

Course Outline: Unit 1 Anatomy and Physiology

Year 12

Rationale: Unit 1 Anatomy and Physiology follows the Assessment Objectives from the specification.

Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. For example, an athlete can go from rest to sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time. In order to appreciate how each of these systems function, you will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems. This unit will give you the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study. (Unit 1 Specification).

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	The effects of exercise and sports performance on the skeletal system	Structure of the skeletal system Function of the skeletal system Joints Responses of the skeletal system to a single sport or exercise session. Adaptations of the skeletal system to exercise Additional factors affecting the skeletal system	Past paper questions in lessons and for homework End of Topic Test
	The effects of exercise and sports performance on the muscular system	Characteristics and functions of different types of muscles Major skeletal muscles of the muscular system Antagonistic muscle pairs Types of skeletal muscle contraction Fibre types Responses of the muscular system to a single sport or exercise session. Adaptations of the muscular system to exercise. Additional factors affecting the muscular system.	Past paper questions in lessons and for homework End of topic test
	Half-term		
	The effects of exercise and sports performance on the respiratory system	Structure of the respiratory system Function of the respiratory system Lung volumes Control of breathing Responses of the respiratory system to a single sport or exercise session. Adaptations of the respiratory system to exercise. Additional factors affecting the respiratory system.	Past paper questions in lessons and for homework End of Topic Test

Christmas Holiday			
Spring Term	The effects of exercise and sports performance on the cardiovascular system	Structure of the cardiovascular system Function of the cardiovascular system Nervous control of the cardiac cycle Responses of the cardiovascular system to a single sport or exercise session Adaptations of the cardiovascular system to exercise. Additional factors affecting the cardiovascular system.	Past paper questions in lessons and for homework End of Topic Test
	Half-term		
	The effects of exercise and sports performance on the energy systems	The role of ATP in exercise The ATP-PC (alactic) system in exercise and sports performance. The lactate system in exercise and sports performance The aerobic system in exercise and sports performance Adaptations of the energy system to exercise Additional factors affecting the energy systems.	Past paper questions in lessons and for homework End of Topic Test
Easter Holiday			
Summer Term	Make connections between the body systems.	Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems	Past Paper Questions in lessons and for homework
	Examination mid-May		Externally assessed
	Half-term		
	Start Unit 22 Business in Sport	Start to complete content booklet for Unit 22 Business in Sport.	

Year 12 – BTEC Sport – Unit 3 – Professional Development in the sports industry

Course Outline:

Taught in Year 12 as a compulsory unit exploring job/ career opportunities in the sports industry. Given that BTEC Sport is a vocational qualification, it gives students an insight into career opportunities that could be explored Post-16 given that many of our students will pursue careers and higher education course in this sector. The unit involves researching different career pathways and reflecting on their own skills set and the suitability for different careers.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	A1. Scope and provision of the sports industry	<ul style="list-style-type: none"> Sport and recreation industry data, economic significance, number of jobs Geographical factors Socio economic factors Season factors 	Learning Aim A assignment – presentation based assignment on factors affecting job opportunities and career pathways.
	A2 Careers and jobs in the sports industry	<ul style="list-style-type: none"> Key Pathways Sectors – public, private etc Local/ National employers Sources of information on careers in sport Types of employment – full time/ part time/ fixed term contract/ self employed 	Learning A Assignment (presentation) hand in (for feedback)
	A3 Professional training routes, legislation, skills in the sports industry	<ul style="list-style-type: none"> Career pathways Job descriptions and personal <ul style="list-style-type: none"> specifications 	Final submission of Learning Aim A Assignment (presentation)
Half-term			
Autumn Term	A3 Professional training routes, legislation, skills in the sports industry (continued)	<ul style="list-style-type: none"> Industry standards Safeguarding Subject specific legislation Qualifications and professional bodies 	Learning A Assignment (report) hand in (for feedback)
	A4 Sources of continuing professional development	<ul style="list-style-type: none"> Membership of professional bodies Required updates to professional competencies Career progression training Gaining knowledge and experience through cross sector opportunities 	Final submission of Learning Aim A Assignment (report)
	B1 Personal skills audit for potential careers	<ul style="list-style-type: none"> Interest and accomplishments, qualities, basic skills, experience, qualifications, generic employability skills, specific technical skills SWOT analysis 	Learning Aim B assignment – career audit action plan on a sport specific career
Christmas Holiday			
Spring Term	B2 Planning personal development towards a career in the sports industry	Action planning to include the following: <ul style="list-style-type: none"> Timescales Aims and objectives Careers guidance and support 	Learning B Assignment (Career audit action plan) hand in (for feedback)
	B3 Maintaining a personal portfolio/ record of achievement and experience	<ul style="list-style-type: none"> Educational certificates, sport specific awards, sporting achievements, testimonials, press cuttings, work experience, volunteering 	Final submission of Learning Aim B Assignment (Career audit action plan)
Half-term			

