct and prepare notes on the following area:</li> </ul>	Mini test on A1-3 & B1-3		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			screening processes for training programming including health monitoring tests.			
17&18	<p><b>C1:</b> Common terminology</p> <p><b>C2:</b> Components of a balanced diet</p>	<p>Understand common nutritional terminology. • Recommended daily allowance (RDA), energy measures (calories, joules, kilocalories, kilojoules). • Energy balance: basal metabolism, age, gender, climate, physical activity, calories used in different activities (intensity and length of time)</p> <p>Understand the requirements of a balanced diet. • Macronutrients (carbohydrates, fats, protein), sources of food for each macronutrient, quantities. • Micronutrients (vitamins A, B, C and D, minerals calcium, iron), sources of food for each micronutrient, quantities. • Hydration (different requirements of fluid intake: climate, levels of exercise, programme type, time of year). • The effects on performance of dehydration and hyperhydration and the signs and symptoms of each.</p>	<p>screening processes for training programming including health monitoring tests.</p> <ul style="list-style-type: none"> <li>• <b>Individual activity:</b> quiz/mini test to establish prior knowledge of nutrition. Learners complete a pre-designed worksheet addressing key nutritional terminology.</li> <li>• <b>Tutor presentation:</b> addressing recommended daily allowance (RDA), energy measures and energy balance including basal metabolism rate, age, gender, climate, physical activity and calories used for different sporting activities. Refer to websites for comparison of these in sports.</li> <li>• <b>Tutor-led discussion:</b> introduction of the eatwell plate and recap on the importance of a balanced diet.</li> <li>• <b>Individual activity/group activity:</b> learners will be allocated either a macronutrient or micronutrient, e.g., carbohydrates. Learners will be required to research that topic area covering the key elements addressing: <ul style="list-style-type: none"> <li>○ function</li> <li>○ RDA</li> <li>○ sources of food.</li> </ul> <p>The information can be recorded on A3 paper. Once the research is completed, learners will move around the different topic areas – ‘marketplace learning’ – sharing learning and content. At the end of the task, each learner should have completed research on all topic areas.</p> </li> </ul>	<p><b>Exam question (8 marks)</b> - Provide and justify your nutritional guidance for ..... to meet his specific requirements.</p>	<p><b>Paired activity:</b> learners create a quiz on TEAMS for their partner based on macro and micronutrients and key nutritional terminology.</p>	



19&20	<p><b>C3:</b> Nutritional strategies for individuals taking part in training programmes</p>	<ul style="list-style-type: none"> <li>• Understand different strategies used on an individual basis by: <ul style="list-style-type: none"> <li>o adapting diet to gain or lose weight.</li> </ul> </li> <li>• Understand the use of ergogenic aids used in training programmes including positive and negative effects, and recommended timings: <ul style="list-style-type: none"> <li>o energy gels and bars</li> <li>o protein drinks</li> <li>o carbohydrate loading.</li> </ul> </li> <li>• Understand the use of sports drinks for different types of training requirements including recommended timings and amounts: <ul style="list-style-type: none"> <li>o isotonic</li> <li>o hypertonic</li> <li>o hypotonic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor-created questions to instigate discussion on importance of hydration within a balanced diet and when exercising.</li> <li>• <b>Tutor-led discussion:</b> on hydration. Addressing climate, exercise levels, programme type and time of year. Tutor to consolidate key aspects.</li> <li>• <b>Paired activity:</b> learners research individually, one to research hydration, the second to research hyper hydration. Both to address: <ul style="list-style-type: none"> <li>o effects on performance</li> <li>o signs and symptoms.</li> </ul> Learners teach each other the content and swap photocopied resources. </li> <li>• <b>Lead-in:</b> question and answer session to establish what learners know about nutritional strategies used when training.</li> <li>• <b>Tutor presentation:</b> address strategies used to gain or lose weight, covering: <ul style="list-style-type: none"> <li>o types of food eaten in training/competition</li> <li>o timings</li> <li>o ensuring a balanced diet and correct fluid intake</li> <li>o problems associated with the strategies.</li> </ul> </li> </ul> <p>Examples of a range of sports that use these nutritional strategies can be included. Examples of ergogenic aids can be shown including energy gels and bars etc.</p> <ul style="list-style-type: none"> <li>• <b>Individual activity:</b> 'jigsaw technique' in which each topic area is labelled A, B or C. Learners are</li> </ul>		<p>Create factsheet on hydration and balanced diet</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>
