



Malbank PE Department

Quality of Education

Handbook- BTEC SPORT



PE Curriculum Intent

Our intent is to develop the holistic child through a broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth.

Through regular participation in physical activity pupils would be expected to develop character, confidence, resilience and physical literacy, enabling students to make informed choices for lifelong engagement in physical activity. Our curriculum is designed to ensure every child is very much at the centre of all that we do by providing opportunities for their holistic development. We very much see physical activity and school sport as the vehicle through which such skills should be nurtured.

Key Stage 4 Examination Curriculum BTEC

Week	Learning Aim(s)/ Lesson Objective(s)	Teaching and Learning strategies Head Heart Hand	Assessment	Resources
1	<p>Learning Aim.</p> <p>Head</p> <p>Heart</p> <p>Hand</p> <p>A. Know about the components of fitness and the principles of training.</p> <p>Lesson Objective.</p> <p>To know and understand the components of physical fitness</p>	<p>Classroom:</p> <p>Interactive teacher input of the following components. The following components need to be covered:</p> <p>Aerobic Endurance</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Speed</p> <p>Muscular strength</p> <p>Body composition</p> <p>Examples of sporting activities that require each component.</p> <p>Focus on why the fitness components are needed for successful participation</p> <p>Teacher feedback on assessment activities.</p> <p>Practical session focusing on Fitness components in a sport.</p>	<p>Learners can identify the most appropriate components for a variety of sports and discuss reasons why they have selected certain components above others.</p> <p>Devise Mnemonics for remembering the fitness components</p> <p>Learners can rank order the fitness components for a number of sports and discuss reasons for their ranking order.</p>	<p>Learning Aim A – PowerPoint</p> <p>Access to DVD's, appropriate YouTube clips.</p>

<p>2</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>A. Know about the components of fitness and the principles of training.</p> <p>Lesson Objective.</p> <p>To know and understand the components of skill-related fitness</p>	<p>Classroom:</p> <p>Interactive teacher input of the following components. The following components need to be covered:</p> <p>Agility</p> <p>Balance</p> <p>Coordination</p> <p>Power</p> <p>Reaction time</p> <p>Examples of sporting activities that require each component.</p> <p>Focus on why the fitness components are needed for successful participation</p> <p>Teacher feedback on assessment activities.</p> <p>Practical session focusing on Fitness components in a sport.</p>	<p>Learners can identify the most appropriate components for a variety of sports and discuss reasons why they have selected certain components above others.</p> <p>Devise Mnemonics for remembering the fitness components</p> <p>Learners can rank order the fitness components for a number of sports and discuss reasons for their ranking order.</p>	<p>Learning Aim A – PowerPoint</p> <p>Access to DVD's, appropriate YouTube clips.</p>
<p>3</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>A. Know about the components of fitness and the principles of training.</p> <p>Lesson Objective.</p>	<p>Practical.</p> <p>Measuring HR using: Pulse/HR Monitors.</p> <p>Range of sports/fitness activities with a range of intensities (E.g.) Walking to sprinting.</p>	<p>Learner ability to record HR accurately.</p> <p>Group Q and A. Relating HR measurements to different sports activities.</p>	<p>Learning Aim A – PowerPoint</p> <p>Sports Facility (Indoor/Outdoor)</p> <p>Appropriate sports equipment for the activity.</p>

	<p>To know and understand how to determine exercise intensity (Heart Rate)</p>	<p>Target Zones and Training Thresholds</p> <p>Practical applications of the 60-85% Zone.</p> <p>Teacher feedback on Q and A Sessions</p>	<p>Group Q and A. Relating HR measurements to training thresholds and target zones.</p>	<p>HR Monitors (If Available)</p> <p>Target Zones and Training Thresholds Graphic</p>
<p>4</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>A. Know about the components of fitness and the principles of training.</p> <p>Lesson Objective.</p> <p>To know and understand how to determine exercise intensity (Borg Scale)</p>	<p>Practical.</p> <p>Range of sports/fitness activities with a range of intensities (E.g.) Walking to sprinting.</p> <p>Relationship between RPE and HR</p> <p>Teacher feedback on Q and A Sessions.</p>	<p>Learner ability to rate a range of activities using Borg Scale</p> <p>Group Q and A. Relating different measurements to different activities.</p> <p>Group Q and A. Relating TO RPE and HR.</p>	<p>Learning Aim A – PowerPoint</p> <p>Sports Facility (Indoor/Outdoor)</p> <p>Appropriate sports equipment for the activity.</p> <p>Borg Scale Graphic</p>
<p>5</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>A. Know about the components of fitness and the principles of training.</p> <p>Lesson Objective.</p>	<p>Classroom:</p> <p>Interactive teacher input on principles of training. The following principles need to be covered:</p> <p>FITT Principle</p> <p>Progressive Overload</p> <p>Specificity</p>	<p>Learners to design simple exercise programmes taking into account the principles of training.</p> <p>Fictional/real case studies to show a good programme that uses the principles and a poor</p>	<p>Learning Aim A – PowerPoint</p> <p>Sample Assessment Materials</p>

