

Autumn- Half term 1		Unit 3- Applying the principles of personal training	Unit 6 – Sports leadership
Activity content Skills used		<p>P2 - Describe the structure and function of the musculoskeletal and cardiorespiratory systems.</p> <ul style="list-style-type: none"> Complete the diagrams of the muscular, skeletal, cardio and respiratory systems. Describe the function of the muscular skeletal system – what is it for? <p>P3 - Summarise the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.</p> <p>M.2 Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme</p> <ul style="list-style-type: none"> What happens in the synovial joints and how this increases range? How planning for progressive overload aids micro tears- how does this affect us? How heart rate, changes and breathing changes to increase oxygen and carbon dioxide transport and why. How lactic acid builds up with intensity and how this will affect your performance. 	<p>P3 Plan two selected sports activities.</p> <ul style="list-style-type: none"> Create 2 plans including objectives, warm up, activity, cooldown, plenary and equipment. <p>M3 Justify the choice of activities within the sports activity plan.</p> <ul style="list-style-type: none"> Understand the importance of the activities chosen.
NC Links IT in the curriculum – IT1/IT2/IT3		Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. lead healthy, active lives and are physically active for sustained periods of time	Develop competence to excel in a broad range of physical activities
Assessment / moderation		Assessment of written work and reports on P2, P3 and M2	Assessment of written criteria P3 and M3
Key Vocab		<p>Tier 3 words: cranium, clavicle, scapula, ribs, sternum, humours, radius, ulna, pelvis, femur, patella, tibia, fibula, Location of the major muscles: deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior, lungs, bronchi, bronchioles, alveoli, diaphragm, atria, ventricles, aorta, vena cava, pulmonary artery, pulmonary vein.</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>	<p>Tier 3 words: Ability, genders, target setting, expected outcomes, pulse raiser, environment, mobilise, stretching, risk assessment.</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker See link on last page for more detail.	
	Employability skills	Aiming high, Listening, Staying positive, Literacy, Independence, Communication	
Prior learning and misconceptions		<p>Links with unit 1 exam.</p> <p>It is a progression from discussions in unit 2 and year 7 and 8 fitness unit?</p> <p>Misconceptions highlighted in content.</p>	<p>Builds on from prior learning form the unit and Unit 2 experience of practical sports.</p> <p>Misconceptions highlighted in content.</p>
Homework/reading tasks		Unit 6 teacher to set homework as there is only 1 lesson available per week for this unit - weekly	<p>Research different warm ups and cooldowns.</p> <p>Research drills and activities in two sports.</p> <p>Fortnightly</p>
Autumn- Half term 2			
Activity content Skills used		<p>P4 Safely implement a six-week personal fitness training programme, maintaining a training diary.</p> <p>M3 Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcome for each session.</p> <p>D2 Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress.</p> <ul style="list-style-type: none"> Students will complete their 6-week training programme that they designed. Keep a diary of their practical work. Including; what they did/where/terrain/pace/RPE/weights. Have they run further/lifted more/faster against goals? Quick weekly review – was the session good/how were they motivated/what could you change for next session to make it better/how did they feel physically Pictures of them performing wearing correct clothing for activity on weeks 1, 3, 6. 	<p>P4 Independently lead a sports activity session.</p> <p>M4 Lead a successful sports activity session.</p>