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			<p>allocated one of these letters and thus a topic area. They are required to complete independent research on that area to form a simple factsheet covering:</p> <ul style="list-style-type: none"> <li>○ an understanding of the use of ergogenic aids</li> <li>○ positive effects</li> <li>○ negative effects</li> <li>○ recommended timings.</li> </ul> <p>Topic areas include:</p> <ul style="list-style-type: none"> <li>○ energy gels and bars – Topic A</li> <li>○ protein drinks – Topic B</li> <li>○ carbohydrate loading – Topic C.</li> </ul> <p>Once complete, learners merge their work with others, e.g., learner A works with B and C teaching each other their topics. Factsheets will be photocopied and given to all learners as revision tools.</p>			
21&22	<b>C3:</b> Nutritional strategies for individuals taking part in training programmes		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor directed questions to establish what learners know about sports drinks, which ones they use and why? Discussion can then follow.</li> <li>• <b>Tutor presentation:</b> cover types of sports drinks, addressing recommended timings, amounts and effects on sports performance. Examples of sports drinks can be shown.</li> </ul> <p><b>Small group activity:</b> learners are given information packs on sports drinks. Learners have to read, annotate and summarise the information creating a 'knowledge café/world cafe' whereby learners teach themselves.</p> <ul style="list-style-type: none"> <li>• <b>Tutor/learner practical/presentation:</b> tutor, with help from learners, demonstrates</li> </ul>	Exam question – multiple choice on nutrition in sport – mark scheme given to mark own/partners work	<b>Individual activity:</b> learners identify the key facts surrounding Topic C. Evidence must be produced to aid revision.	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>making a sports drink followed by tutor-created questions recapping the role of each drink in sports performance.</p> <ul style="list-style-type: none"> <li>• <b>Paired activity:</b> learners in pairs produce a hydration plan for one sport allocated to them. They will research and plan fluid intake and sources, justifying their choice of drinks and timings. Learners summarise and swap findings with other pairs researching other sports. Popular sports can be chosen and allocated by the tutor.</li> </ul>			
23&24	C1–C3		<ul style="list-style-type: none"> <li>• <b>Independent study/revision:</b> learners to independently gather further research, collate notes from previous lessons and summarise Topic C.</li> </ul> <p>As per the set task brief, learners conduct and prepare notes on nutritional programming requirements.</p> <ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners are allocated a case study and are required to demonstrate relevant knowledge, understanding and interpretation of an individual’s nutrition and dietary requirements. Learners need to propose relevant nutritional guidance based on the individual’s requirement.</li> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study. This will instigate discussion and establish any key areas that require a recap.</li> </ul> <p><b>Tutor presentation:</b> marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.</p>	Half test A1-3, B1-3, C1-3		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

25&26	<p><b>D1:</b> Components of fitness to be trained</p> <p><b>D1.1:</b> Skill-related fitness</p> <p><b>D2:</b> Training methods for physical fitness-related components</p> <p><b>D2.1:</b> Aerobic endurance training methods</p>	<p>Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context.</p> <ul style="list-style-type: none"> <li>o Aerobic endurance: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.</li> <li>o Strength: the maximum force (in kg or N) that can be generated by a muscle or muscle group.</li> <li>o Muscular endurance: the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.</li> <li>o Flexibility: having an adequate range of motion in all joints of the body, the ability to move a joint fluidly through its complete range of movement.</li> <li>o Speed: the ability to move the whole body quickly or move limbs rapidly.</li> <li>o Body composition: the relative ratio of fat-to-fat-free mass (vital organs, muscle, bone) in the body. Understand the components of skill-related fitness and the application of each component in a fitness training context.</li> </ul> <p>• Agility: the</p>	<ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> two popular elite athletes from different sports to be used to establish learners’ prior knowledge of the components of physical fitness and skill-related fitness, e.g., which components are required for each of the sports. Tutor-directed questioning.</li> <li>• <b>Individual activity:</b> learners research and complete a worksheet covering the definitions of each of the physical components. Learners work independently to develop subject knowledge of all definitions. They use their preferred revision method with guidance from the tutor.</li> <li>• <b>Lead-in:</b> tutor-created questions to discuss aerobic endurance.