

## Key Stage 5 - Curriculum Map 2022-2024

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| <p><b>Year 12 Extended Certificate</b></p> | <p><b>Unit 1 Body Systems</b></p> <p>Skeletal System:</p> <ul style="list-style-type: none"> <li>• Axial and Appendicular Skeleton</li> <li>• Functions of skeleton/types of bone</li> <li>• Classification of joints</li> <li>• Types of synovial joint</li> <li>• Structures and functions of synovial joints</li> <li>• Joint movements</li> <li>• Structure and function of vertebral column</li> <li>• The impact of physical training and lifestyle on skeletal system</li> </ul> <p>Muscular System:</p> <ul style="list-style-type: none"> <li>• Muscles acting at synovial joints</li> <li>• Types of muscle contraction</li> <li>• Structure and function of muscles fibre types</li> <li>• Muscle fibres and performance</li> <li>• Impact of physical activity, training and lifestyle on the muscular system</li> </ul> | <p><b>Unit 1 Body Systems</b></p> <p>Cardiovascular System:</p> <ul style="list-style-type: none"> <li>• Structures of the heart and their roles</li> <li>• Stroke volume, heart rate and cardiac output</li> <li>• Structure of blood vessels</li> <li>• Components and functions of the blood</li> <li>• Vascular shunt mechanism and the role of arterioles and precapillary sphincters</li> <li>• Impact of physical activity, training and lifestyle on the cardiovascular system</li> <li>•</li> </ul> <p>Respiratory System:</p> <ul style="list-style-type: none"> <li>• Structure and function of the lungs</li> <li>• Respiratory muscles used during exercise</li> <li>• Mechanics of breathing</li> <li>• Gaseous exchange</li> <li>• Tidal volume, breathing frequency and minute ventilation</li> <li>• Impact of physical activity, training and lifestyle on the respiratory system</li> </ul> <p>Energy Systems:</p> <ul style="list-style-type: none"> <li>• The three energy systems</li> <li>• The energy continuum and how intensity and duration determines which system is used</li> <li>• The recovery processes</li> </ul> | <p><b>Unit 2 - Sports Coaching and Activity Leadership</b></p> <p>Roles and responsibilities of sports coaches and activity leaders:</p> <ul style="list-style-type: none"> <li>• Roles</li> <li>• Responsibilities</li> <li>• Roles and responsibilities involved in teaching and delivering sport.</li> </ul> <p>Underpinning principles which underpin coaching and leadership</p> <ul style="list-style-type: none"> <li>• Principles of leadership</li> <li>• Group Dynamics</li> <li>• Attributes of coaches and leaders</li> </ul> <p>Use methods to improve skills, techniques and tactics in sport:</p> <ul style="list-style-type: none"> <li>• Methods for identifying strengths and weaknesses in skills</li> <li>• Classification of skills and types of practice</li> <li>• Methods for measuring improvement in skills, techniques and deployment of tactics</li> </ul> <p><b>Unit 2 - Sports Coaching and Activity Leadership</b></p> <p>Be able to plan sports and activity sessions:</p> <ul style="list-style-type: none"> <li>• Review participants needs</li> <li>• Key considerations when planning</li> <li>• SMART goal setting</li> </ul> <p>Be able to prepare sports and activity environments:</p> <ul style="list-style-type: none"> <li>• Preparing equipment for sports/activity sessions</li> <li>• Preparing the environment for sports/activity sessions</li> <li>• Assessing and minimising risks before sports/activity sessions</li> <li>• Appropriate safeguarding policies and procedures</li> </ul> <p>Be able to deliver sports and activity sessions:</p> <ul style="list-style-type: none"> <li>• Preparing participants for sport/activity sessions</li> <li>• Delivering warm-up activities</li> <li>• Delivering sports/activity sessions</li> <li>• Concluding coaching sessions</li> </ul> <p>Be able to review sports and activity sessions</p> | <p><b>Unit 8 - Organisation of Sports Events</b></p> <p>Types of events:</p> <ul style="list-style-type: none"> <li>• Tournaments, participative, fundraising, coaching courses, outdoor and adventurous, sports camps</li> <li>• Purpose of events</li> </ul> <p>Roles and responsibilities involved in planning and delivery of sports events</p> <ul style="list-style-type: none"> <li>• Roles</li> <li>• Responsibilities</li> </ul> <p>Planning and promoting a sports event:</p> <ul style="list-style-type: none"> <li>• Planning an event in school</li> <li>• Promoting the event using different formats - social media, posters, messages, word of mouth</li> </ul> <p>Deliver and review a sports event:</p> <ul style="list-style-type: none"> <li>• Deliver the event to the target group</li> <li>• Review the event - Strengths, weaknesses, areas for development.</li> </ul> |
