







2021-22 CURRICULUM MAP

BTEC Sport- Year 10

<p>HALF TERM 1: Component 2- The Principles of Training, Nutrition and Psychology for Sport and Activity.</p> <p>KQ1 - What are the main components of fitness and the tests used to score a person's fitness levels in order to understand their ability to take part in sport?</p> <ul style="list-style-type: none"> • Components of fitness: aerobic endurance, muscular endurance, flexibility, speed, strength, power and body composition. • Interpretation of normative data tables to determine fitness status of participants • Know the correct fitness tests and the component of fitness they test: Cooper 12-minute, One-minute sit-up test, Hand grip dynamometer, St and reach test, Sargent jump test and 30-metre sprint test. • Interpreting data to determine the fitness levels for different target groups: girls and boys (14–16 years), men and women, elite performers, older people (65+). • Fitness test score and its impact on sport and activity. 		<p>www.brianmac.co.uk - components of fitness</p> <p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-activity-and-fitness.coursematerials.html</p> <p><i>Revise BTEC Tech Award Sport, Activity and Fitness Revision Guide</i></p> <p><i>BTEC Tech Award in Sport, Activity and Fitness: Student Book</i> Publisher: Oxford University Press</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness Student Book</i> Publisher: Pearson</p>
<p>KQ2 – Which methods of training are used to improve specific components of fitness and what are the advantages and disadvantages of each?</p> <ul style="list-style-type: none"> • Use fitness information to choose the most appropriate methods of training to improve components of fitness. • Knowledge and understanding of the different methods of training for participants for sport and activity. • Methods of training: continuous training, fartlek training, interval training, circuit training, core stability training, free weights, resistance machines, static stretching, dynamic stretching, proprioceptive neuromuscular facilitation (PNF) stretching, plyometrics, anaerobic hill sprints, CrossFit®, interval training, sprint training, sport-specific speed training (speed, agility and quickness (SAQ®)). • Advantages of each method: strengths of method in relation to selected sport or activity, limited need for equipment, can be done in a range of environments, cost of equipment, easy to set up, easy to progress. • Disadvantages of each method: weaknesses of method in relation to selected sport or activity, related to selected sport of activity, tedium, cost of 		<p>Extended writing - 9 mark exam style questions</p> <p>Mind mapping</p> <p>Note taking</p>
<p>KQ2 – Which methods of training are used to improve specific components of fitness and what are the advantages and disadvantages of each?</p> <ul style="list-style-type: none"> • Use fitness information to choose the most appropriate methods of training to improve components of fitness. • Knowledge and understanding of the different methods of training for participants for sport and activity. • Methods of training: continuous training, fartlek training, interval training, circuit training, core stability training, free weights, resistance machines, static stretching, dynamic stretching, proprioceptive neuromuscular facilitation (PNF) stretching, plyometrics, anaerobic hill sprints, CrossFit®, interval training, sprint training, sport-specific speed training (speed, agility and quickness (SAQ®)). • Advantages of each method: strengths of method in relation to selected sport or activity, limited need for equipment, can be done in a range of environments, cost of equipment, easy to set up, easy to progress. • Disadvantages of each method: weaknesses of method in relation to selected sport or activity, related to selected sport of activity, tedium, cost of 		<p>Advantages and disadvantages of training methods.</p> <p>How do the principles of training help improve someone's ability to take part in sport and physical activity?</p>
<p>KQ2 – Which methods of training are used to improve specific components of fitness and what are the advantages and disadvantages of each?</p> <ul style="list-style-type: none"> • Use fitness information to choose the most appropriate methods of training to improve components of fitness. • Knowledge and understanding of the different methods of training for participants for sport and activity. • Methods of training: continuous training, fartlek training, interval training, circuit training, core stability training, free weights, resistance machines, static stretching, dynamic stretching, proprioceptive neuromuscular facilitation (PNF) stretching, plyometrics, anaerobic hill sprints, CrossFit®, interval training, sprint training, sport-specific speed training (speed, agility and quickness (SAQ®)). • Advantages of each method: strengths of method in relation to selected sport or activity, limited need for equipment, can be done in a range of environments, cost of equipment, easy to set up, easy to progress. • Disadvantages of each method: weaknesses of method in relation to selected sport or activity, related to selected sport of activity, tedium, cost of 		<p>Core PE - Fitness suite. Working different fitness components</p> <p>Biology - the human body, the heart</p>



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equipment, time, availability of equipment, requires specialist location, need for a coach/instructor, increased risk of injury, gym membership.

