Level 1/2 BTEC First Award in Sport

Year Group 10

Half Term 1 – Unit 1: Fitness for Sport and Exercise

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| Number of Hours | Topic |
| 1 | Introduction to the BTEC Level 1/2 First Award in Sport |
| 1 | Components of Fitness – Aerobic Endurance, Muscular Endurance, Flexibility |
| 1 | Components of Fitness – Flexibility, Speed, Muscular Strength |
| 1 | Skill-Related Components of Fitness – Agility, Balance, Co-ordination |
| 1 | Skill-Related Components of Fitness – Power, Reaction Time |
| 1 | Exercise Intensity – Heart Rate, |
| 1 | Exercise Intensity – The Borg Scale (RPE) and training zones |
| 1 | Principles of training 1 – the FITT principle |
| 1 | Principles of training 2 – Specificity and progressive overload |
| 1 | Principles of training 3 – Individual differences and lifestyle factors |
| 1 | Principles of training 4 – Adaptation and Reversibility |
| 1 | Principles of training 5 - Variation |
| 1 | Warm up and cool down procedures |
| 1 | Circuit Training |
| 1 | Continuous training and Fartlek Training |
| * Suggested order of teaching as outlined in the BTEC First Award Specification by Pearson * A knowledge and understanding of these topics is required to aid the learning of the topics in half term 2. * A knowledge and understanding of components of fitness is necessary in order to make links with exercise intensity, and how these components of fitness can be improved. * There is opportunity for retrieval practice in lessons due to this order of teaching. For example, Skill-related components of fitness is taught after health-related components of fitness, and lots of links can be made between these topics. * Similarly, a knowledge of how to explain that components of fitness possitively effect performance will aid pupils when they learn skill-related components of fitness. * A knowledge and understanding of these topics is required to aid the learning of the topics in Unit 2 and 3. * A knowledge and understanding of principles of training is necessary in order to fully understand training methods. It is important for pupils to be   able to make links between both topics. During training methods in pupils are required to know how the principles of training  are applied to the delivery of different training methods. Therefore, the delivery of training principles is essential, before pupils learn the content  associated with training methods. Suggested order of teaching as outlined in the BTEC First Award Specification by Pearson   * A knowledge and understanding of principles of training is necessary in order to fully understand training methods. It is important for pupils to be   able to make links between both topics. During training methods, pupils are required to know how the principles of training are applied to the  delivery of different training methods. Therefore, the delivery of training principles is essential, before pupils learn the content associated with  training methods.   * Lessons 8-12 cover which principles of training need to be considered when planning a training programme, so links between each lesson will be made in each lesson that covers which principles have already been covered. For example, when pupils learn about adaptation and reversibilty, it is important that they first learn about progressive overload to set the context and to also aid their understanding. If athletes do not adhere to the principle of progressive overload properly, they increase their chance of getting injured and therefore halting any fitness gains that may have occurred, which is the principle of reversibility. In addition, if athletes do not make training harder (as they will learn about during progressive overload) they are less likely to experience muscular adaptation, and therefore are less likely to make progress during their training programme. Hence, the reason for teaching about progressive overload prior to reversibilty and adaptation. This is because incorporating progressive overload into a training programme directly impacts upon adaptation, and if it is not incorporated properly, it increases the likelihood of reversibility. This links to Unit 3 studied in term 6 and 7 and will support Unit 2 in half term 4. | |

Half Term 2 – Unit 1: Unit 1: Fitness for Sport and Exercise

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| Number of Hours | Topic |
| 1 | Interval Training and Speed Training methods |
| 1 | Plyometric Training |
| 1 | Flexibility Training |
| 1 | Weight Training |
| 1 | Fitness Testing: Importance to sports performers and coaches |
| 1 | Fitness Testing: Issues, validity and reliability |
| 1 | Fitness tests: Skin fold testing, Body Mass Index (BMI) and bioelectrical impedance analysis |
| 1 | Fitness Tests: Muscular Endurance (abdominal and upper body) |
| 1 | Fitness Tests: 35m Sprint Test and Illinois Agility Test |
| 1 | Fitness Tests: Multi-Stage Fitness Test and Forestry Step Test |
| 1 | Fitness Tests: Vertical Jump Test, Grip Dynamometer and Sit and Reach Test |
| 5 | Revision of Unit 1 topics prior to external examination |
| Reasons behind order of topic in this half term | |
| * Suggested order of teaching as outlined in the BTEC First Award Specification by Pearson * This order of the methods of training allows for substantial retrieval practice when learning about each new method of training. For example, continuous training and fartlek training both have some similarities in the fact that athletes may work aerobically in both. However, Fartlek training will also require pupils to work anaerobically as well, which is different to what an athlete would do in continous training. Therefore, opportunity for retrieval practice between these two lessons is substantial, as pupils can re-visit the facts learned about continuous training, when they begin learning about Fartlek training, and the similarities and differences between the two. * In addition, interval training is taught after fartlek training, which again allows for some retrieval practice as the similarity between the two is that athletes will be required to work anaerobically at points in both methods. Both methods have distinct differences however, with fartlek training being more appropriate for games players, and interval training being more appropriate for explosive power athletes. Hence, the order of teaching allows for retrieval practices from the lesson before, due to both having similarities but also clear differences to draw upon. Plyometric training, which is taught after interval training, is also appropriate for athletes who require power, just like interval training. Hence, it is taught after interval training. * Pupils can draw upon knowledge learned in previous lessons as procedures of some tests have similarities. Likewise, there are other opportunities for retrieval practice when pupils analyse the reliability and validity of each test, as there will be scope for comparison between tests. For example, when pupils carry out the 35m sprint test and illinois agility test, they will look at issues surrounding validity and reliability of these tests, which will have been learned two weeks’ prior to this. * Pupils will learn about the importance of fitness testing to sports performers and coaches in theirn first lesson of this unit, so that the lesson they do on fitness testing thereafter have more context and meaning. These tests will also have more relevance as pupils will be aware of the importance of gaining accurate results from them. * Revision of all Unit 1 topics prior to the external examination. | |