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| <p><b>Links</b></p>                        | <p><b>KS3</b><br/>Introduction to components of fitness (muscular strength /endurance)<br/><br/>Muscles in the body - HRE/Warm-ups</p>   | <p><b>KS4</b><br/>R185 - TA3 Planning a safe and effective warm-up.</p>   | <p><b>KS3</b><br/>Introduction to components of fitness (cardiovascular endurance)<br/><br/>Benefits of regular Physical Activity<br/><br/>Methods of training</p>  | <p><b>KS4</b><br/>R185 - TA3 Planning a safe and effective warm-up.<br/><br/>Healthy ME Pathway</p>   | <p><b>KS3</b><br/>Skills, techniques and deployment in tactics in a range of sports/activities.<br/><br/>Select and use strategies in different environments.<br/><br/>Self-analysis of performance<br/><br/>Peer coaching/reciprocal teaching<br/><br/>Opportunities to officiate in sports<br/><br/>Leading safe and effective warm-ups<br/><br/>Peer coaching/reciprocal teaching<br/><br/>Self analysis of performance</p> | <p><b>KS4</b><br/>R185 - TA1 roles and responsibilities<br/><br/>R185 - TA4 - Apply practice methods to support improvement in a sporting activity<br/><br/>Competitive ME Pathway<br/><br/>R185 - TA3 - Planning a sports activity session.<br/>R185 - TA4 - Delivering a sports activity session.<br/>R185 - TA5 - Evaluating a sports activity session.</p> | <p><b>KS3</b><br/>Leading safe and effective warm-ups<br/><br/>Outdoor adventurous activities - problem solving.<br/><br/>Attending fixtures/inter-tutor opportunities throughout school</p> | <p><b>KS4</b><br/>JSLA<br/><br/>Leadership ME<br/><br/>R185 - TA3 - Planning a sports activity session &amp; risk assessment<br/>R185 - TA4 - Delivering a sports activity session.<br/>R185 - TA5 - Evaluating a sports activity session.<br/><br/>R187 - TA3 - Planning an outdoor adventurous activity and risk assessment.</p> |
| <p><b>Year 13 Extended Certificate</b></p> | <p><b><u>Unit 3 Sports Organisation and Development</u></b><br/>How sport in the UK is organised:</p> <ul style="list-style-type: none"> <li>Organisations involved in Sport in UK</li> <li>Roles and responsibilities</li> <li>International organisations that impact UK sport</li> <li>How different organisations interact</li> </ul> <p>Sports Development:</p> <ul style="list-style-type: none"> <li>Definitions and sports development roles</li> <li>Purpose of sports development</li> </ul> | <p><b><u>Unit 3 Sports Organisation and Development</u></b><br/>Understand sports development in practice</p> <ul style="list-style-type: none"> <li>Methods of delivering sports development</li> </ul> <p>Characteristics of sports development initiatives and events (purpose, aims, scale, organisations, funding/investment, duration, methods of promotion)</p> <p>Advantages and disadvantages of sports development:</p> <ul style="list-style-type: none"> <li>Cost</li> <li>Time</li> <li>Expertise/ability</li> <li>Human resource</li> <li>Levels of accountability</li> <li>Success measures</li> </ul> | <p><b><u>Unit 8 - Organisation of Sports Events</u></b><br/>Types of events:</p> <ul style="list-style-type: none"> <li>Tournaments, participative, fundraising, coaching courses, outdoor and adventurous, sports camps</li> <li>Purpose of events</li> </ul> <p>Roles and responsibilities involved in planning and delivery of sports events</p> <ul style="list-style-type: none"> <li>Roles</li> <li>Responsibilities</li> </ul> <p>Planning and promoting a sports event:</p> <ul style="list-style-type: none"> <li>Planning an event in school</li> </ul> | <p><b><u>Unit 18 Practical Skills in Sport</u></b><br/>Apply ability, techniques and tactics in individual sport:</p> <ul style="list-style-type: