










# Curriculum Content Map

Subject: BTEC Extended Certificate in Sport

Year group: 12

	Unit 1 (3 lessons per fortnight)	Unit 4 (2 lessons per fortnight)	Unit 3 (5 lessons per fortnight) – from June onwards
Unit title & description	Unit 1: Anatomy and Physiology. Written examination (1.5hrs), 80 marks. Sat at the end of Year 12. Students have opportunity to resit in Year 13.	Unit 4: Sports Leadership. 2 internally marked assignments. 60 hours GLH.	Unit 3: Professional Development in the Sports Industry. 2 internally marked assignments. 60 GLH.
Sequencing - Why is this taught and now?	First unit. This unit continues on from the knowledge learnt at BTEC Level 2, around Unit 1: Fitness for Sport.	Second Unit. This unit continues on from Unit 6 BTEC Level 2, around Unit 6: Sports Leadership.	New Unit. Prepares students for applying for a job in the sports industry post sixth form.
Knowledge (relates to deeper learning curriculum) 	Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system. Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system. Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems	Understand the roles, qualities and characteristics of an effective sports leader. Examine the importance of psychological factors and their link with effective leadership. Explore an effective leadership style when leading a team during sport and exercise activities.	Understand the career and job opportunities in the sports industry. Explore own skills using a skills audit to inform a career development action plan. Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. Reflect on the recruitment and selection process and your individual performance.
Skills 	Extended writing. Analysis	Independent working. Planning and leading of coaching sessions.	Independent working. Researching. Interview practice.
Retrieval practice Prior knowledge and skills that are revisited	Retrieval practice when describe the structure of the skeletal, muscular, energy, cardiovascular and respiratory systems. Prior knowledge – links with Unit 1: Fitness for Sport completed at Level 2.	Continues on from Unit 6 at Level 2. Students have to plan and complete a coaching session of higher quality than at Level 2, in addition to having a deeper knowledge and understanding of leadership styles.	New Unit. Prior knowledge in terms of links with BTEC Business, where students prepare for an interview as part of one of their Units.
Literacy including extended writing 	Students must complete assessments in line with BTEC Specification. Students must be able to use key words. Students need to use grammar correctly and accurately. Students must be able to write in a continuous prose. Students practice extended writing when completing long answer questions and preparing assignments.		
Numeracy 	Students must use data effectively as part of Unit 1. This includes linking performance to fitness tests. In addition, as part of Unit 3, students must look at data in the form of participation rate figures.		

Enrichment learning		Clubs are available each term during lunchtime and after school. Students also have the opportunity to gain enrichment opportunities through coaching/teaching small parts of lessons/clubs during curriculum time (Yr 7) and clubs after school. This will assist them in completion of Unit 4. In addition to this, they also have the opportunity to attend trips, such as visiting University fitness testing facilities, visiting the Emirates and Wembley and gaining an insight into Careers in Sport by visiting the careers fair at the Emirates.
British values		<p>Democracy – equal opportunities for all students who participate in activities.</p> <p>Rule of law – students learn about how to lead groups of people through sports leadership (Unit 4; including how to discipline).</p> <p>Personal Liberty – students have opportunity to give their opinion when evaluating their own performance during Unit 4: Sports Leadership. They also have to demonstrate discipline when leading groups of students.</p> <p>Mutual respect – the basis by which sport is built is demonstrating ‘sportsmanship’, something which is promoted in all lessons. They also have to lead activities and participate in others sports activities (demonstrating respect).</p>
Character		<p>Resilience – Receiving feedback from others and then acting on it. Continuing with the lesson despite poor weather conditions. Having a positive attitude towards winning and losing as well as feedback received. Students have to carry out their training programme, even when they are tired. They also have to redraft answers (including extended writing).</p> <p>Confidence – seeing success in an activity and receiving praise of being selected to represent the school or being selected as a leader. Also assisting on Sports Day helps this. They also develop confidence when seeing progress in their planning of sessions and also in the feedback they receive on assignments.</p> <p>Independence – Planning and leading of activities, carrying out their sessions. Completing assignment based work.</p>
Careers		Links to becoming a referee, professional athlete, sports physiologist, physiotherapy, strength and conditioning, coaching, leisure management.
Assessment opportunities		<p>Students will be assessed in the form of assignments for Unit 4 and Unit 3.</p> <p>For Unit 1, students complete an examination.</p> <p>They are also tested each lesson using exam questions.</p>
Personalised challenge for all: SEND, HPA		At Sixth Form, we differentiate in a variety of ways: by scaffolding tasks for students, by providing sentence starters (particularly with LAQs and when completing assignments), by setting different tasks, through targeted intervention sessions, 1-1 meetings with students, by using a variety of questioning techniques, in the models that we give students (Pass, Merit or Distinction model answers), in the feedback given on student work to ensure that DIRT is challenging yet achievable.