

The Big Picture Y12 – Intent:

The aim of BTEC National Sport in year 12 is to work through the Pearson/Edexcel specification for Unit 1 and 3. Students will gain knowledge, skills and understanding of the content fully for Unit 1 Anatomy and Physiology and Unit 3 Professional Development in the Sports Industry. There will be limited practical work during Y12 except where there is opportunity to reinforce learning regarding responses to exercise and movement analysis. Practical activities will include the opportunity to develop new practical skills in leadership, coaching and physical skills in multiple sports. Unit 2 - Fitness training and Programming for Health, Sport and Wellbeing will be introduced prior to the summer break.

Students will study the content, lesson by lesson in either isolated topics or as part of a bigger learning journey across several lessons. Students will develop knowledge of Anatomy and Physiology and Professional Development and careers in the Sports industry.

Implementation:

Students will have 10 hours per fortnight; the majority of these are classroom based. Students will need to be assessed in 6 Learning Aims for Unit 1 LA A-LA F. Students will complete written coursework in Unit 3. Within Unit 1, students will receive end of unit tests for LA A – LA-E; this will consist of practice questions that utilise past paper questions and recall questions to ensure examination preparation a full mock (80 marks) prior to the assessment window January. These end of unit tests and mocks will allow staff feedback. Students will then respond in order to progress and improve areas of weakness. All end of unit tests will allow for interleaving of all learned topic areas to date. Independent and group work will occur in order to maximise content learning opportunities and a variety of apps, class and homework will also be utilised. Most units will be between 10 and 14 lessons with revision and assessment/feedback before the next learning aim is started, within each.

Key Summative Assessments:

Unit 1 – end of unit tests
LA A-E – Learning aim F will feature from end of unit test 2 as it involved linking body systems.
Mock and exam series in Jan of Y12. Resit is available in May/June.

Autumn Term

Unit 1 - sports providers, needs of participants, barriers to participation, officials, technology, planning a warm up.
Unit 1 Mock

Spring Term

Unit 1 Exam
Unit 3 Scope of sports provision, sports sectors, key pathways, personal SWOT.

Summer Term

Unit 1 – revision and resit (if required)
Unit 3 – Job application, interview, review of interview performance, SWOT and action plan.

Impact:

Students will build on and embed the physical development and skills learned in Year 11 BTEC (if followed). Students will develop detailed knowledge of topic areas and link to sporting examples. Students will be able to apply to all elements of the course. Students being able to Recall and apply the Anatomy and Physiology to sports performers is key to successful BTEC progress. Students need to maintain an organised regime of class and homework. Previous learning using their knowledge bank/folders will be utilised regularly to recap and prepare for the examination assessment in January. Starter/Do it now (you do) tasks will keep topics fresh and link to previous learning. Unit 3 work allows students to view potential careers and study areas in further education, practice interview style and questions that could occur in all future interviews.

Content/Units	Skills	Knowledge	Prior Learning (Y11) – GCSE below (BTEC first students have no awareness of Unit 1)	Future Learning (Y13)
THEORY	Students will develop the ability to recall and explain using sporting examples for all content areas.	Students will develop knowledge of the key areas listed below.	Students taking GCSE will have prior basic knowledge and understanding of unit 1 A and P	
Unit 1 LA A – Skeletal system	Students will develop the ability to recall and explain using sporting examples for all content areas.	Skeletal function, bone names, bone structure, ossification, joint classification, synovial joints, responses and adaptations to exercise additional factors (spinal defects, osteoporosis arthritis).	Bone names	Potential university or career use
Unit 1 LA B – Muscular system	Students will develop the ability to recall and explain using sporting examples for all content areas.	Characteristics and functions of different types of muscles, major skeletal muscles of the muscular system, antagonist muscle pairs, types of skeletal muscle contraction, muscle fibre types, nervous control of muscles, responses of the muscular system to a single sport or exercise session, responses of the muscular system to a single sport or exercise session, adaptations of the muscular system to exercise, additional factors affecting muscular system.	Muscle names, contraction type and movement names/types including rotation, flexion and extension	Potential university or career use
Unit 1 LA C – Respiratory system	Students will develop the ability to recall and explain using sporting examples for all content areas.	Structure of the respiratory system, functions of the respiratory system, mechanics of breathing and gaseous exchange, lung volumes, control of breathing, responses of the respiratory system to a single sport or exercise session, adaptations of the respiratory system to exercise, additional factors affecting the respiratory system.	Lung functions and basic volume names, response to exercise	Potential university or career use
Unit 1 LA D – Cardio vascular System	Students will develop the ability to recall and explain using sporting examples for all content areas.	Learning aim D Structure of the CV system, blood vessels, blood flow, nervous control of the cardiac cycle, responses of the cardiovascular system to a single sport or exercise session, adaptations of the cardiovascular system to exercise, additional factors affecting the cardiovascular system.	Blood composition, basic blood pressure, vessel names, heart chambers and blood flow	Potential university or career use
Unit 1 LA E – Energy Systems	Students will develop the ability to recall and explain using sporting examples for all content areas.	Learning Aim E - E1 - The role of ATP in exercise, the ATP-PC (alactic) system in exercise and sports performance, the lactate system in exercise and sports performance, the aerobic system in exercise and sports performance, adaptations of the energy	Aerobic and anaerobic energy equations including lactic acid production and any	Potential university or career use

		system to exercise, additional factors affecting the energy systems.	human biology relevant within Science.	
Unit 1 LA F – Linking body systems	Students will develop the ability to recall and explain using sporting examples for all content areas.	Interlinking all 5 previously learned systems to a practical performer. How does one system affect the other/ support the other or control and aid performance response/adaptation?		
Unit 3 LA A – Understand the career opportunities in Sports industry	Students will develop the ability to describe, explain and apply/evaluate using sports industry examples for all content areas.	Scope and Provision - Sport and recreation industry data, economic significance, number of jobs, geographical, socio-economic and seasonal factors, sectors – public, private, voluntary, third sector, public/private partnerships - local and national examples, public, private, voluntary, third sector, public/private partnerships - local and national examples, employment types - definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally, employment types - definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally, introduction of 6 key pathways and choose 2 pathways and job descriptions, industry standards – safeguarding, codes of practice, organisational policies and procedures, industry standards – sector-specific legislation, qualification and professional bodies, sources of continuing professional development (CPD), maintaining professional development in specific career pathways.	Career focus within ID lesson only may have covered some elements. Interviews and applications also covered as part of the KS4 experience. BTEC First Sport students will have also participated in some leadership and coaching events.	Potential career insight and provocation
Unit 3 LA B – Explore own skills and career action plan	Students will develop the ability to describe, explain and apply/evaluate using sports industry examples for all content areas.	Personal skills audit for potential careers, producing a personal skills audit against a chosen career pathway, producing a personal SWOT (strengths, weaknesses, opportunities, threats) analysis, planning personal development towards a career in the sports industry (CDAP), maintaining a personal portfolio/record of achievement and experience.		Potential career insight and provocation
Unit 3 LA C – Recruitment activity to demonstrate successful job offer and career pathway	Students will develop the ability to describe, explain and apply/evaluate using sports industry examples for all content areas.	Job application including: job analysis, job description, person specification. Job application including: Interviews and selected career pathway-specific skills. Demonstration of a work-related competence (interviewing and being interviewed).		Useful skill and experience regarding interview and application process applicable to sport

Unit 3 LA D – Review and Evaluation	Students will develop the ability to describe, explain and apply/evaluate using sports industry examples for all content areas.	Review and evaluation. Updated SWOT and action plan.		
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