



Curriculum Map for BTEC Sport Year 12

YEAR 12	Autumn 1	Autumn 2
<p>Topics</p>	<p>Unit 1 - Anatomy and Physiology Gain knowledge and understanding of the effects of exercise and sports performance on the skeletal system.</p> <p>Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing Examine lifestyle factors (Positive and negative) and their effect on health and well-being.</p>	<p>Unit 1 - Anatomy and Physiology Gain knowledge and understanding of the effects of exercise and sports performance on the muscular system.</p> <p>Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing Understand the screening processes for training programming.</p>
<p>Substantive Knowledge – The Knowledge Taught By The Teacher</p>	<ul style="list-style-type: none"> • Students will learn about the structure and function of the skeletal system. • Students will learn about joints. • Students will learn about the responses of the skeletal system to a single sport or exercise session. • Students will learn about the adaptations of the skeletal system to exercise. • Students will learn about the additional factors that affect the skeletal system. • Students will learn about positive and negative lifestyle factors and their effects on health and wellbeing. • Students will learn about lifestyle modification techniques. 	<ul style="list-style-type: none"> • Students will learn about the characteristics and function of different types of muscles. • Students will learn about the major skeletal muscles of the muscular system. • Students will learn about antagonistic muscle pairs. • Students will learn about the types of skeletal muscle contraction. • Students will learn about fibre types. • Students will learn about the responses of the muscular system to a single sport or exercise session. • Students will learn about the adaptations of the muscular system to exercise. • Students will learn about the additional factors affecting the muscular system. • Students will learn about screening processes. • Students will learn about health monitoring tests and how to interpret the results.
<p>Disciplinary Knowledge – How The Knowledge Will Be Built</p>	<ul style="list-style-type: none"> • Understand how the bones of the skeleton are used in sporting techniques and actions. • Understand how the functions of the skeleton and bone types are used in sporting actions and exercise. 	<ul style="list-style-type: none"> • Understand different types of muscles and their use in sport. • Major skeletal muscles and their combined use in a range of sporting actions.

On and Applied	<ul style="list-style-type: none"> • Understand how joints of the upper and lower skeleton are used in sporting techniques and actions. • The impact of long-term effects of exercise on sports performance. • Understand the impact of the skeletal system on exercise and sports performance and the impact of exercise and sports performance on the skeletal system. • Understand the importance of lifestyle factors in the maintenance of health and well-being. • Understand the factors contributing to an unhealthy lifestyle. • Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours. 	<ul style="list-style-type: none"> • Movement of muscles in antagonistic pairs and their use in a variety of sporting actions. • Understand skeletal muscle contraction in different sporting actions. • Understand fibre type recruitment during exercise and sports performance. • The impact of adaptation of the system on exercise and sports performance. • Understand additional factors affecting the muscular system and their impact on exercise and sports performance. • Be able to interpret the lifestyle of a selected individual using appropriate screening documentation and know when to refer the individual to a doctor. • Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations. • Be able to interpret health monitoring data against health norms and make judgements.
Skills	<ul style="list-style-type: none"> • Use of Tier 3 Language Skills • Working in Groups • Interpersonal Skills • ICT Skills 	<ul style="list-style-type: none"> • Use of Tier 3 Language Skills • Working in Groups • Interpersonal Skills • ICT Skills
Links To Prior Learning	<ul style="list-style-type: none"> • Build upon knowledge from CNAT Sports Science in Years 10 and 11. 	<ul style="list-style-type: none"> • Build upon knowledge from CNAT Sports Science in Years 10 and 11.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Learning objectives and kaleidoscope questions are displayed on the board. • Key words and terms listed. • Numeracy – using data when looking at nutritional values. • Speaking and listening – make a range of contributions to discussions. • Reading – compare, select, read and understand texts. • Writing – write documents. • Key words/definitions and use of recall memory during starter activities. • Use of walking/talking mocks. 	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Learning objectives and kaleidoscope questions are displayed on the board. • Key words and terms listed. • Numeracy – using data when looking at nutritional values. • Speaking and listening – make a range of contributions to discussions. • Reading – compare, select, read and understand texts. • Writing – write documents. • Key words/definitions and use of recall memory during starter activities. • Use of walking/talking mocks.
Cross Curricular	<ul style="list-style-type: none"> • Health and fitness for lifelong learning. • The value of sport to individuals – source of pride. 	<ul style="list-style-type: none"> • Health and fitness for lifelong learning. • The value of sport to individuals – source of pride.

