

Level 1/2 BTEC First Award in Sport

Year Group 11

Half term 1 – Unit 3: Applying the principles of personal training

Number of Hours	Topic
2	The musculoskeletal system
1	Synovial Joints
1	The short term effects of fitness on the musculoskeletal system
2	The cardiorespiratory system
7	The body system and how it responds to training – Assignment 2
3	Planning a personal training programme
Reasons behind order of topic in this half term	
The order of teaching follows the order of suggested assignment briefs set out by Pearson. Students 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. Students will link their knowledge and understanding of the musculoskeletal and cardiorespiratory systems to their training programme design. Students will revisit learning aim, planning their training programme, activities, equipment and sessions to deliver in half term 2.	

Half term 2 – Unit 3: Applying the principles of personal training

Number of Hours	Topic
2	Learning Aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives - Introduction
2	Implementation of training programme
2	Implementation of training programme
2	Implementation of training programme
2	Implementation of training programme
2	Implementation of training programme
4	Assignment 3: Implement a self-designed personal fitness training programme
Reasons behind order of topic in this half term	

The topics follow the order of the BTEC First Award Specification. Students are to implement their own personal fitness training programme to achieve their own goals and objectives. Students will record a 6 week training programme. They will take part in practical and theory lessons, participating in and evaluating their training programme. Students will capture their performance to use as evidence in their training diary. Staff will carry out observations to assess students.

#### Half term 3 – Unit 3: Applying the principles of personal training

Number of Hours	Topic
6	Learning Aim D: Review a personal fitness training programme
1	Introduction to unit 6 and the skills of a sports leader.
1	Qualities and additional qualities of a sports leader
1	Responsibilities of a sports leader
4	Introduction to assignment 1 (Learning Aim A). Assessment criteria shared with pupils. Pupils start writing up their assignment.
The topics follow the order of the BTEC First Award Specification. Students can draw upon their practical performance lessons in order to assess their strengths and areas for improvement. Students evaluate their strengths and areas for improvement in their training sessions, reflecting on the success of their sessions. Students will analyse videos/photographs of their own performance identifying the strengths and areas of their training programme that requires improvement. Students will devise a plan of recommended activities that will help them to improve. Pupils need to identify which aspects of performance they need to improve before recommendations. The order of teaching is influenced by the order of the assignment. Students will start Unit 6: Leading sports activities	

#### Half Term 4 – Unit 6: Leading Sports Activities

Number of Hours	Topic
2	Assignment 1, learning aim A – assignment write-up
2	Learning Aim B: Undertake the planning and leading of sports activities.
4	Planning sports activity sessions
8	Leading a session - introduction
Reasons behind order of topic in this half term	
The topics follow the order of the BTEC First Award Specification. Knowledge and understanding of the attributes of a leader is required to support delivery of students sports activity sessions in learning aim B. There is opportunity for retrieval practice; for example, skills and qualities used by high profile sports leaders and amateur coaches are often used interchangeably. Students reflect upon the skills that leaders exhibit. Knowledge and	

understanding of how to deliver a session needs to be covered before students lead their own sessions. The order of taught lessons will enable students to plan a high-quality session. They will lead their sessions to peers/key stage 2/3 students.

#### Half Term 5 – Unit 6: Leading sports activities

Number of Hours	Topic
2	Learning aim C: Review the planning and leading of sports activities
1	Reviewing the planning and leading of your sports activity - introduction
1	Assignment 1 Learning Aim C - Assess strengths and areas for improvement of your own physical activity session.
1	Assignment 1 Learning Aim C - Create a development plan to discuss how you can become a more effective leader. Look at your areas for development and set SMART targets
1	Assignment 1 Learning Aim C - Carry out research into activities that may help you become a better sports leader using textbooks, the internet.
6	Revision of Unit 1 topics
Suggested order of teaching as outlined in the BTEC First Award Specification by Pearson. Students can draw upon knowledge learned in previous lessons in order to assess their strengths and areas for improvement. Students evaluate strengths and areas for improvement of their session, reflecting on the delivery of their sessions taught during the last half-term. Students will watch videos of their own performance, devising a plan of recommended activities that will help them improve. The order of teaching is influenced by the order in which they need to add to their assignment. Students will revisit Unit 1 topics, revising for their online examination.	

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#### Half Term 6 – Unit 1: Fitness for Sport and Exercise.

Number of Hours	Topic
12	Revision of unit 1 topics
Reasons behind order of topic in this half term	
Students will revisit Unit 1 learning aims and use past examination papers and revision techniques prior to the online examination. Students 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.	

