



BTEC Tech Award in Sport

The BTEC Tech Award in Sport is a Level 1/2 vocational qualification designed for students aged 14–16 (Key Stage 4) who are interested in developing their knowledge and skills in the sports sector. It provides a hands-on, practical approach to learning, alongside essential theoretical understanding, and is an ideal foundation for progression into post-16 study or careers in sport, fitness, and physical activity.

Course Structure

The qualification is made up of **three components**, each focusing on a different aspect of the sport industry:

Component	Learning Outcomes	Assessment	Timeline
Component 1: Preparing Participants to Take Part in Sport and Physical Activity	A Explore types and provision of sport and physical activity for different types of participants. B Examine equipment and technology required for participants to use when taking part in sport and physical activity. C Be able to prepare participants to take part in sport and physical activity.	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of supervised assessment. 60 marks.	Year 10 – December/January Series PSA 1 is released by Pearson (Date TBC)
Component 2: Taking Part and Improving Other Participants Sporting Performance	A Understand how different components of fitness are used in different physical activities. B Be able to participate in sport and understand the roles and responsibilities of officials. C Demonstrate ways to improve participants sporting techniques.	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of supervised assessment. 60 marks.	Year 10 – May/June Series PSA 2 is released by Pearson (Date TBC)
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise. AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise. AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise. AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks.	Year 11 – May/June Examination

Key Skills Developed

- Communication and teamwork
- Leadership and coaching
- Analysis and evaluation
- Fitness planning and monitoring
- Understanding of anatomy, fitness and technology in sport

Assessment Style

- **60% internally assessed coursework (Components 1 & 2)**
- **40% externally assessed written exam (Component 3)**
- A mixture of practical tasks, written assignments, presentations, observations, and an externally set exam.

Progression Pathways

This qualification supports progression to:

- Level 2 and 3 BTEC Nationals in Sport
- A Levels in PE or related subjects
- Apprenticeships in sport, fitness, or leisure
- Careers in coaching, personal training, PE teaching, sports therapy, officiating, or sports development

Summary

The BTEC Tech Award in Sport is ideal for learners who enjoy both practical and theoretical aspects of sport. It helps develop a well-rounded understanding of the sports industry while building key employability and academic skills for future education or careers.



Year 10				Year 10				
Component 1: Preparing Participants to Take Part in Sport and Physical Activity Pearson Set Assignment 1 = 30% Overall Grade				Component 2: Taking Part and Improving Other Participants Sporting Performance Pearson Set Assignment 2 = 30% Overall Grade				
LESSON TOPIC OVERVIEW & KEY QUESTION(S)	Title: Explore types and provision of sport and physical activity for different types of participants. <i>Key Questions:</i> <i>How can we successfully increase participation in physical activity for chosen participants?</i>	Title: Examine equipment and technology required for participants to use when taking part in sport and physical activity. <i>Key Questions:</i> <i>How can technology aid individuals during participation in physical activity?</i>	Title: Be able to prepare participants to take part in sport and physical activity (Planning a warm-up). <i>Key Questions:</i> <i>How can the chosen participant safely prepare for the chosen physical activity?</i>	Title: Preparing participants to take part in sport and physical activity (Delivering a warm-up). <i>Key Questions:</i> <i>How can I successfully lead the warm up designed for the chosen participant?</i>	Title: Understand how different components of fitness are used in different physical activities. <i>Key Questions:</i> <i>Why are components of fitness important during sporting performances?</i>	Title: Be able to participate in sport and understand the roles and responsibilities of officials. <i>Key Questions:</i> <i>How can I help young people understand the skills and strategies required in the chosen activity?</i>	Title: Be able to participate in sport and understand the roles and responsibilities of officials. <i>Key Questions:</i> <i>How can I help young people to have a better understanding of the roles of the officials and the rules a chosen activity?</i>	Title: Demonstrate ways to improve participants sporting techniques. <i>Key Questions:</i> <i>How can I successfully plan and lead sports session for young people to demonstrate their skills in the chosen activity?</i>
Knowledge & Skills Development	Using the vocational context provided in the PSA – students must produce a written response: *Justification of their chosen physical activities and explain how they meet the needs of the selected participant. *The characteristics of the type of provision in the	Using the vocational context provided in the PSA – students must produce a presentation: *Justification of their choices of the different types of sports clothing and equipment required for the participant to take part in the chosen activity. *Justification the use of the different types of technology	Using the vocational context provided in the PSA – students must produce a written response of a plan for a warm-up: *A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant to prepare them to take part in the chosen physical activity.	Using the vocational context provided in the PSA – students must produce video evidence delivering the warm-up: *Practical evidence including demonstrations and audio of students delivering a warm-up to a group of participants. *Pulse raiser, Mobiliser and	Using the vocational context provided in the PSA – students must produce a written response: *How the components of fitness will be used during participation in the chosen sport. *The impact of each of these components of fitness on performance in	Using the vocational context provided in the PSA – students must produce video evidence of performance in a chosen sport: *At least three sports skills being performed in isolated practices. *Sports skills and strategies being performed in a competitive situation.	Using the vocational context provided in the PSA – students must produce a presentation: *The different roles and responsibilities of officials in the selected sport. *Rules and Regulations linked to the PSA. *Actions the officials would be expected to take to ensure	Using the vocational context provided in the PSA – students must produce a written response of a plan for a sports session: *A plan of the drills and conditioned practices to develop participants' techniques for your chosen sports skill *An account to justify the choice of activities in

