

<p>Y9 BTEC HT1</p>	<p>UNIT 1 – Fitness for Sport & Exercise</p> <p>Learning aim A: Know about the components of fitness and the principles of training</p> <p>Topic A.1 Components of physical fitness</p> <p>Topic A.2 Components of skill-related fitness</p> <p>Topic A.3 Why fitness components are important for successful participation in given sports</p> <p>Topic A.4 Exercise intensity and how it can be determined</p> <p>Topic A.5 The basic principles of training (FITT)</p> <p>Topic A.6 Additional principles of training</p>
<p>Y9 BTEC HT2</p>	<p>UNIT 1 – Fitness for Sport & Exercise</p> <p>Learning aim B: Explore different fitness training methods</p> <p>Topic B.1 Requirements of fitness training methods.</p> <p>Topic B.3 Fitness training methods for;</p> <p>Flexibility training</p> <p>Strength, muscular endurance and power training</p> <p>Aerobic endurance training</p> <p>Speed training</p> <p>Learning aim C: Investigate fitness testing to determine fitness levels</p> <p>Topic C.1 Fitness test methods for components of fitness (flexibility, strength, aerobic endurance, speed, speed and agility, anaerobic power, muscular endurance, body composition.</p> <p>Topic C.3 Requirements for administration of each fitness test</p>

<p>Y9 BTEC HT3</p>	<p>UNIT 2 - Practical Performance in Sport (SPORT 1)</p> <p>Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports</p> <p>SPORT 1</p> <p>Topic B.1 Components of physical fitness</p> <p>Topic B.2 Technical demands</p> <p>Topic B.3 Tactical demands</p> <p>Topic B.4 Safe and appropriate participation</p> <p>Topic B.5 Relevant skills and techniques</p> <p>Topic B.6 Relevant tactics</p> <p>Topic B.7 Effective use of skills and techniques, and the correct application of each component</p> <p>Topic B.8 Effective use of skills, techniques and tactics</p> <p>Topic B.9 Isolated practices</p> <p>Topic B.10 Conditioned practices</p> <p>Topic B.11 Competitive situations</p>	<p>2B.P4 Describe the components of fitness and technical and tactical demands of two selected sports.</p> <p>2B.P5 Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</p> <p>2B.M2 Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</p>
<p>Y9 HT4</p>	<p>UNIT 2 - Practical Performance in Sport (SPORT 2)</p> <p>Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports</p> <p>Topic B.1 Components of physical fitness</p> <p>Topic B.2 Technical demands</p>	<p>2B.P4 Describe the components of fitness and technical and tactical demands of two selected sports.</p> <p>2B.P5 Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices.</p> <p>2B.M2 Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</p>

	<p>Topic B.3 Tactical demands</p> <p>Topic B.4 Safe and appropriate participation</p> <p>Topic B.5 Relevant skills and techniques</p> <p>Topic B.6 Relevant tactics</p> <p>Topic B.7 Effective use of skills and techniques, and the correct application of each component</p> <p>Topic B.8 Effective use of skills, techniques and tactics</p> <p>Topic B.9 Isolated practices</p> <p>Topic B.10 Conditioned practices</p> <p>Topic B.11 Competitive situations</p>	
<p>Y9 BTEC HT5</p>	<p>COACHING QUALIFICATION 1</p> <p>Tennis Leaders with SSCO David Wise</p>	
<p>Y9 BTEC HT5</p>	<p>UNIT 2 – Practical Performance in Sport (SPORT 1)</p> <p>Learning aim A: Understand the rules, regulations and scoring systems for selected sports</p> <p>Topic A.1 Rules (or laws)</p> <p>Topic A.2 Regulations</p> <p>Topic A.3 Scoring systems</p> <p>Topic A.4 Application of the rules/laws of sports in different situations</p> <p>Topic A.5 Sports</p> <p>Topic A.6 Roles of officials</p>	<p>2A.P1 Describe the rules, regulations and scoring systems of two selected sports.</p> <p>2A.P2 Apply the rules of a selected sport in four specific situations.</p> <p>2A.P3 Describe the roles and responsibilities of officials from two selected sports.</p> <p>2A.M1 For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</p> <p>2A.D1 Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid</p>