	<ul style="list-style-type: none"> • Values promoted through sport. • Use of local sport facilities as exemplars. 	<ul style="list-style-type: none"> • Values promoted through sport. • Use of local sport facilities as exemplars.
Assessment	<ul style="list-style-type: none"> • Formative Assessment – end of Learning Objective phase tests. 	<ul style="list-style-type: none"> • Formative Assessment – end of Learning Objective phase tests.

YEAR 12	Spring 1	Spring 2
Topics	<p>Unit 1 - Anatomy and Physiology Gain knowledge and understanding of the effects of exercise and sports performance on the respiratory system.</p> <p>Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing Understand programme related nutritional needs.</p>	<p>Unit 1 - Anatomy and Physiology Gain knowledge and understanding of the effects of exercise and sports performance on the cardiovascular and energy systems.</p> <p>Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing Examine training methods for different components of fitness and understand training programme design.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students will learn about the structure of the respiratory system and its function. • Students will learn about lung volumes. • Students will learn about how to control breathing. • Students will learn about the responses and adaptations of the respiratory system to a single sport or exercise session. • Students will learn about the additional factors affecting the respiratory system. • Students will learn about the components of a balanced diet. • Students will learn about the nutritional strategies for individuals taking part in training programmes. 	<ul style="list-style-type: none"> • Students will learn about the structure and function of the cardiovascular system. • Students will learn about the nervous control of the cardiac cycle. • Students will learn about the responses and adaptations of the cardiovascular system to a single sport or exercise session. • Students will learn about the additional factors affecting the cardiovascular system. • Students will learn about the role of ATP in exercise. • Students will learn about the ATP-PC (alactic) system in exercise and sports performance. • Students will learn about the lactate system in exercise and sports performance. • Students will learn about the aerobic system in exercise and sports performance. • Students will learn about the adaptations of the energy system to exercise. • Students will learn about the additional factors affecting the energy systems.

		<ul style="list-style-type: none"> • Students will learn about aerobic and muscular endurance training methods. • Students will learn about muscular strength, core stability, flexibility, speed training, agility, balance, coordination, reaction time and power training methods. • Students will learn about training methods for skill-related fitness components. • Students will learn about training programme design and its principles.
<p>Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied</p>	<ul style="list-style-type: none"> • Understand the function of the respiratory system in response to exercise and sports performance. • Understand the lung volumes and the changes that occur in response to exercise and sports performance. • Understand how breathing rate is controlled in response to exercise and sports performance. • Understand the impact of adaptation of the system on exercise and sports performance. • Understand additional factors affecting the respiratory system and their impact on exercise and sports performance. • Understand common nutritional terminology. • Understand the requirements of a balanced diet. 	<ul style="list-style-type: none"> • Understand the function of the cardiovascular system in response to exercise and sports performance. • Understand the control of the cardiac cycle and how it changes during exercise and sports performance. • The impact of adaptation of the system on exercise and sports performance. • Understand additional factors affecting the cardiovascular system and their impact on exercise and sports performance. • Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance. • Understand the role of the ATP-PC system in energy production for exercise and sports performance. • Understand the role of the lactate system in energy production for exercise and sports performance. • Understand the role of the aerobic energy system in energy production for exercise and sports performance. • The impact of adaptation of the systems on exercise and sports performance. • Understand additional factors affecting the energy systems and their impact on exercise and sports performance. • Understand the components of physical fitness and the application of each component in a fitness training context. • Understand the components of skill-related fitness and the application of each component in a fitness training context.