KQ3 – What are the principles of training and how can they be applied to improve fitness of participations and positively affect their participation in sport?

- FITT principles and principles of training
- Define and be able to apply frequency, intensity, type, time to training methods
- Understanding and calculate Max HR and use this information to design specific accurate training programmes.
- Application of FITT
- Percentage of Maximum Heart Rate (Maximum Heart Rate = 220 - age);
- Definitions and sporting examples of additional components of fitness: specificity, progressive overload, overtraining, reversibility, participant differences and needs, training zones.
- Application of principles of training/ Training zones – working at the correct intensity of maximum heart rate to experience fitness improvement; maintenance/warm-up zone 50–60%, fat-burning zone 60–70%, aerobic training zone 70–80%, anaerobic training zone 80–100%; measurement of intensity through rate of perceived exertion (RPE) or heart-rate measurement.





KQ4 – What are fitness programmes and how can they be used for fitness improvement for sport and activity participants?

- Information included in a programme: importance of a person-centred approach
- Personal information to aid training programme design (health-screening questionnaire, activity likes and dislikes, availability to exercise)
- Aims – overall aim that meets participant's main fitness, sport or activity goal
- Objectives – how the participant will achieve their main goal
- Selection of appropriate components of fitness for training:
- Safe design – appropriate training method selection and activities to meet main fitness goal
- Components of a participant's session plan



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<p>HALF TERM 2: Component 2- The Principles of Training, Nutrition and Psychology for Sport and Activity.</p> <p>KQ1 - What is a healthy diet and what are the effects of macronutrients on the body's ability to function for sport and activity?</p> <ul style="list-style-type: none"> • Macronutrients: carbohydrates, proteins, fats • The structure and function of carbohydrates and examples of foods that provide this macronutrient • The structure and function of protein and examples of foods that provide this macronutrient • The structure and function of fats and examples of foods that provide this macronutrient • Calories and recommended daily allowances (RDA) • The benefits of macronutrients to participation in sport or activity: 		<p>www.brianmac.co.uk - nutrition, balanced diet</p> <p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-activity-and-fitness.coursematerials.html</p> <p><i>Revise BTEC Tech Award Sport, Activity and Fitness Revision Guide</i></p> <p><i>BTEC Tech Award in Sport, Activity and Fitness: Student Book</i> Publisher: Oxford University Press</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness Student Book</i> Publisher: Pearson</p>	
<p>KQ2 – What are the micronutrients, the main vitamins, minerals, and how can they can be beneficial during sport and activity?</p> <ul style="list-style-type: none"> • The structure and function of Vitamin A, Vitamin B1, Vitamin C, Vitamin D, Potassium, Iron and Calcium • Benefits specific micronutrients have on the bodies ability to take part in sport and physical activity • Foods that supply nutrients for specific micronutrients 			<p>Extended writing - 9 mark exam style questions</p> <p>Mind mapping</p> <p>Note taking</p>
<p>KQ3 – Why is it important to stay hydrated and what benefits it has on the body for sport and physical activity?</p> <ul style="list-style-type: none"> • Knowledge and understanding of hydration and its impact on participant engagement in sport and activity. • Dehydration – a harmful reduction in the amount of fluid in the body. • Recommended daily intake (RDI) – two litres. • Increased intake: additional one litre of fluid per hour of exercise participation, in response to hot conditions. • Negatives of poor hydration: poor fluid choices lead to dehydration, which is when the blood plasma volume reduces (gets thicker) and reduces the body's ability to sweat. • Benefits of hydration for sport and activity: maintaining a normal body temperature (37 degrees) through sweating so that participants do not overheat when training or competing, lubrication for the joints so they can move more freely during sport and 			<p>What need to be included in a balanced diet – macronutrients, micronutrients. What benefits does each macronutrients and micronutrient have on someones body when taking part in sport or physical activity</p>
		<p>Food technology - eat well plate</p> <p>PSE - healthy active lifestyles - Eating healthily</p>	



