

# LTP – KS4 BTEC First Level 1 and 2 Sport

Our BTEC Firsts in Sport curriculum has been developed to give learners a stimulating and engaging introduction into the world of sport. Learners can gain knowledge, skills and understanding through practical participation and performance in a range of sports, exercise, and health-related fitness activities. This allows them to become familiar with the language, skills and processes required to work in the sport and leisure industry. The BTEC philosophy of 'learning through doing' remains at the heart of this qualification. Learners are given the opportunity to gain a broad understanding and knowledge of skills in Sport.

## Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Unit 2: Practical Performance in Sport</b></p> <ul style="list-style-type: none"> <li>Rules (or laws) Rules (or laws) as regulated by the national or international governing body for the sport.</li> <li>Topic A.2 Regulations for example, relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper).</li> <li>Topic A.3 Scoring systems for example, the method of scoring goals or points, method and/or requirements of victory.</li> <li>Topic A.4 Application of the rules/laws of sports in different situations.</li> <li>Topic A.5 Sports for example, cricket, hockey, netball, rounder's, volleyball, wheelchair basketball, golf, trampolining, table tennis, archery, judo, cross-country running, boccia, fencing, orienteering, skiing, canoeing, sailing, mountain biking.</li> <li>Topic A.6 Roles of officials For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, fourth official.</li> </ul>	<p><b>Unit 2: Practical Performance in Sport</b></p> <ul style="list-style-type: none"> <li>Understand the rules, regulations and scoring systems for selected sports</li> <li>Topic A.7 Responsibilities of officials. For example, appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals).</li> <li>Practically demonstrate skills, techniques and tactics in selected sports</li> <li>Topic B.1 Components of physical fitness aerobic endurance</li> <li>Topic B.2 Technical demands These are the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing)</li> <li>Topic B.3 Tactical demands Decision making and strategies to overcome an opponent, including using personal strengths.</li> <li>Topic B.4 Safe and appropriate participation, the demonstration of skills, techniques and tactics within a controlled environment.</li> <li>Topic B.5 Relevant skills and techniques The skills</li> </ul>	<p><b>Unit 2: Practical Performance in Sport</b></p> <ul style="list-style-type: none"> <li>Practically demonstrate skills, techniques and tactics in selected sports</li> <li>Topic B.9 Isolated practices. For example, skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.</li> <li>Topic B.10 Conditioned practices for example, small-sided games, a limited number of touches, a set number of defenders or attackers.</li> <li>Topic B.11 Competitive situations Full-sided games. Appropriate opposition. With match officials. Personal performance that contributes to relevant use of skills, techniques and tactics in relation to: <ul style="list-style-type: none"> <li>o communication</li> <li>o individual role</li> <li>o responding to team mates and/or opposition.</li> </ul> </li> <li>Be able to review sports performance</li> <li>Topic C.1 Observation checklist. For example, to review performance in selected sports using video analysis: components of physical fitness technical demands of sport (skills and techniques) production of a checklist suitable for self-analysis of performance in selected sports and tactical demands of sport.</li> </ul>	<p><b>Unit 6: Leading Sport Activities</b></p> <ul style="list-style-type: none"> <li>Know the attributes associated with successful sports leadership</li> <li>Topic A.1: Sports Leaders for example, sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</li> <li>Topic A.2: Attributes Skills (communication, organisation of equipment, knowledge). § Advanced skills (activity structure, target setting, use of language, evaluation). Qualities (appearance, enthusiasm, confidence). Additional qualities (leadership style, motivation, humour, personality).</li> <li>Topic A.3: Responsibilities Core responsibilities (professional conduct, health and safety, equality). Wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations).</li> </ul>	<p><b>Unit 6: Leading Sport Activities</b></p> <ul style="list-style-type: none"> <li>Undertake the planning and leading of sports activities</li> <li>Topic B.1: Sports activities For example, individual sports, team sports, fitness activities.</li> <li>Topic B.2: Plan Participants, e.g. age, ability, gender, numbers, medical and specific needs. Aims and objectives, e.g. target setting, expected outcomes.</li> <li>Topic B.3: Lead Demonstration of attributes (skills, advanced skills, attributes, additional qualities). Completion of core responsibilities. Completion of wider responsibilities.</li> <li>Topic B.4: Measures of success, Coverage of planned components. Meeting set aims and objectives.</li> </ul>	<p><b>Unit 6: Leading Sport Activities</b></p> <ul style="list-style-type: none"> <li>Review the planning and leading of sports activities</li> <li>Topic C.1: Review Feedback for review, e.g. from participants, supervisor, observers, self-analysis. Methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback. Strengths and areas for improvement</li> <li>Topic C.2: Targets for development SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded).</li> </ul>

