



	<b>Key Knowledge</b> - what will students know by the end of this topic?	<b>Key skills</b> - what skills will students have developed by the end of this topic?	<b>Assessment opportunities</b> - How is progress measure?
<b>Sep-Oct half term</b>	<p>A Examine lifestyle factors and their effect on health and well-being</p> <p>A1 Positive lifestyle factors and their effects on health and well-being</p> <p>A2 Negative lifestyle factors and their effects on health and well-being</p> <p>Understand the factors contributing to an unhealthy lifestyle</p>	<ul style="list-style-type: none"> <li>• Exercise/physical activity: physical (strengthens bones, improves posture, improves body shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological (relieves stress, reduces depression, improves mood), social (improves social skills, enhances self-esteem), economic (reduces costs to National Health Service, reduces absenteeism from work).</li> <li>• Balanced diet: eatwell plate (food groups), benefits of a healthy diet (improved immune function, maintenance of body weight, reduces risk of chronic diseases – diabetes, osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more of certain food groups, five a day, reducing salt intake, healthy alternatives).</li> <li>• Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence.</li> <li>• Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating).</li> <li>• Smoking: health risks associated with smoking (CHD, cancer, lung disease, bronchitis, infertility).</li> <li>• Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression).</li> <li>• Stress: health risks associated with excessive stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression).</li> <li>• Sleep: problems associated with lack of sleep (depression, overeating).</li> <li>• Sedentary lifestyle: health risks associated with inactivity</li> </ul>	<p>Ongoing teacher assessment and questioning. Regular homework –Regular ‘Test yourself’ topic tests.</p> <p>Formal mock assessment.</p> <p>Peer/Self-assessment</p> <p>Regular interleaving starter tests checking previous learning</p> <p>Topic tests</p>
<b>Oct-Christmas</b>	<p>A3 Lifestyle modification techniques</p> <p>Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.</p> <p>B Understand the screening processes for training programming</p> <p>B1 Screening Processes</p> <p>B2 Health monitoring tests Be able to interpret health monitoring results of</p>	<ul style="list-style-type: none"> <li>• Common barriers to change: time, cost, transport, location.</li> <li>• Strategies to increase physical activity levels: at home, at work, during leisure time, method of transport.</li> <li>• Smoking cessation strategies: acupuncture, NHS smoking helpline, NHS smoking services, nicotine replacement therapy, Quit Kit support packs.</li> <li>• Strategies to reduce alcohol consumption: counselling, self-help groups, alternative treatments.</li> <li>• Stress management techniques: assertiveness training, goal setting, time management, physical activity, positive self-talk, relaxation, breathing techniques, meditation, alternative therapies, changes to work-life balance.</li> </ul>	<p>Ongoing teacher assessment and questioning. Regular homework –Regular ‘Test yourself’ topic tests.</p> <p>Formal mock assessment.</p> <p>Peer/Self-assessment</p> <p>Regular interleaving starter tests checking previous learning</p>



