

Department	PE
Key Stage	KEY STAGE 5
Course Level	BTEC Sport National Diploma (Double)
Exam Board	PEARSON



Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 12 Autumn - Spring Term	Unit 23: Skill Acquisition in Sport (GLH 90)	<p>Students will have investigated the nature of skilled performance</p> <p>Students will have examined the way that sports performers process information for skilled performance</p> <p>Students will have explored the theories of teaching and learning in sport</p> <p>Students will have carried out teaching and learning strategies for sports skills</p>	<p>Investigate the nature of skilled performance</p> <ul style="list-style-type: none"> – Learning and Performance – Characteristics and classifications of skills – Characteristics and classifications of abilities 	<p>Comprehensive application of knowledge and understanding</p> <p>Discuss and explain the characteristics of skills and abilities</p> <p>Analyse difference between different levels of sports performer using sporting examples</p> <p>Using sources and evidence</p>	<p>A portfolio of resources – including video recordings and images</p> <p>Regular recall tests</p>	<p>Pearson BTEC National Sport – Student Book 2</p> <p>BTEC Nationals Sport 2016 Specification</p> <p>www.brianmac.co.uk</p> <p>www.bases.org.uk</p> <p>www.topendsports.com</p>
			<p>Examine ways that sports performers process information for skilled performance</p> <ul style="list-style-type: none"> – Information processing models – Perception – Decision making and reaction time – Types of feedback 	<p>Assess how the information processing models are used across a range of performers</p> <p>Discuss the value of feedback to learning sports skills</p> <p>Evaluate the effectiveness of information processing in producing sporting performance</p> <p>Using sources and evidence</p>		
			<p>Explore theories of teaching and learning in sport</p> <ul style="list-style-type: none"> – Behaviourist theories – Cognitive theories – Phases of skill learning – Transfer of learning 	<p>Developing presentation skills</p> <p>Compare and contrast learning theories (behaviourist & Cognitive)</p>		

	Explain skill development linking to a range a researched example	
	Evaluate the effectiveness of selected theories of learning	
<i>Carry out teaching and learning strategies for sports skills</i> <ul style="list-style-type: none"> – Presentation of skills – Types of practice – Styles of teaching – Styles of learning – Methods of guidance 	Planning and leading effective drills and practices using a range of different teaching and learning strategies Review and evaluate a performance and give appropriate feedback and recommendations for improvement	Demonstration of teaching with video evidence Written evaluation Regular recall test

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Year 12 Spring - Summer Term	Unit 5: Application of fitness testing (GLH 60)	Students will understand the principles of fitness testing Students will have explored a range of fitness tests for different components of fitness	<i>Understanding the principles of fitness testing</i> <ul style="list-style-type: none"> – Validity of fitness tests – Reliability of fitness tests – Suitability and practicality of fitness tests – Ethical issues associated with fitness screening 	Explain the importance of validity, reliability, practicality and suitability when fitness testing Explain the importance of ethical requirements when fitness testing Recommend ways to ensure all of the above when fitness testing	A written report presentation	Pearson BTEC National Sport – Student Book 1 BTEC Nationals Sport 2016 Specification Books American College of Sports Medicine – ACSM’s Guidelines for Exercise Testing and Prescription, 7th

Students will evaluate and give feedback on fitness test results

<p>Explore fitness tests for different components of fitness</p> <ul style="list-style-type: none"> – Using fitness tests to assess components of physical fitness – Using fitness tests to assess components of skill-related fitness – Plan and administer fitness tests 	<p>Select and assess the practicality and suitability for each of the six fitness tests selected</p> <p>Safely administer six fitness tests ensuring results are accurate and reliable</p> <p>Interpret results and then suggest areas for improvement</p> <p>Analyse administration techniques</p>	<p>Written report Observation and video evidence</p>	<p>edition (Lippincott Williams and Wilkins, 2005) ISBN 9780781745901</p> <p>American College of Sports Medicine – ACSM’s Health-Related Physical Fitness Assessment Manual (Lippincott Williams and Wilkins, 2007) ISBN 9780781775496</p>
<p>Undertake evaluation and feedback of fitness test results</p> <ul style="list-style-type: none"> – Produce a fitness profile for a sports performer – Provide feedback to a sports performer 	<p>Create and assess a fitness profile, providing feedback and highlighting strengths and areas for improvement.</p> <p>Justify the identified areas for improvement</p> <p>Evaluate the effectiveness of the methods used to test the components of fitness and provide feedback</p>	<p>A written fitness profiles Observation Video Verbal recordings A written report</p>	

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Year 12 Summer - Year 13 Spring Term	Unit 22: Investigating Business in the Sport and Leisure Industry (GLH 90)	Students will demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences	<p>Features of Sports and Active Leisure Businesses</p> <ul style="list-style-type: none"> – Features and organisation of sport and active leisure business – Aims and objectives of sport and active leisure businesses – Provision of sports facilities, programmes and services – Customer groups in a sport and active leisure business 	<p>Evaluate the factors that contribute to business success</p> <p>Apply key concepts and business models to complex situations</p> <p>Compare information from different data and sources and assess the impact</p>	<p>Weekly recall tests</p> <p>X8 CAT tests across the course (x2 per HT)</p> <p>Final written examination set and marked by Pearson sat in January</p>	<p>Pearson BTEC National Sport – Student Book 2</p> <p>BTEC Nationals Sport 2016 Specification</p>

