

Unit 1

Autumn term		
Topic Outline	Students should know and understand	Students should be able to
Learning aim A: Know about the components of fitness and the principles of training	<p>The components of physical fitness:</p> <ul style="list-style-type: none"> ● aerobic endurance ● muscular endurance ● flexibility ● speed ● muscular strength ● body composition. 	Discuss the components of physical fitness.
	<p>The components of skill-related fitness:</p> <ul style="list-style-type: none"> ● agility ● balance ● coordination ● power ● reaction time ● recognition of fitness components needed for sports performance. 	To link fitness components to sports performance.
	<p>Why fitness components are important for successful participation in given sports in terms of:</p> <ul style="list-style-type: none"> ● being able to successfully meet the physical demands of the sport in order to reach optimal performance ● being able to successfully meet the skill-related demands of the sport in order to reach optimal performance ● being able to perform efficiently ● giving due consideration to the type of event/position played. 	Explain the importance of fitness components for successful sports performance. Drawing on their own experiences.
	<p>Exercise intensity and how it can be determined:</p> <ul style="list-style-type: none"> ● intensity ● know about target zones and training thresholds. ● know that the Borg (1970) Rate of Perceived 	<p>Be able to measure heart rate (HR) and apply HR intensity to fitness training methods</p> <p>Be able to calculate training zones and apply HR max to training: $HR\ max = 220 - age\ (years)$</p>

	<p>Exertion (RPE) Scale can be used as a measure of exercise intensity</p> <ul style="list-style-type: none"> ● know about the relationship between RPE and heart rate where: $RPE \times 10 = HR$ (bpm) 	<p>Be able to calculate 60–85% HR max and know that this is the recommended training zone for cardiovascular health and fitness.</p> <p>Apply of the FITT principles to training methods, regimes and given exercise situations</p> <p>Explore the relationship between HR and the Rate of Perceived Exertion (RPE) Scale</p>
	<p>The basic principles of training (FITT):</p> <ul style="list-style-type: none"> ● frequency: the number of training sessions completed over a period of time, usually per week ● intensity: how hard an individual will train ● time: how long an individual will train for ● type: how an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance. 	<p>Discuss principles of training related to their own sports training and performance.</p> <p>Deliver or participate in the circuit training sessions they have designed.</p>
	<p>Additional principles of training:</p> <ul style="list-style-type: none"> ● progressive overload ● specificity ● individual differences/needs ● adaptation ● reversibility ● variation ● rest and recovery ● application of the principles of training to training methods, regimes and given exercise settings. 	<p>Discuss principles of training related to their own sports training and performance</p> <p>Deliver or participate in the circuit training sessions they have designed. Applying the principles of training to training methods, regimes and given exercise settings.</p>
<p>Learning aim B: Explore different fitness training methods</p>	<p>Requirements for each of the following fitness training methods:</p> <ul style="list-style-type: none"> ● safe, correct use of equipment ● safe, correct use of training technique ● requirements for undertaking the fitness training method ● application of the basic principles of training (FITT) for each fitness training method ● linking each fitness training method to the associated health-related/skill-related component of fitness. 	<p>To undertake and experience a range of different stretches, using different types of flexibility training. (Practical session could include input from a health and fitness instructor/personal trainer.)</p> <p>Demonstrate and explain:</p> <ul style="list-style-type: none"> ● safe, correct use of equipment ● safe, correct use of training technique ● requirements for undertaking the fitness training method