		<ul style="list-style-type: none"> • Be able to design a fitness training programme including all the major components.
Skills	<ul style="list-style-type: none"> • Use of Tier 3 Language Skills • Working in Groups • Interpersonal Skills • ICT Skills 	<ul style="list-style-type: none"> • Use of Tier 3 Language Skills • Working in Groups • Interpersonal Skills • ICT Skills
Links To Prior Learning	<ul style="list-style-type: none"> • Build upon knowledge from CNAT Sports Science in Years 10 and 11. 	<ul style="list-style-type: none"> • Build upon knowledge from CNAT Sports Science in Years 10 and 11.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Learning objectives and kaleidoscope questions are displayed on the board. • Key words and terms listed. • Numeracy – using data when looking at nutritional values. • Speaking and listening – make a range of contributions to discussions. • Reading – compare, select, read and understand texts. • Writing – write documents. • Key words/definitions and use of recall memory during starter activities. • Use of walking/talking mocks. 	<ul style="list-style-type: none"> • Students utilise various websites and textbooks to support their learning. • Learning objectives and kaleidoscope questions are displayed on the board. • Key words and terms listed. • Numeracy – using data when looking at nutritional values. • Speaking and listening – make a range of contributions to discussions. • Reading – compare, select, read and understand texts. • Writing – write documents. • Key words/definitions and use of recall memory during starter activities. • Use of walking/talking mocks.
Cross Curricular	<ul style="list-style-type: none"> • Health and fitness for lifelong learning. • Food – diet and nutrition. • The value of sport to individuals – source of pride. • Values promoted through sport. • Use of local sport facilities as exemplars. 	<ul style="list-style-type: none"> • Health and fitness for lifelong learning. • Food – diet and nutrition. • The value of sport to individuals – source of pride. • Values promoted through sport. • Use of local sport facilities as exemplars.
Assessment	<ul style="list-style-type: none"> • Formative Assessment – end of Learning objective phase tests. 	<ul style="list-style-type: none"> • Formative Assessment – end of Learning objective phase tests.

YEAR 12	Summer 1	Summer 2
Topics	<p>Unit 1 - Anatomy and Physiology</p> <p>Unit 2 - Fitness Training and Programming for Health, Sport and Wellbeing</p>	<p>Unit 3 - Professional Development</p> <p>Understand the careers and job opportunities in the sports industry.</p>
Substantive Knowledge – The Knowledge	<ul style="list-style-type: none"> • Students to gather all information for revision. • Revise all Learning Objectives. 	<ul style="list-style-type: none"> • Students will learn about the scope and provision of the sports industry. • Students will learn about careers and jobs in the sports industry.

Taught By The Teacher		<ul style="list-style-type: none"> • Students will learn about professional training routes, legislation and skills in the sports industry. • Students will learn about sources of continuing professional development (CPD).
Disciplinary Knowledge – How The Knowledge Will Be Built On and Applied	<ul style="list-style-type: none"> • Students prepare for the exam and controlled assessment: <ul style="list-style-type: none"> - Pre-prepared revision materials - Walking talking mocks - Completing past papers • Self and peer marking papers. 	<ul style="list-style-type: none"> • Students must carry out independent research into two contrasting sport industry pathways to show their understanding of relevant employment opportunities, progression and required knowledge, skills and qualities. • Students will evaluate factors that affect sports provision and employment opportunities. • Students will analyse the sectors, local employers, national employers, and sources of information on careers in sports as well as the definitions of types of employment. • Students will be introduced to the key pathways for careers in sport. • Students will investigate the education pathways, specialist qualifications needed for careers in sport. • Students will analyse higher education, job descriptions and personal specifications as well as developing knowledge of professional bodies – national governing bodies. • Students investigate sources of continued professional development - memberships of professional bodies, and qualifications and the importance of keeping logs of CPD done.
Skills	<ul style="list-style-type: none"> • Exam Preparation 	<ul style="list-style-type: none"> • Effective Writing Skills • Analytical Skills • Research Skills • Interpersonal Skills • ICT Skills
Links To Prior Learning		<ul style="list-style-type: none"> • Build upon knowledge from Years 10 and 11 CNAT Sport Science.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Key words/definitions and their accurate use in written responses. • Use of walking/talking mocks. 	<ul style="list-style-type: none"> • Writing - write documents, including assignments, communicating information, ideas, and opinions, effectively and persuasively. • Reading – compare, select, read, and understand texts and use them to gather information, ideas, arguments and opinions.

		<ul style="list-style-type: none"> • Reading – assignment briefs. • Students utilise various websites and textbooks to support their learning and research.
Cross Curricular		<ul style="list-style-type: none"> • Employability and interview skills. • The value of sport to individuals – source of pride. • Values promoted through sport. • Use of local sport facilities/businesses as exemplars.
Assessment	<ul style="list-style-type: none"> • Summative Assessment – Exam for Unit 1 and Controlled Assessment for Unit 2. 	<ul style="list-style-type: none"> • Summative Assessment – End of Learning Objective assignment.