none"> <li>Appropriate selection</li> <li>Creativity and flair</li> <li>Use of tactics and strategies</li> <li>Decision making</li> <li>Ability to manage/maintain performance</li> <li>Adaptability during own performance</li> </ul> <p>Apply skills, techniques and tactics in a team sport:</p> <ul style="list-style-type: none"> <li>Appropriate selection</li> <li>Creativity and flair</li> <li>Use of tactics and strategies</li> <li>Decision making</li> <li>Ability to manage/maintain performance</li> <li>Adaptability during own performance</li> </ul> <p>Apply skills and knowledge in Outdoor Adventurous Activities:</p> <ul style="list-style-type: none"> <li>Types</li> </ul> |  |  |  |  |

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|              | <ul style="list-style-type: none"> <li>• Sports development continuum</li> <li>• Target groups</li> </ul> <p>Measuring the impact of sports development</p> <ul style="list-style-type: none"> <li>• Possible measures (levels of performance, participation and impact on society)</li> <li>• Methods of measuring (performance, participation and impact on society)</li> <li>• Purpose of measurement</li> </ul> | Benefits of sports development. To the: <ul style="list-style-type: none"> <li>• Sport</li> <li>• Performers</li> <li>• Providing organisations</li> <li>• Society</li> </ul> | <ul style="list-style-type: none"> <li>• Promoting the event using different formats - social media, posters, messages, word of mouth</li> </ul> <p>Deliver and review a sports event:</p> <ul style="list-style-type: none"> <li>• Deliver the event to the target group</li> <li>• Review the event - Strengths, weaknesses, areas for development.</li> </ul> | <ul style="list-style-type: none"> <li>• Skills and knowledge required for participation</li> </ul> <p>Officiate in sport and physical activity</p> <ul style="list-style-type: none"> <li>• Roles (umpire, scorer, timekeeper, line judge)</li> <li>• Responsibilities of officials</li> <li>• Apply rules and regulations relevant to the sport</li> <li>• Communication and positioning</li> </ul> |  |   |   |
| <b>Links</b> | <p><b>KS4</b><br/>R184 - TA1 - Barriers to participation.</p> <p>R184 - TA4 - Role of NGBs in promoting Sport</p>   | KS3   | <p>KS4<br/>R184 - TA1 - Barriers to participation. SOLutions to barriers.</p> <p>R184 - TA4 - Role of NGBs in promoting Sport</p>  | <p><b>KS3</b><br/>Leading safe and effective warm-ups</p> <p>Outdoor adventurous activities - problem solving.</p> <p>Attending fixtures/inter-tutor opportunities throughout school</p>  | <p><b>KS4</b><br/>JSLA</p> <p>Leadership ME</p> <p>R185 - TA2 - Planning a sports activity session &amp; risk assessment</p> <p>R185 - TA3 - Delivering a sports activity session.</p> <p>R185 - TA4 - Evaluating a sports activity session.</p> <p>R187 - TA3 - Planning an outdoor adventurous activity and risk assessment.</p> | <p>KS3</p> <ul style="list-style-type: none"> <li>• Psychomotor - Developing and applying skills</li> <li>• Refining skills into techniques</li> <li>• Applying skills and techniques</li> <li>• Developing strategies</li> <li>• Opportunities to officiate in a range of sports</li> <li>• Problem solving</li> <li>• Outdoor adventurous activities</li> </ul> | <p>KS4</p> <ul style="list-style-type: none"> <li>• R185 – TA1/TA2- Developing use of team and individual strategies.</li> <li>• R185- TA3- Officiating</li> <li>• R187- TA1- Types of outdoor activities</li> <li>• R187 - TA4 - Demonstrating skills in Outdoor Activities</li> </ul> |

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| <p><b>Year 12 Diploma</b></p> | <p><b><u>Unit 4 Working Safely in Sport , Exercise Health and Leisure</u></b></p> <p>Emergency Procedures:</p> <ul style="list-style-type: none"> <li>• Types of emergency</li> <li>• Types of environment</li> <li>• Roles and responsibilities during emergencies</li> <li>• emergency Procedures</li> </ul> <p>Health and safety requirements in sport, exercise, health and leisure:</p> <ul style="list-style-type: none"> <li>• Health and safety legislation</li> <li>• Duty of Care</li> <li>• Roles of individuals responsible for health and safety</li> <li>• Types of security procedure in sport</li> <li>• Key