	<p>participant's local area and the advantages and disadvantages of this provision for the chosen physical activities and the needs of the selected participant.</p> <p>*The potential barriers to participation in the chosen physical activities for the selected participant.</p> <p>*The methods to overcome these barriers to participation for this selected participant and the chosen physical activities.</p>	<p>available for the individual to participate in the chosen activity.</p> <p>*The benefits and limitations of using this technology for the individual to participate in the chosen activity.</p>	<p>*An account to justify the choice of activities in each component of the warm-up related to the needs of the participant, the responses of the cardiorespiratory system and musculoskeletal system and the chosen physical activity.</p>	<p>Preparation Stretches.</p> <p>*Practical evidence including audio of students supporting participants to take part in a warm-up for the chosen physical activity using key teaching points to support good practice.</p>	<p>the chosen sport.</p>		<p>the rules associated with the PSA are followed.</p>	<p>each drill and conditioned practice related to the requirements of the sports skill in competitive situations.</p> <p>Video footage:</p> <p>*Practical evidence of you demonstrating the techniques required to perform the selected sports skill using key teaching points to support good practice.</p> <p>*Practical demonstrations of your choice of drills for the group of participants to take part in to improve your chosen sports skill.</p> <p>*Practical evidence of you supporting participants to take part in your choice of drills to improve your chosen sports skill.</p>
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Assessment / Feedback Opportunities	<p> Assessment Opportunities</p> <p>Research Assignments and Reports</p> <ul style="list-style-type: none"> • Learner’s research different types of sport provision and target groups. • Written reports on barriers to participation and strategies to overcome them. • Evaluation of technological advances in sport and their impact on participation. <p>Case Study Analysis</p> <ul style="list-style-type: none"> • Written or oral responses to case studies exploring participation challenges. • Applying knowledge to suggest solutions and adaptations. <p>Project Work</p> <ul style="list-style-type: none"> • Producing presentations or leaflets promoting sport participation for specific groups. • Designing informative materials explaining how to prepare the body for physical activity. <p>Knowledge Checks and Quizzes</p> <ul style="list-style-type: none"> • Formal and informal quizzes on key terminology, body systems, and technology in sport. • Multiple-choice or short-answer tests to check understanding. <p>Practical Demonstrations (where applicable)</p> <ul style="list-style-type: none"> • Demonstrating understanding of warm-up and cool-down techniques. • Explaining their effects verbally or in writing. <p> Feedback Opportunities</p> <p>Written Feedback</p> <ul style="list-style-type: none"> • Teachers provide detailed comments on research reports and case study responses. • Highlighting strengths and areas for development in written communication and content understanding. <p>Verbal Feedback</p> <ul style="list-style-type: none"> • One-to-one or group feedback sessions following presentations or discussions. • Immediate feedback on explanations of body preparation or technology benefits. <p>Peer Feedback</p> <ul style="list-style-type: none"> • Structured opportunities for learners to give and receive feedback on presentations or group work. • Developing critical thinking and communication skills. <p>Self-Assessment and Reflection</p> <ul style="list-style-type: none"> • Encouraging learners to review their own work using checklists or success criteria. 	<p> Assessment Opportunities</p> <p>Practical Performance Assessment</p> <ul style="list-style-type: none"> • Assessing learners’ participation and performance in selected sports. • Observing application of skills, fitness components, and understanding of rules. <p>Officiating and Rules Understanding</p> <ul style="list-style-type: none"> • Written or verbal assessments on the roles of officials and the rules of the sport. • Practical assessments where learners officiate in sports sessions, applying rules correctly. <p>Coaching and Skill Improvement</p> <ul style="list-style-type: none"> • Planning and delivering coaching sessions or drills to improve others’ performance. • Assessing ability to break down skills, provide teaching points, and select appropriate drills. <p>Performance Analysis Reports</p> <ul style="list-style-type: none"> • Written or oral analysis of peer or self-performance, identifying strengths and areas for improvement. • Reflecting on the effectiveness of coaching or officiating. <p>Quizzes and Knowledge Checks</p> <ul style="list-style-type: none"> • Assessing understanding of fitness components, sporting skills, and officiating roles. • Multiple-choice, short answer, or scenario-based questions. <p> Feedback Opportunities</p> <p>Teacher Feedback</p> <ul style="list-style-type: none"> • Immediate verbal feedback during practical sessions on performance, officiating, and coaching. • Written feedback on performance analysis reports and coaching plans. <p>Peer Feedback</p> <ul style="list-style-type: none"> • Structured peer review of coaching sessions and practical performances. • Offering constructive criticism and suggestions for improvement. <p>Self-Assessment and Reflection</p> <ul style="list-style-type: none"> • Learners evaluate their own sporting performance and coaching effectiveness. • Using checklists or reflective journals to identify progress and set goals. <p>Group Feedback Sessions</p> <ul style="list-style-type: none"> • Collaborative discussions after practical activities to reflect on challenges and successes. • Sharing insights about officiating and coaching techniques. <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Formative assessment to track development in practical skills, understanding of rules, and coaching ability. • Adjusting learning plans based on feedback and assessment results.
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	<ul style="list-style-type: none"> • Reflecting on progress in understanding participation barriers and technology impact. <p>Progress Tracking</p> <ul style="list-style-type: none"> • Using formative assessment to monitor learners' understanding and adjust teaching as needed. • Setting targets based on assessment outcomes. 	
<p>Key Vocabulary</p>	<p>1. Sport and Physical Activity Provision</p> <ul style="list-style-type: none"> • Provider – An organisation or group that delivers sport or physical activity (e.g., schools, gyms, clubs, national governing bodies). • Public Sector – Government-funded organisations providing access to sport (e.g., local authority leisure centres). • Private Sector – Commercial organisations offering paid sport/fitness services (e.g., private gyms). • Voluntary Sector – Non-profit, community-run organisations or clubs. <p>2. Types of Participants</p> <ul style="list-style-type: none"> • Target Group – A specific group of people (e.g., children, elderly, disabled) that a sport activity is designed for. • Inclusive Sport – Sport that is adapted to include people of all abilities and backgrounds. • Demographic Factors – Characteristics such as age, gender, income, and ethnicity that may affect participation. <p>3. Barriers to Participation</p> <ul style="list-style-type: none"> • Access – The ease with which someone can take part in sport (e.g., transport, location, cost). • Discrimination – Unfair treatment that can prevent people from participating. • Confidence / Self-esteem – Psychological factors influencing a person's willingness to take part. <p>4. Overcoming Barriers</p> <ul style="list-style-type: none"> • Adaptation – Modifying activities or equipment to suit participants' needs. • Promotion – Advertising or awareness campaigns to encourage participation. • Initiatives – Programmes or projects aimed at increasing engagement in sport. <p>5. Technology in Sport</p> <ul style="list-style-type: none"> • Performance Analysis – Using technology to study how well someone performs in sport. • Wearable Technology – Devices like fitness trackers that monitor activity and performance. • Equipment Innovation – Technological improvements in sports gear and clothing. <p>6. Preparation for Physical Activity</p> <ul style="list-style-type: none"> • Warm-up – Exercises to prepare the body for more intense activity. 	<p>1. Components of Fitness</p> <ul style="list-style-type: none"> • Cardiovascular Endurance – The ability of the heart and lungs to supply oxygen during sustained physical activity. • Muscular Strength – The maximum force a muscle or muscle group can produce. • Muscular Endurance – The ability of a muscle to sustain repeated contractions over time. • Flexibility – The range of motion available at a joint. • Body Composition – The ratio of fat to lean mass in the body. • Agility – The ability to change direction quickly and under control. • Balance – The ability to maintain stability while moving or still. • Coordination – The ability to use different parts of the body smoothly and efficiently. • Reaction Time – How quickly a person responds to a stimulus. • Speed – The ability to move quickly across the ground or move limbs rapidly. <p>2. Roles in Sport</p> <ul style="list-style-type: none"> • Performer – Someone who takes part in a sport or physical activity. • Official – A person responsible for enforcing the rules (e.g., referee, umpire). • Coach / Leader – A person who trains and guides performers to improve. <p>3. Rules and Regulations</p> <ul style="list-style-type: none"> • Rules – The formal guidelines that govern how a sport is played. • Regulations – Specific instructions or procedures that must be followed in sport (often for safety or fairness). • Officiating – The act of overseeing a game or competition to ensure rules are followed. <p>4. Skill Development</p> <ul style="list-style-type: none"> • Drills – Repeated practice activities used to develop a particular skill. • Techniques – The specific way a skill or movement is performed. • Teaching Points – Key instructions used to help someone learn or improve a skill. • Demonstration – Showing how a skill should be performed. <p>5. Performance Improvement</p> <ul style="list-style-type: none"> • Feedback – Information given to a performer to help them improve.