	C1 Job applications	<ul style="list-style-type: none"> • Job advertisements, job analysis, personal specification, application form, CV, and letter of application. 	Learning Aim C – Produce a portfolio ready for a job interview at a leisure centre
Easter Holiday			
Summer Term	C2 Interview and selected career pathway specific skills	<ul style="list-style-type: none"> • Skills required for an interview. 	Learning Aim C – Interview for job in a leisure centre (videoed)
	Half-term		
	D1 Review and evaluation	<ul style="list-style-type: none"> • Individual appraisal of own roles in being interviewed, interviewing and observing. • Review of communication skills • Review of organisational skills • SWOT analysis • Action plan 	<p>Learning Aim D – Evaluation of performance in preparation for, and in the interview.</p> <p>Learning C and D Assignment (portfolio, interview and evaluation) hand in (for feedback)</p> <p>Final submission of Learning Aim C and D Assignment (portfolio, interview and evaluation)</p>



Year 12 – BTEC Sport – Unit 4 Sports Leadership

Course Outline:

Taught in Year 12 as a compulsory unit, learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	A1. Different Leadership Roles	<ul style="list-style-type: none"> Roles required in sport and exercise activities or environments: coach, teacher, trainer, manager, official, first aider Job descriptors of each role: health and safety, rules and regulations implemented, knowledge of rules and tactics 	<i>Ongoing assessment in practical lessons providing feedback of own skills, qualities and characteristics in preparation for Learning Aim C.</i>
	A2 Skills, Qualities, Characteristics and Application	<ul style="list-style-type: none"> Key skills of leaders in sport (confidence, vocal etc) Key qualities of leaders in sport (knowledge of rules and laws, good communication etc) Key characteristics of leaders in sport (committed, patient etc) Application of skills, qualities and characteristics in different roles (coach-demonstration, feedback etc) Effective use of the skills, characteristics and qualities of a leader 	
	Half-term		
	A3 Importance and effective use of skills, qualities and characteristics when leading	Importance of different leadership roles in sport, for example: <ul style="list-style-type: none"> Help athletes reach potential Creating the right conditions Educate participants Ensure rules and regulations and implemented Enthuse and motivate individuals Help reach fitness goals 	Learning Aim A assignment – Report based assignment on the skills, qualities and characteristics of an effective sports leader Learning A Assignment hand in (for feedback)
	B1 Psychological factors that could impact on leadership	External Psychological Factors: <ul style="list-style-type: none"> T1- Team and Task Cohesion T2- Social Loafing and Ringlemann's effect T3- Personalities T4- Motivation and Confidence T5- Anxiety and Arousal 	<i>Ongoing homework tasks (1- 8)</i>
Christmas Holiday			