health and safety documents</li> </ul> <p>How to minimise risk in Sport, exercise, health and leisure:</p> <ul style="list-style-type: none"> <li>• Possible hazards</li> <li>• Hazards and the environments they occur</li> <li>• Risk assessments</li> <li>• Ways to minimise risk</li> <li>• Key documentation</li> <li>• Roles and responsibilities in risk management</li> </ul> | <p><b><u>Unit 4 Working Safely in Sport , Exercise Health and Leisure</u></b></p> <p>First Aid (First aid qualification)</p> <ul style="list-style-type: none"> <li>• Requirements of health and safety (first aid regulations)</li> <li>• Role and responsibilities of a first aider</li> <li>• Emergency first aid at work</li> <li>• Contents of a first aid box</li> </ul> <p>Safeguarding children and vulnerable adults in sport:</p> <ul style="list-style-type: none"> <li>• Meaning of safeguarding</li> <li>• Protecting self and others against allegations of abuse</li> <li>• Safeguarding requirements</li> <li>• Types of abuse</li> <li>• Signs of abuse</li> <li>• Dealing with suspected abuse</li> <li>• Organisations involved in safeguarding</li> </ul> | <p><b><u>Unit 13 - Health and fitness testing for sport</u></b></p> <p>Fitness testing in sport:</p> <ul style="list-style-type: none"> <li>• Fitness tests for different sports</li> <li>• Advantages and disadvantages of fitness tests</li> </ul> <p>Client consultation:</p> <ul style="list-style-type: none"> <li>• Methods of consultation</li> <li>• Health monitoring procedures</li> <li>• Health monitoring tests</li> <li>• Conduct during client consultation</li> <li>• Importance of screening</li> </ul> <p>Plan fitness testing sessions:</p> <ul style="list-style-type: none"> <li>• Planning considerations (Validity, reliability, sequencing, normative data)</li> <li>• Organisation and planning of fitness testing activities (equipment, risk assessment)</li> </ul> <p>Administer testing session:</p> <ul style="list-style-type: none"> <li>• Administer tests effectively</li> <li>• Sequencing to ensure validity and reliability</li> <li>• Adapt fitness testing as appropriate</li> </ul> <p>Interpret results of fitness tests and provide feedback:</p> <ul style="list-style-type: none"> <li>• Interpret results (collate and place in context)</li> <li>• Provide feedback to clients (showing a range of methods to present data)</li> </ul> | <p><b><u>Unit 11 - Physical Activity for specific groups.</u></b></p> <p>Provision of physical activity for specific groups:</p> <ul style="list-style-type: none"> <li>• Target groups (who, how why)</li> <li>• Provision and providers</li> <li>• Campaigns (local and national)</li> </ul> <p>Benefits and barriers to participating in physical activity for specific groups:</p> <ul style="list-style-type: none"> <li>• Physiological benefits</li> <li>• Psychological benefits</li> <li>• Sociological benefits</li> <li>• Barriers to participation</li> </ul> <p>Exercise referral process</p> <p>Planning physical activity sessions for specific groups:</p> <ul style="list-style-type: none"> <li>• Planning considerations</li> </ul> |
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| <p><b>Links</b></p>           | <p><b>KS3</b><br/>Health and safety implications involved in athletics</p> <p>Health and safety implications involved in PE - Use of facilities in safe manner (fitness suite)</p>   | <p><b>KS4</b><br/>R185 - TA1 - Roles and responsibilities of a sports leader<br/>R185- TA2/TA3- Planning and delivering a session (including risk assessment)</p> <p>R187 - TA3 - Planning an outdoor adventurous activity</p> <p>Leadership ME</p> | <p><b>KS3</b><br/>Health and safety implications involved in athletics</p> <p>Health and safety implications involved in PE - Use of facilities in safe manner (fitness suite)</p> | <p><b>KS4</b><br/>R185 - TA1 - Roles and responsibilities of a sports leader<br/>R185- TA2/TA3- Planning and delivering a session (including risk assessment)</p> <p>R187 - TA3 - Planning an outdoor adventurous activity</p> <p>Leadership ME</p>   | <p><b>KS3</b><br/>Introduced to components of fitness – Health Related Exercise (HRE)</p> <p>Muscles in the body</p> <p>Health and safety implications involved in PE - Use of facilities in