</li> <li>• <b>Tutor-led discussion:</b> identify the various types of training methods for aerobic endurance.</li> <li>• <b>Tutor presentation:</b> cover which methods are appropriate within the design of a training programme, indoor and outdoor environments and associated equipment; consideration of advantages and disadvantages of various training methods in preparation for future tasks.</li> <li>• <b>Small group activity:</b> give each group an aerobic training method to research, including its advantages and disadvantages. Groups rotate around and teach each other the content.</li> <li>• <b>Tutor presentation:</b> cover the frequency, intensity, time and type (FITT) principles of training, training thresholds and percentage heart rate. Visual charts to be provided.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners produce three aerobic training sessions for: <ul style="list-style-type: none"> <li>o a beginner athlete</li> <li>o an intermediate athlete</li> </ul> </li> </ul>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
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		<p>ability of a sports performer to quickly and precisely move or change direction without losing balance or time. • Balance: static and dynamic balance, the ability to maintain centre of mass over a base of support. • Coordination: the ability to control movement of two or more body parts, smoothly and efficiently to perform a motor task. • Reaction time: the time taken for a sports performer to respond to a stimulus and the initiation of their response. • Power: the ability to produce a maximal force in the shortest period of time possible</p>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners calculate their different heart rate zones, based on their percentage maximum heart rate: 60%, 70%, 80% and 90%.</li> </ul> <p><b>Small group activity:</b> each group is given an aerobic training method; they are to design a suitable session for peers. Time should be spent researching layout for the training programme design. Examples of aerobic endurance training programmes to be shown.</p>			
27&28	<b>D2.1:</b> Aerobic endurance training methods	<p>Appropriate training methods to be included in the design of a training programme. Indoor and outdoor environments to be considered, with associated equipment, to allow for a variety of methods of exercising. Advantages and disadvantages of training methods to be considered when applied to a specific sport and exercise goal. Aerobic endurance training methods and their application to a practical context. • Principles of aerobic training: training thresholds, percentage of heart rate max.</p>	<ul style="list-style-type: none"> <li>• <b>Practical:</b> learners act as tutors and deliver the practical session to peers (possibly covering two methods in the session).</li> <li>• <b>Small group activity:</b> selected learners perform the activity recording heart rate.</li> </ul> <p><b>Class discussion:</b> upon completion of the practical, learners are signposted with some key area to discuss; learners will mediate their own discussion session (reviewing the session/data to be recorded/advantages/disadvantages/considerations/equipment/application to FITT principles – notes to be recorded). an advanced athlete.</p> <ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners are allocated a case study; they are</li> </ul>	<p>2 x Exam question (4 marks)</p> <p>Components of physical fitness</p> <p>Components of skill related fitness</p>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners produce three muscular strength training sessions for: <ul style="list-style-type: none"> <li>○ a beginner athlete</li> <li>○ an intermediate athlete</li> <li>○ an advanced athlete.</li> </ul> </li> </ul>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

		<ul style="list-style-type: none"> <li>• Types of aerobic endurance training methods: <ul style="list-style-type: none"> <li>o continuous training – training at a steady pace at moderate intensity for a minimum period of 30 minutes</li> <li>o fartlek training – the intensity of training is varied by running at different speeds or over different terrains</li> <li>o interval training – a work period followed by a rest or recovery period</li> <li>o circuit training – different stations/exercises are used to develop aerobic endurance.</li> </ul> </li> <li>• Equipment required for aerobic endurance training: gym-based, outdoor-based.</li> </ul>	<p>required to demonstrate relevant knowledge, understanding and interpretation of an individual's training requirements by selecting suitable training methods. The case study should cover aerobic endurance only.</p> <ul style="list-style-type: none"> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study. This will instigate discussion and establish any areas that require a recap.</li> </ul> <p><b>Tutor presentation:</b> marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.</p>			
