



love the journey

Curriculum Implementation 2024-25

Secondary

LCA Strand	Technology, Enterprise & Sport
Subject	PE
Key Stage	Key Stage 5 (Chapter 12-13)

<p>What are the key concepts taught?</p>	<p>The key concepts taught in physical education at KS5 within the BTEC Sport Level 3 National Extended Certificate course include the following:</p> <p>The BTEC Level 3 Extended Certificate in Sport covers a range of key concepts and topics related to sports studies at KS5, providing students with a comprehensive understanding of various aspects within the field of sport and exercise science. Some key concepts and units covered in this qualification include:</p> <p>Anatomy and Physiology in Sport: Understanding the structure and function of the human body, including the skeletal, muscular, cardiovascular, and respiratory systems, and how they relate to exercise and performance.</p> <p>Fitness Training and Programming for Health, Sport, and Well-being: Principles and methods of fitness training, designing training programs, and understanding how different training methods impact an individual's health and sports performance.</p> <p>Professional Development in the Sports Industry: Exploring different career opportunities within the sports industry, employability skills, and the roles and responsibilities of professionals working in sports-related fields.</p> <p>Sports Psychology: Examining psychological factors that influence sports performance, including motivation, goal setting, stress management, and the psychological aspects of skill acquisition and performance enhancement.</p> <p>These units have been selected as part of the course of study as they provide a holistic understanding of sport and exercise science, preparing students for further study in higher education or entry into various careers within the sports industry, coaching, fitness instruction, or related fields.</p>
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<p>What is the sequencing of units?</p>	<p>The sequential learning for BTEC Sport Level 3 National Extended certificate involves the following:</p> <p>Chapter 12</p> <ul style="list-style-type: none"> ➤ Unit 1 Anatomy and Physiology ➤ Unit 3 Professional Development in the Sports Industry <p>Chapter 13</p> <ul style="list-style-type: none"> ➤ Unit 2 Fitness Training and Programming for Health, Sport, and Well-being. ➤ Unit 6 Sports Psychology <p>The internally assessed units (Unit 3 and Unit 6) can be delivered in either Ch12 or Ch13.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>In BTEC Sport Level 3 National Extended Certificate, different units and concepts are interlinked to offer a comprehensive understanding of various aspects related to sports, exercise science, performance analysis, fitness training, and the sports industry. These connections aim to provide students with a holistic view and practical application of theoretical knowledge. Here's how different units and concepts are linked:</p> <ul style="list-style-type: none"> ➤ Unit 1 Anatomy and Physiology serves as the foundation by providing knowledge of the structure and functions of the human body relevant to sport and exercise. It is fundamental for understanding how the body responds to physical activity and how physiological systems contribute to athletic performance. This unit links nicely to Unit 2 Fitness Training and Programming for Health, Sport, and Well-being which utilises the understanding gained from anatomy and physiology to design effective fitness programs. This unit connects the theoretical knowledge of the body's functioning to the practical application of developing fitness plans tailored to individual needs and goals. ➤ Unit 1, Unit 2 and Unit 3 Professional Development in the Sports Industry and Unit 6 Sports Psychology, connect nicely with fitness training by emphasising the importance of mental conditioning in adhering to fitness programs and enhancing athletic performance as well as linking with practical sports performance by emphasising the need for effective leadership, teamwork, and professional skills essential for successful coaching, managing, or working in sports-related career in Unit 3. ➤ We utilise recall tasks that link to different units to encourage a further understanding in the connections between each concept.
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<p>What are the planned opportunities for adaptive</p>	<p>The BTEC Sport Level 3 National Extended Certificate offers various opportunities to support both Special Educational Needs and Disabilities (SEND) students, high-achieving students (more</p>
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teaching, including for SEND, the more and able and disadvantaged pupils?

able) and disadvantaged students within the realm of sports education. Here are some strategies that we utilise:

For SEND Students:

- Differentiated Learning Materials: We provide differentiated resources and materials that cater to various learning styles and abilities. Offer visual aids, simplified instructions, or interactive activities to support comprehension.
- Opportunities to re-submit internal assessments and resit external examination within the guidance of Pearson.
- Adapted assessment methods and resources to accommodate their learning styles and abilities.
- We emphasise practical learning experiences, demonstrations, and hands-on activities to supplement theoretical learning.
- We encourage group work and collaborative projects where students can support each other and learn from their peers.

