

BTEC National Extended Certificate in Sport (KS5) - Y12 and Y13

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Curriculum Intent

At Key Stage 5, the BTEC Level 3 National Extended Certificate in Sport builds on the foundations established through the KS4 BTEC Tech Award in Sport and the wider Forge Valley Core PE curriculum. Students deepen their understanding of performance, health, and the sporting industry, applying prior knowledge of fitness, training, and leadership within more complex and independent contexts.

The course relates to our core and Level 2 curriculum which allows us to extend student development across the Forge Valley 5 MEs:

- **Physical ME** - applying scientific knowledge of anatomy and training to improve performance
- **Thinking ME** - analysing, evaluating, and justifying decisions using sport science concepts
- **Social ME** - developing teamwork, communication, and leadership through practical and coursework tasks
- **Employable ME** - preparing for careers through professional development, research, and independent study
- **Healthy ME** - promoting lifelong engagement in physical activity and wellbeing

Through a combination of examined and coursework units, students become confident in applying theory to real-life sporting situations, developing the knowledge, skills, and personal qualities required for progression into higher education, apprenticeships, and careers within the sport and health sectors.

Year 12

	Core Knowledge	Procedural Knowledge
	Topic	Pupils will
Autumn Term, Y12 (3 lessons / week)	Unit 1: Anatomy and Physiology • Structure and function of the skeletal system • Types of bones • Types and classification of joints and related movement (e.g. flexion, extension, rotation) • Skeletal system - bone growth and adaptation and responses to training • Structure and function of the muscular system	• Identify bones, joints, and muscles on diagrams • Apply anatomical knowledge to specific sporting movements • Analyse how the body supports performance in different sports • Interpret exam-style questions and command words (e.g. describe, explain, justify) • Apply knowledge to training and performance scenarios

	- Major muscle groups and their roles in movement - Fibre types - Cardiovascular system structure, composition and function - Cardiovascular system responses to training and adaptations	Write extended responses using scientific terminology
Autumn Term, Y12 (2 lessons / week)	Unit 3: Professional Development in the sports industry - Structure of the sports industry - Career pathways, job roles and employment opportunities in sport - Skills, qualifications and qualities required in sport-related careers - Suitability for chosen careers (skills audit) - SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) relating to chosen careers - Development planning to enable consolidation / learning of new skills and gain relevant experience	- Research sports careers using reliable sources - Self-assess own skills, attributes, qualities and experience - Become familiar with sporting pathways relevant to interests and skills - Undertake skills audits and SWOT analysis to support identification of relevant careers - Create action plans to bridge gaps in skills and knowledge - Develop written coursework in structured formats, justifying career pathway and related skills, experience, knowledge
Spring Term, Y12 (3 lessons / week)	Unit 1: Anatomy and Physiology - Respiratory system structure and function - Respiratory system - mechanics of breathing, gaseous exchange and control of breathing - Effects of exercise (short-term and long-term adaptations) - Responses and adaptations - Energy Systems - role of ATP - Energy Systems - ATP/PC, Lactate systems - Energy Systems - adaptations and responses to long term exercise	- Interpret data on heart rate, breathing rate, and recovery - Apply knowledge to training and performance scenarios - Write extended responses using scientific terminology - Analyse how the body supports performance in different sports - Interpret exam-style questions and command words (e.g. explain, justify) - Apply knowledge to training and performance scenarios
Spring Term, Y12 (2 lessons / week)	Unit 3: Professional Development in the sports industry - Applying for a suitable role in the sports industry - Recruitment documentation - job advert, job description and person specification	- Research job descriptions, person specifications and job descriptions - Review best practice and write CVs, covering letters, personal statements - Prepare for, and undertake mock interviews and micro-teach activities (recorded) to assess/demonstrate employability skills

	• Application documentation - covering letter, CV, application form, personal statement • Career pathway-specific technical knowledge/skills • Professional behaviours and industry expectations	
Summer Term, Y12 (3 lessons / week)	Unit 1: Anatomy and Physiology (Exam preparation) • Interrelationships between body systems • Long-term adaptations to training	• Structure extended exam answers • Analyse and evaluate performance scenarios • Apply knowledge across topics
Summer Term, Y12 (2 lessons / week)	Unit 3: Professional Development in the sports industry • Reflection and evaluation of performance • Personal development and career planning	• Reflect on feedback from interview activities and research best practice • Evaluate personal strengths and areas for development • Complete coursework portfolio and evidence, justify development actions and evaluate overall performance

Year 13

	Core Knowledge	Procedural Knowledge
	Topic	Pupils will
Autumn Term, Y12 (3 lessons / week)	Unit 2: Fitness Training and Programming for health, sport and wellbeing • Positive and negative lifestyle factors (diet, activity, health, smoking, stress) • Lifestyle modification and techniques • Screening processes (PAR-Q, BMI, heart rate) and health monitoring • Nutrition - balanced diets, macro/micro nutrients, hydration and nutritional strategies	• Analyse client/case study data • Evaluate impact of given lifestyle factors for an individual • Implement lifestyle modification strategies for case study clients • Conduct screening and interpret data/test results • Identify appropriate nutrition/diet for specific individuals - based on age, gender, activity levels
Autumn Term, Y12 (2 lessons / week)	Unit 6: Sport Psychology • Personality factors and assessment personality • Motivation (intrinsic/extrinsic) factors • Arousal, stress and anxiety theories • Group dynamics and cohesion	• Apply psychological theory to performance • Analyse behaviour in sporting scenarios • Produce structured analytical coursework suggesting the impact of