29&30	<b>D2.2:</b> Muscular strength training methods	<p>Muscular strength training methods and their application to a practical context.</p> <ul style="list-style-type: none"> <li>• Principles when training for strength: repetitions and sets, rest periods between sets, low repetitions and high loads, order of exercises to prevent or maximise muscle fatigue.</li> <li>• Methods: pyramid sets.</li> <li>• Equipment: free weights, fixed resistance machines</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor-created questions to discuss muscular strength.</li> <li>• <b>Tutor-led discussion:</b> identify the various types of training methods for muscular strength.</li> <li>• <b>Small group activity:</b> give each group a muscular strength training method to research, including its advantages and disadvantages. Groups rotate and present content to each other.</li> <li>• <b>Tutor presentation:</b> cover the principles of training for strength, FITT, repetitions, sets, rest periods and order of exercises.</li> <li>• <b>Guest speaker:</b> presentation by a fitness instructor, personal trainer or a strength and conditioning coach on all</li> </ul>			C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>aspects of strength training followed by a question and answer session.</p> <p><b>Practical:</b> to be led by the above guest speaker. Opportunity for discussion after session, particularly addressing training programme design, methods, equipment and its advantages and disadvantages. Examples of muscular strength training programmes to be shown.</p>			
31&32	<b>D2.2:</b> Muscular strength training methods	<p>Muscular endurance training methods and their application to a practical context. • Principles when training for endurance: repetitions and sets, rest periods between sets, high repetitions and low loads, order of exercises to prevent muscle fatigue. • Methods: circuit training, fixed resistance machines, free weights. • Equipment: free weights, fixed resistance machines, resistance bands/tubing.</p>	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners are allocated a case study; they are required to demonstrate relevant knowledge, understanding and interpretation of an individual's training requirements by selecting suitable training methods. The case study should cover muscular strength only.</li> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study. This will instigate discussion and establish any key areas that require a recap.</li> </ul> <p><b>Tutor presentation:</b> marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.</p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor-created questions to discuss muscular endurance.</li> <li>• <b>Tutor-led discussion:</b> identify the various types of training methods for muscular endurance.</li> <li>• <b>Tutor presentation:</b> cover the principles of training for strength endurance, FITT, repetitions, sets, rest periods and order of exercises.</li> <li>• <b>Practical:</b> opportunity for learners to see muscular strength training techniques in action. Hold a discussion after session, particularly addressing</li> </ul>	Case study: analyse the case study and apply aspects of strength training	<b>Individual activity:</b> ask learners to summarise key aspects of muscular endurance training. Evidence produced to aid revision.	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			training programme design, methods, equipment and its advantages and disadvantages. Examples of strength endurance training programmes to be shown.			
33&34	<p><b>D2.4:</b> Core stability training methods</p> <p><b>D2.5:</b> Flexibility training methods</p> <p><b>D2.6:</b> Speed training methods</p>	<p>Core stability training methods and their application to a practical context. • Principles. • Methods: pilates, yoga, gym-based exercises (plank, bridge, V-sit). • Equipment: free weights, fixed resistance machines, circuit training, kettle bell training, resistance bands/tubing, stability balls. Flexibility training methods and their application to a practical context. • Principles of flexibility: maintenance, developmental, pre-activity. • Static: active; passive. • Dynamic: proprioceptive neuromuscular facilitation (PNF) technique. • Equipment: towel, belt, band, mat, partner.</p> <p>Speed training methods and their application to a practical context. • Principles of speed training: training thresholds, percentage of heart rate max, recovery period between sets: o hollow sprints o acceleration sprints o interval training o resistance drills – hill runs, parachutes, sleds, bungee ropes. • Equipment: resistance bands/tubes,</p>	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> presentation by a yoga, pilates or a core stability expert, followed by a question and answer session.</li> <li>• <b>Practical:</b> to be led by the above guest speaker. Opportunity for discussion after session, particularly addressing principles, training programme design equipment and its advantages and disadvantages. Examples of core stability training programmes to be shown.</li> </ul> <p><b>Individual activity:</b> ask learners to summarise key aspects of core stability training. Evidence produced to aid revision.</p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor-created questions to discuss flexibility.</li> <li>• <b>Tutor-led discussion:</b> identify the various types of training methods for flexibility.</li> <li>• <b>Tutor presentation:</b> cover the principles of training for flexibility and the range of equipment available. Visual aids/videos to be used where possible.</li> </ul> <p><b>Small group activity:</b> the methods of training for flexibility are to be split between the groups. Learners produce a poster illustrating each of the methods and a selection of stretches. Key points to each flexibility training method are to be highlighted on the poster.</p>		Research agility, balance, co-ordination, power and reaction time training – provide evidence of research	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10