		<ul style="list-style-type: none"> ● application of the basic principles of training (FITT) for each fitness training method ● linking each fitness training method to the associated health-related/skill-related component of fitness.
	<p>Additional requirements for each of the fitness training methods:</p> <ul style="list-style-type: none"> ● advantages/disadvantages ● application of exercise intensity to fitness training methods ● application of principles of training to fitness training methods ● appropriate application of fitness training method(s) for given situation(s) ● appropriate application of fitness training method(s) to given client needs/goals/aims/objectives 	Demonstrate and explain each additional requirement
	<p>Fitness training methods for:</p> <ul style="list-style-type: none"> ● flexibility training: <ul style="list-style-type: none"> ○ static ○ ballistic ○ Proprioceptive Neuromuscular Facilitation (PNF) technique. ● strength, muscular endurance and power: <ul style="list-style-type: none"> ○ circuit training ● aerobic endurance: <ul style="list-style-type: none"> ○ circuit training. ● free weights. ● plyometrics. ● aerobic endurance: <ul style="list-style-type: none"> ○ continuous training ○ fartlek training ○ interval training ○ circuit training. ● speed: <ul style="list-style-type: none"> ○ hollow sprints ○ acceleration sprints ○ interval training. 	<p>Take part and explain each method of training</p> <p>To design their own personal exercise programme, incorporating fitness training method(s) they find enjoyable and that meet personal training goals and needs. Training programme can be implemented and training diary maintained.</p>
Spring term		
Learning aim C: Investigate fitness testing to determine fitness levels	Importance of fitness testing to sports performers and coaches	Review progress with personal exercise programme.

	Requirements for administration of each fitness test	Discuss and explain the requirements of each fitness test
	<p>Fitness test methods for components of fitness</p> <p>Requirements for administration of each fitness test</p> <p>Interpretation of fitness test results:</p> <ul style="list-style-type: none"> ● flexibility: sit and reach test ● strength: grip dynamometer. 	Complete the sit and reach test during lesson time and interpret their results.
	<p>aerobic endurance:</p> <ul style="list-style-type: none"> ● multi-stage fitness test ● definition of VO2 max. 	To complete the test (provided no underlying health concerns) during lesson time and interpret their results (provided it is safe for them to do so).
	<p>aerobic endurance:</p> <ul style="list-style-type: none"> ● forestry step test. 	To complete the test during lesson time and interpret their results.
	<ul style="list-style-type: none"> ● speed: 35m sprint ● speed and agility: Illinois agility run test. 	To complete tests during lesson time and interpret their results.
	<ul style="list-style-type: none"> ● anaerobic power: vertical jump test ● muscular endurance: one-minute press-up test, one-minute sit-up test. 	To complete tests during lesson time and interpret their results.
	<ul style="list-style-type: none"> ● Body Mass Index (BMI) ● Bioelectrical Impedance Analysis (BIA) 	To complete tests during lesson time and interpret their results.
	<ul style="list-style-type: none"> ● skinfold testing. 	Determine percent body fat using the Jackson-Pollock (J-P) nomogram.

Unit 2

Autumn term		
Topic Outline	Students should know and understand	Students should be able to
<p>Learning aim A: understand the rules, regulations and scoring systems for selected sports</p>	<p>Sports example: cricket, hockey, netball, wheelchair, basketball, golf, table tennis, archery, judo, cross-country, running, boccia, fencing, skiing, canoeing, sailing, mountain biking.</p> <p>Rules (or laws): Rules (or laws) as regulated by the National or International Governing Body for the sport.</p> <p>Regulations: For example; relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, etc.).</p>	<p>Explain and follow the rules, regulations and scoring systems for selected sports in a practical environment</p> <p>Categorise a variety of sports into teams/individual/outdoor pursuits.</p> <p>Outline the organisation of a selected sport from grass roots to International Governing Body.</p> <p>Officiate and applying the rules of selected sports (A)</p>
<p>Sport A</p>	<p>Scoring systems: For example, the method of scoring goals or points, method and/or requirements of victory.</p> <p>Application of the rules/laws of sports in different situations: For example, when a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, charging in lead-up to</p>	<p>Summarise the major rules of selected sports</p> <p>summarise the major regulations of selected sports</p> <p>Summarise the methods of scoring and methods of victory for selected sports (A) and for one other sport.</p> <p>Describe the sanctions given and actions taken by a football referee when the following situations occur:</p>