	<ul style="list-style-type: none"> • Cool-down – Activities to help the body recover after exercise. • Injury Prevention – Techniques and practices to avoid physical harm during sport. <p>7. Effects on the Body</p> <ul style="list-style-type: none"> • Cardiovascular System – The heart and blood vessels, and how they respond to exercise. • Muscular System – How muscles function and adapt with physical activity. • Short-term Effects – Immediate responses (e.g., increased heart rate). • Long-term Effects – Lasting adaptations from regular activity (e.g., increased strength). <p>8. Transferable Skills</p> <ul style="list-style-type: none"> • Research Skills – Ability to gather and evaluate information from different sources. • Analytical Skills – Interpreting data and making conclusions. • Communication – Clearly sharing information, ideas, or instructions. 	<ul style="list-style-type: none"> • Observation Checklist – A tool to evaluate performance against key criteria. • Progression – Gradually increasing the difficulty or intensity of training. • Peer Coaching – Helping a teammate or peer improve their skills. <p>6. Transferable Skills</p> <ul style="list-style-type: none"> • Communication – Clearly giving instructions, feedback, or encouragement. • Leadership – Taking responsibility for guiding or supporting others. • Problem Solving – Finding ways to overcome barriers or performance issues. • Teamwork – Working effectively with others to achieve a shared goal. <p>7. Types of Sports</p> <ul style="list-style-type: none"> • Individual Sport – A sport where one competes alone (e.g., tennis, gymnastics). • Team Sport – A sport that involves working with others (e.g., football, basketball). • Dual Sport – A sport played with a partner (e.g., doubles tennis, badminton). <p>8. Tactical and Strategic Elements</p> <ul style="list-style-type: none"> • Tactics – Short-term actions or decisions made during a game to gain an advantage. • Strategy – A longer-term plan for how a team or individual will approach a game or season.
<p>Literacy and Reading opportunities</p>	<p> 1. Subject-Specific Reading and Comprehension</p> <ul style="list-style-type: none"> • Sport Provision Research: Reading and interpreting texts about types of providers (public, private, voluntary) and services offered. • Target Groups and Participation Barriers: Engaging with case studies and written scenarios that explain barriers to sport participation and strategies to overcome them. • Technological Advancements in Sport: Exploring articles, websites, or reports about how technology impacts performance and participation (e.g., wearable tech, performance analysis). • Health and Fitness Texts: Reading about body systems, short- and long-term effects of exercise, and preparing the body for physical activity. <p> 2. Writing Opportunities</p> <ul style="list-style-type: none"> • Report Writing: Producing written reports on: <ul style="list-style-type: none"> ○ How sport is delivered to different target groups ○ Barriers to participation and how to overcome them ○ The role of technology in sport • Case Study Analysis: Responding to written case studies by analysing scenarios and applying knowledge to support individuals. • Descriptive Writing: Explaining how a warm-up or cool-down is performed and its effects on the body. 	<p> 1. Subject-Specific Reading and Comprehension</p> <ul style="list-style-type: none"> • Rules and Regulations of Sport: Learners read official rulebooks, simplified guides, or sport-specific documents to understand how games are governed. • Role of Officials: Reading descriptions of the roles and responsibilities of referees, umpires, and other officials in various sports. • Components of Fitness and Performance: Interpreting informational texts that explain how each fitness component (e.g. agility, endurance) impacts performance in specific sports. • Skill Development Strategies: Reading coaching guides, drills, and practice plans to understand how performance can be improved. <p> 2. Writing Opportunities</p> <ul style="list-style-type: none"> • Performance Analysis Reports: Writing observations and evaluations based on peer or video performance analysis. • Session Planning: Creating written plans for coaching sessions or skill improvement drills. • Reflection Logs: Documenting progress in personal performance or when assisting others in developing their skills. • Descriptive Writing: Explaining how specific skills (e.g. passing in football, serving in tennis) are performed.