	<ul style="list-style-type: none"> Review every two weeks – are things going well? Are they getting better? How do they know? What might they change and why. 	
NC Links	Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. lead healthy, active lives and are physically active for sustained periods of time	Develop competence to excel in a broad range of physical activities
Assessment / moderation	Assessment of P4, M3 and D2 – this will be done through teacher observation, the diary, and photographs.	Assessment of P4, M4 against BTEC criteria.
Key Vocab	<p>Tier 3 words: Progression, intensity, measures of success, safety, creativity, motivation, intrinsic, extrinsic. Never heard the word grid to be used.</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>	<p>Tier 3 words: Ability, genders, target setting, expected outcomes, pulse raiser, environment, mobilise, stretching, risk assessment. Never heard the word grid to be used.</p> <p>Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review</p>
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker See link on last page for more detail.
	Employability skills	Aiming high, Listening, Staying positive, Literacy, Independence, Communication, Creativity, Teamwork
Prior learning and misconceptions	This is a direct follow on from P1, M1 and D1 - the planning of their fitness programme and incorporates the P2, P3 and M2. Misconceptions highlighted in content.	Builds on from prior learning form the unit and Unit 2 experience of practical sports. Misconceptions highlighted in content.
Homework/reading tasks	Unit 6 teacher to set homework as there is only 1 lesson available per week for this unit - weekly	Watch coaching videos. Observe coaching sessions within school Fortnightly
Spring - Half term 1		
Activity content Skills used	<p>P5 - Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths and areas for improvement.</p> <p>M4 - Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance.</p> <p>D3 - Fully explain the results, strengths and improvements for the training programme, justifying recommendations for future training and performance.</p> <ul style="list-style-type: none"> From their diary – How did they modify the programme – change continuous to fartlek, increase intensity as too easy or decrease as too hard, change circuits as not using correct muscles? Have there been any changes to your performance and in turn your sport – link to original goal. What were the strengths and weaknesses did you achieve your aims – link to measures of success. What would you do to improve future training and performance? 	<p>P5 Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader.</p> <p>M5 Explain targets for future development as a sports leader, including a personal development plan.</p> <p>D2 Justify targets for future development as a sports leader and activities within the personal development plan.</p>
NC Links IT in the curriculum – IT 1	Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. lead healthy, active lives and are physically active for sustained periods of time	Develop competence to excel in a broad range of physical activities
Assessment / moderation	Assessment of P5, M4 and D3 – Written assessment from pupils. Misconceptions highlighted in content.	Assessment of P5, M5 and D2 – Written assessment from pupils.
Key Vocab	Tier 3 Words: Evaluate, Strengths, weaknesses, Justify Never heard the word grids.	Tier 3 words: Questionnaires, observation, analysis, barriers, supervisors. Never heard the word grids.

		Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review
Careers	linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker See link on last page for more detail.	
	Employability skills	Aiming high, Listening, Staying positive, Literacy, Independence, Communication, Creativity, Teamwork	
Prior learning and misconceptions		This is a direct follow on from P1, M1 and D1 - the planning of their fitness programme and incorporates the P2, P3 and M2.	Builds on from prior learning form the unit and Unit 2 experience of practical sports. Misconceptions highlighted in content.
Homework/reading tasks		Unit 6 teacher to set homework as there is only 1 lesson available per week for this unit - weekly	Write a list of all the positive and negative points from your practical. Write a list of ways you could improve if you did it again. Research different methods to improve.
Spring - Half term 2			
Activity content Skills used		Complete any unfinished work Resubmissions for pupils not meeting target.	
NC Links IT in the curriculum – IT1/IT2/IT3		Develop competence to excel in a broad range of physical activities	
Assessment / moderation		Assessment of all criteria if needed for those re-submitting.	
Key Vocab		Tier 3 words: Questionnaires, observation, analysis, barriers, supervisors. Never heard the word grids. Tier 2 words: Analyse, Assess, Compare, Define, Describe, Discuss, Evaluate, Explain, Identify, Justify, Outline, Plan, Suggest, Summarise, Review	
Careers	Linked roles	PE Teaching, Coaching, sports science, player, Personal trainer, Fitness instructor, referee, leisure centre worker See link on last page for more detail.	
	Employability skills	Aiming high, Creativity, Problem solving, Staying positive, Literacy, Independence,	
Prior learning and misconceptions		Builds on from prior learning form the unit and Unit 2 experience of practical sports. Misconceptions highlighted in content.	
Homework/reading tasks		N/A as pupils cannot complete course work at home.	

Unifrog careers links:

Teaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher>

Coaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach>

Sports science <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist>

Player <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional>

Personal trainer <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer>

Fitness instructor <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/fitness-instructor>

Referee <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee>

Leisure centre worker <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/leisure-centre-assistant>