	scoring in basketball, forward pass resulting in a try in rugby.	<ul style="list-style-type: none"> ○ ball out of play ○ player offside ○ bad tackle.
Sport A	<p>Roles of officials: For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, fourth official.</p> <p>Responsibilities of officials: For example, appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals).</p>	<p>To observe officials in action for selected sports and make notes on specific rules each official applies.</p> <p>Explain methods of effective communication for officiating in selected sports (A)</p> <p>Identify the different responsibilities of officials for selected sports (A)</p>
<p>Sport A</p> <p>Assignment 1 Tasks for 2A.P1, 2A.P2, 2A.P3, 2A.M1.</p> <p>Use centre-devised assignment. Alternatively, use the free authorised assignment from www.btec.co.uk/sport2012</p> <p>NB. Assignment not complete until completed for Sport B, as well as Sport A.</p>	Assessment	Provide evidence in the form of a presentation, report, information booklet or video.
Learning aim A: understand the rules, regulations and scoring systems for selected sports	<p>Sports example: cricket, hockey, netball, wheelchair, basketball, golf, table tennis, archery, judo, cross-country, running, boccia, fencing, skiing, canoeing, sailing, mountain biking.</p> <p>Rules (or laws): Rules (or laws) as regulated by the National or</p>	<p>Explain and follow the rules, regulations and scoring systems for selected sports (A) in a practical environment</p> <p>Categorise a variety of sports into teams/individual/outdoor pursuits.</p>

	<p>International Governing Body for the sport.</p> <p>Regulations: For example; relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, etc.).</p>	<p>Outline the organisation of a selected sport from grass roots to International Governing Body.</p> <p>Officiate and applying the rules of selected sports (B)</p>
Sport B	<p>Scoring systems: For example, the method of scoring goals or points, method and/or requirements of victory.</p> <p>Application of the rules/laws of sports in different situations: For example, when a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, charging in lead-up to scoring in basketball, forward pass resulting in a try in rugby.</p>	<p>Summarise the major rules of selected sports</p> <p>summarise the major regulations of selected sports (B)</p> <p>Summarise the methods of scoring and methods of victory for selected sports (B) and for one other sport.</p> <p>Describe the sanctions given and actions taken by a football referee when the following situations occur:</p> <ul style="list-style-type: none"> o ball out of play o player offside o bad tackle.
Sport B	<p>Roles of officials: For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, fourth official.</p> <p>Responsibilities of officials: For example, appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players),</p>	<p>To observe officials in action for selected sports and make notes on specific rules each official applies.</p> <p>Explain methods of effective communication for officiating in selected sports (B)</p> <p>Identify the different responsibilities of officials for selected sports (B)</p>

	fair play, use of technology, effective communication (voice, whistle, signals).	
Sport B Assignment 2 Tasks for 2A.P1, 2A.P2, 2A.P3, 2A.M1 and 2A.D1. Use centre-devised assignment. Alternatively, use the free authorised assignment available from www.btec.co.uk/sport2012	Assessment	Provide evidence in the form of a presentation, report or information booklet or video.
Spring term		
Topic Outline	Students should know and understand	Students should be able to
Sport A Learning aim B: practically demonstrate skills, techniques and tactics in selected sports	Technical demands: For example, continuous skills (such as running), serial skills (such as a high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, interaction, etc. Relevant skills and techniques: The skills and techniques relevant to the selected sport and practice. Safe and appropriate participation: For example, demonstration of skills, techniques and tactics within a controlled environment, no competition, drills, set plays	List the skills needed for three different sports, and whether each skill is discrete, serial or continuous. Summarise two technical demands of this sport, describing the skills and techniques needed to meet these technical demands.
	Tactical demands: For example, decision-making, defending and attacking, choice and use of shots or strokes, variation, conditions, use of space. Relevant tactics: The tactics relevant to the selected sport and practice/situation. Safe and appropriate participation: For example, demonstration of skills, techniques and tactics within a controlled environment, no	Provide a summary of two attacking tactics and two defending tactics for selected sports (A)