safe manner</p> <p>Benefits of regular Physical Activity – (HRE)</p> <p>Opportunities to lead warm-ups during PE</p> | <p><b>KS4</b><br/>R185- TA2/TA3- Planning and delivering a session (including risk assessment)</p> <p>Healthy ME</p>   | <p><b>KS3</b><br/>Benefits of regular Physical Activity (HRE)</p> <p>Introduced to components of fitness – Health Related Exercise (HRE)</p> <p>Muscles in the body</p> <p>Refine and adapt ideas and plans in response to changing circumstances</p> <p>Health and safety implications involved in PE - Use of facilities in safe manner (fitness suite)</p> <p>Methods of training &amp; how the body responds to exercise.</p> | <p><b>KS4</b><br/>R185- TA2/TA3- Planning and delivering a session (including risk assessment)</p> <p>Healthy ME</p> |
| <p><b>Year 13 Diploma</b></p> | <p><b><u>Unit 19 - Sports Psychology</u></b></p> <p>Factors that affect motivation for sport and exercise</p> <ul style="list-style-type: none"> <li>Types of motivation</li> <li>Goal setting</li> <li>Differences in motivation from participation to elite</li> <li>Differences in goal setting from participation to elite</li> </ul> <p>Understand attribution theory</p> <ul style="list-style-type: none"> <li>Weiner’s Model of Attribution Theory</li> <li>The effect of different attributions on sport and exercise</li> <li>Attribution retraining</li> </ul> <p>Understand the effect of stress, anxiety and arousal in sport and exercise</p> <ul style="list-style-type: none"> <li>Stress</li> <li>Anxiety</li> <li>Arousal</li> <li>Methods of controlling stress, anxiety and arousal</li> </ul> <p>Understand the importance of group dynamics in team sports and group exercise</p> <ul style="list-style-type: none"> <li>Stages of group development</li> <li>Cohesion</li> <li>Steiner’s model of group effectiveness</li> <li>Methods for improving team cohesion</li> </ul> <p>Understand the impact of sport and exercise on mental health and wellbeing</p> |   |  | <p><b><u>Unit 17 Sports Injuries and Rehabilitation</u></b></p> <p>Common sports injuries and their effects</p> <ul style="list-style-type: none"> <li>Chronic and acute sports injuries</li> <li>Common causes of chronic injuries</li> <li>Signs and symptoms of chronic injuries</li> <li>Common causes of acute injuries</li> <li>Signs and symptoms of acute injuries</li> <li>Possible psychological effects of suffering a sports injury</li> </ul> <p>Be able to minimise risk of sports injuries</p> <ul style="list-style-type: none"> <li>Extrinsic factors which can influence the risk of injuries</li> <li>Intrinsic factors which can influence the risk of injuries</li> <li>Steps that can be taken to minimise the risk of sports injuries</li> <li>Safety measures which are intrinsic to sports</li> </ul> <p>Be able to respond to acute sports injuries when they occur</p> <ul style="list-style-type: none"> <li>Appropriate courses of action immediately following an acute injury</li> <li>Emergency Action Plans</li> </ul> |   | <p><b><u>Unit5 Performance Analysis in Sport</u></b></p> <p>Performance Profiling</p> <ul style="list-style-type: none"> <li>What is performance profiling</li> <li>Objectives of performance profiling</li> <li>The performance profiling process</li> <li>The why and how of adapting performance profiling</li> <li>Recording performance profiling</li> <li>Identifying focus areas for performance profiling</li> </ul> <p>Carry out performance profiling</p> <ul style="list-style-type: none"> <li>Carry out a performance profile for a sport of their choice</li> <li>Rating a performers level of achievement</li> <li>Displaying performance profiling results</li> <li>Plan for improvement based on profiling</li> </ul> <p>Analyse performance</p> <ul style="list-style-type: none"> <li>Analysis of performance and how it can be used</li> <li>Methods of performance analysis</li> <li>Pros and cons of performance analysis</li> <li>Appropriate methods to analyse performance</li> <li>Use of different analysis methods</li> <li>Analyse different types of sports performance</li> </ul> |   |  |

