

	Term 1		Term 2		Term 3	
Key focus	Unit 2 Fitness Training and Programming for Health, Sport and Well-being	Unit 3 Professional Development in the Sports Industry	Unit 3 Professional Development in the Sports Industry	Unit 2 Fitness Training and Programming for Health, Sport and Well-being	Unit 3 Professional Development in the Sports Industry	Unit 3 Professional Development in the Sports Industry
Purpose of the scheme	Students will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being	Students will explore the knowledge and skills required for different career pathways in the sports industry. Students will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.	Students will explore the knowledge and skills required for different career pathways in the sports industry. Students will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.	Students will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being	Students will explore the knowledge and skills required for different career pathways in the sports industry. Students will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.	Students will explore the knowledge and skills required for different career pathways in the sports industry. Students will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.
Pre read (suggested)						
Key knowledge and skills	Students will learn about the positive and negative lifestyle factors and their effect on health and well-being. Students will learn about positive lifestyle factors such as physical activity and balanced diet and the positive effects on health and well-being these lifestyle factors bring about such as reducing the risk of chronic diseases, reducing the chances of depression and maintenance of body weight. Students will learn about the negative lifestyle factors such as stress, smoking, lack of sleep, sedentary lifestyle and excessive alcohol consumption and their effects on health and well-being such as cancer, hypertension and stroke. Students will learn about the health screening processes that assess blood pressure, resting	Students will learn about career and job opportunities in the sports industry including the size, breadth and geographic spread of the sports industry locally and nationally and factors that affect sports provision and employment opportunities. Students will learn about the wide variety of careers and jobs in the sports industry such as key pathways, the different sectors, local and national employers as well as the different types of employment within the sports sector. Students will learn about professional training routes, legislation and skills in the sports industry as well as sources of continuing professional development.	Students will explore their own skills using a skills audit to inform a career action plan that consists of a personal skills audit, a personal development plan and a personal portfolio. Students will undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. The recruitment processes will involve completing a job application process and participation in interviews for the selected career. Students will learn how to reflect on the recruitment and selection process and evaluate their performance, completing an updated career action plan.	Students will learn about the positive and negative lifestyle factors and their effect on health and well-being. Students will learn about positive lifestyle factors such as physical activity and balanced diet and the positive effects on health and well-being these lifestyle factors bring about such as reducing the risk of chronic diseases, reducing the chances of depression and maintenance of body weight. Students will learn about the negative lifestyle factors such as stress, smoking, lack of sleep, sedentary lifestyle and excessive alcohol consumption and their effects on health and well-being such as cancer, hypertension and stroke. Students will learn about the health screening processes that assess blood pressure, resting heart rate, body mass index and waist to hip ratio and how to interpret	Students will learn about career and job opportunities in the sports industry including the size, breadth and geographic spread of the sports industry locally and nationally and factors that affect sports provision and employment opportunities. Students will learn about the wide variety of careers and jobs in the sports industry such as key pathways, the different sectors, local and national employers as well as the different types of employment within the sports sector. Students will learn about professional training routes, legislation and skills in the sports industry as well as sources of continuing professional development.	Students will explore their own skills using a skills audit to inform a career action plan that consists of a personal skills audit, a personal development plan and a personal portfolio. Students will undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. The recruitment processes will involve completing a job application process and participation in interviews for the selected career. Students will learn how to reflect on the recruitment and selection process and evaluate their performance, completing an updated career action plan.