	competition, drills, set plays	
	<p>Effective use of skills and techniques, and the correct application of each component:</p> <p>For example, rugby conversion, including head position, body position, placement of kicking/non-kicking foot, connection with the ball.</p> <p>Effective use of skills, techniques and tactics:</p> <p>The use of skills and techniques within conditioned and competitive situations, effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Isolated practices:</p> <p>For example, skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.</p>	<p>Demonstrate their ability to apply the skills, techniques and tactics of selected sports effectively. (A)</p> <p>Summarise one isolated practice and one conditioned practice that could be used to help KS3 PE students learn in selected sports. (A)</p>
	<p>Conditioned practices:</p> <p>For example, small-sided games, a limited number of touches, a set numbers of defenders or attackers.</p> <p>Competitive situations:</p> <p>For example, full-sided games, with appropriate opposition, with match officials</p>	
<p>Sport A</p> <p>Assignment 3 Tasks for 2B.P4, 2B.P5 and 2B.M2.</p> <p>Use centre-devised assignment. Alternatively, use the free authorised assignment from www.btec.co.uk/sport2012</p> <p><i>NB. Criteria cannot be achieved in full until assignment for Sport B has also been completed</i></p>	<p>Assessment: learners to be assessed in each of the areas and assessor to make a valid judgement on each learner's performance within each situation.</p> <ul style="list-style-type: none"> • This session should be visually recorded. 	<p>Provide a video of each area</p>

	<p>Relevant skills and techniques: The skills and techniques relevant to the selected sport and practice.</p> <p>Safe and appropriate participation: For example, demonstration of skills, techniques and tactics within a controlled environment, no competition, drills, set plays</p>	<p>Summarise two technical demands of this sport, describing the skills and techniques needed to meet these technical demands.</p>
	<p>Tactical demands: For example, decision-making, defending and attacking, choice and use of shots or strokes, variation, conditions, use of space.</p> <p>Relevant tactics: The tactics relevant to the selected sport and practice/situation.</p> <p>Safe and appropriate participation: For example, demonstration of skills, techniques and tactics within a controlled environment, no competition, drills, set plays</p>	<p>Provide a summary of two attacking tactics and two defending tactics for selected sports (B)</p>
	<p>Effective use of skills and techniques, and the correct application of each component:</p> <p>For example, rugby conversion, including head position, body position, placement of kicking/non-kicking foot, connection with the ball.</p> <p>Effective use of skills, techniques and tactics:</p> <p>The use of skills and techniques within conditioned and competitive situations, effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p>Isolated practices: For example, skills and techniques demonstrated</p>	<p>Demonstrate their ability to apply the skills, techniques and tactics of selected sports effectively. (B)</p> <p>Summarise one isolated practice and one conditioned practice that could be used to help KS3 PE students learn in selected sports. (B)</p>

	independently without any pressure or external forces, completed successfully and without fault.	
	<p>Conditioned practices: For example, small-sided games, a limited number of touches, a set numbers of defenders or attackers.</p> <p>Competitive situations: For example, full-sided games, with appropriate opposition, with match officials</p>	
<p>Sport B Assignment 5 Tasks for 2B.P4, 2B.P5, 2B.M2 Use centre-devised assignment. Alternatively, use the free authorised assignment from www.btec.co.uk/sport2012</p>	Assessment	<p>learners assessed in each of the areas. Assessor to make valid judgement on their performance within each situation.</p> <p>This session should be visually recorded.</p>
<p>Sport B Assignment 6 Task for 2C.P6, 2C.P7, 2C.M3, 2C.D2 Use centre-devised assignment. Alternatively, use the free authorised assignment from www.btec.co.uk/sport2012</p>	Assessment	<p>Observe their performance from Lesson 10 and use an observation checklist to assess their own performance</p>