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Half Term 3 – Unit 1:

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| Number of Hours | Topic |
| 12 | Revision of unit 1 topics prior to external examination |
| Reasons behind order of topic in this half term | |
| Pupils will revise all topics covered over the full year. These will be taught in a random order, since there is no set order to which the questions will be asked in the exam. Pupils will revise aspects of multiple topics in the same lesson to enure comprehensive revision opportunities in every lesson.  Pupils will also learn about exam technique and will revisit the importance of ‘command’ words. Again, this content will be inherent throughout each lesson so that pupils have extensive opportunity to practice this. | |

Half Term 4 – Unit 2: Practical sports performance

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| Number of Hours | Topic |
| 1 | Practical Sport: Rules and regulations in Badminton lesson 1 |
| 1 | Practical Sport: Rules and regulations in Badminton lesson 1 – Applying the rules as an umpire |
| 1 | Practical Sport: Umpiring video evidence. Learning aim A - Applying 4 scenarios as an official for pass task for Assignment 1 |
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| 1 | Practical Sport: Umpiring video evidence. Learning aim A - Applying 4 scenarios as an official for pass task for Assignment 1 |
| 1 | Practical Sport: Rules and regulations of Netball |
| 1 | Practical Sport: Rules and regulations of Netball – Assignment 1, Learning aim A, introduction for Pass Task 1 |
| 2 | Practical Sport: Rules and regulations of Netball – Assignment 1 Learning aim A, write-up |
| * Order of teaching follows the order of suggested assignment briefs set out by Pearson. * Pupils are to complete an assignment that requires them to write about the rules and regulations of Badminton. They therefore have to complete a practical lesson about this before they add to their work. * For the first pass task for Assignment 1, they have to apply four scenarios in a game, whilst acting as the official. Therefore, in the next few lessons, pupils have to be gain video evidence of them taking on the role of an official, and implementing four rules. This takes multiple lessons, as all pupils in the cohort need to accrue video evidence. They need to complete all of this before moving onto the second part of their assignment, hence the order of teaching. * Order of teaching follows the order of suggested assignment briefs set out by Pearson. * Pupils are to complete an assignment that requires them to write about the rules and regulations of Netball. They will have approximately three lessons where they can add this to their assignment using computers. * Pupils will then have enough knowledge to complete Assignment 1: learning aim A, and will continue to adding to their assignment at home. * Pupils will then start accruing video evidence for Assignment 1: learning aim B, where they will perform Netball drills in isolated practices, conditioned practices, and competitive games. This will take a few lessons (approximately 4 learning hours) due to the substantial video evidence that needs to be collated. Pupils’ performance in competitive games will be improved after they have done isolated practices and conditioned games, hence the order of teaching during this half term. * Pupils will perform footwork drills and chest and shoulder passing drills first since these are the skills that are most widely performed throughout other practices and in games. Retrieval of these skills first allows for a more polished perfomance throughout other drills when pupils are being recorded. Pupils will then practice dodging, double-dodging and moving into space as these skills reflect the movements made when getting free from a defender througout conditioned practices and competitve games, which pupils will be progressing towards in the next lesson. Therefore, there is opportunity for retrieval practices as pupils will have to consolidate their ability to dodge, as well as use appropriate passing and footwork when moving onto conditioned practices and games. | |