	<p>heart rate, body mass index and waist to hip ratio and how to interpret the results of these health screening tests. Students will learn about lifestyle modification techniques and how these can be used to reduce unhealthy lifestyle behaviours. Students will learn strategies to increase physical activity levels, smoking cessation strategies, alcohol consumption reduction strategies and stress management techniques. Students will learn about nutritional information including common nutritional terminology, components of a balanced diet such as carbohydrates, fats, protein, vitamins, minerals and hydration as well as learning about nutritional strategies for individuals taking part in training programmes. Students will examine training methods for different components of fitness including aerobic endurance, muscular endurance, flexibility and core stability training methods. Students will also learn about the components of skill-related fitness and the training methods used to improve each fitness component. Students will learn how to design a fitness training programme to meet the needs of specific people. They will learn about the importance of setting aims,</p>			<p>the results of these health screening tests. Students will learn about lifestyle modification techniques and how these can be used to reduce unhealthy lifestyle behaviours. Students will learn strategies to increase physical activity levels, smoking cessation strategies, alcohol consumption reduction strategies and stress management techniques. Students will learn about nutritional information including common nutritional terminology, components of a balanced diet such as carbohydrates, fats, protein, vitamins, minerals and hydration as well as learning about nutritional strategies for individuals taking part in training programmes. Students will examine training methods for different components of fitness including aerobic endurance, muscular endurance, flexibility and core stability training methods. Students will also learn about the components of skill-related fitness and the training methods used to improve each fitness component. Students will learn how to design a fitness training programme to meet the needs of specific people. They will learn about the importance of setting aims, objectives, personal goals along with applying the principles of training such as the FITT principle to a training programme. Students will learn how to justify their training programme in relation</p>		
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	objectives, personal goals along with applying the principles of training such as the FITT principle to a training programme. Students will learn how to justify their training programme in relation to the principles of training included in their training programme.			to the principles of training included in their training programme.		
Key words/ vocabulary	Positive lifestyle factors (physical activity, balanced diet), negative lifestyle factors (smoking, stress, excessive alcohol consumption, lack of sleep, sedentary lifestyle), effects on health and well-being (reduced risk of chronic diseases, depression, coronary heart disease, type 2 diabetes, self-esteem, osteoporosis, hypertension, cholesterol, caffeine intake, cancer, bronchitis, infertility, cirrhosis, angina, stroke), physical activity readiness questionnaire (PAR-Q), blood pressure, resting heart rate, body mass index (BMI), waist to hip ratio, calories, joules, kilocalories, kilojoules, basal metabolism, carbohydrates, fats, protein, vitamins, calcium, iron, hydration, carbohydrate loading, isotonic, hypertonic, hypotonic, aerobic endurance, muscular endurance, flexibility, speed, body composition, core stability, power, coordination, reaction time, agility, balance, continuous training, fartlek training,	Sport industry and recreation data, economic significance, location, environment, infrastructure, population, wealth, employment, history, culture, public sector, private sector, voluntary sector, third sector, sports coaching, sports science, sports development, leisure management, education pathways, job description, personal specification, safeguarding, codes of practice, legislation, professional bodies, continuing professional development (CPD), first aid	Career development action plan (CDAP), professional development, job advertisement, job analysis, job description, application form, curriculum vitae (CV), letter of application, interview, observation.	Positive lifestyle factors (physical activity, balanced diet), negative lifestyle factors (smoking, stress, excessive alcohol consumption, lack of sleep, sedentary lifestyle), effects on health and well-being (reduced risk of chronic diseases, depression, coronary heart disease, type 2 diabetes, self-esteem, osteoporosis, hypertension, cholesterol, caffeine intake, cancer, bronchitis, infertility, cirrhosis, angina, stroke), physical activity readiness questionnaire (PAR-Q), blood pressure, resting heart rate, body mass index (BMI), waist to hip ratio, calories, joules, kilocalories, kilojoules, basal metabolism, carbohydrates, fats, protein, vitamins, calcium, iron, hydration, carbohydrate loading, isotonic, hypertonic, hypotonic, aerobic endurance, muscular endurance, flexibility, speed, body composition, core stability, power, coordination, reaction time, agility, balance, continuous training, fartlek training, interval training, circuit training, free weights, fixed resistance machines, pilates, yoga, static active, static passive, dynamic, proprioceptive neuromuscular	Sport industry and recreation data, economic significance, location, environment, infrastructure, population, wealth, employment, history, culture, public sector, private sector, voluntary sector, third sector, sports coaching, sports science, sports development, leisure management, education pathways, job description, personal specification, safeguarding, codes of practice, legislation, professional bodies, continuing professional development (CPD), first aid	Career development action plan (CDAP), professional development, job advertisement, job analysis, job description, application form, curriculum vitae (CV), letter of application, interview, observation.

	interval training, circuit training, free weights, fixed resistance machines, pilates, yoga, static active, static passive, dynamic, proprioceptive neuromuscular facilitation (PNF), hollow sprints, acceleration sprints, resistance drills, SAQ, plyometrics, aims, objectives, goal-setting, SMARTER targets, FITT principle of training, specificity, progression, overload, reversibility, rest and recovery, adaptation, variation, individual needs, periodisation.			facilitation (PNF), hollow sprints, acceleration sprints, resistance drills, SAQ, plyometrics, aims, objectives, goal-setting, SMARTER targets, FITT principle of training, specificity, progression, overload, reversibility, rest and recovery, adaptation, variation, individual needs, periodisation.		
Exam board	Pearson					
End point	Unit 2 external examination – January 2024	Unit 3 completion – May 2024	Unit 3 completion – May 2024	Unit 2 external examination – January 2024	Unit 3 completion – May 2024	Unit 3 completion – May 2024
Assessment method	Students will have formative assessments in the shape of end of topic assessments which will take place after topic has been taught. These assessments will be internally set and marked and be in the form of written assessments. Students will sit an externally assessed exam in January 2024.	The unit is internally assessed and externally moderated. Students will complete two assignments which are marked and graded by their teacher and a sample of work is moderated by Pearson.	The unit is internally assessed and externally moderated. Students will complete two assignments which are marked and graded by their teacher and a sample of work is moderated by Pearson.	Students will have formative assessments in the shape of end of topic assessments which will take place after topic has been taught. These assessments will be internally set and marked and be in the form of written assessments. Students will sit an externally assessed exam in January 2024.	The unit is internally assessed and externally moderated. Students will complete two assignments which are marked and graded by their teacher and a sample of work is moderated by Pearson.	The unit is internally assessed and externally moderated. Students will complete two assignments which are marked and graded by their teacher and a sample of work is moderated by Pearson.
Wider reading / links / research						
Careers links	Physiotherapist, PE teacher, Sports coach, PT instructor, Nutritionist,	Sports coach, sports nutritionist, sports psychologist, sports therapist, sports development officer, sports administration, sports	Sports coach, sports nutritionist, sports psychologist, sports therapist, sports development officer, sports administration, sports	Physiotherapist, PE teacher, Sports coach, PT instructor, Nutritionist,	Sports coach, sports nutritionist, sports psychologist, sports therapist, sports development officer, sports administration, sports	Sports coach, sports nutritionist, sports psychologist, sports therapist, sports development officer, sports administration, sports

Curriculum Map – Level 3 BTEC Sport – Year 13



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