	Self-confidence and performance under pressure	psychological factors on practical performance using examples from high level sport
Spring Term, Y12 (3 lessons / week)	Unit 2: Fitness Training and Programming for health, sport and wellbeing - Components of fitness (fitness and skill) and related training methods (continuous, interval, resistance) - Principles of training (FITT, overload, progression) - Training programme design - Periodisation	- Apply principles, and training approaches to client/case studies - Justify decisions using theory - Create specific training programmes for individuals - Create SMARTER targets / use principles of training for goal setting - Work under timed assessment conditions and justify reasoning in practice exam questions
Spring Term, Y12 (2 lessons / week)	Unit 6: Sport Psychology - Group formation and cohesion - Effective leadership and impact on teams - Psychological skills utilised by athletes to improve performance - Psychological skills training programme design	- Gather information on a local sports team - Produce sociograms to provide visual representation of group processes - Analyse potential psychological factors for leaders to be aware of - Suggest areas of concern preventing progress - Design appropriate skills programme for an identified athlete - Justify selection of psychological skills
Summer Term, Y12 (3 lessons / week)	Unit 2: Fitness Training and Programming for health, sport and wellbeing - Monitoring and evaluating training programmes - Impact of lifestyle on performance	- Analyse pre-training and nutrition data - Evaluate programme effectiveness - Justify structured responses using case study scenario and data

Homework:

Homework is set on Bromcom on a weekly basis and will include one or all of the following elements:

- Retrieval (knowledge fluency)
- Mastery (secure understanding and writing)
- Application of knowledge (coursework / exam style)
- Research (fostering independence and wider context)

Assessment:

Initial assessment will be in the form of verbal checking for understanding, through Q&A. Formative assessment will form part of lessons to develop technique and build knowledge and

skills. Finally, summative assessment will challenge students to demonstrate their knowledge and will count towards final course grades/outcomes.

Year 12

- External exam (33%) – Unit 1, Anatomy and Physiology
- Coursework (17%) – Unit 3, Professional Development in the Sports Industry

Year 13

- Controlled assessment (33%) – Unit 2, Fitness Training and Programming for health, sport and wellbeing
- Coursework (17%) – Unit 6, Sports Psychology

Personal Development:

The BTEC Level 3 Sport course plays a significant role in developing students as well-rounded individuals, building the knowledge, behaviours and attributes needed for success in sport, education and future careers.

Through the course, students develop across the Forge Valley 5 MEs framework:

Physical ME - Applying Knowledge to Performance

Students build an advanced understanding of how the body works and how performance can be improved.

Links to course:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming

Outcomes:

- Improved understanding of their own physical health and fitness
- Ability to train independently and safely
- Confidence in using fitness data to improve performance
- Development of discipline and commitment to training

Students transition from participating in sport to understanding and improving performance scientifically

Thinking ME - Analysis, Evaluation and Independence

Students develop higher-order thinking skills through applying theory to real-life sporting situations.

Links to course:

- All units (particularly Unit 1 exam + Unit 2 synoptic assessment)

Outcomes:

- Ability to analyse performance and justify decisions
- Development of critical thinking and problem-solving skills
- Confidence in interpreting data and case studies
- Independent learning through coursework and revision

Students become more analytical, reflective learners, ready for university-style study

Social ME - Communication, Leadership and Teamwork

Students develop their ability to work effectively with others and communicate professionally.

Links to course:

- Unit 3: Professional Development
- Unit 6: Sport Psychology

Outcomes:

- Development of teamwork and collaboration skills
- Understanding of group dynamics and leadership
- Confidence in presenting, interviewing and communicating ideas
- Ability to lead and support others in sporting contexts

Students develop into confident communicators who can lead, collaborate and influence others

Employable ME - Career Readiness and Professional Skills

A core focus of the course is preparing students for employment and further study.

Links to course:

- Unit 3: Professional Development in the Sports Industry

Outcomes:

- Completion of a personal skills audit and career action plan
- Experience of CV writing, interviews and recruitment processes
- Understanding of career pathways in sport and related industries
- Development of organisation, time management and resilience

Students leave KS5 career-ready, with the skills and confidence to progress into HE, apprenticeships or employment

Healthy ME - Lifelong Participation and Wellbeing

Students develop a deep understanding of physical and mental wellbeing.

Links to course:

- Unit 2: Lifestyle and health
- Unit 6: Sport Psychology

Outcomes:

- Awareness of lifestyle factors affecting health (diet, exercise, stress)
- Strategies to manage stress, anxiety and motivation
- Promotion of lifelong engagement in physical activity
- Development of positive habits and self-awareness

Students develop the knowledge and habits needed for lifelong health and wellbeing

Progression

This course supports progression into:

- University courses (Sport Science, Coaching, Physiotherapy, PE Teaching)

- Apprenticeships in sport and fitness
- Careers in coaching, personal training, sports development, and health sectors