Curriculum Area: BTEC Sport

Cheshire Studio Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BTEC		DMN 1 – 3 - Investigating the Rules of badminton 4 - 6 – Investigating the rules of football 7 - 10 - Researching the regulations of badminton & football EG relating to players, equipment, playing surface, facilities, health & safety, time, officials RIE 1 & 2 - Importance of aerobic & muscular endurance / definitions. Link to sporting situations. 3 & 4 - Importance of flexibility & speed / definitions. Link to sporting situations. 5 & 6 - Importance of muscular strength / definition. Link to sporting situations.	DMN 1 & 2 - Scoring systems for badminton and football. 3-5 - Application of the rules/laws of sports in different situations Eg, when a goal is scored when a player is in an offside position in football, 6-8 - Roles of officials RIE 1 & 2 - Importance of body composition & definition. 3 & 4 - Link components to sporting situations. 5 & 6 - Understand how having the ability to meet physical & skill related demands of a sport allows success. Relate demands to dif sports & positions	DMN 1 & 2 - Responsibilities of officials 3- 9 Practically demonstrate skills, techniques and tactics in selected sports RIE Students will demonstrate how to measure their own HR & how to calculate a person's max HR. They will calculate 60-85% of max HR. Students will investigate using practical activity RPE in relation to HR. Students will research how each basic principle has an impact on how progress is impacted. Students will research how additional principles are linked and work alongside FITT to optimise training. Students will research how additional principles are linked and work alongside FITT to optimise training. Students will research how additional principles are linked and work alongside FITT to optimise training.	DMN Understand aerobic end: & muscular end & their use in badminton and football Understand flexibility & speed & their use in the 2 sports Understand muscular strength & body Composition & their use in sport (4) Technical demands – skills & techniques required. (continuous, serial discrete skills (2) Tech demands - movement, use of equipment, communication, other demands specific to sport RIE Design a safe warm-up & cool down. FITT & link to each type of training. Practically take part in dif training methods plus session to write up experiences. Practically take part in dif training methods plus session to write up experiences. Practically take part in the dif training methods plus session to write up experiences.	DMN (2) Tactical demands - Decision making & strategies to overcome an opponent, including using personal strengths. (2) Use of relevant tactics, eg defending & attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport. (2) Safe and appropriate participation - demonstration of skills, techniques & tactics within a controlled environment, Adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport. RIE Students will investigate advs & disadvs of each test. The Importance of procedures when fitness testing. Students will compare test results to others of same age & sex. Discuss their results & how these affect their training. (2) Understand the importance of the skeletal system & be able to demo the location of 13 major bones.	**DMN** Effective use of skills, techniques and tactics and the correct application of each component in conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents. Review sports performance - Observation checklist suitable for self-analysis of performance in selected sports Review performance - Strengths and areas for improvement: components of fitness, skills and techniques, specific to the sport and non-specific, e.g. fitness. Activities to improve performance (short-term and long-term goals) **RIE** Cardiovascular system structure. Locate 5 main parts of the thoracic area Structure of respiratory system. Locate the 6 main parts. Preparation and revision for exam

					Practically take part in the dif training methods plus session to write up experiences. Practically take part in fitness tests where suitable. Write up tests. Understand monitoring, setting goals & test results	(2) Develop understanding of joints focusing on hinge & ball & socket. Understand the structure at each of these joints.	

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BTEC		RIE Understand how personal info can be used to aid training programme design (2) Understand how the musculoskeletal system affects the body during fitness training (2) To understand how the cardiorespiratory system affects the body during fitness training Understand the benefits of a PEP, why used & by whom. Students select a sport to link their PEP to. Determine aim & objective for PEP. DMN (3) Short-term effects of exercise on the musculoskeletal system (2) Practical application of the above	RIE PAR-Q, medical history & attitudes, the mind & personal motivation questionnaires. Write their own SMARTER targets in relation to their PEP. Understand the difference in the 3 types of goals & write their own personal goals for their PEP (2) Investigate & decide on the most suitable type of training for their PEP. Plan their 6 wk PEP. Having decided on their training method students will show how FITT and the additional principles link in. DMN (5) Short-term effects of exercise on the cardiorespiratory system (2) Practical application of the above (2) Effect of different training regimes on adaptations	RIE Understand the importance of a warm up and cool down and then plan their own ready for their PEP. Recognise the barriers that people come up against and understand how this might affect their adherence to exercise. Calculate their personal training zones and Borg scale ratings for their PEP. Design a training diary to accompany their PEP. Understand the dif between intrinsic & extrinsic motivation. Students will understand how motivation can have an effect on mood/training/self-confidence DMN (3) Long-term adaptations of the musculoskeletal system (2) Practical application of the above	RIE Complete PEP & gather evidence including photos of warm up, cool down, technique, clothing, personal safety, hydration. Complete diary. (4) The aerobic energy system – using oxygen Application in sporting situations Comparisons between dif methods of producing ATP (2) Learning Aim B assessment preparation DMN (3) Long-term adaptations of the cardiorespiratory system (2) Practical application of the above	RIE Write up of results. Produce relevant graphs PEP evaluation - Students will decide what went well & what could be improved & what they would change if they were to complete the PEP again DMN 2) ATP-CP/alactic acid anaerobic system Application in sporting situations (3) Glycolysis/lactic acid anaerobic system: Application in sporting situations	