	Topic A.7 Responsibilities of officials	recommendations for improvement to the application of rules, regulations and scoring systems for each sport.
Y9 BTEC HT6	<p>UNIT 2 – Practical Performance in Sport (SPORT 2)</p> <p>Learning aim A: Understand the rules, regulations and scoring systems for selected sports</p> <p>Topic A.1 Rules (or laws)</p> <p>Topic A.2 Regulations</p> <p>Topic A.3 Scoring systems</p> <p>Topic A.4 Application of the rules/laws of sports in different situations</p> <p>Topic A.5 Sports</p> <p>Topic A.6 Roles of officials</p> <p>Topic A.7 Responsibilities of officials</p>	<p>2A.P1 Describe the rules, regulations and scoring systems of two selected sports.</p> <p>2A.P2 Apply the rules of a selected sport in four specific situations.</p> <p>2A.P3 Describe the roles and responsibilities of officials from two selected sports.</p> <p>2A.M1 For each of two selected sports, explain the role and responsibilities of officials and the application of rules, regulations and scoring systems.</p> <p>2A.D1 Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport.</p>
Y10 HT1	<p>UNIT 1 – Fitness for Sport & Exercise</p> <p>Learning aim A: Know about the components of fitness and the principles of training</p> <p>Topic A.1 Components of physical fitness</p> <p>Topic A.2 Components of skill-related fitness</p> <p>Topic A.3 Why fitness components are important for successful participation in given sports</p>	

	<p>Topic A.4 Exercise intensity and how it can be determined</p> <p>Topic A.5 The basic principles of training (FITT)</p> <p>Topic A.6 Additional principles of training</p>
<p>Y10</p> <p>HT2</p>	<p>UNIT 1 – Fitness for Sport & Exercise</p> <p>Learning aim B: Explore different fitness training methods</p> <p>Topic B.1 Requirements of fitness training methods.</p> <p>Topic B.2 Additional requirements for each of the fitness training methods</p> <p>Topic B.3 Fitness training methods for;</p> <p>Flexibility training</p> <p>Strength, muscular endurance and power training</p> <p>Aerobic endurance training</p> <p>Speed training</p>
<p>Y10</p> <p>HT3</p>	<p>UNIT 1 – Fitness for Sport & Exercise</p> <p>Learning aim C: Investigate fitness testing to determine fitness levels</p> <p>Topic C.1 Fitness test methods for components of fitness (flexibility, strength, aerobic endurance, speed, speed and agility, anaerobic power, muscular endurance, body composition.</p> <p>Topic C.2 Importance of fitness testing to sports performers and coaches</p> <p>Topic C.3 Requirements for administration of each fitness test</p>

Topic C.4 Interpretation of fitness test results

BTEC SPORT - UNIT 1 EXAM .

<p>Y10 HT4</p>	<p>UNIT 2 - Practical Performance in Sport</p> <p>Learning aim C: Be able to review sports performance (Sport 1 & 2)</p> <p>Topic C.1 Observation checklist</p> <p>Topic C.2 Review performance</p>	<p>2C.P6 Independently produce an observation checklist that can be used effectively to review own performance in two selected sports.</p> <p>2C.P7 Review own performance in two selected sports, describing strengths and areas for improvement.</p> <p>2C.M3 Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.</p> <p>2C.D2 Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.</p>
<p>Y10 HT5</p>	<p>UNIT 6 – Leading Sports Activities</p> <p>Learning aim A: Know the attributes associated with successful sports leadership</p> <p>Topic A.1: Sports Leaders</p> <p>Topic A.2: Attributes</p> <p>Topic A.3: Responsibilities</p>	<p>2A.P1 Describe, using relevant examples, the attributes required for, and responsibilities of, sports leadership.</p> <p>2A.M1 Explain the attributes required for, and responsibilities of, sports leadership.</p> <p>2A.P2 Describe the attributes of two selected successful sports leaders.</p> <p>2A.M2 Evaluate the attributes of two successful sports leaders.</p> <p>2A.D1 Compare and contrast the attributes of two successful sports leaders.</p>