For More Able Students:

- Extension Activities: We offer additional challenges or extension tasks that delve deeper into the subject matter. This could include advanced readings, research projects, or practical applications beyond the standard curriculum.
- Independent Projects: We encourage more able students to undertake independent projects or investigations related to sports, performance analysis, or specialised areas of interest within the field.
- Enrichment Opportunities: We provide opportunities for enrichment through guest lectures, workshops, or visits to sports-related institutions, exposing them to advanced concepts or real-world applications. We use our connections in the sports industry to interview athletes and people working within elite positions to support the learning of students. We also encourage students to pursue coaching and refereeing awards to assist with their employability.

For more disadvantaged students:

- Real-World Relevance: We highlight the relevance of sports education to real-life scenarios and potential career pathways.
- Support Networks: We encourage mentorship programs or support networks that pair disadvantaged students with peers, older students, or professionals in the sports field to support with career development.
- Access to Resources and Facilities: We ensure equitable access to resources, facilities, and technology needed for learning
- Practical Work Experience and Internships: Facilitate opportunities for work experience in or placements within the sports industry in Ch12.

	<ul style="list-style-type: none"> ➤ Celebrate Achievements and Progress: We recognise and celebrate the achievements and progress of disadvantaged students, fostering a positive learning environment and boosting their confidence and motivation. ➤ Guidance on Further Education or Employment: We provide guidance and support in navigating pathways for further education or employment within the sports industry, offering career advice and assistance with applications if needed.
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>In the BTEC Level 3 National Extended Certificate in Sport, opportunities for retrieval and reflection by pupils are incorporated into the learning process to reinforce knowledge retention and encourage critical thinking. The following opportunities are incorporated in KS5 lessons:</p> <p>Review Sessions: We periodically schedule review sessions where students revisit previously covered topics, concepts, or units in preparation for external assessments.</p> <p>Self-Assessment and peer assessment Tasks: As part of the assessment criteria for Unit 3, students complete peer and self-assessment tasks and reflections.</p> <p>Recap Activities: We integrate recap activities at the beginning or end of lessons to review previous learning and connect it to new topics.</p> <p>Peer Discussions and Presentations: Peer discussions and presentations where students share their understanding of specific topics or concepts. This not only encourages retrieval of information but also promotes critical thinking and communication skills.</p> <p>Exam-Based Practice Questions: We provide exam-style practice questions or scenarios that require students to recall and apply their knowledge. This helps in reinforcing learning while preparing them for assessments.</p> <p>Case Studies: As part of the Unit 2 assessment, case studies are used as part of the examination criteria.</p> <ul style="list-style-type: none"> • End-of-Unit Reflections: We allocate time at the end of each unit for students to reflect on what they have learned, the skills they have developed, and how they can apply their knowledge in practical settings.
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>In BTEC Sport level 3 National Extended Certificate, we incorporate the following opportunities post assessment feed forward:</p> <ul style="list-style-type: none"> ➤ Reviewing of end of unit testing ➤ Parents evenings used to feedback underlying areas for improvement.
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	<ul style="list-style-type: none"> ➤ Overall class feedback with common misconception sheet ➤ Support scaffolding for peer and self-assessments • Dedicated lessons that are geared towards reflecting on internal assessment performance.
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<p>What are the planned opportunities for developing Reading?</p>	<p>In BTEC Sport level 3 National Extended Certificate, we incorporate the following opportunities to develop reading:</p> <ul style="list-style-type: none"> ➤ The use of textbook and resources to encourage students to engage with textbooks, academic journals, online articles, and other resources relevant to sports science, exercise physiology, sports psychology, and other related fields. We assign reading tasks from these sources to expand their knowledge base. ➤ The internal assessments for Unit 3 and Unit 6 incorporate a significant amount of research where students are then expected to analyse, compare and contrast their findings. ➤ We set reading assignments that require students to comprehend, summarise, and critically evaluate information from various sources. This can involve answering comprehension questions or writing reflections on the literature. ➤ Academic Writing in the form of internal assessments ➤ We teach reading strategies like skimming, scanning, and note-taking to improve comprehension and information retrieval. This also prepares students further for academia post compulsory education. <p>Vocabulary expansion is used to encourage students to compile and understand new terminology.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>In BTEC Sport level 3 National Extended Certificate, we incorporate the following opportunities to develop literacy, numeracy, oracy and SMSC:</p> <p>SMSC development: Leadership skills, Communication through presentations, teamwork, confidence, Independent learning taking responsibility for own learning. We implement real life issues in society that can relate to fairplay current sociological issues in sport, origins of sports and its development over time.</p> <p>Oracy development: Leading small groups in discussions. Communication within practical performance to explain strengths and weaknesses of evidence provided including ways to develop performance. Techniques communicated effectively.</p> <p>Literacy development: Retrieval opportunities are regularly applied. Use of keywords to support understanding of exam questions.</p>
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	Numeracy development: Training zones/ HR in physical Training / Interpretation of graphs and performance results/ tables.
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