

Term 1

Year 11	Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 3	Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 3	Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 3
Weeks 1 & 2 (Staggered start)	• An introduction to the course – To know the units that make up BTEC Sport, and the remaining units in year 11. • To know the grading criteria and expectations in BTEC Sport. • To know and understand the content and topics covered in Unit 3 and a recap of the content from unit 1 that links into unit 3 – principles of training and the key terminology used in BTEC Sport.	• To know the terms aims and objectives • To understand the terms and be able to define the differences between aims and objectives • To know and understand short, medium and long term goals • To be able to Identify the goals in regards to short, medium and long term goals • To be able to plan a component of fitness that students would like to improve (Muscular endurance – circuit training/interval training/weight training)	• To know and understand what SMARTER goals/targets are. • To be able to Identify some reasons for goal setting and identify the principle used for this. • To Identify, describe and give examples for the principle used for effective goal setting. • To know and understand the importance of goal setting and be able to explain each principle and support this with examples.

Weeks 3	• To know what a health screening/PARQ is. • To understand the importance of a PARQ and its use for personal trainers and planning sporting activities. • To apply and consider the PARQ to student individual training programmes.	• To understand personal attitudes with consideration to sport, physical activity and their chosen sport. • To understand and apply the different types of motivation when referring to the mind, attitudes and motivations in sport and PE.	Practical (anaerobic) • To know what circuit training is • To understand how to deliver circuit training • To know and understand the different components of fitness that circuit training may work on. • To know the difference between aerobic training and anaerobic training
Weeks 4	• To be able to recall the methods of training. • To recall the components of fitness. • To understand the component of fitness to be improved over the programme and what training method needs to be used to achieve this. • To analyse and consider the fitness results from year 10 and use this to base an area for improvement.	• To be able to recap the basic and additional principles of training • To apply and implement the knowledge of the basic and additional principles of training into the design of their programme	Practical (aerobic) • To know what circuit training is • To understand how to deliver circuit training • To know and understand the different components of fitness that circuit training may work on. • To know the difference between aerobic training and anaerobic training

	• Begin to plan a 6 week training programme design (daily) using personal information to aid design		
Weeks 5	• To continue designing the 6 week training programme • To begin to consider how a warm up and cool down is composed and the different stages of it • To know what a warm up and cool down is • To understand and apply a warm up and cool down to the training programme • To finalise the application of the basic and additional principles of	• To continue designing the 6 week training programme Practical • To know what interval training is • To understand how to deliver interval training • To know and understand the different components of fitness that interval training may work on.	Practical – safely implement a 6-week training programme • To be able to use an appropriate training method and follow a 6 week training plan, focusing on a specific component of fitness. • To understand and to be able to evaluate performance after the session. • To understand and apply the importance of wearing correct training gear, safe and correct use of equipment, implementation of

	training into the design of their programme	To know the difference between aerobic training and anaerobic training	correct technique, awareness of wider safety issues. - To be able to understand and take full responsibility for completing and recording details for each training session. - To be able to adapt the programme to ensure continued commitment to training, for example using a variation of activities/training methods.
Weeks 6	- To know and understand how intensity is measured and calculated when training - To know and understand what target zones and training thresholds are - To know how to calculate maximum heart rate - To know and understand RPE and the BORG scale	- To recap intensity and how it is measured when training - To recap target zones and training thresholds/maximum heart rate/RPE and the BORG scale - To be able to apply and implement RPE and Training zones into a specific training programme	Practical safely implement a 6-week training programme - To be able to use an appropriate training method and follow a 6 week training plan, focusing on a specific component of fitness. - To understand and to be able to evaluate performance after the session. - To understand and apply the importance of wearing correct training gear, safe and correct use of equipment, implementation of

	To be able to apply RPE and Training zones during training programmes		correct technique, awareness of wider safety issues. - To be able to understand and take full responsibility for completing and recording details for each training session. - To be able to adapt the programme to ensure continued commitment to training, for example using a variation of activities/training methods.
Weeks 7	- To be able to consider the programme design and creativity of the programme. - To be able to explain and evaluate the barriers and motivations to an individual raining programme providing rationales to the purpose of the programme	- To be able to consider the programme design and creativity of the programme. - To be able to explain and evaluate the barriers and motivations to an individual raining programme providing rationales to the purpose of the programme - To be able to justify the training programme design, explaining links to personal information.	Practical safely implement a 6-week training programme - To be able to use an appropriate training method and follow a 6 week training plan, focusing on a specific component of fitness. - To understand and to be able to evaluate performance after the session. - To understand and apply the importance of wearing correct training gear, safe and correct use of equipment, implementation of

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Year 11 BTEC Sport – Term 1

Learning

Unit 3 – Applying the principles of personal training
Aims (what do you want to achieve) and objectives (how you intended to meet aims using appropriate methods of training). Short, medium and long term goals. Components/method recap.

