



# 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”.

### Key Stage 4 – Year 10 – 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.*



**Year 10 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><b>Sequencing of Topics</b></p>	<p><u>Autumn Term 1: Unit 1 - Learning Aim A – Topic A.1 / A.2 / A.3</u> - Components of Physical and Skill-Related Fitness / Important in relation to sporting performance.</p> <p><u>Autumn Term 2: Unit 1 – Learning Aim A – Topic A.4 / A.5 / A.6</u> – Exercise Intensity and Principles of Training.</p> <p><u>Spring Term 1: Unit 1 – Learning Aim B – Topic B.1 / B.2 / B.3</u> – Fitness Training Methods (Requirements, Method and Application).</p> <p><b>Unit 1 – Learning Aim C – Topic C.1 / C.2 / C.3 / C.4</b> – Fitness Testing (Test / Component of Fitness, Importance, Requirements and Data Analysis).</p>	<p><u>Spring Term 2: Unit 6 – Learning Aim B – Topic B.1 / B.2 / B.3 / B.4</u> – Planning and Delivery of Sports Session.</p> <p><u>Summer Term 1: Unit 6 – Learning Aim C – C.1 / C.2</u> – Review of Sports Session.</p> <p><u>Summer Term 2: Unit 2 – Learning Aim A – Topic A.1 / A.2 / A.3 / A.4 / A.5 / A.6 / A.7</u> – Rules, Regulations and Scoring Systems / Roles and Responsibilities of Officials.</p>
<p><b>Career Links</b></p>	<p align="center"><b>Each learning topic will have a specific career link to widen student awareness and understanding around potential career pathways –</b></p> <p align="center"> <b>Personal Trainer</b>  <b>Performance Analyst</b>  <b>Nutrition Expert</b>  <b>Sports Psychologist</b>  <b>Sports Minister</b>  <b>Teacher</b>  <b>University Lecturer</b>  <b>Sports Therapist</b>  <b>Physiotherapy</b> </p> <p align="center"><b>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.</b></p>	
<p><b>Calendared Assessments</b></p>	<p><b>Mock 1</b> – Autumn Term 2 – 3<sup>rd</sup> – 6<sup>th</sup> November – Learning Aim A – Paper to be based around student learning.</p> <p><b>Mock 2</b> – Spring Term 1 – 8<sup>th</sup> – 12<sup>th</sup> February – Mock Paper.</p> <p align="center"><b><i>Students to be assessed internally consistently to monitor knowledge and understanding - Coursework will be internally moderated in relation to the Assessment Plan</i></b></p>	
<p><b>Personal Development</b> (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><b>SJW Values</b></p> <ul style="list-style-type: none"> <li>• <b>Attentive and Discerning</b> – How do I fit into the wider world? Can you notice the big and small things in relation to the learning content?</li> <li>• <b>Active and Curious</b> – How can I influence others? Do I approach new topics with enthusiasm and positivity?</li> <li>• <b>Compassionate and Loving</b> – 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?</li> </ul>	

- **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 1 – Fitness for Sport and Exercise**

**Learning Aim A: Know about the Components of Fitness and the Principles of Training.**

Components of Fitness - 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.

Exercise Intensity - 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.

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.

**Learning aim B: Explore Different Fitness Training Methods.**

Interpretation of Fitness Test Data – Students to interpret and analyse fitness test data. Drawing valid conclusions around fitness levels, linking this information with sporting performance and providing recommendations.

**Unit 6 – Leading Sports Activities**

**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.

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

**Unit 2 – Practical Sports Performance**

**Learning Aim A: Understand the Rules, Regulations and Scoring Systems for Selected Sports.**

Rules, Regulations and Scoring Systems – Students are able to explain the Rules, Regulations and Scoring Systems in two selected sports. Students must demonstrate their knowledge and understanding of their two sports, articulating clearly how the sports are structured.

Roles of the Officials – Students will be able to discuss the importance of the various officials in their two selected sports. Students will use practical examples of when the officials would be active within the sport, demonstrating their understanding around the roles of officials.

Training Requirements - Students will develop their knowledge around the requirements for a variety of fitness training methods – Equipment, Technique and Principles.

Additional Requirements – Students to consider further requirements such as exercise intensity, advantages / disadvantages and training principles.

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.

**Learning Aim C: Investigate Fitness Testing to determine Fitness Levels.**

Fitness Tests – Student knowledge will be developed around the various fitness training tests. Students will be able to explain the various methods, detailing the structure and procedures. Students will also be able to link the appropriate fitness test with the specific component of fitness.

Importance of Fitness Testing – Students will understand the importance of the tests, demonstrating their knowledge around baseline data and how training is adapted based on the results.

Test Administration – Students to develop their knowledge on administration, understanding the terms ‘reliability’ and ‘validity’. Students will be able to explain the advantages and disadvantages of each test.

Application of the Rules – Students can apply the rules of a sport in various scenarios. Students will be recorded officiating a game, demonstrating their knowledge of the rules.

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

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

Knowledge  
Application / Examples  
Analysis

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.

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 ownership their learning, a crucial skill that they can use in other subjects and in later life.

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.

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.

**Development Homework**

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.

**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.**

<https://targetcareers.co.uk/careers-advice/choosing-your-career/1034364-careers-in-sports>

<https://careers-in-sport.co.uk/>

[https://www.jobmonkey.com/sports/types\\_of\\_sports\\_jobs/](https://www.jobmonkey.com/sports/types_of_sports_jobs/)

<https://thebestschools.org/careers/top-sports-careers-non-athletes/>

<https://www.learnhowtobecome.org/career-resource-center/careers-in-sports/>

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