MAGHULL HIGH SCHOOL – CURRICULUM MAP

Unit 2 - Fitness Training and Programming for Health, Sport and Well-being	Pearson Level 3 Diploma in Sport Learning Aim A – Examine lifestyle factors and their effect on health and well-being Learning Aim B - Understand the screening processes for training programming Learning Aim C - Understand programme-related nutritional needs		
LESSON TOPIC/ QUESTION	**Examine lifestyle factors and their effect on health and well-being**	**Understand the screening processes for training programming**	**Understand programme-related nutritional needs**
Knowledge & Skills development	**A1 Positive lifestyle factors and their effects on health and well-being** Understand the importance of lifestyle factors in the maintenance of health and well-being. • Exercise/physical activity: physical (strengthens bones, improves posture, improves body shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological (relieves stress, reduces depression, improves mood), social (improves social skills, enhances self-esteem), economic (reduces costs to National Health Service, reduces absenteeism from work). • Balanced diet: Eatwell plate (food groups), benefits of a healthy diet (improved immune function, maintenance of body weight, reduces risk of chronic diseases – diabetes, osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more of certain food groups, five a day, reducing salt intake, healthy alternatives). • Positive risk-taking activities: participation in outdoor and adventurous activities, endorphin release, improved confidence. • Government recommendations/guidelines: UK Government recommendations (physical activity, alcohol, healthy eating). **A2 Negative lifestyle factors and their effects on health and well-being** Understand the factors contributing to an unhealthy lifestyle. • Smoking: health risks associated with smoking (CHD, cancer, lung disease,	**B1 Screening Processes** Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor. • Screening questionnaires: lifestyle questionnaires, physical activity readiness questionnaires (PAR-Q). • Legal considerations: informed consent form, data protection, client confidentiality. **B2 Health monitoring tests** Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations. • Blood pressure. • Resting heart rate. • Body mass index (BMI). • Waist to hip ratio. **B3 Interpreting the results of health monitoring tests** Be able to interpret health monitoring data against health norms and make judgements. • Interpret results against normative data: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges.	**C1 Common terminology** Understand common nutritional terminology. • Recommended daily allowance (RDA), energy measures (calories, joules, kilocalories, kilojoules). • Energy balance: basal metabolism, age, gender, climate, physical activity, calories used in different activities (intensity and length of time). **C2 Components of a balanced diet** Understand the requirements of a balanced diet. • Macronutrients (carbohydrates, fats, protein), sources of food for each macronutrient, quantities. • Micronutrients (vitamins A, B, C and D, minerals calcium, iron), sources of food for each micronutrient, quantities. • Hydration (different requirements of fluid intake: climate, levels of exercise, programme type, time of year). • The effects on performance of dehydration and hyperhydration and the signs and symptoms of each. **C3 Nutritional strategies for individuals taking part in training programmes** • Understand different strategies used on an individual basis by: o adapting diet to gain or lose weight. • Understand the use of ergogenic aids used in training programmes including positive and negative effects, and recommended timings: o energy gels and bars o protein drinks o carbohydrate loading. • Understand the use of sports drinks for

	bronchitis, infertility). • Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis, hypertension, depression). • Stress: health risks associated with excessive stress (hypertension, angina, stroke, heart attack, stomach ulcers, depression). • Sleep: problems associated with lack of sleep (depression, overeating). • Sedentary lifestyle: health risks associated with inactivity. **A3 Lifestyle modification techniques** Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours. • Common barriers to change: time, cost, transport, location. • Strategies to increase physical activity levels: at home, at work, during leisure time, method of transport. • Smoking cessation strategies: acupuncture, NHS smoking helpline, NHS smoking services, nicotine replacement therapy, Quit Kit support packs. • Strategies to reduce alcohol consumption: counselling, self-help groups, alternative treatments. • Stress management techniques: assertiveness training, goal setting, time management, physical activity, positive self-talk, relaxation, breathing techniques, meditation, alternative therapies, changes to work-life balance.		different types of training requirements including recommended timings and amounts: o isotonic o hypertonic o hypotonic.
Key Vocabulary	**Health** – A state of complete physical, mental and social well-being. **Fitness** – The ability to meet the demands of the environment. **Well-being** – The balance of physical, emotional, and social health. **Lifestyle choices** – Daily decisions that affect health (e.g. diet, exercise, smoking). **Sedentary behaviour** – Little or no physical activity; prolonged sitting. **Physical activity** – Any movement that requires energy expenditure	**Validity** – Does the test measure what it's supposed to? **Reliability** – Can the test be repeated with consistent results? **Accuracy** – How close results are to the true value. **Normative data** – Standardised scores to compare results. **Baseline data** – Initial results used to measure progress. **PAR-Q** – Physical Activity Readiness Questionnaire.	**Macronutrients** – Carbohydrates, proteins, fats. **Micronutrients** – Vitamins and minerals. **Hydration –** Having enough water to enable normal functioning **Energy balance** – Calories consumed vs calories expended **Basal metabolic rate (BMR)**

Assessment / Feedback Opportunities	Teacher Formative Assessment – verbal Peer Assessment – verbal and written Self Assessment - written Teacher Summative Assessment Case Study Analysis – Students apply knowledge to scenarios and apply knowledge and skills Examiners Reports – Students to familiarise themselves with examiners reports to develop understanding of layout and structure of extended writing tasks
Literacy/Reading opportunities	BTEC National Sport student Book 1 https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html
Cross Curricular Themes	**Mathematics** - Data analysis from fitness test results (normative data). Calculations such as BMI, waist to hip ratio, energy balance, and nutritional values. **Psychology -** Understanding motivation, adherence to exercise, and behaviour change theories. Effects of stress, self-confidence, and mental well-being on performance. Strategies to improve mindset and goal setting. **English -** Producing written reports, training plans, and evaluations. Developing verbal communication skills when discussing client needs and feedback. **Biology -** How the body responds to exercise. Short- and long-term adaptations. Principles of nutrition, energy balance, and how these affect performance and health.
Personal Development (Including British Values, RSE, Citizenship)	**Understanding your own body -** Learning about how lifestyle choices (diet, sleep, exercise) affect health **Making informed decisions -** Knowledge of lifestyle factors empowers individuals to make better health and wellness decisions. **Communication Skills -** Learning to use scientific and medical terminology accurately: Builds confidence and clarity in expressing complex ideas. **Interpreting physiological data -** Builds analytical skills useful across many disciplines. **Ethical and Cultural Awareness -** Understanding screening information raises awareness of issues such as consent in medical research, body image, and cultural attitudes toward health. **Empathy and interpersonal skills -** Understanding client backgrounds, needs, and motivations.
Career Opportunities	Sports Scientist, Personal Trainer / Fitness Instructor, Sports Therapist, Strength and Conditioning Coach, Doctor / Physician, Nurse, Midwife, Paramedic, Physiotherapist, Occupational Therapist, Dietitian / Nutritionist.