<p>Y10 HT6</p>	<p>UNIT 6 – Leading Sports Activities</p> <p>Learning aim B: Undertake the planning and leading of sports activities</p> <p>Learning aim B: Undertake the planning and leading of sports activities</p> <p>Topic B.1: Sports activities</p> <p>Topic B.2: Plan</p> <p>Topic B.3: Lead</p> <p>Topic B.4: Measures of success</p>	<p>2B.P3 Plan two selected sports activities.</p> <p>2B.M3 Justify the choice of activities within the sports activity plan.</p> <p>2B.P4 Independently lead a sports activity session.</p> <p>2B.M4 Lead a successful sports activity session.</p>
<p>Y11 HT1</p>	<p>UNIT 6 – Leading Sports Activities</p> <p>Learning aim B: Undertake the planning and leading of sports activities</p> <p>Topic B.1: Sports activities</p> <p>Topic B.2: Plan</p> <p>Topic B.3: Lead</p> <p>Topic B.4: Measures of success</p> <p>Learning aim C: Review the planning and leading of sports activities</p> <p>Topic C.1: Review</p> <p>Topic C.2: Targets for development</p>	<p>2B.P4 Independently lead a sports activity session.</p> <p>2B.M4 Lead a successful sports activity session.</p> <p>2C.P5 Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader.</p> <p>2C.M5 Explain targets for future development as a sports leader, including a personal development plan.</p> <p>2C.D2 Justify targets for future development as a sports leader and activities within the personal development plan.</p>

<p>Y11 HT2</p>	<p>UNIT 3 - Applying the Principles of Training</p> <p>Learning aim A: Design a personal fitness training programme</p> <p>Topic A.1 Personal information to aid training programme design</p> <p>Topic A.2 Programme design</p> <p>Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</p> <p>Learners should know features of the musculoskeletal system and cardiovascular system sufficient to understand the short term effects of exercise.</p> <p>Topic B.1 Musculoskeletal system</p> <p>Topic B.2 Cardiorespiratory system</p>	<p>2A.P1 Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information.</p> <p>2A.M1 Design a safe six-week personal fitness training programme to meet an activity/sport goal which meets the needs of the individual, showing creativity in the design.</p> <p>2A.D1 Justify the training programme design, explaining links to personal information.</p> <p>2B.P2 Describe the structure and function of the musculoskeletal and cardiorespiratory systems</p> <p>2B.P3 Summarise the short term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme</p> <p>2B.M2 Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme</p>
<p>Y11 HT3</p>	<p>Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p>Topic C.1 Safely implement a personal fitness training programme</p> <p>Topic C.2 Training diary for each session recording</p> <p>Topic C.3 Measures for success</p>	<p>2C.P4 Safely implement a six week personal fitness training programme, maintaining a training diary.</p> <p>2C.M3 Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session.</p>

				<p>2C.D2 Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress.</p>			
<p>Y11 HT4</p>	<p>Learning aim D: Review a personal fitness training programme</p> <p>Topic D.1 Review programme Review, including short term physiological effects, improvements as a result of the programme to meet the activity/sport goal.</p>			<p>2D.P5 Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths and areas for improvement.</p> <p>2D.M4 Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance.</p> <p>2D.D3 Fully explain the results, strengths and improvements for the training programme, justifying recommendations for future training and performance.</p>			
<p>UNIT 1 – Fitness for Sport & Exercise</p>		<p>UNIT 2 – Practical Performance in Sport</p>		<p>UNIT 3 – Applying the Principles of Personal Training</p>		<p>UNIT 6 – Leading Sports Activities</p>	
<p>A know about the components of fitness and the principles of training</p>		<p>A understand the rules, regulations and scoring systems for selected sports</p>		<p>A design a personal fitness training programme</p>		<p>A know the attributes associated with successful sports leadership</p>	
<p>B explore different fitness training methods</p>		<p>B practically demonstrate skills, techniques and tactics in selected sports</p>		<p>B know about the musculoskeletal system and cardiorespiratory system and the</p>		<p>B undertake the planning and leading of sports activities</p>	

		effects on the body during fitness training	
C investigate fitness testing to determine fitness levels.	C be able to review sports performance.	C implement a self-designed personal fitness training programme to achieve own goals and objectives	C review the planning and leading of sports activities.
		D review a personal fitness training programme.	
EXAM – 60 marks (25%)	Internal – 3 Assignments (25%)	Internal Synoptic – 4 Assignments (25%)	Internal – 3 Assignments (25%)