	<p> 3. Vocabulary Development</p> <ul style="list-style-type: none"> Building understanding and correct use of key subject terminology, such as: <ul style="list-style-type: none"> <i>Inclusion, accessibility, technology in sport, adaptation, motivation, participation barriers, musculoskeletal system, cardiovascular system, etc.</i> Using glossaries, quizzes, and word walls to reinforce vocabulary. <p> 4. Speaking and Listening (Literacy through Communication)</p> <ul style="list-style-type: none"> Group Discussions: Debating how to increase participation in sport or discussing the pros and cons of certain technologies. Presentations: Delivering verbal reports on findings from research tasks. Peer Teaching: Explaining concepts like body preparation or adaptations in sport to classmates. <p> 5. Research Tasks</p> <ul style="list-style-type: none"> Learners conduct independent or group research on: <ul style="list-style-type: none"> The impact of specific technologies in different sports Provision of sport in local communities Careers in sport and pathways for progression Encourages the use of academic reading, summarising, and note-taking skills. 	<ul style="list-style-type: none"> Instruction Writing: Writing step-by-step guides or coaching points for developing skills. <p> 3. Vocabulary Development</p> <ul style="list-style-type: none"> Expanding subject-specific vocabulary related to: <ul style="list-style-type: none"> <i>Fitness components</i> (agility, coordination, power) <i>Skill execution</i> (technique, accuracy, control) <i>Roles in sport</i> (performer, official, coach) <i>Coaching terms</i> (drills, teaching points, progression) Use of glossaries, word banks, and keyword matching activities to reinforce understanding and correct use of terms. <p> 4. Speaking and Listening (Verbal Literacy)</p> <ul style="list-style-type: none"> Giving and Receiving Feedback: Using structured sentence starters and vocabulary to provide constructive peer feedback. Explaining Rules or Techniques: Presenting sport rules or skill instructions to peers as part of officiating or coaching tasks. Group Discussion: Participating in discussions about performance improvement, fairness in sport, or the impact of fitness components. <p> 5. Research and Information Handling</p> <ul style="list-style-type: none"> Investigating Sports and Fitness Needs: Reading and gathering information from sport-specific websites, coaching manuals, or interviews. Comparing and Contrasting: Reading about different sports or training techniques and comparing their impact on performance. Using Checklists and Templates: Interpreting performance checklists, rules grids, and coaching evaluation forms.
Oracy	<p> 1. Group Discussions</p> <ul style="list-style-type: none"> Barriers to Participation: Learners take part in group debates or discussions exploring common barriers (e.g. financial, cultural, accessibility) and how they can be overcome. Suitability of Sports for Different Target Groups: Learners discuss which sports or physical activities are best suited to specific groups (e.g. older adults, children, disabled participants). Use of Technology: Discussing how modern technology enhances participation and performance in sport. <p> 2. Presentations</p> <ul style="list-style-type: none"> Research Findings: Learners deliver individual or group presentations based on research tasks, such as: <ul style="list-style-type: none"> Local sport provision Technological advances in sport Careers in the sports sector Campaigns for Participation: Present persuasive presentations or pitches encouraging increased participation in sport for specific groups. <p> 3. Verbal Explanations</p>	<p> 1. Group Discussions</p> <ul style="list-style-type: none"> Role of Officials: Discussing the responsibilities and challenges faced by officials in different sports. Components of Fitness: Sharing ideas about how different fitness components affect sports performance. Strategies for Performance Improvement: Collaborative discussions on the best methods and drills to enhance skills and fitness. <p> 2. Presentations</p> <ul style="list-style-type: none"> Coaching Sessions: Learners deliver verbal coaching instructions or demonstrations to peers. Explaining Rules and Officiating: Presenting the rules of a sport or explaining how officials enforce these rules. Performance Feedback: Giving structured verbal feedback on peers' sporting performance. <p> 3. Verbal Instructions</p> <ul style="list-style-type: none"> Teaching Skills and Drills: Clearly explaining how to perform a skill or drill, using appropriate technical language. Game Play and Officiating: Calling out decisions or enforcing rules during practical sessions.

	<ul style="list-style-type: none"> • Body Preparation: Explaining warm-up and cool-down routines, including the physical and mental benefits of each phase. • Impact on Body Systems: Verbalising how regular physical activity affects the cardiovascular, muscular and skeletal systems. <p> 4. Peer Communication</p> <ul style="list-style-type: none"> • Feedback: Giving and receiving feedback on presentations, research, or participation. • Collaborative Tasks: Working in pairs or small groups to research, discuss, and share findings related to sport provision and technology use. <p> 5. Role-Play and Scenario Work</p> <ul style="list-style-type: none"> • Inclusive Practice: Role-playing how a coach or leader would adapt an activity for someone with specific needs or a barrier to participation. • Career Exploration: Acting out roles in the sports sector (e.g. coach, physiotherapist, facility manager) to explore communication and teamwork skills required. <p> 6. Question and Answer Sessions</p> <ul style="list-style-type: none"> • Participating in structured Q&A sessions following presentations or teacher-led discussions to develop confidence and subject knowledge. 	<p> 4. Peer Communication and Feedback</p> <ul style="list-style-type: none"> • Constructive Criticism: Offering and receiving clear, respectful feedback to support performance improvement. • Collaborative Problem Solving: Discussing ways to overcome performance or participation challenges during practical tasks. <p> 5. Role-Play and Simulation</p> <ul style="list-style-type: none"> • Officials in Action: Role-playing the duties of referees, umpires, or other officials during a match or training session. • Coach-Athlete Interaction: Practicing communication between coach and athlete to improve motivation and understanding. <p> 6. Question and Answer Sessions</p> <ul style="list-style-type: none"> • Engaging in Q&A to clarify understanding of rules, fitness components, or coaching techniques.
<p>Cross Curricular Themes</p>	<p>1. Science (Biology & Physics)</p> <ul style="list-style-type: none"> • Human Body Systems: Learning about the cardiovascular, respiratory, muscular, and skeletal systems, and how exercise affects them. • Short- and Long-term Effects of Exercise: Understanding physiological changes from physical activity. • Technology in Sport: Examining the biomechanics and physics behind sports equipment, wearables, and performance measurement tools. <p>2. Health & Social Care / PSHE</p> <ul style="list-style-type: none"> • Healthy Lifestyles: Importance of physical activity for health and wellbeing. • Barriers to Participation: Exploring social, emotional, and health-related barriers and how to overcome them. • Inclusion and Accessibility: Promoting equity in sport for different population groups (e.g., disabled, elderly, ethnic minorities). <p>3. ICT / Computer Science</p> <ul style="list-style-type: none"> • Use of Technology in Sport: Understanding how data analysis tools, performance tracking software, wearable technology, and video analysis are used to improve performance. • Research Skills: Using the internet and digital tools to gather and evaluate information about sports provision and equipment. <p>4. Geography / Citizenship</p>	<p>1. Science (Biology & Physiology)</p> <ul style="list-style-type: none"> • Components of Fitness: Understanding how aerobic capacity, muscular strength, flexibility, etc., affect performance. • Effect of Fitness on Performance: Exploring how body systems respond to exercise and contribute to skill execution. • Injury Prevention and Recovery: Basic principles of sports physiology and physical conditioning. <p>2. PSHE / Health & Social Care</p> <ul style="list-style-type: none"> • Benefits of Physical Activity: Exploring the physical, mental, and social benefits of regular participation in sport. • Teamwork and Leadership: Developing interpersonal skills, empathy, and encouragement when coaching or helping others. <p>3. English / Literacy</p> <ul style="list-style-type: none"> • Communication Skills: Clear and effective verbal instructions, feedback, and explanations when helping others improve. • Descriptive Writing: Creating plans, reports, or logs for training sessions or performance reviews. • Understanding Rules and Regulations: Reading and interpreting sport-specific rules and official documentation. <p>4. Mathematics</p> <ul style="list-style-type: none"> • Timing and Scoring: Applying numeracy skills when measuring time, distance, speed, and recording scores.