Personal goals: SMARTER (specific, measurable, achievable, realistic, time-related, evaluated, recognized/rewarded)

Lifestyle and physical activity history, medical history questionnaire

Attitudes, the mind and personal motivation

Programme design – selection of training method/activity for improving/maintaining the selected component of fitness. Analysis of fitness results from year 10.

FITT and additional principles recap

Introduction to 6 week training plan – warm up and cool down (refer to spec for more detail must cover all points)

Design 6 week training plan

How FITT and additional have been applied to 6 week programme

Intensity – target zones, HR Max, Borg and RPEX10=HR calculations

Programme design/creativity and justification

Unit 3 – practical element (6-week training plan)

Training method – circuit training (aerobic) reps, sets

Training method – circuit training (anaerobic) reps, sets

Interval training (aerobic and anaerobic)

Safely implement training plan FILM

Concepts

Attack/Defence

Evaluation

Fitness Themes

Body systems

What is needed to master the knowledge

Understand their role in their own sports performance.

Evaluation of personal information and link their personal goals including SMARTER, short-term/medium-term and long-term goals to their personalised programme.

To be able to evaluate personal information and link personal goals including SMARTER, short-term/medium-term and long-term goals to their personalised programme. To provide details of what they would like to achieve for their selected activity/sport.

Design a personal fitness training programme using a selection of appropriate training methods.

Identify and implement intensity: target and training thresholds for cardiovascular health and endurance, as well as the relationships between the Borg scale and the heart rate.

The short-term effects on the body systems during fitness training.

The musculoskeletal system and the cardiorespiratory system.

Common

Misconceptions

Distinguish between aims and objectives

FITT principle

Intensity and target zones

Borg scale

Difference between HIIT and

Circuit training

Aerobic and anaerobic endurance

Static and dynamic stretches

Warm up and cool down

Term 2

Year 11	Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 3	Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 3	Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 3
Weeks 8	• To know about the structure of the human body - musculoskeletal system. • To be able to distinguish the muscles and bones in the musculoskeletal system. • To understand the location of the major muscles. • To identify the major muscles in the body.	• To know about the structure of the human body - musculoskeletal system. • To recap the names and locations of the major muscles in the body. • To be able to distinguish the muscles and bones in the musculoskeletal system. • To understand the location of the major bones in the body. • To identify the major bones in the body.	Practical safely implement a 6-week training programme • To be able to use an appropriate training method and follow a 6 week training plan, focusing on a specific component of fitness. • To understand and to be able to evaluate performance after the session. • To understand and apply the importance of wearing correct training gear, safe and correct use of equipment, implementation of correct technique, awareness of wider safety issues. • To be able to understand and take full responsibility for completing and

			recording details for each training session. To be able to adapt the programme to ensure continued commitment to training, for example using a variation of activities/training methods.
Weeks 9	- To know about the different types of synovial joints in the body. - To understand and describe the structure and function of different synovial joints in the body. - To be able to understand and apply the use of the different synovial joints using sporting examples.	- To recap the different types of synovial joints in the body and their use in relation to sporting examples. - To know about the short term effects of exercise on the musculoskeletal system. - To identify the impact a warm up and increased flexibility has on a joint during fitness training. - To be able to understand and apply progressive overload and	Practical safely implement a 6-week training programme - To be able to use an appropriate training method and follow a 6 week training plan, focusing on a specific component of fitness. - To understand and to be able to evaluate performance after the session. - To understand and apply the importance of wearing correct training gear, safe and correct use of equipment, implementation of

