

Level 1/2 BTEC First Award in Sport

Year Group 10

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

| 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                                   |
| The topics follow the order of the BTEC First Award Specification. Knowledge and understanding of these topics is required to aid learning in half term 2. Understanding the components of fitness is necessary in order to make links with exercise intensity, and how the components of fitness can be improved. The content in this unit underpins the topics taught in Unit 2 and 3. |  |

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

| 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  |  |
| <p>The topics follow the order of the BTEC First Award Specification. This order of teaching allows for substantial retrieval practice when learning methods of training. Students can re-visit facts and discuss the similarities. Students can draw upon knowledge learned in KS3 fitness (fitness testing). Students will take part in practical and theory lessons to develop an understanding of fitness testing. These topics consolidate an understanding of fitness components and training methods.</p> |  |

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Half Term 3 – Unit 1: Fitness for Sport and Exercise

| Number of Hours   | Topic                                    |
|---|--|
| 6   | Revision and online external examination |
| Students will revisit Unit 1 learning aims and use past examination papers and revision techniques prior to the online examination. |  |

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Half Term 4 – Unit 2: Practical sports performance

| 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 |
| 1   | Practical Sport: Umpiring video evidence. Learning aim A - Applying 4 scenarios as an official for pass task for Assignment 1 |
| 1   | Practical Sport: Umpiring video evidence. Learning aim A - Applying 4 scenarios as an official for pass task for Assignment 1 |
| 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                                     |
| The topics follow the order of the BTEC First Award Specification. Students complete practical and theory based skills during assignment based work. They are required to learn the rules and regulations of a team sport, completing practical examples. They apply four scenarios in an individual and team game, whilst adopting the role of an official. Students gain video evidence implementing four rules. They will also perform drills in isolated practices, conditioned practices, and competitive games. This is a large unit due to the substantial amount of evidence needed to support each learning aim. |   |

## Half Term 5 – Unit 2: Practical sports performance

| 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 performing 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   |   |
| <p>The order of teaching follows the order of suggested assignment briefs set out by Pearson. Students continue to complete practical and theory based skills in assignment based work. They are required to learn the rules and regulations of an individual sport, completing practical examples. They apply scenarios in a an individual game, whilst adopting the role of an official. Students gain video evidence implementing rules. They will also perform drills in isolated practices, conditioned practices, and competitive games. This a large unit due to the substantial amount of evidence needed to support each learning aim.</p> |   |

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

Half Term 6 – Unit 3:

| 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                 |
| 8  | Designing a training programme – Assignment 1         |
| Reasons behind order of topic in this half term  |   |
| <p>The order of teaching follows the order of suggested assignment briefs set out by Pearson. Students identify personal information, personal goals, and the aims and objectives relevant to planning an individual training programme. Pupils design a lifestyle, physical activity and medical questionnaire. They will recap upon some of the topics covered in Unit 1: Components 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 knowledge from Unit 1 Fitness for Sport and Exercise; the application of intensity to the chosen activities and the additional principles of training (specificity, progressive overload, reversibility, rest and recovery, individual needs and differences, variation).</p> |   |