- **Sports Provision Across the UK:** Investigating **regional, national, and community-based organisations** and facilities.
- **Government and Local Authority Roles:** Understanding how **public services support sport** and community wellbeing.
- **Cultural Influences on Sport:** Exploring how **social and cultural backgrounds** influence participation in different sports.

5. Business Studies / Careers Education

- **Careers in Sport:** Exploring **employment opportunities**, job roles, and career pathways in the sport and fitness sector.
- **Sport as an Industry:** Considering the **economic value** of sport, from grassroots to elite levels.
- **Entrepreneurship:** Understanding how private providers operate (e.g., gyms, personal trainers, sports clubs).

6. Mathematics

- **Data Interpretation:** Analysing **participation rates, performance statistics**, and data from technology (e.g., heart rate monitors).
- **Measurement and Timing:** Using **accurate measurements** in fitness testing and understanding the implications of **margins in performance**.

7. English / Literacy

- **Report Writing and Analysis:** Developing **written communication skills** through research tasks and evaluations.
- **Reading for Understanding:** Interpreting **sport-related texts, research articles, and equipment manuals**.
- **Oral Presentation Skills:** Presenting research findings on topics such as barriers to participation or technological developments.

8. Design & Technology (DT)

- **Sports Equipment Design:** Understanding how equipment is designed to improve **safety, comfort, and performance**.
- **Innovations in Clothing and Footwear:** Exploring how **materials and design** affect function in sport.

- **Performance Analysis:** Interpreting **fitness test results**, calculating improvement rates, and comparing performance metrics.
- **Planning Training Sessions:** Using data to structure **drills and training progressions** effectively.

5. ICT / Computer Science

Use of Digital Tools: Employing **apps or video analysis software** to evaluate technique and performance.

Recording and Reviewing Performance: Using **technology to support coaching** and feedback processes.

6. Citizenship / Sociology

- **Participation in Sport:** Exploring how **social background, gender, disability, or ethnicity** may influence access to and experience in sport.
- **Fair Play and Ethics:** Understanding **respect, rules, and the role of officials** in maintaining integrity in sport.

7. Business / Careers Education

- **Roles in Sport:** Exploring careers such as **coaches, referees, sports development officers, and fitness trainers**.
- **Workplace Skills:** Developing **leadership, communication, problem-solving**, and organisational skills transferable to many sectors.

8. Drama / Performing Arts

- **Demonstration and Presentation Skills:** Performing and **demonstrating skills effectively**, using body language and expression.
- **Confidence and Presence:** Building confidence when **leading or coaching** a group in practical sessions.

9. Design & Technology

- **Designing Drills and Equipment Use:** Creating or adapting **training sessions using available equipment**.
- **Improvisation in Coaching:** Using a variety of resources to teach skills and make sessions engaging and productive.

10. Psychology

- **Motivation and Confidence:** Understanding how **psychological factors** like mindset and confidence affect performance.
- **Feedback and Development:** Applying **positive reinforcement and goal setting** when coaching others.

**YEAR 11 BTEC Sport
Component 3**

MAGHULL HIGH SCHOOL – CURRICULUM MAP



Year 11

**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
External Assessment = 40% Overall Grade**

<p>LESSON TOPIC OVERVIEW & KEY QUESTION(S)</p>	<p>A – Explore the importance of fitness for sports performance. <i>Key Questions:</i> <i>What is the importance of fitness for successful participation in sport?</i></p>	<p>A – Explore the importance of fitness for sports performance. <i>Key Questions:</i> <i>What are the principles of training and how they can be applied to training programmes?</i></p>	<p>A – Explore the importance of fitness for sports performance. <i>Key Questions:</i> <i>What is exercise intensity and how can it be measured?</i></p>	<p>B – Investigate fitness testing to determine fitness levels. <i>Key Questions:</i> <i>What is the importance of fitness testing and requirements for administration of each fitness test?</i></p>	<p>B – Investigate fitness testing to determine fitness levels. <i>Key Questions:</i> <i>What fitness tests are appropriate to test for each component of physical fitness?</i></p>	<p>B – Investigate fitness testing to determine fitness levels. <i>Key Questions:</i> <i>What fitness tests are appropriate to test for each component of skill related fitness?</i></p>	<p>B – Investigate fitness testing to determine fitness levels. <i>Key Questions:</i> <i>How do I use normative data tables to interpret fitness test results?</i></p>
<p>Knowledge & Skills Development</p>	<p>Types of sports requiring specific components of fitness:</p> <ul style="list-style-type: none"> • Aerobic Endurance • Muscular Endurance • Muscular Strength • Speed • Flexibility • Body Composition • Power • Agility • Reaction Time • Balance • Coordination 	<p>The basic principles of training: (FITT):</p> <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type <p>Additional principles of training:</p> <ul style="list-style-type: none"> • Progressive overload • Specificity • Individual Differences • Adaptation • Reversibility • Variation • Rest and Recovery 	<p>Exercise intensity and target zones:</p> <p>Intensity:</p> <ul style="list-style-type: none"> • Measure heart rate (HR) • HR intensity to fitness training methods <p>Target zones and training thresholds:</p> <ul style="list-style-type: none"> • Calculate training zones • Apply HR max to training • Aerobic training zone • Anaerobic training zone 	<p>Reasons for fitness testing:</p> <ul style="list-style-type: none"> • Baseline data • Can design training programmes • See if training programmes are working • Provide goal setting aims <p>Pre-test procedures:</p> <ul style="list-style-type: none"> • Calibration of equipment • Informed consent • Physical Activity Readiness Questionnaire 	<p>Aerobic Endurance:</p> <ul style="list-style-type: none"> • Multi-stage fitness test • Yo-Yo test • Harvard step test • 12-minute Cooper run or swim <p>Muscular Endurance:</p> <ul style="list-style-type: none"> • One minute press-up • One-minute sit-up • Timed plank test. <p>Flexibility:</p> <ul style="list-style-type: none"> • Sit and reach test 	<p>Agility:</p> <ul style="list-style-type: none"> • Illinois agility run test • T Test <p>Balance:</p> <ul style="list-style-type: none"> • Stork stand test • Y balance test <p>Coordination:</p> <ul style="list-style-type: none"> • Alternate-Hand Wall-Toss test • Stick flip coordination test <p>Power:</p> <ul style="list-style-type: none"> • Vertical jump test • Standing long/broad jump 	<p>Comparison to normative published data</p> <p>Analyse and evaluate test results.</p> <p>Recommendations for improvements to fitness performer based on test results.</p>