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	<p>a selected individual using normative data and make appropriate recommendations</p> <p>B3 Interpreting the results of health monitoring tests Be able to interpret health monitoring data against health norms and make judgements</p> <p>C Understand programme-related nutritional needs C1 Common terminology Understand common nutritional terminology</p>	<ul style="list-style-type: none"> <li>• Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q).</li> <li>• Legal considerations: informed consent form, data protection, client confidentiality</li> </ul> <p>Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.</p> <ul style="list-style-type: none"> <li>• Blood pressure.</li> <li>• Resting heart rate.</li> <li>• Body mass index (BMI).</li> <li>• Waist to hip ratio.</li> </ul> <p>Be able to interpret health monitoring data against health norms and make judgements.</p> <ul style="list-style-type: none"> <li>• Interpret results against normative data: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges</li> <li>• Recommended daily allowance (RDA), energy measures (calories, joules, kilocalories, kilojoules).</li> <li>• Energy balance: basal metabolism, age, gender, climate, physical activity, calories used in different activities (intensity and length of time).</li> </ul>	<p>Topic tests</p>
<p><b>Jan-Feb half term</b></p>	<p>C2 Components of a balanced diet Understand the requirements of a balanced diet.</p> <p>C3 Nutritional strategies for individuals taking part in training programmes</p>	<p>Understand the requirements of a balanced diet.</p> <ul style="list-style-type: none"> <li>• Macronutrients (carbohydrates, fats, protein), sources of food for each macronutrient, quantities.</li> <li>• Micronutrients (vitamins A, B, C and D, minerals calcium, iron), sources of food for each micronutrient, quantities.</li> <li>• Hydration (different requirements of fluid intake: climate, levels of exercise, programme type, time of year).</li> <li>• The effects on performance of dehydration and hyperhydration and the signs and symptoms of each.</li> <li>• Understand different strategies used on an individual basis by:             <ul style="list-style-type: none"> <li>o adapting diet to gain or lose weight.</li> <li>• Understand the use of ergogenic aids used in training programmes including positive and negative effects, and recommended timings:                 <ul style="list-style-type: none"> <li>o energy gels and bars</li> <li>o protein drinks</li> <li>o carbohydrate loading.</li> </ul> </li> <li>• Understand the use of sports drinks for different types of training requirements including recommended timings and amounts:                 <ul style="list-style-type: none"> <li>o isotonic</li> <li>o hypertonic</li> <li>o hypotonic.</li> </ul> </li> </ul> </li> </ul>	<p>Ongoing teacher assessment and questioning. Regular homework –Regular ‘Test yourself’ topic tests. Formal mock assessment. Peer/Self-assessment Regular interleaving starter tests checking previous learning Topic tests</p>
<p><b>Feb-Easter</b></p>	<p>D Examine training methods for different components of fitness</p> <p>D1 Components of fitness to be trained</p> <p>D1.1 Skill-related fitness Understand the components of skill-related fitness and the application of each component in a fitness training context</p>	<ul style="list-style-type: none"> <li>• Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context.             <ul style="list-style-type: none"> <li>o Aerobic endurance: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.</li> <li>o Strength: the maximum force (in kg or N) that can be generated by a muscle or muscle group.</li> <li>o Muscular endurance: the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.</li> <li>o Flexibility: having an adequate range of motion in all joints of the body, the ability to move a joint fluidly through its complete range of movement.</li> <li>o Speed: the ability to move the whole body quickly or move limbs</li> </ul> </li> </ul>	<p>Ongoing teacher assessment and questioning. Regular homework –Regular ‘Test yourself’ topic tests. Formal mock assessment. Peer/Self-assessment Regular interleaving starter tests checking previous learning Topic tests</p>



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	D2 Training methods for physical fitness-related components Principles of fitness training programme design Be able to design a fitness training programme including all the major components.	rapidly. o Body composition: the relative ratio of fat-to-fat-free mass (vital organs, muscle, bone) in the body. Appropriate training methods to be included in the design of a training programme. Indoor and outdoor environments to be considered, with associated equipment, to allow for a variety of methods of exercising. Advantages and disadvantages of training methods to be considered when applied to a specific sport and exercise goal.	
<b>Easter-Summer Exam date</b>	E Understand training programme design E1 Principles of fitness training programme design Be able to design a fitness training programme including all the major components	<ul style="list-style-type: none"><li>• Fitness training programme design: o aims – details of what they would like to achieve o objectives – how they intend to meet their aims o personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER) o resources required – facilities and equipment.</li><li>• Principles of training: FITT principles (frequency, intensity, time and type of exercise used in the exercise sessions), additional principles of training (specificity, overload, progression, reversibility, rest and recovery, adaptation, variation, individual needs).</li><li>• Periodisation: macrocycle, mesocycle, microcycle.</li></ul>	Ongoing teacher assessment and questioning. Regular homework –Regular ‘Test yourself’ topic tests. Formal mock assessment. Peer/Self-assessment Regular interleaving starter tests checking previous learning Topic tests