		parachutes, bungee rope, resistance tyres.	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor-created questions to discuss speed.</li> <li>• <b>Tutor-led discussion:</b> identify the various types of training methods for speed.</li> <li>• <b>Tutor presentation:</b> cover the principles of training for speed and the range of equipment available. Visual aid/videos to be used where possible. Here a recap should be included covering training zones and thresholds.</li> </ul> <p><b>Small group activity:</b> the methods of training for speed are to be split between the groups. Learners produce a poster illustrating each of the methods. Key points to each speed training method are to be highlighted on the poster.</p>			
35&36	<p><b>D3.1</b> Agility training methods</p> <p><b>D3.2:</b> Balance training methods</p> <p><b>D3.3:</b> Coordination training methods</p> <p><b>D3.4:</b> Reaction time training methods</p> <p><b>D3.5:</b> Power training methods</p>	<p>Appropriate training methods included in the design of a training programme</p> <p>Agility training methods and their application to a practical context. • Exercises which involve changing the body position quickly and with control: o SAQ (speed, agility, quickness) o sport-specific drills.</p> <p>Balance training methods and their application to a practical context. • Static balance: static balance exercises focus on retaining the centre of mass above the base of support when stationary. • Dynamic balance: focus on retaining the centre of mass above the base of support when moving. • Method:</p>	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor-created questions to discuss balance.</li> <li>• <b>Tutor-led discussion:</b> principles and application to a practical context and equipment.</li> <li>• <b>Small group activity:</b> each group is required to research a selection of balance exercises for a selected sport and demonstrate them to the other learners. Any materials produced are to be shared amongst all learners.</li> </ul> <p><b>Practical:</b> where possible learners should be given the opportunity to take part in an element of practical activity supporting the components, in order to promote further insight and enhance learning.</p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor-created questions to discuss coordination.</li> <li>• <b>Tutor-led discussion:</b> principles and application to a practical context and equipment.</li> </ul>	<p><b>Exam question ( 8 marks)</b> Propose and justify different training methods that meet ..... training needs.</p>	<p>Prepare for practical activity and produce revision resources doe D1-3</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

		<p>using stable and unstable surfaces on which to balance. Coordination training methods and their application to a practical context. • Exercises which involve the use of two or more body parts together:</p> <ul style="list-style-type: none"> <li>o sport-specific activities.</li> </ul> <p>Reaction time training methods and their application to a practical context. • Reaction drills in response to an external stimulus. • Equipment: stopwatch, whistle, visual stimulus, auditory stimulus, reaction ball.</p> <p>Power training methods and their application to a practical context. • Plyometrics: specific to the sport. • Equipment: ladders, cones, jump ropes, medicine ball, hurdles, benches</p>	<ul style="list-style-type: none"> <li>• <b>Small group activity:</b> each group is required to research a selection of coordination exercises for a selected sport and demonstrate them to the other learners. Any materials produced are to be shared amongst all learners.</li> </ul> <p><b>Practical:</b> where possible learners should be given the opportunity to take part in an element of practical activity supporting the components, in order to promote further insight and enhance learning.</p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor-created questions to discuss reaction time.</li> <li>• <b>Practical:</b> learners complete a number of reaction time tests – ruler drop test or online alternatives. This will instigate discussion points.</li> <li>• <b>Tutor-led discussion:</b> principles and application to a practical context and equipment.</li> <li>• <b>Small group activity:</b> each group is required to research a selection of reaction time training methods for a selected sport and demonstrate them to the other learners. Any materials produced are to be shared amongst all learners.</li> </ul> <p><b>Practical:</b> where possible learners should be given the opportunity to take part in an element of practical activity supporting the components, in order to promote further insight and enhance learning.</p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor-created questions to discuss power.</li> <li>• <b>Video/video sharing website clip:</b> featuring power training, plyometrics and sports specific training. There is an abundance of available video clips so</li> </ul>			