			<p>The Borg (6–20) Rating of Perceived Exertion (RPE) Scale</p> <ul style="list-style-type: none"> RPE x 10 = Heart Rate (HR). <p>The relationship between RPE and heart rate where: $RPE \times 10 = HR$ (bpm).</p>	<ul style="list-style-type: none"> Pre fitness test check <p>Knowledge of published standard test methods and equipment</p> <p>Accurate measurement and recording of test results and basic processing of test results for interpretation</p> <p>Ability to safely select appropriate test(s) for given purposes, situations and/or participants.</p> <p>Reliability of test: Consistency of results Factors affecting reliability.</p> <p>Validity of results (practicality):</p> <ul style="list-style-type: none"> Cost Time taken to set up and do test Time taken to analyse data Number of participants 	<ul style="list-style-type: none"> Calf muscle flexibility test Shoulder flexibility test. <p>Speed:</p> <ul style="list-style-type: none"> 30 metre sprint test 30 metre flying sprint <p>Muscular Strength:</p> <ul style="list-style-type: none"> Grip dynamometer 1 Rep Max <p>Body composition:</p> <ul style="list-style-type: none"> Body Mass Index (BMI) Bioelectrical Impedance Analysis (BIA) Waist to hip ratio 	<ul style="list-style-type: none"> Margaria-Kalamen power test <p>Reaction time:</p> <ul style="list-style-type: none"> Ruler drop test Online reaction time test (reaction test timer) 	
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Year 11

**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
External Assessment = 40% Overall Grade**

<p>LESSON TOPIC OVERVIEW & KEY QUESTION(S)</p>	<p>C – Investigate different fitness training methods. <i>Key Questions: What are the requirements for each training method?</i></p>	<p>C – Investigate different fitness training methods. <i>Key Questions: What are the fitness training methods for physical components of fitness?</i></p>	<p>C – Investigate different fitness training methods. <i>Key Questions: What are the fitness training methods for skill-related components of fitness?</i></p>	<p>C – Investigate different fitness training methods. <i>Key Questions: What are the additional requirements for each of the fitness training methods? What is the provision for taking part in fitness training methods?</i></p>	<p>C – Investigate different fitness training methods. <i>Key Questions: How does training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness?</i></p>	<p>D – Investigate fitness programming to improve fitness and sports performance. <i>Key Questions: How can personal information be used to aid training fitness programme design? How is fitness programme design important?</i></p>	<p>D – Investigate fitness programming to improve fitness and sports performance. <i>Key Questions: How can motivational techniques be used for fitness programming?</i></p>
<p>Knowledge & Skills Development</p>	<p>Carrying out fitness training safely and effectively as part of a training programme.</p> <p>Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise.</p> <p>Cool down after taking part in the fitness training</p>	<p>Aerobic Endurance:</p> <ul style="list-style-type: none"> • Continuous training • Fartlek training • Interval training • Circuit training <p>Flexibility:</p> <ul style="list-style-type: none"> • Static active • Static passive • Proprioceptive Neuromuscular Facilitation (PNF) <p>Muscular Endurance:</p> <ul style="list-style-type: none"> • Free weights and fixed 	<p>Agility:</p> <ul style="list-style-type: none"> • Speed Agility and Quickness training (SAQ) <p>Power:</p> <ul style="list-style-type: none"> • Plyometrics <p>Balance:</p> <ul style="list-style-type: none"> • Use of specific training exercises that require balancing on a reduced size base of support. <p>Coordination:</p>	<p>Advantages and disadvantages:</p> <ul style="list-style-type: none"> • Number of people that can take part • Cost of equipment • Ease of set up • Access to venue/location of training • Risk of injury to the performer if performed incorrectly • Effectiveness of training 	<p>Aerobic endurance training:</p> <ul style="list-style-type: none"> • Adaptations to the cardiovascular and respiratory systems • Cardiac hypertrophy • Decreased resting heart rate • Increased strength of respiratory muscles • Capillarisation around alveoli. 	<p>Personal information:</p> <ul style="list-style-type: none"> • Aims – details of what they would like to achieve for the selected sport. • Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training • Lifestyle and physical activity history 	<p>Definition of motivation Types of motivation:</p> <ul style="list-style-type: none"> • Intrinsic • Extrinsic <p>Principles of setting goals to increase and direct motivation.</p> <p>Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER):</p>