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<p>activity, blood plasma is thinner so it can work effectively and transport oxygen and nutrients to the muscles during sport and activity.</p> <p>KQ4 – How can we improve nutrition for sport and activity?</p> <ul style="list-style-type: none"> • Review nutritional habits that require improvement and suggest methods to help participants enhance their participation through these changes to their diet. • Features of a healthy diet: • Recognising positive features of a healthy diet – eating the right percentage of macronutrients to stay healthy (carbohydrates at 50–60%, fat at 30% and protein at 12–15%); the inclusion of micronutrients; good hydration levels; eating at least three meals a day • Recognising areas for improvement to enhance a diet. • Methods to enhance sport and activity through nutritional change. • Legal supplements – types of supplement, vitamin B and vitamin D, protein supplements, pre-workout supplements, glucose-based isotonic drinks, caffeine drinks: • Advantages and disadvantages of supplements on people taking part in sport and physical activity. 		
<p>HALF TERM 3: Component 2- The Principles of Training, Nutrition and Psychology for Sport and Activity.</p> <p>KQ1 – What are the psychological influences of motivation on participation in sport and activity?</p> <ul style="list-style-type: none"> • The impact of motivation on participation in sport and activity • Understand how psychological factors affect participants taking part in sport and activity. Understanding the mind and its impact is essential when studying sport and activity. • Definition of motivation: the internal mechanisms and external stimuli that arouse and direct behaviour. • Types of motivation: intrinsic motivation – motivation that comes from internal factors, extrinsic motivation – when external factors provide the motivation to take part in fitness activity, tangible and intangible rewards. • Benefits of increased motivation on fitness participation levels: intensity of effort during participation is higher, 		<p>www.brianmac.co.uk - psychology for sport</p> <p>https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-activity-and-fitness.coursematerials.html</p> <p><i>Revise BTEC Tech Award Sport, Activity and Fitness Revision Guide</i></p> <p><i>BTEC Tech Award in Sport, Activity and Fitness: Student Book</i> Publisher: Oxford University Press</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness Student Book</i> Publisher: Pearson</p>
		<p>Extended writing - 9 mark exam style questions</p> <p>Mind mapping</p> <p>Note taking</p>



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<p>continuing to take part on a regular basis, overcoming adversity o higher enjoyment levels, increased intrinsic and extrinsic rewards.</p> <p>KQ2 - What are the psychological influences of self-confidence on participation in sport and activity?</p>		<p>Discussing advantages and disadvantages of psychological effects.</p> <p>How can psychological influences impact on a performers' performance in sport?</p> <p>How can we be motivated to perform physically and for what reasons?</p>
<ul style="list-style-type: none"> • The impact self-confidence can have on participation in sport and • How a participant's self-confidence levels can impact on their sport and activity. • The focus will be on the benefits of increased self-confidence and the ways that a sport and activity leader can increase participant self-confidence to positively affect participation levels. • Definition of self-confidence: the belief that a desired behaviour can be performed. • Benefits of self-confidence: increased intrinsic motivation, leading to increased participation levels, positive attitude to fitness, sport or activity, increasing belief that participants can reach their goal, improved performance, improved concentration and effort. • Methods to increase self-confidence <p>KQ3 - What are the psychological influences of anxiety on participation in sport and activity?</p> <ul style="list-style-type: none"> • The impact of anxiety on participation in sport and activity • The types of anxiety and the negative effects they can have on participants. • Ways of controlling anxiety to promote increased participation. • Definition of anxiety: the level of worry or nervousness a participant experiences. • Types of anxiety: o state – anxiety refers to a particular situation, may arise when there is a high-pressure situation and the participant must perform o trait – the participant is tense and apprehensive as a character of their personality and therefore anxiety is a consistent feeling for them (the nervous system is continually activated in a number of situations). • Effects of anxiety on participation in sport and activity • Somatic anxiety its effects on a person taking part in sport • Cognitive anxiety its effects on a person taking part in sport • state and trait anxiety and when they might occur • Methods of controlling anxiety in a sport or activity environment 		<p>Psychology - effects on performance</p> <p>Core PE – TGFU – competitive games</p> <p>Extra-curricular sport and school games</p>