	B1 Psychological factors that could impact on leadership (continued)	Internal Psychological Factors: <ul style="list-style-type: none"> T6- Attribution, Self- Confidence and Behaviours Importance of Psychological Factors: <ul style="list-style-type: none"> T7- Safety, Environment, Goal/Outcome, Participant Interaction 	Learning B Assignment (Report) hand in (for feedback)
	B2 Leadership and Psychological Factors	<ul style="list-style-type: none"> T8- Leadership Styles (Leadership theories/ forms/ factors) 	Final submission of Learning Aim AB Assignment (Report)
Half-term			
Spring Term	C1 Expectations of Leadership	Effective leadership roles could encompass: <ul style="list-style-type: none"> The confidence to lead an individual or team to a common goal The ability to lead by example etc Expectations of effective leadership in a team: <ul style="list-style-type: none"> Communicate effectively, confident, trustworthy, patience etc 	Learning Aim C – Practical demonstration of leadership style
	C2 Practical skills required for different leadership styles	Practical Skills: <ul style="list-style-type: none"> Transactional, Transformational, Situational Types of effective leadership styles: <ul style="list-style-type: none"> Autocratic, democratic, laissez- faire, transformational, paternalistic 	
	C3 Leading a sport and exercise activity	<ul style="list-style-type: none"> Identification of aims and objectives. Identification of SMARTER (specific, measurable, achievable, realistic, time-related, exciting OR evaluated, recorded OR reviewed) targets. Identification of designated leadership role. Ideal effective leadership. Ideal leadership style. 	
Easter Holiday			
Summer Term	C4 Effectiveness and impact of leadership on a sport and exercise activity	<ul style="list-style-type: none"> Against aims and objectives in plan. Against SMARTER targets. Strengths and areas for improvement. Effective leadership. Against other style leadership. 	Learning Aim C – Evaluation of performance of leadership style (Report) Session Plan, SWOT, Leadership style analysis table, overview action plan
	Half-term		
	C4 Effectiveness and impact of leadership on a sport and exercise activity (continued)	<ul style="list-style-type: none"> Suggestions for future improvement with a clear action plan. 	Learning Aim C – Evaluation of performance of leadership style hand in Report (for feedback) Final submission of Learning Aim C and Assignment (Report)



Rationale: Unit 23 is compulsory unit that begins at the end of Year 12 and continues into Year 13. It is taught in Year 13 as there are 3 other compulsory units taught in Year 12 (two of which are externally examined), students are also able to use their knowledge of unit 4 (Leadership in sport) with certain aspects of the of this assignment.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Summer Term after May half term (Unit 23)	A1. Learning and Performance	Measuring learning/ performance (learning curves) Performance plateau	Learning Aim B assignment – Report of the following topics linked to sporting performers
	A2. Characteristics and classification of skills	Qualities of s skilled performance Types of skill in sport Skill classification including the following: <ul style="list-style-type: none"> • Effects of the environment (open/closed) • Precision and movement (gross/fine) • Distinctiveness of beginning and ending of movement (discrete/serial/continuous) • Timing and pacing (self and externally paced) 	
Autumn Term	A3. Characteristics and classification od abilities	Differences between abilities and skills. Psychomotor abilities Gross Motor abilities Perceptual abilities	Learning Aim B assignment Report of the following topics linked to sporting performers
	Half-term		
	B1. Information Processing models	Simple and expanded models	Learning Aim B assignment Report of the following topics linked to sporting performers Learning A and B Assignment hand in (for feedback)
	B2. Perception	Features of a stimulus that affect perception Individual factors impacting on perception	
	B3 Decision making and reaction time	Factors affecting reaction time and decision making	
B4 Types of feedback	KR/ KP/ continuos/ terminal/ extrinsic/ intrinsic/ positive/ negative		
Christmas Holiday			
Spring Term	Learning Aims A and B	Use feedback provided to update assignment	Final submission of Learning Aims A and B Assignment
	C1. Behaviourist theories	Classical conditioning Operant conditioning (Thorndike’s law)	Learning Aim C Assignment – Presentation on learning theories and stages of learning.
	C2. Cognitive theories	Closed-Loop Open Loop Schema theory	
	C3. Phases of skill	Cognitive/ Associative/ Autonomous phases	
	Half-term		
Learning Aim C	Use feedback provided to update assignment	Learning Aim C Assignment hand in (for feedback)	
D1 Presentation of skills	Analysis of the task Methods of presenting skills to facilitate learning	Final submission of Learning Aim C Assignment	
D2 Types of practice	Factors influencing choice of type of practice Types of practice	Learning Aim D Assignment – Planning and teaching a sports session	

	D3 Styles of teaching	Factors affecting choice of learning style Mosston and Ashworth's (1986) spectrum of learning styles	
	D4 Styles of learning	Visual/ auditory/ kinaesthetic	
	D5 Methods of guidance	Factors influencing the type of guidance chosen. Types of guidance	
Easter Holiday			
Summer Term	Learning Aim D	All content from D1-5	Produce a evaluative report based on the delivery of the sports sessions. Learning Aim D Assignment hand in (for feedback) Final submission of Learning Aim D Assignment
	Half-term		