		its benefits during a training programme.	correct technique, awareness of wider safety issues. • To be able to understand and take full responsibility for completing and recording details for each training session. • To be able to adapt the programme to ensure continued commitment to training, for example using a variation of activities/training methods.
Weeks 10	• To be able to recall the structure and function of the musculoskeletal system. • To understand and describe the structure of the cardiovascular and cardiorespiratory system.	• To be able to recap the structure and function of the cardiorespiratory system. • To apply and implement the knowledge of the short term effects of fitness training on the cardiorespiratory system.	Practical – safely implement a 6-week training programme • To be able to use an appropriate training method and follow a 6 week training plan, focusing on a specific component of fitness. • To understand and to be able to evaluate performance after the session. • To understand and apply the importance of wearing correct training gear, safe and correct use of equipment, implementation of

			correct technique, awareness of wider safety issues. • To be able to understand and take full responsibility for completing and recording details for each training session. • To be able to adapt the programme to ensure continued commitment to training, for example using a variation of activities/training methods.
Weeks 11	• Assignment work (preferably Computer-based) Outline the structure and function of the musculoskeletal and cardiorespiratory systems. • Describe the structure and function of the musculoskeletal and cardiorespiratory systems. • Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	• Assignment work (preferably Computer-based) Outline the structure and function of the musculoskeletal and cardiorespiratory systems. • Describe the structure and function of the musculoskeletal and cardiorespiratory systems. • Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	Practical – safely implement a 6-week training programme • To be able to use an appropriate training method and follow a 6 week training plan, focusing on a specific component of fitness. • To understand and to be able to evaluate performance after the session. • To understand and apply the importance of wearing correct training gear, safe and correct use of equipment, implementation of

	• Outline some of the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme. • Summarise the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	• Outline some of the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme. • Summarise the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	correct technique, awareness of wider safety issues. • To be able to understand and take full responsibility for completing and recording details for each training session. • To be able to adapt the programme to ensure continued commitment to training, for example using a variation of activities/training methods.
Weeks 12	• Assignment work (preferably Computer-based) Outline the structure and function of the musculoskeletal and cardiorespiratory systems. • Describe the structure and function of the musculoskeletal and cardiorespiratory systems. • Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	• Assignment work (preferably Computer-based) Outline the structure and function of the musculoskeletal and cardiorespiratory systems. • Describe the structure and function of the musculoskeletal and cardiorespiratory systems. • Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	Practical safely implement a 6-week training programme • To be able to use an appropriate training method and follow a 6 week training plan, focusing on a specific component of fitness. • To understand and to be able to evaluate performance after the session. • To understand and apply the importance of wearing correct training gear, safe and correct use of equipment, implementation of

	• Outline some of the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme. • Summarise the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	• Outline some of the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme. • Summarise the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	correct technique, awareness of wider safety issues. • To be able to understand and take full responsibility for completing and recording details for each training session. • To be able to adapt the programme to ensure continued commitment to training, for example using a variation of activities/training methods.
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Weeks 14	• Assignment work (preferably Computer-based) Outline the structure and function of the musculoskeletal and cardiorespiratory systems. • Describe the structure and function of the musculoskeletal and cardiorespiratory systems. • Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	• Assignment work (preferably Computer-based) Outline the structure and function of the musculoskeletal and cardiorespiratory systems. • Describe the structure and function of the musculoskeletal and cardiorespiratory systems. • Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	• Assignment work (preferably Computer-based) Outline the structure and function of the musculoskeletal and cardiorespiratory systems. • Describe the structure and function of the musculoskeletal and cardiorespiratory systems. • Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.

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Year 11 BTEC Sport – Term 2

Learning

Unit 3 –

Musculoskeletal system – location of major muscles

Musculoskeletal system – Location of major bones and structure and function of synovial joints hip, shoulder and knee)

Short term effects of musculoskeletal system

Cardio respiratory system – structure of the cardiovascular system and structure of respiratory system

Short term effects of the cardiorespiratory system

Assignment B leaflet and poster

Unit 3 – practical element (6-week training plan)

Safely implement training plan and diary FILM

Improvements to diary's – merit (outcomes) and distinction (evaluate progress) Measures for success

Concepts

Evaluation

Fitness themes

Body systems

Responses,
Adaptations and
Additional
factors

What is needed to master the knowledge

Understand their role in their own sports performance.

Justification of a training programme design and evaluate their success post session and provide details of how their sessions and programme are adapted to ensure commitment at the highest level.

Evaluate and measure success post session and provide details of how sessions and programme can be adapted.