		<p>Students will analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business</p> <p>Evaluate evidence to make informed judgements on how a sport and active leisure should be developed, diversified or adapted</p> <p>Students will be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence from several sources to support arguments.</p>	<ul style="list-style-type: none"> – Stakeholders and their influence on sport and active leisure businesses – Laws, Legislation and safeguarding relevant to the sport and active leisure industry <p><i>Business models in sport and active leisure</i></p> <ul style="list-style-type: none"> – Business models <p><i>Human Resources</i></p> <ul style="list-style-type: none"> – Job roles and person specifications – Types of employment – Human resource management – Physical resource management of sports and active leisure facility or sports environment <p><i>Marketing</i></p> <ul style="list-style-type: none"> – Marketing 7 Ps – Meeting the needs of the customer in a sport and active leisure business <p><i>Finance in sport and active leisure industry</i></p> <ul style="list-style-type: none"> – Financing a business in sport and active leisure – Financial records <p><i>Trends in the sport and active leisure industry</i></p> <ul style="list-style-type: none"> – Trends – Developing products/services to take advantage in the sports and active leisure industry 	<p>Provide justified recommendations about how businesses can differentiate themselves considering trends</p> <p>Demonstrate and understanding of the wider business environment</p>	<p>Part A – learners given information 2 weeks prior to exam to carry out research</p> <p>Part B – Examination (3 hours)</p> <p>64 Marks</p>	
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Year 13 Spring Term	Unit 25: Rules, Regulations and Officiating in Sport (GLH 60)	Students will understand the development of the roles and responsibilities of the officials involved in sport	<p>Understand the development of the roles and responsibilities of the officials involved in sport</p> <ul style="list-style-type: none"> – NGB rules/laws and different regulations in different sports – Officials and their historical development – Roles of the officials – Responsibilities of the officials – Current issues in officiating sport 	<p>Explain and analyse how the roles and responsibilities have evolved over time</p> <p>Evaluate influences contributing to the involvement</p>	Written report	<p>Pearson BTEC National Sport – Student Book 2</p> <p>BTEC Nationals Sport 2016 Specification</p> <p>NBG websites</p> <p>Sky sports</p>
		Students will explore the performance of officials in a selected sport	<p>Explore the performance of officials in a selected sport</p> <ul style="list-style-type: none"> – Applying rules/laws and regulations to different situations – Analysing officials in different sports 	<p>Explain how officials apply the rules, laws and regulations in a sport</p> <p>Review, analyse and evaluate the performance of an official in a selected sport</p>	Written report Video analysis	<p>BBC Sports</p> <p>Match of the Day</p>
		Students will undertake the role of a match official in a competitive situation	<p>Undertake the role of a match official in a selected sport</p> <ul style="list-style-type: none"> – Officiating in a full game/match – Review own performance 	<p>Officiating courses</p> <p>Perform officiating in both competitive practices and games</p> <p>Review, assess and evaluate their own performance</p>	<p>Practical demonstration</p> <p>Observation records and video evidence</p> <p>Written report</p>	

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Year 13 Summer Term	Unit 17: Sports Injury Management (GLH 60)	<p>Students will understand common sports injuries and their associated physiological and psychological responses</p> <p>Students will have explored common treatments and rehabilitation methods</p> <p>Students will have investigated risk factors which may contribute to sports injuries and their associated prevention strategies</p>	<p><i>Understand common sports injuries and their associated physiological and psychological responses</i></p> <ul style="list-style-type: none"> – Acute injuries – Overuse injuries – Red flag symptoms for spinal injury – Physiological response to injury – Psychological response to injury 	<p>Discuss and assess common acute and overuse sports injuries with examples</p> <p>Explain and assess physiological and psychological to sports injuries with regard to stage of injury</p> <p>Analyse common sports injuries and symptoms and the physiological and psychological responses</p>	A report and presentation	<p>Pearson BTEC National Sport – Student Book 2</p> <p>BTEC Nationals Sport 2016 Specification</p> <p>Anderson M K – Fundamentals of Sports Injury Management (Lippincott Williams and Wilkins, 2003) ISBN 9780781732727</p> <p>Dagleish J et al – The Health and Fitness Handbook (Longman, 2001) ISBN 9780582418790 Flegel M J – Sport First Aid (Human Kinetics Europe Ltd, 2008) ISBN 9780736076012</p>
			<p><i>Explore common treatments and rehabilitation methods</i></p> <ul style="list-style-type: none"> – Common treatment methods and the need for medical referral – Principles of rehabilitation – Methods of rehabilitation 	<p>Apply appropriate protocols confidently and effectively in a range of common treatment methods to four contrasting scenarios</p> <p>First aid training</p> <p>Design and justify an appropriate rehabilitation programme</p>	Practical application Programme design Video evidence	<p>Gill W – Practical Guide to Sports First Aid (Lotus Publishing, 2004) ISBN 9780954318864</p> <p>Shamus E – Sport Injury Prevention and Rehabilitation (McGraw-Hill Education, 2001) ISBN 9780071354752</p>
			<p><i>Investigate risk factors which may contribute to sports injuries and their associated prevention strategies</i></p> <ul style="list-style-type: none"> – Extrinsic risk factors – Intrinsic risk factors – Preventative measures 	<p>Explain and analyse how intrinsic and extrinsic risk factors contribute to sports injuries using examples and the sequence of prevention model</p> <p>Assess preventative measure for intrinsic and extrinsic risk factors</p> <p>Evaluate sports injury management, justifying its</p>	Extended essay	<p>Websites Coachwise www.1st4sport.com E-Podiatry www.epodiatry.com Peak Performance www.pponline.co.uk Sports Coach UK www.sportcoachuk.org Sports Coach www.brianmac.co.uk Sports Injury Clinic www.sportsinjuryclinic.net</p>

				role in helping sports performers prevent and overcome common injuries		Top End Sports www.topendsports.com
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