SHARE MULTI ACADEMY TRUST

Subject: BTEC Sport Tech Award Year 11

Term / Date(s)	Component 3 – LAA1 & LAC1-C5	Component 3 – LAA3, A2	Component 3 – LAC6	Component 3 – LAB	Component 3 – LAD1-D3	Component 3 – LAA, LAB, LAC
Topic	Components of fitness and methods of training	Exercise Intensity and principles of training	Long term effects of exercise on the body	Reliability and validity of fitness testing	Fitness programming and motivational techniques.	Exam techniques
Topic overview **Students will learn…**	Students will learn the Importance of fitness for successful participation in sports. Students will learn the importance of various skill and physical components of fitness in sport Students will learn how the methods of training are used by athletes to improve sport performance.	Students will learn how heart rates and target zones are used to determine the intensity of exercise Students will learn the basic and additional principles of training and how they are used to ensure training is effective.	Students will learn the long-term effects of different training methods on the body systems. Students will learn how adaptations to the body systems lead to an improvement of specific components of fitness and ultimately, how they improve performance.	Students will learn how to conduct fitness tests for different components of fitness and how to evaluate their effectiveness Students will learn the validity and reliability issues that come with conducting fitness tests and make suggestions on how to make testing more reliable and accurate.	Students will learn how to plan a fitness programme in order to improve the fitness levels and performance of an individual. Students will learn how different people are motivated to perform in sport and use this knowledge within their fitness programmes.	Students will revisit key topics identified in end of topic assessments to consolidate their understanding of that topic. Students will develop comprehension skills in order to read and answer exam style questions. Students will learn how to structure extended answers for 6–8-mark questions in order to maximise their marks.
Components **Students will learn…**	Students will be able to; • Identify • Describe • Explain the skill and physical components and why they are essential within sports performance. Students will be able to identify the methods of training used by athletes to make improvement to performance. Students will be able to make links from the components of fitness and explain which methods of training are relevant to improve performance. Students will be able to explain the advantages and disadvantages of the methods of training in order to understand why some methods are chosen over others.	Students will be able to describe the resting, working, recovery and maximum heart rate. Students will learn how to calculate a person's maximum heart rate using 220-age. Students will learn how to use the maximum heart rate in order to work out their aerobic and anaerobic training zones. Students will be able to make links between target zones and methods of training, identifying which methods will cause your heart rate to increase the most. Students will learn how the BORG scale is used to estimate someone's rating of perceived exertion.	Students will learn how the following types of training impact on the body systems: ●Aerobic endurance training and the adaptations on the cardiovascular and respiratory systems ● Flexibility training and the adaptations to the muscular and skeletal systems ● Muscular endurance training and the adaptations to the muscular system ●Muscular strength and power training and the adaptations to the muscular and skeletal systems ● Speed training and the adaptations to the muscular system	Students will be able to identify the fitness tests used for skill and physical components of fitness. Students will be able to explain why fitness tests are used by athletes prior to, during, and after training programmes. Students will be able to identify equipment required to complete the fitness tests. Students will understand the importance of accuracy when carrying out the tests and the factors that can affect reliability and validity. Student will learn how to read normative data and compare tests results against data to identify areas of development for various athletes.	Students will learn how to set appropriate fitness targets using SMARTER targets. Students will understand the different motivations for people to take part in a fitness programme. Students will combine their knowledge of components of fitness, methods of training and principles of training to successfully plan a short training programme. Students will learn how to motivate people intrinsically and extrinsically throughout a training programme.	Students will learn how to read exam questions effectively and identify key information required in the answer. Students will explore 2- and 4-mark questions, learning how to answer the questions effectively to ensure full marks are gained. Students will explore a range of different 6 mark questions and understand how to structure their answers effectively. Students will learn how to draw comparisons and justify their suggestions in order to gain a higher numbers of marks in 6-8 mark questions.