Safely implement a self-designed personal fitness training programme to achieve their own goals.

Application of the basic and additional principles of training.

Identify and label the location of the major muscles, the location of the major bones as well as the structure and the function of the synovial joints.

Identify and label the structure and location of the cardiovascular system and the structure of the respiratory system.

Waste products.

Identify the adaptations that occur during exercise and a training plan.

They will be able to suggest and implement changes when adaptation occurs e.g. utilising the FITT and additional principles of training when the session becomes somewhat easier.

Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.

Common Misconceptions

Location of the major bone

Location of the major muscles

The components in the musculoskeletal system

The components in the cardiorespiratory system

Progressive overload

Impact of weight training or weight bearing exercises

When lactic acid is produced

Impact of a steady warm up

Year 11	Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 3	Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 3	Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 3
Weeks 15	<u>Assignment work (Preferably computer-based)</u> <u>Unit 3 - Learning aim C:</u> • Safely implement a six-week personal fitness training programme, maintaining a training diary. • Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session. • Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress.	<u>Assignment work (Preferably computer-based)</u> <u>Unit 3 - Learning aim D</u> • Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths and areas for improvement. • Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance. • Fully explain the results, strengths and improvements for the training programme, justifying recommendations	<u>Assignment work (Preferably computer-based)</u> <u>Unit 3 - Learning aim D</u> • Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths and areas for improvement. • Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance. • Fully explain the results, strengths and improvements for the training programme, justifying recommendations for future training and performance.

		for future training and performance.	
Weeks 16	<u>Assignment work (Preferably computer-based)</u> <u>Unit 3 - Learning aim D</u> • Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths and areas for improvement. • Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance.	Unit 5 •The physiological impact fitness training has on the musculoskeletal system. •To know and understand the short-term effects of exercise on the musculoskeletal system. •To be able to explain and analyse the short-term effects of exercise on the musculoskeletal system. •To be able to identify and apply the short term effects of exercise on the	Unit 5 •The physiological impact fitness training has on the cardiorespiratory system. •To know and understand the short-term effects of exercise on the cardiorespiratory system. •To be able to explain and analyse the short-term effects of exercise on the cardiorespiratory system. •To be able to identify and apply the short term effects of exercise on the cardiorespiratory system against a chosen sport and athlete.

	Fully explain the results, strengths and improvements for the training programme, justifying recommendations for future training and performance.	musculoskeletal system against a chosen sport and athlete.	
Weeks 17	- The physiological impact fitness training has on the musculoskeletal system. - To know and understand the long term adaptations of exercise on the musculoskeletal system. - To be able to explain and analyse the long term adaptations of exercise on the musculoskeletal system. - To be able to identify and apply the long term adaptations of exercise on the musculoskeletal system against a chosen sport and athlete.	- The physiological impact fitness training has on the cardiorespiratory system. - To know and understand the long term adaptations of exercise on the cardiorespiratory system. - To be able to explain and analyse the long term adaptations of exercise on the cardiorespiratory system. - To be able to identify and apply the long term adaptations of exercise on the cardiorespiratory system against a chosen sport and athlete.	- Assignment work (preferably Computer-based) - Learning aim A - Describe ways in which the musculoskeletal system responds to short-term exercise. - Explain responses of the musculoskeletal system to short-term exercise. - Describe ways in which the cardiorespiratory system responds to short-term exercise.