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|                     | <ul style="list-style-type: none"> <li>● <b>Impact of sport and exercise on mental health</b></li> <li>● <b>Use of exercise to treat certain psychosomatic illnesses</b></li> <li>● <b>Different psychological impacts of sport and exercise for elite performers and participants</b></li> </ul> |  | <p>Know the role of different agencies in the treatment and rehabilitation of sports injuries</p> <ul style="list-style-type: none"> <li>● Different agencies and professionals involved in treating injuries</li> <li>● The way agencies support rehabilitation of sports injuries</li> <li>● Seeking out external help</li> </ul> <p>Plan a rehabilitation programme for a specific sports injury</p> <ul style="list-style-type: none"> <li>● Different types of treatment that can be used to support rehabilitation from sports injury</li> <li>● Physiological response to rehabilitation techniques</li> <li>● Indications for and against identified treatment for an injury</li> <li>● Different grades of muscle injury</li> <li>● Different phases of treatment</li> <li>● Exercises that can be used as part of a rehabilitation programme</li> <li>● Client based factors when planning a sports injury rehabilitation programme</li> <li>● Assessing the needs of a client</li> <li>● Plan a client's rehabilitation programme</li> <li>● Consideration of adaptations to the programme if it isn't successful</li> </ul> | <p>Give feedback on sports performance</p> <ul style="list-style-type: none"> <li>● Selecting the appropriate feedback methods for a range of sporting situations</li> </ul>                          |   |   |
| <p><b>Links</b></p> | <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>● Taking part in competitive sports/activities.</li> <li>● Benefits of regular physical activity (HRE)</li> <li>● Competitive ME</li> <li>● Challenge ME</li> <li>● Healthy ME</li> </ul>  | <p><b>KS4</b></p> <ul style="list-style-type: none"> <li>● R185 - Developing skills, strategies and tactics as an individual or a part of a team.</li> </ul> | <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>● Leading safe and effective warm-ups.</li> <li>● Muscles in the body.</li> <li>● Leadership ME</li> </ul>   | <p><b>KS4</b></p> <ul style="list-style-type: none"> <li>● R185 - Sports Leadership TA2 and TA3. Planning and delivering safe and effective sports activity session.</li> <li>● Healthy ME</li> </ul> | <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>● Self-analysis (Y7)</li> <li>● Peer analysis (Y8 and Y9)</li> <li>● Reciprocal teaching in athletics and other sport/activities.</li> </ul> | <ul style="list-style-type: none"> <li>●</li> </ul> |

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| <p><b>Year 12<br/>Extended<br/>Diploma</b></p> | <p><b><u>Unit 7 - Improving Fitness for Sport</u></b><br/>Understand principles applied in fitness training</p> <ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• Principles of training</li> <li>• Methods of training</li> <li>• Benefits of methods of training</li> </ul> <p>Be able to plan fitness programmes</p> <ul style="list-style-type: none"> <li>• Collect relevant information about the participant</li> <li>• Considerations which will affect planning</li> <li>• Carry out risk assessments</li> <li>• Planning a fitness session</li> </ul> <p>Delivering a fitness programme</p> <ul style="list-style-type: none"> <li>• Deliver fitness sessions</li> <li>• Deliver a fitness training programme</li> </ul> <p>Evaluate a fitness programme</p> <ul style="list-style-type: none"> <li>• Use a range of methods to gain feedback</li> <li>• Analyse feedback</li> <li>• Evaluate how improvements can be made</li> </ul> |  | <p><b><u>Unit 14 -Working in Active Leisure Facilities</u></b><br/>Active leisure sector</p> <ul style="list-style-type: none"> <li>• Types of active leisure organisation</li> <li>• The role of active leisure organisations</li> <li>• Facilities and activities offered by active leisure organisations</li> <li>• Roles within active leisure organisations</li> <li>• How active leisure organisations attract customers</li> <li>• Success criteria for active leisure organisations</li> </ul> <p>The importance of customer care in active leisure</p> <ul style="list-style-type: none"> <li>• Types of customer and their needs and