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<p>HALF TERM 4: Component 1- Understand the body and the supporting technology for sport and activity. <u>Investigate the impact of sport and activity on the body systems - the body systems</u> KQ1 – what is the structure of the cardiorespiratory system?</p> <ul style="list-style-type: none"> • Structure of the cardiovascular system including the atria, ventricles, aorta, arteries, veins and valves • Structures of the respiratory system including the lungs, bronchi, bronchioles, alveoli and diaphragm <p>KQ2 – What are the functions of the cardiorespiratory system? A) Respiratory system:</p> <ul style="list-style-type: none"> • Taking oxygen, allowing for gaseous exchange so oxygen can travel into the blood and be taken to the working muscles <p>B) cardiovascular system:</p> <ul style="list-style-type: none"> • Transports carbon dioxide from the working muscles back to the lungs for gaseous exchange so the by product can be breathed out • Transports platelets to clot open wounds • Reduces build-up of lactic acid • Regulates temperature through vasodilation and vasoconstriction <p>KQ3- what is the structure of the musculoskeletal system?</p> <ul style="list-style-type: none"> • Structure of the muscular system. Location of 12 major muscles including biceps, triceps, hamstring, quadriceps and hip flexors • Structure of the skeletal system. Location of 20 major bones including cranium, 5 areas of the spine, ribs, tibia, fibula and femur. <p>KQ4 – what are the functions of the musculoskeletal system? A) skeletal system:</p> <ul style="list-style-type: none"> • Protection of vital organs • Allows movement at joints • Ligaments used to keep bones in place • Platelets and red and white blood cells produced by the marrow, clot wounds, carry oxygen and provide immunity from disease. <p>B) Muscular system</p> <ul style="list-style-type: none"> • Works with the skeletal system to provide movement. Muscles are attached to the bones and contract causing a pull on the bone. <p><u>Investigate the impact of sport and activity on the body systems - physiological impact of engagement in sport on the body systems</u></p>		<p>Adaptations to the body through exercise https://www.bbc.co.uk/bitesize/guides/z9fhycw/revision/2</p> <p>Anatomy https://www.bbc.co.uk/bitesize/guides/zpkr82p/revision/2</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness: Student Book</i> Publisher: Oxford University Press</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness Student Book</i> Publisher: Pearson</p>
		<p>Practice assignment Describe the structure and function of the cardiorespiratory system alongside the long-term effects of exercise on the system. Assignments will then be peer marked and feedback given</p>
		<p>How can we recognise the long-term benefits in our own bodies?</p>
		<p>Science – anatomy of the body and it's adaptations</p>