	<p>To know and understand the principles of training</p>	<p>Individual differences</p> <p>Adaptation</p> <p>Reversibility</p> <p>Variation</p> <p>Rest and recovery</p> <p>Examples of the application of each principle to training programmes.</p> <p>Teacher feedback on assessment activities.</p>	<p>programme – learners to identify and describe the strengths/areas to improve for each.</p> <p>Devise Mnemonics for remembering the principles of training.</p> <p>Sample Assessment materials test</p>	
<p>6</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>B. Explore different fitness training methods.</p> <p>Lesson Objective.</p> <p>To know and understand different methods of training</p>	<p>Classroom:</p> <p>Interactive teacher input on training methods. The following methods need to be covered:</p> <p>Warming-up</p> <p>Cooling-Down</p> <p>Flexibility Training</p> <p>Strength, muscular endurance and power training</p> <p>Examples of the application of each training method to sport.</p>	<p>Learners to look at advantages and disadvantages of each training method in groups – Feedback in small groups.</p> <p>Tasks to link principles of training to training methods</p> <p>Group discussion – Most appropriate training methods for different sports.</p> <p>Tasks to link fitness components to training methods.</p>	<p>Learning Aim B – PowerPoint</p> <p>DVD</p> <p>YouTube access</p>

		<p>Linking the principles of training to each training method.</p> <p>Linking fitness components to the appropriate training methods.</p> <p>Teacher feedback on assessment activities.</p>		
<p>7</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>B. Explore different fitness training methods.</p> <p>Lesson Objective.</p> <p>To know and understand different methods of training</p>	<p>Practical:</p> <p>Flexibility Training</p> <p>Free Weights Session</p> <p>Circuit training</p> <p>Plyometrics training</p>	<p>Group Q and A session – Linking classroom work to practical experience.</p>	<p>Indoor Facility</p> <p>Circuit training station equipment</p> <p>Free Weights</p>
<p>8</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>B. Explore different fitness training methods.</p> <p>Lesson Objective.</p>	<p>Classroom:</p> <p>Interactive teacher input on training methods. The following methods need to be covered:</p> <p>Aerobic Endurance Training</p>	<p>Learners to look at advantages and disadvantages of each training method in groups – Feedback in small groups.</p> <p>Tasks to link principles of training to training methods</p>	<p>Learning Aim B – PowerPoint</p> <p>DVD</p> <p>YouTube access</p>

	<p>To know and understand different methods of training</p>	<p>Speed Training</p> <p>Examples of the application of each training method to sport.</p> <p>Linking the principles of training to each training method.</p> <p>Linking fitness components to the appropriate training methods.</p> <p>Teacher feedback on assessment activities.</p>	<p>Group discussion – Most appropriate training methods for different sports.</p> <p>Tasks to link fitness components to training methods</p> <p>Sample Assessment materials test.</p>	<p>Internet Access for research</p> <p>Sample Assessment materials</p>
<p>9</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>B. Explore different fitness training methods.</p> <p>Lesson Objective.</p> <p>To know and understand different methods of training</p>	<p>Practical:</p> <p>Continuous Training</p> <p>Fartlek training</p> <p>Interval Training</p> <p>Hollow Sprints</p> <p>Acceleration sprints</p>	<p>Group Q and A session – Linking classroom work to practical experience.</p>	<p>Outdoor Facility</p>
<p>10</p> <p>Head</p>	<p>Learning Aim.</p>	<p>Classroom:</p>	<p>Group mini presentations on different aspects of lesson content.</p>	<p>Learning Aim C – PowerPoint</p>