<p>method – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length.</p> <p>Linking each fitness training method to the associated component of fitness.</p> <p>Application of the basic (FITT) and additional principles of training to each fitness training method.</p> <p>Application of appropriate training intensities to fitness training methods.</p>	<p>resistance machines</p> <ul style="list-style-type: none"> • Circuit training <p>Muscular Strength training:</p> <ul style="list-style-type: none"> • Free weights and fixed resistance machines <p>Speed:</p> <ul style="list-style-type: none"> • Acceleration sprints • Interval training • Resistance drills 	<ul style="list-style-type: none"> • Use of specific training exercises using two or more body parts together. <p>Reaction Time:</p> <ul style="list-style-type: none"> • Use of specific training exercises to practise quick responses to an external stimulus. 	<p>Provision for taking part in fitness training methods</p> <ul style="list-style-type: none"> • Public provision – advantages and disadvantages. • Private provision – advantages and disadvantages. • Voluntary provision – advantages and disadvantages 	<p>Flexibility training:</p> <ul style="list-style-type: none"> • Adaptations to the muscular and skeletal systems • Increased range of movement at a joint • Increased flexibility of ligament and tendons • Increased muscle length. <p>Muscular endurance training:</p> <ul style="list-style-type: none"> • Adaptations to the muscular system • Capillarisation around muscle tissue increased muscle tone. <p>Muscular strength and power training:</p> <ul style="list-style-type: none"> • Adaptations to the muscular and skeletal systems • Muscle hypertrophy • Increased tendon and ligament strength • Increased bone density. <p>Speed training:</p>	<ul style="list-style-type: none"> • Attitudes, the mind and personal motivation for training. <p>Fitness programme design</p> <ul style="list-style-type: none"> • Use personal information to aid training programme design. • Selection of appropriate training method/activity for improving/main taining the selected components of physical and/or skill related fitness. • Application of the FITT principles and additional principles of training. 	<ul style="list-style-type: none"> • Short-term goals • Long-term goals <p>Influence of goal setting on motivation:</p> <ul style="list-style-type: none"> • Provide direction for behaviour • Maintain focus on the task in hand <p>Benefits of motivation on the sports performer:</p> <ul style="list-style-type: none"> • Increase participation • Maintain training and intensity • Increased fitness • Improved performance
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					<ul style="list-style-type: none"> • Adaptations to the muscular system • Increased tolerance to lactic acid. 		
Assessment / Feedback Opportunities	<p> Assessment Opportunities</p> <p>Fitness Testing Practical Assessment</p> <ul style="list-style-type: none"> • Learners conduct a range of fitness tests (e.g., aerobic endurance, muscular strength, flexibility) on themselves or peers. • Assessment of correct test procedures, safety, and accuracy of results. <p>Training Programme Design</p> <ul style="list-style-type: none"> • Creating personalised fitness training programmes based on fitness test results. • Assessment of how well the plan applies training principles and meets individual needs. <p>Fitness Programme Implementation and Evaluation</p> <ul style="list-style-type: none"> • Practical delivery or simulation of a training session following the designed programme. • Written or verbal evaluation reflecting on the effectiveness of the training and personal progress. <p>Knowledge-Based Assessments</p> <ul style="list-style-type: none"> • Quizzes or short-answer tests on fitness components, training methods, and fitness principles. • Understanding of body systems and the effects of training. <p>Case Studies and Scenario Responses</p> <ul style="list-style-type: none"> • Applying knowledge to analyse real or hypothetical scenarios related to fitness improvement. <p> Feedback Opportunities</p> <p>Teacher Feedback</p> <ul style="list-style-type: none"> • Immediate verbal feedback during fitness testing and training sessions on technique and safety. • Detailed written feedback on training programme design and evaluations. <p>Peer Feedback</p> <ul style="list-style-type: none"> • Opportunities to give and receive feedback on fitness test administration and training session delivery. • Encouraging constructive critique to improve performance and communication skills. <p>Self-Assessment and Reflection</p> <ul style="list-style-type: none"> • Learners reflect on their fitness test results, training progress, and programme effectiveness. • Use of reflective journals or checklists to monitor development and set future goals. <p>Group Feedback Discussions</p> <ul style="list-style-type: none"> • Collaborative review of training methods and fitness improvements. • Sharing strategies to overcome challenges in fitness development. <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Formative assessment throughout the component to track learner understanding and skills. • Adjusting training plans and learning focus based on feedback and assessment outcomes. 						
Key Vocabulary	<p>1. Components of Fitness</p> <ul style="list-style-type: none"> • Aerobic Endurance – The ability of the heart and lungs to supply oxygen for long periods of activity. • Muscular Endurance – The ability of muscles to work continuously without fatigue. • Muscular Strength – The maximum amount of force a muscle can produce. • Flexibility – The range of motion available at a joint. 						

- **Speed** – The ability to move quickly from one point to another.
- **Power** – A combination of strength and speed.
- **Agility** – The ability to change direction quickly and effectively.
- **Body Composition** – The proportion of fat and non-fat mass in the body.

2. Fitness Testing

- **Fitness Test** – A structured way to measure specific components of fitness.
- **Validity** – Whether the test measures what it is supposed to measure.
- **Reliability** – Whether the test results are consistent and repeatable.
- **Protocol** – The specific procedures followed during a fitness test.
- **Baseline Data** – The starting point of an individual's fitness level used for comparison.
- **Fitness Score** – A recorded result from a fitness test used to assess performance.

3. Training Principles

- **Specificity** – Training should match the needs of the sport or goal.
- **Progressive Overload** – Gradually increasing the difficulty of training to improve fitness.
- **Reversibility** – Fitness levels can decline if training stops.
- **Individual Needs** – Tailoring training to meet a person's current fitness level or goals.
- **Variation** – Including different activities to keep training interesting and effective.
- **Adaptation** – The body's response to training, improving performance over time.

4. Training Methods

- **Circuit Training** – A series of exercise stations for different body parts or skills.
- **Continuous Training** – Non-stop activity to build aerobic endurance (e.g., running, swimming).
- **Interval Training** – Alternating between periods of high intensity and rest.
- **Fartlek Training** – A form of running that includes bursts of speed mixed with slower running.
- **Weight Training** – Using resistance to build strength or muscular endurance.
- **Plyometric Training** – Exercises involving explosive movements to develop power.

5. Planning and Evaluation

- **Training Programme** – A structured plan outlining exercises, duration, intensity, and progression.
- **Session Plan** – A detailed outline for a single workout or training session.
- **Evaluation** – Judging how effective a training programme or fitness improvement has been.
- **Monitoring** – Regularly checking progress using test results or performance feedback.

6. Health and Wellbeing

- **Physical Fitness** – The body's ability to function efficiently in physical activity.
- **Wellbeing** – A state of health and happiness including physical, mental, and emotional health.
- **Injury Prevention** – Actions taken to reduce the risk of harm during exercise.

7. Transferable Skills

- **Organisation** – Planning and structuring workouts or programmes effectively.
- **Analytical Thinking** – Interpreting data and performance to make improvements.
- **Communication** – Explaining plans, giving instructions, and offering feedback.
- **Time Management** – Structuring sessions and managing time effectively in training.

Key terms typically used in assessment

- **Assess** – Give careful consideration to all the factors or events that apply and identify which are the most important or relevant, leading to supported judgements.