expectations</li> <li>• How to establish and maintain customer care standards</li> <li>• Importance of customer care and being people-centred</li> <li>• How to respond to customer feedback and complaints</li> </ul> <p>Complete daily cleaning and tidying operations</p> <ul style="list-style-type: none"> <li>• Cleaning in an active leisure environment</li> <li>• How to carry out cleaning in an active leisure environment</li> <li>• How to deal with spillages, breakages and rubbish and the disposal of waste</li> <li>• Safe storage of cleaning equipment</li> </ul> <p>Setting up and taking down equipment in active leisure</p> <ul style="list-style-type: none"> <li>• Types of equipment and their uses</li> <li>• Health and safety considerations</li> <li>• How to set up and take down equipment</li> </ul> <p>Be able to maintain and store equipment in an active leisure environment</p> <ul style="list-style-type: none"> <li>• Carrying out routine maintenance on active leisure equipment</li> <li>• How to store active leisure equipment</li> </ul> |   | <p><b><u>Unit 6 - Group Exercise to Music</u></b><br/>Selecting music for use in group exercise to music sessions</p> <ul style="list-style-type: none"> <li>• Types of group exercise session</li> <li>• Psychological effects of music on exercise</li> <li>• Legalities of using music in group exercise</li> <li>• Sources of music</li> <li>• Use of music in group exercise sessions</li> </ul> <p>Be able to plan group exercise to music sessions</p> <ul style="list-style-type: none"> <li>• Methods of collecting participant information</li> <li>• Baseline physical assessment of participants</li> <li>• Carry out risk assessment</li> <li>• Use collected information to inform planning</li> <li>• Planning considerations</li> </ul> <p>Be able to deliver, progress and adapt group exercise to music sessions</p> <ul style="list-style-type: none"> <li>• Start a session</li> <li>• Structure, pace and flow</li> <li>• Motivate</li> <li>• Communicate</li> <li>• Adapt</li> <li>• Conclude a session</li> </ul> <p>Be able to evaluate group exercise to music sessions</p> <ul style="list-style-type: none"> <li>• Use a range of methods to gain feedback</li> <li>• Analyse feedback</li> <li>• Evaluate how improvements could be made</li> </ul> |  |
| <p><b>Links</b></p>                            | <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>• Healthy ME</li> <li>• Components of fitness (Y7)</li> <li>• Methods of training (Y8/Y9)</li> <li>• Health and fitness programming (Y9)</li> </ul>  | <p><b>KS4</b></p> <ul style="list-style-type: none"> <li>• Healthy ME.</li> <li>• R185 - TA2, TA3 and TA4. Planning, delivering and evaluating a sports activity session.</li> </ul> | <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>• <b>Leadership ME.</b></li> <li>• <b>Health and Fitness - correct use of fitness suite equipment.</b></li> </ul>  | <p><b>KS4</b></p> <ul style="list-style-type: none"> <li>• Competitive ME - organising own competitions towards the end of the term.</li> <li>• R185 - TA1 - Roles of a sports leader.</li> </ul> | <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>• Health and Fitness:</li> <li>• Components of Fitness (Y7)</li> <li>• Methods of training (Y8)</li> <li>• Fitness programming (Y9)</li> <li>• Leadership ME</li> </ul>  | <p><b>KS4</b></p> <ul style="list-style-type: none"> <li>• Healthy ME.</li> <li>• R185 - TA2, TA3 and TA4. Planning, delivering and evaluating a sports activity session.</li> </ul> |
| <p><b>Year 13<br/>Extended<br/>Diploma</b></p> | <p><b><u>Unit 21 The Business of Sport</u></b><br/>Understand the types of sports business and their organisational structures</p> <ul style="list-style-type: none"> <li>• What is a sports business?</li> <li>• Types of sports business</li> </ul>   |  | <p><b><u>Unit 20 - Sports and Exercise Sociology</u></b><br/>Applying sociological theories to sport</p> <ul style="list-style-type: none"> <li>• Sociological theories - Functionalism, Conflict &amp; Feminism</li> <li>• Application of theories to sport (Strengths and weaknesses)</li> </ul> <p>Understand how media can influence society and sport</p>  |   | <p><b><u>Unit 12 Nutrition and Diet for Sport and Exercise</u></b><br/>Principles and importance of a balanced diet</p> <ul style="list-style-type: none"> <li>• Meaning of a balanced diet</li> <li>• Importance of a balanced diet</li> <li>• Components of a balanced diet</li> </ul>  |  |