			• Explain responses of the cardiorespiratory system to short-term exercise. • Summarise, using relevant examples, long-term adaptations of the musculoskeletal system to exercise. • Explain long-term adaptations of the musculoskeletal system to exercise. • Summarise, using relevant examples, long-term adaptations of the cardiorespiratory system to exercise. • Explain long-term adaptations of the cardiorespiratory system to exercise. • Using three different sports activities, compare and contrast how the musculoskeletal and cardiorespiratory systems respond and adapt to exercise.
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Weeks 18	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim A</u> • Describe ways in which the musculoskeletal system responds to short-term exercise. • Explain responses of the musculoskeletal system to short-term exercise. • Describe ways in which the cardiorespiratory system responds to short-term exercise. • Explain responses of the cardiorespiratory system to short-term exercise. • Summarise, using relevant examples, long-term adaptations of the musculoskeletal system to exercise. • Explain long-term adaptations of the musculoskeletal system to exercise. • Summarise, using relevant examples, long-term adaptations of	• Assignment work (preferably Computer-based) • Learning aim A • Describe ways in which the musculoskeletal system responds to short-term exercise. • Explain responses of the musculoskeletal system to short-term exercise. • Describe ways in which the cardiorespiratory system responds to short-term exercise. • Explain responses of the cardiorespiratory system to short-term exercise. • Summarise, using relevant examples, long-term adaptations of the musculoskeletal system to exercise. • Explain long-term adaptations of the musculoskeletal system to exercise. • Summarise, using relevant examples, long-term adaptations	• Assignment work (preferably Computer-based) • Learning aim A • Describe ways in which the musculoskeletal system responds to short-term exercise. • Explain responses of the musculoskeletal system to short-term exercise. • Describe ways in which the cardiorespiratory system responds to short-term exercise. • Explain responses of the cardiorespiratory system to short-term exercise. • Summarise, using relevant examples, long-term adaptations of the musculoskeletal system to exercise. • Explain long-term adaptations of the musculoskeletal system to exercise. • Summarise, using relevant examples, long-term adaptations of the cardiorespiratory system to exercise.
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Weeks 19	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim A</u> • Describe ways in which the musculoskeletal system responds to short-term exercise. • Explain responses of the musculoskeletal system to short-term exercise. • Describe ways in which the cardiorespiratory system responds to short-term exercise.	• Assignment work (preferably Computer-based) • Learning aim A • Describe ways in which the musculoskeletal system responds to short-term exercise. • Explain responses of the musculoskeletal system to short-term exercise. • Describe ways in which the cardiorespiratory system responds to short-term exercise.	• Assignment work (preferably Computer-based) • Learning aim A • Describe ways in which the musculoskeletal system responds to short-term exercise. • Explain responses of the musculoskeletal system to short-term exercise. • Describe ways in which the cardiorespiratory system responds to short-term exercise.

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Weeks 20	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim A</u> • Describe ways in which the musculoskeletal system responds to short-term exercise. • Explain responses of the musculoskeletal system to short-term exercise. • Describe ways in which the cardiorespiratory system responds to short-term exercise. • Explain responses of the cardiorespiratory system to short-term exercise. • Summarise, using relevant examples, long-term adaptations of the musculoskeletal system to exercise. • Explain long-term adaptations of the musculoskeletal system to exercise. • Summarise, using relevant examples, long-term adaptations of	• Assignment work (preferably Computer-based) • Learning aim A • Describe ways in which the musculoskeletal system responds to short-term exercise. • Explain responses of the musculoskeletal system to short-term exercise. • Describe ways in which the cardiorespiratory system responds to short-term exercise. • Explain responses of the cardiorespiratory system to short-term exercise. • Summarise, using relevant examples, long-term adaptations of the musculoskeletal system to exercise. • Explain long-term adaptations of the musculoskeletal system to exercise. • Summarise, using relevant examples, long-term adaptations	• Assignment work (preferably Computer-based) • Learning aim A • Describe ways in which the musculoskeletal system responds to short-term exercise. • Explain responses of the musculoskeletal system to short-term exercise. • Describe ways in which the cardiorespiratory system responds to short-term exercise. • Explain responses of the cardiorespiratory system to short-term exercise. • Summarise, using relevant examples, long-term adaptations of the musculoskeletal system to exercise. • Explain long-term adaptations of the musculoskeletal system to exercise. • Summarise, using relevant examples, long-term adaptations of the cardiorespiratory system to exercise.
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Year 10 BTEC Sport – Term 3

Learning

Unit 3 – Applying the principles of personal training

Review and evaluation of the personal fitness training programme.

Unit 5 – The sports performer in action

Short-term effects of exercise on the musculoskeletal system
Short-term effects of exercise on the cardiorespiratory system:
Long-term adaptations of the musculoskeletal system
Long-term adaptations of the cardiorespiratory system

Concepts

Attack/Defence
Evaluation
Fitness Themes
Body systems
Responses, Adaptations and Additional factors

What is needed to master the knowledge

Understand their role in their own sports performance.

A review of a 6 week programme, including short term physiological effects, improvements as a result of the programme to meet the activity/sport goal.

Students will be able to implement and provide evidence of modifying a fitness training plan to achieve personal goals.