	<ul style="list-style-type: none"> • Complete table (X) by stating – Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point. • Describe – Present two (or more) linked descriptive points on characteristics, features, uses or processes. Do not need to include a justification or reason. • Draw – Match each item to the correct answer from a choice of five options. • Evaluate – Consider various aspects of a subject’s qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgement supported by evidence which will often be in the form of a conclusion. • Explain – Present an explanation that requires a justification/exemplification of the identified reason, way, benefit or importance etc. • Give – Provide an example or response, i.e. of a feature, characteristic or use of. • Identify – Select the correct answer from the given context. • State/name – Recall from memory facts, terms, processes, etc. or provide the correct answer to the given context. • Which – Select one correct answer from a choice of four options provided.
<p>Literacy and Reading opportunities</p>	<p> 1. Subject-Specific Reading and Comprehension</p> <ul style="list-style-type: none"> • Fitness Components and Training Methods: Learners read and interpret materials that explain the difference between health-related and skill-related fitness, and how they impact performance. • Fitness Testing Protocols: Reading detailed descriptions of standardised tests (e.g. Cooper Run, Sit & Reach, Illinois Agility Test) including procedures, equipment needed, and scoring systems. • Training Principles and Programmes: Interpreting written information on training principles (e.g. specificity, overload, progression) and how to apply them when planning fitness regimes. • Scientific Understanding: Engaging with texts that explain the short- and long-term effects of training on the body systems (cardiovascular, muscular, respiratory). <p> 2. Writing Opportunities</p> <ul style="list-style-type: none"> • Fitness Testing Reports: Writing about test results, explaining what they show, and making recommendations for improvement. • Training Programme Plans: Creating written training plans tailored to a performer’s needs, including goals, methods, frequency, intensity, and evaluation. • Evaluation and Reflection: Writing evaluations of training sessions or programmes, considering what worked well and what could be improved. • Research Summaries: Summarising information from fitness articles or case studies related to sport performance. <p> 3. Vocabulary Development</p> <ul style="list-style-type: none"> • Developing understanding and correct use of fitness-related and anatomical vocabulary such as: <ul style="list-style-type: none"> ○ <i>Aerobic endurance, anaerobic capacity, muscular strength, body composition</i> ○ <i>Training principles (FITT, SPORT), baseline data, progression, adaptation</i> ○ <i>Validity, reliability, intensity, reversibility</i> • Use of word walls, key term glossaries, and vocabulary quizzes to reinforce terminology. <p> 4. Speaking and Listening (Communication Skills)</p> <ul style="list-style-type: none"> • Peer Feedback: Discussing fitness test results and training effectiveness with others using subject-specific language. • Presentations: Delivering verbal explanations of fitness plans, test outcomes, or the rationale behind training choices. • Group Discussion: Participating in class discussions about different training methods and how they apply to various sports. <p> 5. Research and Analytical Skills</p> <ul style="list-style-type: none"> • Fitness Test Comparisons: Reading multiple test protocols and comparing their effectiveness for different sports. • Data Interpretation: Reading and analysing fitness test data to track performance improvements. • Case Study Analysis: Reading and interpreting real-world or simulated scenarios to recommend training improvements.

<p>Oracy</p>	<p> 1. Group Discussions</p> <ul style="list-style-type: none"> • Training Methods and Principles: Learners discuss different training methods (e.g., circuit training, interval training) and principles (e.g., overload, specificity) and how they apply to improving fitness. • Fitness Testing Results: Sharing interpretations of fitness test data and what it means for training goals. • Motivation and Adherence: Discussing ways to keep motivated during training and how to maintain consistent fitness routines. <p> 2. Presentations</p> <ul style="list-style-type: none"> • Fitness Programme Plans: Presenting individual or group-designed fitness programmes, explaining choices of training methods and goals. • Explaining Fitness Tests: Demonstrating how to carry out specific fitness tests and explaining their purpose. • Evaluation Feedback: Verbally reflecting on training progress and suggesting improvements. <p> 3. Verbal Instructions and Demonstrations</p> <ul style="list-style-type: none"> • Conducting Fitness Tests: Giving clear instructions and demonstrations on how to perform various fitness tests. • Coaching Fitness Techniques: Explaining how to perform exercises safely and effectively during training sessions. <p> 4. Peer Communication and Feedback</p> <ul style="list-style-type: none"> • Constructive Feedback: Providing and receiving feedback on fitness test technique, training session delivery, and performance. • Collaborative Problem Solving: Discussing ways to adjust training programmes based on results or challenges. <p> 5. Role-Play and Simulation</p> <ul style="list-style-type: none"> • Coach-Performer Interaction: Practicing communication skills involved in coaching, including motivation and correction. • Scenario-Based Discussions: Role-playing situations such as explaining training adaptations or addressing motivation issues. <p> 6. Question and Answer Sessions</p> <ul style="list-style-type: none"> • Engaging in Q&A to clarify understanding of fitness concepts, test procedures, and training principles.
<p>Cross Curricular Themes</p>	<p>1. Science (Biology & Physiology)</p> <ul style="list-style-type: none"> • Understanding the Body: Links to anatomy and physiology, including muscles, cardiovascular system, and respiratory function. • Fitness Components: Study of aerobic endurance, muscular strength, power, and body composition. • Effects of Training: Biological responses to exercise (short- and long-term), linking to homeostasis, energy systems, and recovery. <p>2. Mathematics</p> <ul style="list-style-type: none"> • Fitness Testing Data: Collecting, analysing, and interpreting quantitative results from fitness tests (e.g., VO2 max, BMI, heart rate recovery). • Progress Tracking: Calculating percentage improvements, target zones (e.g., heart rate training zones), and evaluating training effectiveness. • Graphical Representation: Plotting progress data over time and interpreting charts or tables. <p>3. PSHE / Health & Wellbeing</p> <ul style="list-style-type: none"> • Healthy Lifestyle Choices: Understanding how fitness supports physical, emotional, and social wellbeing. • Motivation and Goal Setting: Exploring how to set SMART goals for performance improvement and maintain motivation. • Positive Body Image and Health: Discussing healthy body composition and realistic expectations around fitness and body shape. <p>4. English / Literacy</p> <ul style="list-style-type: none"> • Report Writing: Communicating findings from fitness tests and training programme evaluations. • Interpreting Texts: Understanding technical terminology related to training principles and methods. • Instructions and Plans: Writing or following fitness training plans clearly and effectively. <p>5. ICT / Computer Science</p> <ul style="list-style-type: none"> • Fitness Apps and Tools: Using digital platforms to track and analyse performance (e.g., heart rate monitors, training logs). • Data Analysis Software: Potential use of spreadsheets or online systems to process fitness data. <p>6. Business / Careers Education</p> <ul style="list-style-type: none"> • Career Links: Pathways to roles in personal training, coaching, fitness instruction, physiotherapy, and elite sport. • Client-Focused Services: Understanding how personal trainers and coaches tailor programmes to meet individual needs. • Entrepreneurial Skills: Developing skills to design and market fitness programmes.

7. Design & Technology

- **Designing Training Programmes:** Structuring effective and varied **fitness sessions** tailored to different needs.
- **Innovation in Fitness Equipment:** Exploring how equipment is designed to **enhance training and performance**.

8. Psychology

- **Motivation and Focus:** Understanding the **mental side of training**, including how motivation, mindset, and routine impact performance.
- **Training Adherence:** Studying psychological barriers and how to **maintain commitment to fitness goals**.

9. Geography / Environmental Studies

- **Training Environments:** Considering how **climate, terrain, or altitude** affects training and performance (e.g., training at altitude).
- **Access to Facilities:** Exploring **local provision and space for fitness**, which links to broader **socio-economic themes**.