Half Term 5 – Unit 2: Practical sports performance

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| Number of hours | Topic |
| 2 | Practical sport: Video evidence of pupils performing in isolated practices in Netball – Learning aim B, level 1 pass task |
| 2 | Practical sport: Video evidence of pupils performing in conditioned practices in Netball – Learning Aim B, level 2 pass task |
| 1 | Practical sport: Video of evidence of pupils pefforming in competitive practices in Netball - Learning aim B, level 2 merit task |
| 1 | Production of poster to accompany video evidence – explanation of technical aspects shown in videos. |
| 1 | Practical Sport performance of Badminton – Assignment 1, learning aim B |
| 1 | Practical sport: Video evidence of pupils performing in isolated practices in Badminton (varying service action, overhead clear)– level 1 pass task |
| 1 | Practical sport: Video evidence of pupils performing in isolated practices in Badminton (forehand smash, dropshot) – level 1 pass task |
|  | Practical sport: Video evidence of pupils performing in isolated practices in Badminton (forehand and backhand net shots) – level 2 pass task |
| 2 | Practical sport: Video evidence of pupils performing in conditioned practices in Badminton – level 2 pass task |
| 1 | Practical sport: Video of evidence of pupils performing in competitive practices in Badminton - level 2 merit task |
| 1 | Production of posters to accompany video evidence – explanation of technical aspects shown in videos |
| 1 | Catch up session |
| Reasons behind order of topic in this half term | |
| * Order of teaching follows the order of suggested assignment briefs set out by Pearson. * Pupils are to complete an assignment that requires them to write about the rules and regulations of Netball. They will have approximately three lessons where they can add this to their assignment using computers. * Pupils will then have enough knowledge to complete Assignment 1: learning aim A, and will continue to adding to their assignment at home. * Pupils will then start accruing video evidence for Assignment 1: learning aim B, where they will perform Netball drills in isolated practices, conditioned practices, and competitive games. This will take a few lessons (approximately 4 learning hours) due to the substantial video evidence that needs to be collated. Pupils’ performance in competitive games will be improved after they have done isolated practices and conditioned games, hence the order of teaching during this half term. * Pupils will perform footwork drills and chest and shoulder passing drills first since these are the skills that are most widely performed throughout other practices and in games. Retrieval of these skills first allows for a more polished perfomance throughout other drills when pupils are being recorded. Pupils will then practice dodging, double-dodging and moving into space as these skills reflect the movements made when getting free from a defender througout conditioned practices and competitve games, which pupils will be progressing towards in the next lesson. Therefore, there is opportunity for retrieval practices as pupils will have to consolidate their ability to dodge, as well as use appropriate passing and footwork when moving onto conditioned practices and games. * Order of teaching follows the order of suggested assignment briefs set out by Pearson. * Pupils are to complete assignment 1:learning aim B that requires them to perform the technical skills, tactics and components of fitness required for Badminton. * Pupils will then start accruing video evidence for Assignment 1: learning aim B, where they will perform Badminton drills in isolated practices, conditioned practices, and competitive games. This will take a few lessons (approximately 4 learning hours) due to the substantial video evidence that needs to be collated. Pupils’ performance in competitive games will be improved after they have done isolated practices and conditioned games, hence the order of teaching during this half term. * Pupils will first of all learn the different types of serve that they need to begin a game of Badminton. This will be taught first as it reflects the nature of the game more accurately, since all competitive games begin with a serve. Hence, performing the skill of the serve correctly is crucial to the overall success of pupils when beginning to play competitive games. * Pupils will then learn overhead clears before a forehand smash shot. Both skills are very similar in their preparation, but different in their execution. The order of teaching these skills is therefore important, as it allows for pupils to retrieve their knowldege of executing their overhead clear shots, in order to execute a forehand smash successfully. | |

Level 1/2 BTEC First Award in Sport

Pupils will begin Unit 3: Applying the principles of personal training

Half Term 6 – Unit 3:

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| Number of Hours | Topic |
| 1 | Personal information to aid training programme design |
| 1 | Planning a training programme – programme design |
| 1 | Principles of training and methods of training |
| 1 | Importance of a warm up and cool down |
| 3 | Designing a training programme – Assignment 1 |
| Reasons behind order of topic in this half term | |
| * Suggested order of teaching as outlined by pearson. * The first two lessons will be about pupils understanding the personal information that they need when designing a training programme. Pupils   will identify personal goals, aims and objectives of an individual training programme. They will design a lifestyle, physical activity and medical questionnaire.   * Pupils will reacp upon Unit 1- component of fitness. Principles of training and training methods. * Pupils will draw on Unit 2: Practical Performance in Sport to set appropriate goals for a chosen activity/sport. * They will identify the types of motivation and how this can be maintained through the fitness training programme. * Pupils will design a training programme that incorporates one method of training and the FITT principles (frequency, intensity, time and type) drawing upon their learning from Unit 1 Fitness for Sport and Exercise; the application of intensity to the chosen activities, the additional principles of training (specificity, progressive overload, reversibility, rest and recovery, individual needs and differences, variation). | |

Half Term 7 – Unit 3: Applying the principles of personal training

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| Number of Hours | Topic |
| 3 | Designing a training programme – Assignment 1 |
| 1 | The musculoskeletal system |
| 1 | Synovial Joints |
| 1 | The short term effects of fitness on the musculoskeletal system |
| 1 | The cardiorespiratory system |
| 4 | The body system and how it responds to training – Assignment 2 |
| Reasons behind order of topic in this half term | |
| * Suggested order of teaching as outlined by Pearson. * Pupils will use diagrams to identify the correct location of the main structures in the musculoskeletal and cardiorespiratory systems. They will discuss the main functions of the musculoskeletal system, the short-term effects on the musculoskeletal and cardiorespiratory systems during their fitness training programme. * Pupils will link their knowledge and understanding of the musculoskeletal and cardiorespiraoty systems to their training programme design. | |