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|-------|---|--|---|---|--|--|
|       | <ul style="list-style-type: none"> <li>Organisational structures</li> <li>Organisational environment</li> </ul> <p>Understand how sports businesses are managed</p> <ul style="list-style-type: none"> <li>Measuring success dependent on types of sports business</li> <li>Managing staff (recruitment, contract types, retention)</li> <li>Customer attraction and retention</li> </ul> <p>Understand how volunteers support sport businesses</p> <ul style="list-style-type: none"> <li>Why sports businesses use volunteers</li> <li>Types of volunteer in sport &amp; roles undertaken by volunteers</li> <li>Managing volunteers</li> </ul> <p>Corporate Social Responsibility (CSR)</p> <ul style="list-style-type: none"> <li>Definition of CSR</li> <li>What CSR involves</li> <li>Importance of CSR to sports organisations</li> <li>Sustainability</li> <li>Corruption in sport</li> <li>Corruption in sports businesses</li> </ul> <p>Sports businesses and obtaining funding</p> <ul style="list-style-type: none"> <li>Sources of funding</li> <li>Who grants funding</li> <li>Who requests funding grants</li> <li>What funding is used for</li> <li>Obtaining funding</li> </ul> <p>Impact of commercialisation in sport and physical activity</p> <ul style="list-style-type: none"> <li>Commercialisation in sport and how it has developed</li> <li>Importance of commercialisation in sport and physical activity</li> <li>Impacts of commercialisation in sport and physical activity</li> </ul> |  | <ul style="list-style-type: none"> <li>Types of media and how they cover sport</li> <li>The influence of media on sport and society</li> </ul> <p>Understand issues in society that affect sport</p> <ul style="list-style-type: none"> <li>Sociological issues: <ul style="list-style-type: none"> <li>Gender issues</li> <li>Deviance</li> <li>Socio Economic issues</li> <li>Racial/cultural issues</li> <li>Political issues</li> <li>Legal issues</li> </ul> </li> <li>Strategies to overcome sociological issues in sport</li> </ul> <p>Know how sport can exercise can impact on society</p> <ul style="list-style-type: none"> <li>Impacts (positive and negative)</li> <li>Role models</li> <li>Health</li> <li>Economic</li> <li>Education</li> <li>Raising awareness of issues</li> <li>Government</li> <li>Race/Culture</li> <li>Community</li> </ul> |   | <ul style="list-style-type: none"> <li>Nutritional advice</li> <li>Nutritional requirements for different groups</li> </ul> <p>Understand energy balance</p> <ul style="list-style-type: none"> <li>Energy intake</li> <li>Energy balance</li> <li>Caloric requirements for different groups</li> </ul> <p>Understand the importance of hydration in sport and exercise</p> <ul style="list-style-type: none"> <li>Hydration</li> <li>Fluid intake</li> <li>Effects on sport and exercise performance</li> </ul> <p>The effects of supplements on diet and performance in sport and exercise</p> <ul style="list-style-type: none"> <li>Supplements</li> <li>Methods of taking supplements</li> <li>Effects on sport and exercise performance</li> </ul> <p>Understand the psychology of healthy eating</p> <ul style="list-style-type: none"> <li>Common food issues/factors affecting eating habits</li> <li>Causes, signs, symptoms and effects of eating disorders</li> <li>Eating disorders in sport</li> </ul> |  |
| Links | <b>KS3</b> <ul style="list-style-type: none"> <li>Sports Leadership - volunteering to support school sports events.</li> </ul>  | <b>KS4</b> <ul style="list-style-type: none"> <li>R184 - TA4 - Role of NGBs in sport.</li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li>Social ME.</li> </ul>   | <b>KS4</b> <ul style="list-style-type: none"> <li>R184 - TA1 - Barriers which affect participation in sport.</li> </ul> | <b>KS3</b> <ul style="list-style-type: none"> <li>Healthy ME.</li> <li>Health and Fitness</li> </ul>   | <b>KS4</b> <ul style="list-style-type: none"> <li>Healthy ME.</li> </ul> |



