

Year 13 BTEC Sport Curriculum Plan

	Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Yr13 BTEC Sport - term 1	Unit 1: Anatomy & Physiology	13	Revision from Year 12 in preparation for their January exam: Learning Aim A The effects of exercise and sports performance on the skeletal system Learning Aim B The effects of exercise and sports performance on the muscular system Learning Aim C The effects of exercise and sports performance on the respiratory system	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse	More Able: <ul style="list-style-type: none"> Higher level exam questions – 6 marks Evaluate/analyse style questions SEND: <ul style="list-style-type: none"> Lower stakes re-call questions Writing frames One-to-one support Buddied up with more able students 	<ul style="list-style-type: none"> Interleaving low stakes re-call questions at start of all lessons Solo taxonomy used where appropriate Exam questions to apply knowledge at the end of all lessons Topic tests on the skeletal system, muscular system and respiratory system
	Unit 2 : Fitness Training and Programming for Health, Sport and Well-being	14	A Examine lifestyle factors and their effect on health and well-being A1 Positive lifestyle factors and their effects on health and well-being A2 Negative lifestyle factors and their effects on health and well-being A3 Lifestyle modification techniques B Understand the screening processes for training programming B1 Screening Processes	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	More Able: <ul style="list-style-type: none"> Higher level exam questions – 6 marks Evaluate/analyse 	AO1 Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being AO2 Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals AO3 Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests

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			B2 Health monitoring tests B3 Interpreting the results of health monitoring tests				AO4 Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved AO5 Be able to develop a fitness training programme with appropriate justification
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	Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Yr13 BTEC Sport - term 2	Unit 1: Anatomy & Physiology	13	<p>Revision from Year 12 in preparation for their January exam:</p> <p>Learning Aim D The effects of exercise and sports performance on the cardiovascular system</p> <p>Learning Aim E The effects of exercise and sports performance on the energy system</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse	<p>More Able:</p> <ul style="list-style-type: none"> Higher level exam questions – 6 marks Evaluate/analyse style questions <p>SEND:</p> <ul style="list-style-type: none"> Lower stakes re-call questions Writing frames One-to-one support Buddied up with more able students <p>More Able:</p> <ul style="list-style-type: none"> Higher level exam questions – 6 marks Evaluate/analyse 	<ul style="list-style-type: none"> Interleaving low stakes re-call questions at start of all lessons Solo taxonomy used where appropriate Exam questions to apply knowledge at the end of all lessons Topic tests on the cardiovascular and energy systems
	Unit 2 : Fitness Training and Programming for Health, Sport and Well-being	14	<p>C Understand programme-related nutritional needs</p> <p>C1 Common terminology</p> <p>C Understand programme-related nutritional needs</p> <p>C1 Common terminology</p> <p>C2 Components of a balanced diet</p> <p>C3 Nutritional strategies for individuals taking part in training programmes</p> <p>D Examine training methods for different components of fitness</p>	Weekly scheme of work and PP's on G drive	Careers – dietician, sports psychologist, sports coach, physiotherapist, doctors/nurse,	<p>AO1 Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being</p> <p>AO2 Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals</p> <p>AO3 Analyse and interpret screening information relating to</p>	

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			<p>D1 Components of fitness to be trained D1.1 Skill-related fitness D2 Training methods for physical fitness-related components D3 Training methods for skill-related fitness components</p> <p>E Understand training programme design E1 Principles of fitness training programme design</p>				<p>an individual's lifestyle questionnaire and health monitoring tests AO4 Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved AO5 Be able to develop a fitness training programme with appropriate justification</p>
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(N.B Term 3 – Students have their exams for the content covered in Yr 12 and Yr 13 Term 1 – after Half Term 3, students have completed the course unless they are planning to resit in the summer)