



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

KS4 – Year 9 – BTEC Level 1 / Level 2 First Award in Sport – 2018 Specification



Corinthians 9:24

*Do you not know that in a race all the runners run,
but only one gets the prize? Run in such a way as to
get the prize.*

BTEC

Year 9 BTEC First Award in Sport - Scheme of Work Overview – See Pearson BTEC Level 1 / Level 2 First Award in Sport (2018) For Further Detail

<p>Sequencing of Topics</p>	<p>Autumn Term 1: Unit 1 – Learning Aim A – A.1 / A.2 / A.3 - Components of Physical and Skill-Related Fitness / Important in relation to sporting performance. Autumn Term 2: Unit 6 – Learning Aim A – Topic A.1 / A.2 – Sports Leaders & Attributes. Spring Term 1: Unit 1 – Learning Aim A – Topic A.4 / A.5 / A.6 – Exercise Intensity and Principles of Training.</p>	<p>Spring Term 2: Unit 6 – Learning Aim A – Topic A.1 / A.2 – Sports Leaders & Attributes. Summer Term 1: Unit 6 – Learning Aim A – Topic A.3 – Leader Responsibilities. Summer Term 2: Unit 1 – Learning Aim A – Topic A.4 / A.5 / A.6 – Fitness Training Methods (Requirements, Method and Application).</p>
<p>Career Links</p>	<p align="center">Each learning topic will have a specific career link to widen student awareness and understanding around potential career pathways –</p> <p align="center"> Personal Trainer Performance Analyst Nutrition Expert Sports Psychologist Sports Minister Teacher University Lecturer Sports Therapist Physiotherapy </p> <p align="center">Teachers will spend lesson time to link in career pathways with the specific topic, giving students the opportunity to explore what the pathways entails in relation to qualifications, job role and financial implications.</p>	
<p>Calendared Assessments</p>	<p>Mock 1 – Autumn Term 2 – 23rd - 27th November – Components of Physical and Skill-Related Fitness – Exam based around student learning. Mock 2 – Summer Term 2 - 16th - 23rd June – Components of Physical and Skill-Related Fitness / Exercise Intensity and Principles of Training / Fitness Training Methods– Exam based around student learning. Coursework will be internally moderated in relation to the Assessment Plan - Students to be assessed internally consistently to monitor knowledge and understanding.</p>	
<p>Personal Development (Cross Curricular, Jesuit Values, SMSCV, Cultural Capital)</p>	<p>Cross Curricular links can be made with the following subjects – English (Formulation of detailed and coherent exam responses, underpinning student knowledge and understanding. Literacy competency to interpret key terminology and apply subject specific terminology to exam responses). Science (The function of the heart and how it supports sporting performance / Exercise Intensity and how it is calculated in response to heart rate / The formulation of speed). Mathematics (Data analysis and interpretation of data to analyse physical performance / Calculating exercise intensity through recording and analysis of data).</p> <p>Saint John Wall Values – The values are incorporated throughout lessons, constant reference to the values promotes and develops student understanding. Theoretical contexts are linked to specific Values, with students understanding which values are fundamental to the activities they are participating in.</p> <p>SJW Values</p> <ul style="list-style-type: none"> • Attentive and Discerning – How do I fit into the wider world? Can you notice the big and small things in relation to the learning content? • Active and Curious – How can I influence others? Do I approach new topics with enthusiasm and positivity? • Compassionate and Loving – How can I attract others into my life to be positive? When I am giving peer feedback in relation to work, do I consider the language and words that I use? • Learned and Wise – How can I be a director to help those around me? Can I respond to feedback from my teacher and peers so I can reflect on and improve my performance? • Grateful and Generous – Am I thankful for the special moments I have in my life? Am I grateful for the opportunities I am given in lessons? 	

- **Faith Filled and Hopeful** - How can I spread hope to all those I encounter? Can I remain positive during challenging times in lessons? Can I demonstrate resilience?
- **Prophetic and Intentional** – Do I remember my role in the wider world? Do I have an objective that I strive to achieve?
- **Eloquent and Truthful** – How can I live out my life in the best way? Am I honest and truthful in everyday life?

Cultural Capital – Deep level learning to facilitate student knowledge and understanding (E.G. Socio-Cultural Issues) – Lessons encourage varied social interactions – Opportunities for further social development (Leadership Pathways & Coaching Courses) - Educational Visits / Guest Speakers.

