

Year 13 BTEC Diploma Sport

Subject and Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit to be studied	<p>Teacher 1- Unit 2- Fitness Training and Programming for Health, Sport and Well-being</p> <p>Teacher 2- Unit 3- Professional Development in the Sports Industry</p>		<p>Teacher 1- Unit 2- Fitness Training and Programming for Health, Sport and Well-being</p> <p>Teacher 2- Unit 3- Professional Development in the Sports Industry</p>			
Core Knowledge and skills	<p>Unit 2- Fitness Training and Programming for Health, Sport and Well-being</p> <p>A Examine lifestyle factors and their effect on health and well-being</p> <p>A1 Positive lifestyle factors and their effects on health and well-being</p> <p>A2 Negative lifestyle factors and their effects on health and well-being</p> <p>A3 Lifestyle modification techniques</p> <p>B Understand the screening processes for training programming</p> <p>B1 Screening Processes</p> <p>B2 Health monitoring tests</p> <p>B3 Interpreting the results of health monitoring tests</p> <p>C Understand programme-related nutritional needs</p> <p>C1 Common terminology</p> <p>C2 Components of a balanced diet</p>		<p>Unit 2- Fitness Training and Programming for Health, Sport and Well-being</p> <p>D Examine training methods for different components of fitness</p> <p>D1 Components of fitness to be trained</p> <p>D1.1 Skill-related fitness</p> <p>D2 Training methods for physical fitness-related components</p> <p>D2.1 Aerobic endurance training methods</p> <p>D2.2 Muscular strength training methods</p> <p>D2.3 Muscular endurance training methods</p> <p>D2.4 Core stability training methods</p> <p>D2.5 Flexibility training methods</p> <p>D2.6 Speed training methods</p> <p>D3 Training methods for skill-related fitness components</p> <p>D3.1 Agility training methods</p> <p>D3.2 Balance training methods</p>			

	C3 Nutritional strategies for individuals taking part in training programmes	D3.3 Coordination training methods D3.4 Reaction time training methods D3.5 Power training methods E Understand training programme design E1 Principles of fitness training programme design	
Assessment	Externally set exam by Pearson sat at the beginning of May.		
Assessment for Learning	<ul style="list-style-type: none"> - Low stakes testing through Quizlets/Kahoots throughout lessons - End of Unit tests at the end of each phase - 8 mark written assessment for each topic covered 		
Core Knowledge and skills	Unit 3 Professional Development Learning aim A: Understand the career and job opportunities in the sports industry A1 Scope and provision of the sports industry A2 Careers and jobs in the sports industry A3 Professional training routes, legislation, skills in the sports industry Learning aim B: Explore own skills using a skills audit to inform a career development action plan B1 Personal skills audit for potential careers B2 Planning personal development towards a career in the sports industry B3 Maintaining a personal portfolio/record of achievement and experience	Unit 3 Professional Development Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway C1 Job applications C2 Interviews and selected career pathway-specific skills Learning aim D: Reflect on the recruitment and selection process and your individual performance D1 Review and evaluation D2 Updated SWOT and action plan	
Assessment	Assignments completed in the last two weeks of the half term/term- marked and internally verified according to the internal Assessment Plan		

Assessment for Learning

- Regular low stakes testing through Quizlets/Kahoots throughout lessons
- Routine marking and feedback of key work

Subject and Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit to be studied	Teacher 3- Unit 5- Application of Fitness Testing Teacher 4- Unit 6- Sports Psychology		Teacher 3- Unit 5- Application of Fitness Testing Teacher 4- Unit 6- Sports Psychology			
Core Knowledge and skills	Unit 5- Application of Fitness Testing Learning aim A: Understand the principles of fitness testing A1 Validity of fitness tests A2 Reliability of fitness tests A3 Practicality and suitability of fitness tests A4 Ethical issues associated with fitness screening Learning aim B: Explore fitness tests for different components of fitness B1 Fitness tests to assess components of physical fitness B2 Fitness tests to assess components of skill-related fitness B3 Planning of tests B4 Administration of tests		Unit 5- Application of Fitness Testing Learning aim C: Undertake evaluation and feedback of fitness test results C1 Produce a fitness profile for a selected sports performer C2 Providing feedback to a selected sports performer			
Assessment	Assignments completed in the last two weeks of the half term/term- marked and internally verified according to the internal Assessment Plan					
Assessment for Learning	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work 					

<p>Core Knowledge and skills</p>	<p>Unit 6 Sports Psychology</p> <p>Learning aim A: Understand how personality, motivation and competitive pressure can affect sport performance</p> <p>A1 Personality factors and assessment of personality</p> <p>A2 Motivational factors</p> <p>A3 Arousal – performance relationship theories under competitive pressure</p> <p>A4 Stress, anxiety and sports performance under competitive pressure</p> <p>A5 Self-confidence and sports performance under competitive pressure</p>	<p>Unit 6 Sports Psychology</p> <p>Learning aim B: Examine the impact of group dynamics in team sports and its effect on performance</p> <p>B1 Group processes</p> <p>B2 Cohesion in effective group performance</p> <p>B3 Leadership in creating effective groups</p> <p>B4 Impact of processes, cohesion and leadership on a team and performance</p> <p>B5 Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms</p> <p>Learning aim C: Explore psychological skills training programmes designed to improve performance</p> <p>C1 Psychological skills</p> <p>C2 Designing a psychological skills training programme</p>	
<p>Assessment</p>	<p>Assignments completed in the last two weeks of the half term/term- marked and internally verified according to the internal Assessment Plan</p>		
<p>Assessment for Learning</p>	<ul style="list-style-type: none"> - Regular low stakes testing through Quizlets/Kahoots throughout lessons - Routine marking and feedback of key work 		