



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 11 – 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 11 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><u>Autumn Term 1:</u> Unit 2 – Learning Aim A – Topic A.1 / A.2 / A.3 / A.4 / A.5 / A.6 / A.7 – Rules, Regulations and Scoring Systems / Roles and Responsibilities of Officials.</p> <p><u>Autumn Term 2:</u> Unit 2 – Learning Aim B – Topic B.1 / B.2 / B.3 / B.4 / B.5 / B.6 / B.7 / B.8 / B.9 / B.10 / B.11 – Description of Components of Fitness, Technical and Tactical Demands in Two Selected Sports.</p> <p><u>Spring Term 1:</u> Unit 2 – Learning Aim C – Topic C.1 / C.2 – Review Sports Performance.</p>	<p><u>Spring Term 2:</u> Unit 3 – Learning Aim A – Topic A.1 / A.2 – Training Programme Design.</p> <p>Unit 3 - Learning Aim B – Topic B.1 / B.2 - Musculoskeletal and Cardiorespiratory Systems.</p> <p><u>Summer Term 1:</u> Learning Aim C – Topic – C.1 / C.2 / C.3 - Implement Self-Designed Programme.</p> <p><u>Summer Term 2:</u> Learning Aim D – Topic – D.1 - Review Training Programme.</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 align="center"><i>Students to be assessed internally consistently to monitor knowledge and understanding - Coursework will be internally moderated in relation to the Assessment Plan</i></p>	
<p>Personal Development <i>(Cross Curricular, Jesuit Values, SMSCV, Cultural Capital)</i></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 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.

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.

Learning Aim B: Practically Demonstrate Skills, Techniques and Tactics in Selected Sports.

Components of Fitness – Students can practically demonstrate the physical components of fitness required within their two sports.

Technical & Tactical – Students can practically demonstrate their technical and tactical abilities within an isolated practice, conditioned practice and competitive game.

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.

Learning Aim C – Be Able to Review Sports Performance.

Independently produce a checklist that can be used to review performance.
Analyse strengths and areas for development in two selected sports, justifying recommended activities to develop performance.

Unit 3 – Applying the Principles of Personal Training.

Learning Aim A – Design a Personal Fitness Training Programme.

Design a Personal Fitness Training Programme based around a specific sport from Unit 2 – Training Programme must be personalised to the needs of the individual.

Programme Design must meet all of the specified criteria.

Learning Aim B - Musculoskeletal System and Cardiorespiratory System.

Students will develop their knowledge of the muscles, bones and the short-term effects of exercise of the Musculoskeletal System.

Students will develop their knowledge of the Cardiovascular and Respiratory Systems, understanding the short-term effects of exercise on the systems.

Learning Aim C – Implement a Self-Designed Fitness Training Programme.

Students will safely implement a training programme and keep a diary to evidence the programme.

Students will understand various methods to measure success and link in with their own training programme.

Learning Aim D – Review Personal Fitness Programme.

Students must review their training programme, detailing the strengths and areas for improvement.

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

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