Progression Model

What **knowledge** will pupils develop? *(Including Key Terminology)*

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Unit 6

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Learning Aim A – Students will develop their knowledge around the attributes, skills and qualities required to be a successful sports leader. Students will apply their knowledge by comparing and contrasting two sports leaders, evaluating the qualities of those leaders.

Students will develop their leadership skills through the practical element of Learning Aim B. Students are required to demonstrate the qualities of a successful sports leader when they deliver their planned session to peers. The skills required in relation to the success criteria are skills that students can utilise in everyday life.

Learning Aim B – Students will develop their knowledge around how to plan a successful sports session. Students will understand the content required in their session, focusing on the warm-up, main activities (technical and skill practices) as well as the cool-down.

These skills will support student development holistically. Students will develop their reflection skills during the Learning Aim C assignment. Students are required to reflect, evaluate and draw conclusions on the delivery of their session. Students are required to produce a detailed written report that analyses their performance, recognising strengths and areas for development.

Learning Aim C – Students will learn how to successfully review performance, creating a system that supports their analysis of the session they delivered.

What skills will pupils develop? *(Including Literacy & Numeracy)*

Unit 1

Exam Content - Assessment Objectives – Students are required to demonstrate the following skills in their exams –

Learning Aim A – Student knowledge is based around the components of fitness required to be successful in sporting performance. Students will develop their knowledge around knowing the various components, as well as understanding their importance in a practical context. Students will be able to analyse sporting performance, explaining why and how the components underpin performance. Students will develop their knowledge around exercise intensity, understanding the various training zones. Students will be able to apply the training zones to various sports, recognising which zone a specific athlete would need to work in to improve their physical performance. Students will have the knowledge to be able to calculate and monitor training intensity, drawing conclusions and recommendations when evaluating sporting performance.

Knowledge
Application / Examples
Analysis

Principles of Training – Students will develop their knowledge around the principles, being able to identify them as well as explaining how they are implemented within training.

Lessons will be planned to work through these steps to develop the skills of the students. Students will develop their ability to evaluate a question, determining what is required in terms of the structure of their response. This is a crucial skill for our students, by combining this principle with their high-level knowledge they will be able to formulate high level answers.

Learning aim B: Explore Different Fitness Training Methods.

Coursework – Students will develop their skills in responding to Pass, Merit and Distinction criteria.

Students will recognise and identify what is required to produce a Pass, Merit or Distinction piece of work. Students will then be able to effectively reflect on and assess their own work, providing them with independent learning skills. Students will take

	<p>Training Requirements - Students will develop their knowledge around the requirements for a variety of fitness training methods – Equipment, Technique and Principles.</p> <p>Additional Requirements – Students to consider further requirements such as exercise intensity, advantages / disadvantages and training principles.</p> <p>Fitness Training Methods – Students to develop their knowledge of the different training methods. Students will be able to identify and explain the training methods, detailing which method supports a specific component of fitness.</p>	<p>ownership their learning, a crucial skill that they can use in other subjects and in later life.</p> <p>Literacy – Definitions and use of key terminology. Extended writing questions. Explanations that include sporting examples. Analysis of sporting phases. Formulation and structure of detailed responses that meet learning criteria.</p> <p>Numeracy – Data analysis and interpretation. Drawing and interpreting graphs. Calculation of nutritional values to support a healthy lifestyle. Analysis of physical performance, analysing key data in relation to the Circulatory and Respiratory Systems.</p>
<p>Development Homework</p>	<p>Revision notes and tasks are available for students to develop, apply and review their knowledge and understanding – Content is mirrored with lessons in relation to the Schemes of Work, facilitating deep level learning.</p> <p>Careers – Students are provided with insightful research opportunities in relation to various career pathways. Students are given case scenarios that are contextualised to the learning topic, giving students a perspective of what a particular career pathway might look like – Learning is linked to the real world.</p> <p>https://targetcareers.co.uk/careers-advice/choosing-your-career/1034364-careers-in-sports</p> <p>https://careers-in-sport.co.uk/</p> <p>https://www.jobmonkey.com/sports/types_of_sports_jobs/</p> <p>https://thebestschools.org/careers/top-sports-careers-non-athletes/</p> <p>https://www.learnhowtobecome.org/career-resource-center/careers-in-sports/</p>	