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			<p>ensure that you provide an overview of a range of sports.</p> <ul style="list-style-type: none"> <li>• <b>Tutor-led discussion:</b> principles and application to a practical context and equipment.</li> <li>• <b>Small group activity:</b> each group is required to design a plyometrics training session for a selected sport. Any materials produced are to be shared amongst all learners.</li> </ul> <p><b>Practical:</b> where possible learners should be given the opportunity to take part in an element of practical activity supporting the components, in order to promote further insight and enhance learning.</p>			
37&38	D3–D3.5		<p><b>Independent study/revision session:</b> learners to independently gather further research, collate notes from previous lessons and summarise Topics D3–D3.5.</p> <ul style="list-style-type: none"> <li>• As per the set task brief, learners conduct and prepare notes on the following areas:</li> <li>• training methods for different components of fitness</li> <li>• appropriate training activities to meet the needs of a selected individual.</li> <li>• <b>Individual activity:</b> learners are allocated a case study; they are required to demonstrate relevant knowledge, understanding and interpretation of an individual’s training requirements by selecting suitable training methods. The case study should cover the following areas: agility, balance, coordination, reaction time and power.</li> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study.</li> </ul>	¾ test, A1-D3	Research different types of training programmes as the benefits of each.	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>This will instigate discussion and establish any key areas that require a recap.</p> <p><b>Tutor presentation:</b> marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.</p>			
39&40	<p><b>E:</b> Understand training programme design</p> <p><b>E1:</b> Principles of fitness training programming</p>	<p>Be able to design a fitness training programme including all the major components. • Fitness training programme design: o aims – details of what they would like to achieve o objectives – how they intend to meet their aims o personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER) o resources required – facilities and equipment. • Principles of training: FITT principles (frequency, intensity, time and type of exercise used in the exercise sessions), additional principles of training (specificity, overload, progression, reversibility, rest and recovery, adaptation, variation, individual needs). • Periodisation: macrocycle, mesocycle, microcycle.</p>	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> programme design/aims/objectives/goals and specific, measurable, achievable realistic, time-related, exciting and recorded targets/resources.</li> <li>• <b>Tutor-led activity:</b> recap FITT and the principles of training through questions and answers.</li> <li>• <b>Small group activity:</b> provide learners with examples of various aims for training programmes. Learners are required to discuss ideas/activities to meet these specific aims. Findings to be shared with the entire group.</li> </ul> <p><b>Individual activity:</b> learners choose one of the above case study examples and produce an outline of a six-week training plan.</p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> tutor recaps the training programme design.</li> <li>• <b>Paired activity:</b> learners are required to peer assess the six-week plan outline and provide feedback to their partner.</li> </ul> <p><b>Individual activity:</b> learners design a suitable six-week training programme based on the feedback.</p> <ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners use the marking grid to peer assess. Tutor to provide individual feedback once the process is completed.</li> </ul>	<p><b>Exam question (6marks)</b> - Design weeks 1, 3 and 6 of a six-week fitness training programme for.....</p>	<p>Collate resources for revision materials from A1-E</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

			<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> covering justification of the training programme.</li> <li>• <b>Individual activity:</b> learners to produce a written justification of their training programme.</li> </ul> <p><b>Paired activity:</b> learners peer assess the written justification and provide feedback.</p> <ul style="list-style-type: none"> <li>• <b>Individual activity:</b> 'jigsaw technique': each topic area is labelled A, B or C. Learners are allocated one of these letters and thus a topic area. They are required to complete independent research on that area to form a simple factsheet:</li> </ul> <p>Topic areas – periodisation:</p> <ul style="list-style-type: none"> <li>○ macrocycle (Topic A)</li> <li>○ meso cycle (Topic B)</li> <li>○ micro cycle (Topic C).</li> </ul> <p>Once complete learners merge their work with others, e.g., learner A works with learners B and C and teach each other their topics. Factsheets can be photocopied and provided to all learners for revision tools.</p>			