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<p>KQ1 – what is the effect of regular participation on components of fitness?</p> <ul style="list-style-type: none"> • Aerobic exercises improve aerobic endurance, muscular endurance and/or body composition • Resistance exercises improve muscular strength, muscular endurance and/or body composition <p>KQ2 – what are the long-term effects of exercise on the cardiorespiratory system?</p> <p>A) cardiovascular system:</p> <ul style="list-style-type: none"> • Cardiac hypertrophy • Drop in resting heart rate • Drop in resting blood pressure • Drop in blood viscosity (thickness of the blood) <p>B) respiratory system:</p> <ul style="list-style-type: none"> • Increased vital capacity • Improved efficiency of gaseous exchange <p>KQ3 – What are the long-term effects of exercise on the musculoskeletal system?</p> <p>A) skeletal system:</p> <ul style="list-style-type: none"> • Increased bone density • Increased joint strength <p>B) muscular system</p> <ul style="list-style-type: none"> • Muscular hypertrophy • Strengthening of core muscles 		
<p>HALF TERM 5: Component 1- Understand the body and the supporting technology for sport and activity.</p> <p><u>Explore common injuries in sport and activity and methods of rehabilitation – common sporting injuries</u></p> <p>KQ1 – How can we reduce the risk of injury?</p> <ul style="list-style-type: none"> • Use of warm up before exercise • Use of cool down after exercise <p>KQ2 – What are basic common injuries?</p> <p>A) sprain:</p> <ul style="list-style-type: none"> • Twisting of ligaments • Symptoms including pain, swelling, bruising <p>B) strain</p> <ul style="list-style-type: none"> • Overstretching a muscle (creating a tear) • Symptoms including pain, redness, weakness of the muscle <p>C) Bruise</p> <ul style="list-style-type: none"> • Ruptured blood vessel under the skin • Symptoms including discolouration of the skin, pain when touched, tenderness <p>KQ3 – What are complex common injuries?</p> <p>A) dislocation:</p> <ul style="list-style-type: none"> • Displacement of a bone from a joint • Symptoms including intense pain, swelling, unable to move joint <p>B) Ligament tear</p> <ul style="list-style-type: none"> • Tearing of the ligament around a joint 		<p><i>Common injuries and treatment</i> https://www.webmd.com/men/features/seven-most-common-sports-injuries#1</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness: Student Book</i> Publisher: Oxford University Press</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness Student Book</i> Publisher: Pearson</p>
		<p>Practice assignment Students choose an injury, they must describe the injury, symptoms, a cause and how they would manage and rehabilitate that injury. Assessed and feedback given</p>
		<p>Discussion around when the causes would occur in sporting situations</p> <p>Linking of injuries to most likely cause</p> <p>Linking of injuries to the most suitable rehabilitation</p>
		<p>Health and social/ DofE/cadets– first aid and managing an injury Science- how the rehabilitation works on to heal the injury</p>



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<ul style="list-style-type: none">• Symptoms including popping noise, immediate swelling and instability <p>C) fracture</p> <ul style="list-style-type: none">• Broken bone• Open – bone is fully broken and pierces the skin• Closed – bone is fully broken but does not pierce the skin• Stress – bone is only cracked and not fully broken• Symptoms including deformity, swelling, pain, loss of function <p>D) Tendonitis</p> <ul style="list-style-type: none">• Inflammation of the tendons at a joint• Symptoms including pain when moving the joint, tenderness and acute pain <p>E) shin splints</p> <ul style="list-style-type: none">• Sharp pain in the lower leg• due to excessive running on hard surfaces• Symptoms including aching and pain in the shins that improves when resting, swelling and numbness in the feet. <p><u>Explore common injuries in sport and activity and methods of rehabilitation – causes of common injuries</u></p> <p>KQ1 – What are some of the Physiological causes of injury?</p> <ul style="list-style-type: none">• Intensity – doing too much too soon• Gravity – when needing balance (vital in sports such as gymnastics)• Type of sport or activity – contact sports pose higher risk <p>KQ2 – What are some of the Psychological causes of injury?</p> <ul style="list-style-type: none">• Low self-confidence - not committing fully• Peer pressure – pressure to perform above your level• Stress – reduced concentration <p>KQ3 – What are some of the Environmental causes of injury?</p> <ul style="list-style-type: none">• Weather – dangerous surfaces• Temperature - too hot (causes dehydration), too cold (have to warm up for longer to reduce risk of injury) <p>KQ4 – What are some of the Equipment related causes of injury?</p> <ul style="list-style-type: none">• Inappropriate clothing and footwear• Lack of protective clothing e.g. shin pads/ gum shields• Damaged equipment• Incorrect use of equipment <p>KQ5 – What are some of the People- related causes of injury?</p> <ul style="list-style-type: none">• Age – older and young people pose more of a risk		
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<ul style="list-style-type: none"> • Drugs and alcohol – affect judgement and reactions • Skill level and experience – amateur vs professional, young vs old • Insufficient warm up • Overtraining – doing too much without adequate rest <p>KQ6 – What are some of the coach related causes of injury?</p> <ul style="list-style-type: none"> • Poor training method • Unsafe practice • Poor technique • Inexperienced coaches – must have up to date qualifications <p><u>Explore common injuries in sport and activity and methods of rehabilitation – management and rehabilitation of common sporting injuries</u></p> <p>KQ1 – how do we manage common sporting injuries?</p> <p>A) physiological management</p> <ul style="list-style-type: none"> • Seeking medical advice from a first aider, paramedics, doctor, physiotherapist • PRICE – protect, rest, ice, compression, elevation • SALTAPS – stop play, ask the player, look, touch, active movement, passive movement, stand up <p>B) Psychological management</p> <ul style="list-style-type: none"> • Goal setting • Relaxation techniques – e.g. yoga, Pilates <p>KQ2 – How do we rehabilitate an injury?</p> <ul style="list-style-type: none"> • Time – allow to rest but depends on the injury • Hot and cold treatment • Ice baths • Basic strapping • Flexibility exercises <p>KQ3 – How can technology be used in rehabilitation?</p> <ul style="list-style-type: none"> • Cryotherapy chambers • Hyperbaric oxygen treatment • Resistance bands • Electronic pulse massage systems 		
<p>HALF TERM 6: Component 1- Understand the body and the supporting technology for sport and activity.</p> <p><u>Understand the use of technology for sport and activity - Different types of technology in sport and activity</u></p> <p>KQ1 - what are the different types of technology available in sport?</p> <p>A) advances in equipment:</p> <ul style="list-style-type: none"> • Tennis rackets • Footballs • Goal posts • Strengthening equipment 		<p><i>is technology in sport good?</i></p> <p>https://theconversation.com/why-technology-in-sport-poses-a-threat-to-keeping-the-game-fair-safe-and-affordable-44475</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness: Student Book</i> Publisher: Oxford University Press</p> <p><i>BTEC Tech Award in Sport, Activity and Fitness Student Book</i> Publisher: Pearson</p>