Evidence of modifying and making changes to a programme to meet the personal needs and aims.

They will take full responsibility for completing and recording details for each training session.

Details of programme intensity using % HR max and RPE during their weekly sessions.

The physiological impact fitness training has on the musculoskeletal and cardiorespiratory system.

Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.

Common Misconceptions

Static and dynamic stretches
Warm up and cool down
Difference between HIIT and Circuit training
Difference between muscular endurance and aerobic endurance
Physiological and psychological effects of exercise

Year 11	Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 5	Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 5	Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 5
Weeks 21	• To know and understand the different energy systems in the body • To know and understand what the term ATP is • To be able to analyse different sports and athletes against the use of the various energy systems	• To recall the different energy systems in the body • To recall ATP • To be able to analyse different sports and athletes against the use of the various energy systems	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.

Weeks 22	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.
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Weeks 23	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.
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Weeks 24	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.
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Weeks 25	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.
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Weeks 26	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.
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Year 11 BTEC Sport – Term 4

Learning

Short-term effects of exercise on the musculoskeletal system
Short-term effects of exercise on the cardiorespiratory system:
Long-term adaptations of the musculoskeletal system
Long-term adaptations of the cardiorespiratory system
The anaerobic energy system
Glycolysis/lactic acid anaerobic system
The aerobic energy system

Concepts

Evaluation
Fitness Themes
Body systems
Responses,
Adaptations and
Additional
factors

What is needed to master the knowledge

Explain long-term adaptations of the musculoskeletal system to relevant exercises and sporting examples. Compare and contrast how the musculoskeletal and cardiorespiratory systems respond and adapt to various exercise.

How fitness training impacts the body's energy systems.

Short term and long term adaptations of the body systems to exercise

To know the different energy systems used during sports performance

Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.

Compare and contrast how the energy systems are used in different sporting example which have different demands.

How fitness training impacts the body's energy systems.

Which methods of training uses which energy systems.

To understand the aerobic and anaerobic energy systems

to understand and apply the function of the three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance.

Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.

Common

Misconceptions

The difference between the short-term/long-term effects of exercise

on the musculoskeletal system

The difference between the short-term/long-term effects of exercise on the

cardiorespiratory system
Cardiac output and stroke volume

Systolic and diastolic blood pressure

Resting heart rate

Vasoconstriction

Vasodilation

Year 11	Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 5	Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 5	Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 5
Weeks 27	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.

Weeks 28	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.
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Weeks 29	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.
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Weeks 30	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.
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Weeks 31	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.	• <u>Assignment work (preferably Computer-based)</u> • <u>Outstanding coursework</u> • <u>Learning aim B</u> • Describe the two main energy systems, including examples of sports that use each system. • Describe the function of the three energy systems in the production and release of energy for sports performance. • Using two selected sports, explain how the body uses both the anaerobic and aerobic energy systems. • Compare and contrast how the energy systems are used in sports with different demands.
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Year 11 BTEC Sport – Term 4

Learning

Short-term effects of exercise on the musculoskeletal system

Short-term effects of exercise on the cardiorespiratory system:

Long-term adaptations of the musculoskeletal system

Long-term adaptations of the cardiorespiratory system

The anaerobic energy system

Glycolysis/lactic acid anaerobic system

The aerobic energy system

Concepts

Evaluation
Fitness Themes
Body systems
Responses,
Adaptations and
Additional
factors

What is needed to master the knowledge

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How fitness training impacts the body's energy systems. Short term and long term adaptations of the body systems to exercise

To know the different energy systems used during sports performance
Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.

Compare and contrast how the energy systems are used in different sporting example which have different demands.

How fitness training impacts the body's energy systems. Which methods of training uses which energy systems. To understand the aerobic and anaerobic energy systems

to understand and apply the function of the three energy systems (aerobic/anaerobic/ATP, Lactic) in the production and release of energy for sports performance.
Identify and understand how different health problems such as: injuries/asthma can affect training programmes and how programmes must be adapted and personalised to.

Common Misconceptions

The difference between the short-term/long-term effects of exercise on the musculoskeletal system

The difference between the short-term/long-term effects of exercise on the cardiorespiratory system

Cardiac output and stroke volume

Systolic and diastolic blood pressure

Resting heart rate

Vasoconstriction

Vasodilation