<p>Heart</p> <p>Hand</p>	<p>C. Investigate fitness testing to determine fitness levels</p> <p>Lesson Objective.</p> <p>To know and understand fitness testing methods for different components of fitness</p>	<p>Interactive teacher input on fitness tests. The following tests need to be covered:</p> <p>Informed consent</p> <p>Equipment calibration</p> <p>Test methods</p> <p>Test purposes</p> <p>Reliability</p> <p>Validity</p> <p>Practicality</p> <p>Discussion of the need for test accuracy</p>	<p>Development of informed consent forms</p> <p>Guides for calibrating equipment.</p> <p>Test guides produced by each group.</p>	<p>Internet Access for research</p>
<p>11</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>C. Investigate fitness testing to determine fitness levels</p> <p>Lesson Objective.</p> <p>To know and understand fitness testing methods for different components of fitness</p>	<p>Practical:</p> <p>Fitness Tests:</p> <p>Sit and Reach</p> <p>Grip Dynamometer</p> <p>Bleep Test</p> <p>Illinois Agility Run</p> <p>Vertical jump</p>	<p>Group Q and A session – Fitness Test protocols.</p> <p>Groups – Feedback on the importance of fitness testing in sport.</p>	<p>Sit and Reach box</p> <p>Grip Dynamometer</p> <p>Bleep Test CD/App/Tape</p> <p>Stopwatch</p> <p>Cones</p> <p>Tape Measure</p> <p>Chalk</p> <p>Vertical Jump Board</p>
<p>12</p> <p>Head</p>	<p>Learning Aim.</p>	<p>Practical:</p>	<p>Group Q and A session – Fitness Test protocols.</p>	<p>Step platforms</p> <p>Stopwatch</p>

<p>Heart</p> <p>Hand</p>	<p>C. Investigate fitness testing to determine fitness levels</p> <p>Lesson Objective.</p> <p>To know and understand fitness testing methods for different components of fitness</p>	<p>Fitness Tests:</p> <p>Forestry Step Test</p> <p>35m Sprint</p> <p>1 Minute Press-Up/Sit-up</p> <p>Body Mass Index</p> <p>Bioelectrical Impedance Analysis</p> <p>Skinfold Testing</p>		<p>Mats</p> <p>Weighing Scales</p> <p>Height measure</p> <p>BIA Machine</p> <p>Skinfold calipers</p>
<p>13</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>C. Investigate fitness testing to determine fitness levels</p> <p>Lesson Objective.</p> <p>To know and understand how to interpret fitness testing scores.</p>	<p>Classroom:</p> <p>Guide learners towards correct normative data to use.</p> <p>Support learner's interpretation of test results.</p> <p>Suggest relevant strategies to allow learners to improve fitness test results.</p> <p>Link training methods and fitness components to improving fitness test results.</p>	<p>Learners research normative data for fitness tests.</p> <p>Comparison of individual test results to others in the group/year group.</p> <p>Conclusions from fitness test results.</p> <p>Analysis of test results.</p>	<p>Learning Aim C – PowerPoint</p> <p>Internet Access for research</p>
<p>14</p> <p>Head</p>	<p>Learning Aim.</p>	<p>Classroom:</p>	<p>Group work – Each focusing on a different fitness test. Draw up a list of the advantages and</p>	<p>Learning Aim C – PowerPoint</p>

<p>Heart</p>	<p>C. Investigate fitness testing to determine fitness levels</p>	<p>Learner lead independent research and consideration.</p>	<p>disadvantages associated with the test</p>	<p>Internet Access for research</p>
<p>Hand</p>	<p>Lesson Objective.</p> <p>To know and understand the advantages and disadvantages of fitness tests.</p>	<p>The following need to be covered:</p> <p>Advantages and disadvantages of each fitness test</p>	<p>Learner's research and feedback to the group.</p>	
<p>15</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>A, B and C.</p> <p>Lesson Objective.</p> <p>To prepare for the external online test</p>	<p>Classroom:</p> <p>Appropriate Revision Techniques: (E.g.) Mindmapping</p> <p>Support learners through revision activities.</p> <p>Feedback to learners on revision activities.</p>	<p>Revision activity answers and conclusions.</p>	<p>Learning Aim A, B and C – PowerPoint's</p> <p>Internet Access for research</p> <p>Sample assessment materials</p>
<p>16</p> <p>Head</p> <p>Heart</p> <p>Hand</p>	<p>Learning Aim.</p> <p>A, B and C.</p> <p>Lesson Objective.</p>	<p>Classroom:</p> <p>Appropriate Revision Techniques: (E.g.) Mindmapping</p> <p>Support learners through revision activities.</p>	<p>Revision activity answers and conclusions.</p>	<p>Learning Aim A, B and C – PowerPoint's</p> <p>Internet Access for research</p> <p>Sample assessment materials</p>

	To prepare for the external online test	Feedback to learners on revision activities.		
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