

## KS5 Curriculum Plan 2024-25

		LP1	LP2	LP3	LP4	LP5
Year 12	<b>TOPIC</b>	<b>UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROGRAMMING</b>	<b>UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROGRAMMING</b>	<b>UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROGRAMMING</b>	<b>UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROGRAMMING</b>	<b>UNIT 1 ANATOMY AND PHYSIOLOGY UNIT 2 FITNESS TRAINING AND PROGRAMMING</b>
	<b>Knowledge</b>	Learning aim A and B: Students will explore different aspects of the body and its major systems. They will know the major bones, joints and joint movements in the body. They will know the major muscles groups and how they produce movement and how muscles respond to training  Learning aim A: Students will examine positive lifestyle choices and the effects that has on the body. They will know negative lifestyle factors such as sedentary lifestyle, stress and drinking. They will know how to suggest how to modify lifestyle factors to improve health. Learning aim B: Students will know a range of screening techniques can assess these lifestyle factors. They will know tests such as Blood pressure and BMI and how to interpret these results	Learning aim C: Students will know the structure and function of the respiratory system and how the body controls breathing. Students will also know how the respiratory system responds to exercise. They will look at the structure and function of the cardiovascular system and how that responds to exercise.  Learning aim C: Students will explore nutrition and its effects of lifestyle. They will know all the major macro and micro nutrients and how they help the body.	Learning aim D: Students will know the structure and function of the cardiovascular system and how the body controls heart rate. They will know how the heart and blood vessels respond to exercise in the long and short term.  Learning aim D: Students will know a range of training methods to improve the fitness of individuals. They will explore health related components of fitness and how to train for each component.	Learning aim E: Students will know how the major energy systems of the body provide energy for the body to exercise. They will understand the role of ATP and energy pathways in supplying energy to the body for a range of activities. They will know how these energy systems adapt to short term and long term exercise.  Learning aim D: Students will know a range of training methods to improve the fitness of individuals. They will explore skill related components of fitness and how to train for each component.	Learning aim E: Students will know how to design fitness training programmes for a specific athlete. They will explore its aims and objectives and apply the principle of training such as FITT. Students will also prepare for examinations.
	<b>Skills</b>	Unit 1: Students will apply their knowledge of anatomy and physiology using sporting examples to movements and processes in the body. Unit 2: Students will consider case studies of athletes and apply their knowledge of fitness training for the person improve their lifestyle and improve their performance.				
	<b>Key Vocab</b>	Axial, skeleton, synovial, antagonistic, muscle fibres, mitochondria, lactate lifestyle, dietary, requirements, chronic, acute, stress, depression, sedentary	Alveoli, bronchioles, intercostal muscles, gaseous exchange, tidal volume, vital capacity, asthma, vital capacity,  Blood pressure, BMI, Micro, macro, nutrients, 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  Fartek, 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

		LP1	LP2	LP3	LP4	LP5
Year 13	<b>TOPIC</b>	<b>UNIT 3 PROFESSIONAL DEVELOPMENT IN SPORT INDUSTRY UNIT 7 PRACTICAL SPORTS PERFORMANCE</b>	<b>UNIT 3 PROFESSIONAL DEVELOPMENT IN SPORT INDUSTRY UNIT 7 PRACTICAL SPORTS PERFORMANCE</b>	<b>UNIT 3 PROFESSIONAL DEVELOPMENT IN SPORT INDUSTRY UNIT 7 PRACTICAL SPORTS PERFORMANCE</b>	<b>UNIT 3 PROFESSIONAL DEVELOPMENT IN SPORT INDUSTRY UNIT 7 PRACTICAL SPORTS PERFORMANCE</b>	
	<b>Knowledge</b>	Learning aim A - Students will understand the career and job opportunities in the sports industry. They will understand all the types of jobs available and ways the individual career paths to follow for each job. Learning aim A - Students will explore National Governing Bodies for a range of sports, understanding the rules and regulations for two sports and the role the officials play in applying the rules and regulations.	Learning aim B - Students will analyse their own skills using a skills audit and write and action plan to further develop their skills. Students will produce a personal portfolio and CV.  Learning aim B - Students explore the skills and tactics needed in two Olympic sports, examining the skills, tactics and techniques to be successful in both sports.	Learning aim C - Students will undertake recruitment activities such as applying for jobs and writing CV's. Learning aim C - Students will develop knowledge of skills and tactics in two Olympic sports. Students will demonstrate their knowledge of both sports in a variety of roles such as player, coach and official.	Learning aim D - Students will review how successfully they applied for their chosen jobs in sport. They will then explore how to develop further using a SWOT analysis.  Learning aim D: Students will know how to reflect on their own performance in two sports using a variety of assessment methods highlighting ways to improve their performance.	
	<b>Skills</b>	Students will develop research techniques for a variety of roles in the sporting industry.  Students will know the rules and regulations for two Olympic sports and how they are applied.	Students will learn how to audit their own skills and find ways in which to improve these skills such as courses, work experiences and education routes.  Students develop knowledge of how to break down skills and how they help performance (continuous and serial). They will also discuss defensive and attacking tactics in game situations.	Students will develop presentation skills in a range of contexts.  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 develop evaluation skills to understand how well they performed in applying for and interviewing for a range of jobs.  Students will develop evaluation skills when reviewing performances in two selected sports.	
	<b>Key Vocab</b>	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	