

Sport Year 12	Summary: During Year 12 Sport at EPC students will study units 1 and 2 of the Pearson Level 3 BTEC National Sport Extended Certificate award. In unit 1 students will explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. In unit 2 students will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.					Composite	KS5 Intent
	LP1	LP2	LP3	LP4	LP5	What do students do with this knowledge?	By the end of year 13, an EPC Physical Education student will...
What new knowledge/content do we introduce?	UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROGRAMMING Exercise and sporting movements Muscles and bones Antagonistic muscles Joints Cardio vascular systems and short and long term effects of exercise Positive lifestyle factors (physical, social and economic factors) – stress, drinking etc	UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROGRAMMING Exercise and sporting movements Muscles and bones Joints respiratory systems and short and long term effects of exercise Cardio vascular systems and short and long term effects of exercise Negative lifestyle factors (alcohol, drugs, stress etc) Lifestyle modifications (time, stress management, quitting smoking and alcohol)	UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROGRAMMING Nervous control of the cardiac cycles Short term response of cv system to exercise Long term adaptations of the cv system to exercise Lifestyle screening techniques via questionnaire Health monitoring tests (BMI, blood pressure, heart rate)	UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROGRAMMING The role of ATP in exercise Aerobic and an aerobic energy pathways Adaptations of the energy systems to long term exercise Nutrition. RDA of nutrients. Components of balanced diet. Macro and micro nutrients. Dehydration. Training methods for different fitness types (continuous, fartlek, interval) Muscular strength and endurance training Flexibility, speed and agility training	UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROMRAMMING Exam preparation and past papers Self-marking using exam criteria Fitness training programme design FITT principle SMARTER targets	Unit 1: Students will write long and short exam answers and apply sporting examples to movements and processes in the body. Unit 2: They will consider case study athletes and write long answer exam questions to help that person improve their lifestyle and help them train to improve their performance.	Acquire the knowledge and understanding across three units of the Pearson Level 3 BTEC Sport Extended certificate award: Anatomy and Physiology Fitness training and programming for Health, Sport and Well-being Professional development in the sports industry. Students will also have acquired knowledge and understanding of one additional optional unit, practical sports performance. Students will have an idea of the next steps in careers and education courses available in the sporting sector.
Rationale	The course delivers the core knowledge of anatomy and physiology and lifestyle factors initially to build on knowledge of KS4 course and lead into applying those in a more practical context in Y13.						
Building on Knowledge	Starter review of previous lesson learning	Starter review of previous lesson learning	Starter review of previous lesson learning	Starter review of previous lesson learning Starter review of previous lesson learning	Revision booklets of entire units		
Assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP Summative assessment		
Cross curricular links (Other subjects, Careers, PHSE, Literacy, Numeracy, Oracy)	Literacy – Writing essay style exam answers Biology – Human Biology	Literacy – Writing essay style exam answers Biology – Human Biology	Literacy – Writing essay style exam answers Biology – Human Biology	Literacy – Writing essay style exam answers Biology – Healthy diet	Literacy – Writing essay style exam answers PSHE – Healthy diet and lifestyle factors		

	PSHE – Healthy diet and lifestyle factors	PSHE – Healthy diet and lifestyle factors	PSHE – Healthy diet and lifestyle factors	PSHE – Healthy diet and lifestyle factors				
Be More Opportunities (School based, local, regional, National, Global)	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3 Summer trip to St Georges park to study coaching and sport science Duke of Edinburgh Gold Award	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3 Summer trip to St Georges park to study coaching and sport science Duke of Edinburgh Gold Award			
Vocabulary	Axial, appendicular skeleton, synovial joints, antagonistic muscle pairs, Type 1 muscle fibres, Type 2 muscle fibres, mitochondria, lactate Positive and negative lifestyle factors, dietary requirements, chronic, acute, stress, depression, eat well plate, sedentary lifestyle	Alveoli, bronchioles, intercostal muscles, gaseous exchange, tidal volume, vital capacity, asthma, vital capacity, Blood pressure, BMI, Micro and macro nutrients (Protein and Carbohydrate), ergogenic aids, isotonic	Atria, ventricles, arteries, capillaries, cardiac output, cardiac hypertrophy, Aerobic endurance, continuous training, circuit training, repetition and sets, PNF training, training methods, core stability	ATP, Anaerobic, Aerobic, glycolysis, mitochondria, Krebs cycle, Electron transport chain, glycogen, diabetes Fartlek, interval training, SAQ, plyometrics, Dynamic and active balance, reaction time training	Analyse, assess, describe, discuss, evaluate, identify Aims, objective, SMARTER targets, FITT, Macrocycles, mesocycle, micro cycle			
Methods of deepening and securing knowledge	Interleaving - Low-stakes starters are used to ensure knowledge gained is retained and developed. (Retrieval Practice / Overlearning). Knowledge organisers Regular recall and retrieval - retrieval practice completed each lesson based on learning from the current LP and learning in previous LPs. Challenge and Scaffolding: models, videos, feedback Low stakes testing – retrieval practice starter questions, formative assessment quizzes.							

Be More Opportunities (School based, local, regional, National, Global)	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3 University visits to LJMU for sports courses	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3 Summer trip to St Georges park to study coaching and sport science Duke of Edinburgh Gold Award	Assisting and helping coach KS3 PE Officiating tournaments weeks for KS3 Summer trip to St Georges park to study coaching and sport science Duke of Edinburgh Gold Award	application letters. They will use WAGOLLS to improve coursework. Students will analyse video footage of two different sports and suggesting strengths and weaknesses in techniques and tactics. Using performance profiling and SWOT analysis. Using technology, statistics and observations. Students will role play to review how well they applied for their selected job roles. They will evaluate how well they performed in applying for and interviewing for a range of jobs. They will write about their strengths and weaknesses using a SWOT analysis. They will use wagolls to improve coursework.	
Vocabulary	Sports coaching, sports science, sports development, fixed term contracts, Employment contracts, apprenticeships Technical and tactical performances, open, closed, fine and gross skills, Techniques, Attacking tactics, defensive tactics,	Educational certificates, sport-specific awards, sporting achievements, career development plan, volunteering, testimonials, Skills auditing Technical and tactical performances, open, closed, fine and gross skills, techniques, attacking tactics, defensive tactics.	Job analysis, job description, person specification, work skills, personal CV, Letter of application, skills audit SWOT analysis, performance profiling, use of technology, objective data, statistics, Peer assessment	Job description, person specification, personal characteristics, personal CV, letter of application, skills audit, SWOT analysis Aims and objectives, Short, medium and long term goals, SMART targets, performance data, objective, subjective, SWOT analysis		Students will be setting aims and objectives to improve performance in 2 sports. Setting SMART targets to improve performances in 2 sports. They will carry out SWOT analysis of their own performances and present these to others. Students will look at all the coursework tasks in the unit and review which needs improving in preparation for the final hand ins.	
Methods of deepening and securing knowledge	<p>Interleaving - Low-stakes starters are used to ensure knowledge gained is retained and developed. (Retrieval Practice / Overlearning).</p> <p>Knowledge organisers</p> <p>Regular recall and retrieval - retrieval practice completed each lesson based on learning from the current LP and learning in previous LPs.</p> <p>Challenge and Scaffolding: models, videos, feedback</p> <p>Low stakes testing – retrieval practice starter questions, formative assessment quizzes.</p>					Students will be setting aims and objectives to improve performance in 2 sports. Setting SMART targets to improve performances in 2 sports. They will carry out SWOT analysis of their own performances and present these to others. Students will look at all the coursework tasks in the unit and review which needs improving in preparation for the final hand ins.	