	<p>and techniques relevant to the selected sport and practice.</p> <ul style="list-style-type: none"> <li>• Topic B.6 Relevant tactics The tactics relevant to the selected sport and practice/situation. continued What needs to be learnt</li> <li>• Topic B.7 Effective use of skills and techniques, and the correct application of each component For example: rugby conversion, including head position, body position, placement of non-kicking foot, placement of kicking foot, connection with the ball.</li> <li>• Topic B.8 Effective use of skills, techniques and tactics. The use of skills and techniques within conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic C.2 Review performance Strengths and areas for improvement: components of fitness, skills and techniques, specific to the sport and non-specific</li> </ul>			
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**Year 11**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Unit 3: Applying the Principles of Personal Training</b></p> <ul style="list-style-type: none"> <li>• Design a personal fitness training programme</li> <li>• Topic A.1 Personal information to aid training programme design Personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER)</li> <li>• Topic A.2 Programme design Use personal information to aid training programme design. Selection of appropriate training method/activity for</li> </ul>	<p><b>Unit 3: Applying the Principles of Personal Training</b></p> <ul style="list-style-type: none"> <li>• To know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</li> <li>• Topic B.1 Musculoskeletal system, location of the major muscles: deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external oblique's, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior.</li> </ul>	<p><b>Unit 3: Applying the Principles of Personal Training</b></p> <ul style="list-style-type: none"> <li>• Implement a self-designed personal fitness training programme to achieve own goals and objectives</li> <li>• Topic C.3 Measures for success Types of motivation (intrinsic and extrinsic). Benefits of motivation and self-confidence to successfully complete a fitness training programme activities/training methods.</li> <li>• Review a personal fitness training programme</li> </ul>	<p><b>Unit 1: Fitness for Sport and Exercise</b></p> <ul style="list-style-type: none"> <li>• Know about the components of fitness and the principles of training</li> <li>• Topic A.1 Components of physical fitness: aerobic endurance: definition: the ability of the cardiorespiratory</li> <li>• Topic A.2 Components of skill-related fitness: agility, balance, coordination, power and reaction time</li> <li>• Topic A.3 Why fitness components are important for successful participation in given</li> </ul>	<p><b>Unit 1: Fitness for Sport and Exercise</b></p> <ul style="list-style-type: none"> <li>• Know about the components of fitness and the principles of training</li> <li>• Topic A.5 The basic principles of training (FITT).</li> <li>• Topic A.6 Additional principles of training: progressive overload</li> <li>• Explore different fitness training methods</li> <li>• Topic B.1 Requirements for each of the following fitness training methods: safe, correct use of equipment safe, correct use of training technique requirements for</li> </ul>	<p><b>Unit 1: Fitness for Sport and Exercise</b></p> <ul style="list-style-type: none"> <li>• Investigate fitness testing to determine fitness levels.</li> <li>• Topic C.1 Fitness test methods for components of fitness: Flexibility, strength, aerobic endurance, speed and agility, anaerobic power, body composition.</li> <li>• Topic C.2 Importance of fitness testing to sports performers and coaches</li> <li>• Topic C.3 Requirements for administration of each fitness test</li> <li>• Topic C.4 Interpretation of fitness test results</li> </ul>

<p>improving/maintaining the selected component of fitness</p>	<ul style="list-style-type: none"> <li>• Location of the major bones: cranium, clavicle, scapula, ribs, sternum, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula, Structure and function of the synovial joints at the hip, shoulder, knee, elbow. Short-term effects of fitness training on the musculoskeletal system:</li> <li>• Topic B.2 Cardiorespiratory system Structures of the cardiovascular system: atria, ventricles, aorta, vena cava, pulmonary artery, pulmonary vein. Structures of the respiratory system: lungs, bronchi, bronchioles, alveoli, diaphragm. Short-term effects of fitness training on the cardiorespiratory system.</li> <li>• Implement a self-designed personal fitness training programme to achieve own goals and objectives</li> <li>• Topic C.1 Safely implement a personal fitness training programme using an appropriate training method (e.g. taking part in planned sessions), performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment.</li> <li>• Topic C.2 Training diary for each session recording date, time and location for training undertaken. Aims and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Topic D.1 Review programme Review, including short term physiological effects, improvements as a result of the programme to meet the activity/sport goal</li> <li>• Strengths: areas of the programme where and how personal aims and objectives have been achieved with reference to measures of success.</li> <li>• Areas for improvement: where outcomes do not meet planned goals</li> <li>• Recommendations for improving future training and performance, for example personal training needs, use of different training methods/activities or strategies, use of psychological training techniques to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic A.4 Exercise intensity and how it can be determined</li> </ul>	<p>undertaking the fitness training method, including warm-up and cool down application of the basic principles of training (FITT) for each fitness training method linking each fitness training method to the associated health-related/skill-related component of fitness.</p> <ul style="list-style-type: none"> <li>• Topic B.2 Additional requirements for each of the fitness training methods: advantages/disadvantages application of exercise intensity to fitness training methods application of principles of training to fitness training methods appropriate application of fitness training method(s) for given situation(s) appropriate application of fitness training method(s) to given client needs/goals/aims/objectives.</li> <li>• Topic B.3 Fitness training methods for: Flexibility training. Static, Ballistic, Proprioceptive, Neuromuscular facilitation.</li> </ul>	
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