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<p>B) advances in protection</p> <ul style="list-style-type: none"> Cricket helmets Mouth guards Landing mats 		
<p>C) clothing</p> <ul style="list-style-type: none"> Aerodynamic Compression clothing Moisture control Perceived psychological edge 		<p>Practice assignment Students will choose either a performer, coach or official. they will explain the technology available to them and the benefits and limitations to this technology Assessed and feedback given</p>
<p>D) footwear</p> <ul style="list-style-type: none"> Changes in materials Studs Insoles breathable technology waterproof technology 		<p>The technology available to the elite and to them as amateur players Discuss their ideas on the benefits and limitations of the technology</p>
<p>E) facilities</p> <ul style="list-style-type: none"> Climate control – air conditioning, air management Indoor flooring – sprung, wooden, anti-friction Outdoor - all weather surfaces, 3G/4G, artificial pitches <p>F) cameras, computers and software</p> <ul style="list-style-type: none"> Hawk-Eye Goal-line technology match analysis player analysis GPS smartwatches 		<p>Core PE – the technology in equipment they've seen in lessons. IT – apps, smartwatches etc that they may have come across</p>
<p><u>Understand the use of technology for sport and activity – the benefits of technology on improving body systems</u></p> <p>KQ1 – how does technology benefit the performer?</p> <ul style="list-style-type: none"> Gains in the musculoskeletal system due to skill analysis Clothing makes the performer more aerodynamic, can increase speed GPS allows monitoring of cardiorespiratory training zones Use of prosthetics to aid musculoskeletal system Footwork to suit biomechanical needs of the performer <p>KQ2 – how does technology benefit the coaches/managers?</p> <ul style="list-style-type: none"> Video analysis of team to analyse cardiorespiratory effort and participant performance GPS to review cardiorespiratory effort of player – to enable squad selection Use of apps to rate mood/determine training activities <p>KQ3 – how does technology benefit the officials?</p> <ul style="list-style-type: none"> Moisture control clothing to allow for thermoregulation 		



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- Use of smartwatches for goal-line technology/cardiorespiratory demands of the role

Understand the use of technology for sport and activity – limitations of technology to sport

KQ1 – what are the limitations of technology to the performer?

- Data from technology can impact team selection
- Data directly compares players
- Data from injury assessment during rehabilitation can stop someone participating if they are not ready

KQ2 - what are the limitations of technology to the coaches/managers?

- Time consuming technology can take away from quality coaching time
- Required to keep up with the latest advantages for the benefit of their players
- Technology repair costs
- Cost of advanced technology means not everyone has access

KQ3 - what are the limitations of technology to the officials?

- Breaks in play when technology is used
- some technology only available at elite level e.g. goal line technology, Hawk-Eye