41&42	Topics A, B and C		<ul style="list-style-type: none"> <li>• <b>Independent study/revision session:</b> learners to independently conduct research/prepare notes and revise Topics A and B.</li> <li>• <b>Individual activity/worksheets/case studies:</b> for Topics A and B learners are allocated a case study as per the SAM; they are required to interpret the lifestyle of a selected individual using appropriate screening documentation. They must be able to interpret health monitoring tests of the selected individual using normative data and</li> </ul>	<b>Exam question (14marks)</b> - Justify the fitness training programme that you have designed for	Collate resources for revision materials from A1-E	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>make appropriate recommendations and judgements.</p> <ul style="list-style-type: none"> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study. This will instigate discussion and establish any key areas that require a recap.</li> </ul> <p><b>Tutor presentation:</b> recap marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.</p> <ul style="list-style-type: none"> <li>• <b>Independent study/revision session:</b> learners to independently conduct research/prepare notes and revise Topics C to D2.2.</li> <li>• <b>Individual activity/worksheets/case studies:</b> for Topics C to D2.2 learners are allocated a case study; they are required to demonstrate relevant knowledge, understanding and interpretation of an individual's nutrition and dietary requirements. Learners need to propose relevant nutritional guidance based on the individual's requirements based on Topic C.</li> <li>• <b>Individual activity:</b> learners are allocated a case study; they are required to demonstrate relevant knowledge, understanding and interpretation of an individual's training requirements by selecting suitable training methods. The case study should cover aerobic endurance and muscular strength only.</li> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study. This will instigate discussion and establish any key areas that require a recap.</li> </ul>			
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			<b>Tutor presentation:</b> recap marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.			
43&44	<b>Topics D and E</b>		<ul style="list-style-type: none"> <li>• <b>Independent study/revision session:</b> learners independently conduct research/prepare notes and revise Topic D.</li> <li>• <b>Individual activity/worksheets/case studies:</b> for Topic D learners are allocated a case study; they are required to demonstrate relevant knowledge, understanding and interpretation of an individual's training requirements by selecting suitable training methods covering the remaining components.</li> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study. This will instigate discussion and establish any key areas that require a recap.</li> </ul> <p><b>Tutor presentation:</b> recap marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.</p> <ul style="list-style-type: none"> <li>• <b>Independent study/revision session:</b> learners to independently conduct research/prepare notes and revise Topic E.</li> <li>• <b>Individual activity/worksheets/case studies:</b> for Topic E learners are allocated a case study; they are required to demonstrate relevant knowledge, understanding and interpretation of an individual's training requirements by selecting suitable training methods and design a six-week training programme.</li> </ul>	<a href="file:///E:/2019-2020/Yr13%20SS/Sample-Assessment-Material-Sport-Unit-2-Part-B.pdf">file:///E:/2019-2020/Yr13%20SS/Sample-Assessment-Material-Sport-Unit-2-Part-B.pdf</a>  <b>full exam – 2hr 30mins, 60marks</b>	Collate resources for revision materials from A1-E	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the case study. This will instigate discussion and establish any key areas that require a recap.</li> </ul> <p><b>Tutor presentation:</b> recap marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.</p> <ul style="list-style-type: none"> <li>• <b>Independent study/revision session:</b> learners independently conduct research/prepare notes and revise Topic E.</li> <li>• <b>Individual activity/worksheets/case studies:</b> for Topic E learners use the previous lesson's training programme and justify their chosen methods.</li> <li>• <b>Tutor-led presentation/discussion:</b> embed key areas of the justification. This will instigate discussion and establish any key areas that require a recap.</li> </ul> <p><b>Tutor presentation:</b> recap marking guidance, bands and grade descriptors. Refer to command words and key terms used in assessment.</p>			