		Students will learn the relationship between the Borg scale levels our heart rates during exercise.	Students will be able to make suggestions for how athletes should train to improve components of fitness for certain sporting activities.	Students will be able to make suggestions for how athletes should train following their fitness tests results, and justify their choice of training.		
What pupils should already know (prior learning components) Students should know…	Students should already have some prior knowledge of the components of fitness as built through KS3. Students may not be accurate as to which components are skill or physical based. Students should also bring prior knowledge of physical components from Unit 2 where they had to explain how the physical components were used within their two chosen sports. Students should have some prior knowledge of methods of training. This is delivered as part of the KS3 fitness SOL across year 8-9. Students should particularly be able to identify interval, circuit, weight and continuous training.	Students will have limited prior knowledge of this topic. Students may know how to find their resting heart rate as mentioned within KS3 fitness, first aid courses and science lessons. Students will already be aware that the heart rate increases during exercise.	Students will have some prior knowledge of the cardiorespiratory and the musculoskeletal responses to physical activity as a result of component 1 task 3. However, this topic will take their understanding beyond the immediate responses to exercise and looks deeper into the long term adaptations that take place in the body.	Students will have some knowledge of fitness tests from KS3 fitness SOL. Students have 2 lessons carrying out fitness tests and recording down their scores. However, there will be limited knowledge of the tests other than this. Students will be able to identify the skill and physical components which link with the fitness tests. Students will have knowledge of the methods of training which they can then link to the fitness tests to make suggestions on how to improve.	Students will already have knowledge of components of fitness, methods of training and principles of training. Students will be tasked with understanding how these topics link together to create a successful training programme that could be used by an athlete.	Students will already have the knowledge required of the key topics- Components of fitness Methods of Training Fitness Testing Exercise Intensity Long Term Effects of Exercise Students have already been exposed to exam style questions throughout the delivery of component 3.
Transferrable knowledge (skills)	The components of fitness are transferred throughout the Unit 1 exam. Understanding this content is essential for making links elsewhere. The components directly link to the methods of training used to make improvements. Knowledge of the methods of training also transfers through into the fitness testing. Students will be able to apply these methods to suggest ways of improving fitness test results. Students will also transfer their knowledge of components and methods into Unit 3 when designing their fitness programme.	Students will transfer their knowledge of training intensity to the different methods of training and make links to how the heart rate will respond. Students will be able to suggest what level on the Borg scale an athlete would be working at during their specific sport. Students will transfer knowledge of heart rates and target zones into unit 3 where they will be expected to track and monitor heart rates throughout their training. Students will transfer their knowledge of adaptations from the principles of training, into the long term effects that take place on the body.	Students will be able to transfer their understanding of the adaptations into the training programme topic. Students will also be able to take this knowledge with them when they leave school to understand how training will impact on their health and performance as a result of he adaptations they will experience.	Students will transfer their knowledge of fitness testing into Unit 3. They will be required to use fitness tests for the components of fitness they are training to improve. Students may also use their knowledge of fitness testing in higher education if they decide to study A-level or BTEC Sport level 3.	Students can transfer this knowledge into higher education and into their own life. To maintain physical activity in their life, they will need to remain motivated, this knowledge will help them to apply a range of strategies to maintain motivation.	Students can transfer their knowledge of exam technique into all their other topics to improve their chances of gaining higher grades on each questions.
Key vocabulary pupil will know and learn	Agility balance coordination reaction time power Aerobic endurance, muscular endurance, muscular strength, body composition, flexibility, speed Circuit, continuous, fartlek, weight, interval, plyometric.	Rating of perceived exertion Maximum heart rate Resting heart rate Aerobic target zones Anaerobic target zones Borg Scale Intensity Frequency, intensity, time, type.		Reliability Validity Accuracy Advantages Disadvantages Calibration Body Mass Index Grip Dynamometer Normative Data	Motivation Intrinsic Extrinsic SMARTER Long Term Short Term Boredom Challenge Excitement	Criteria Identifying Describing Explaining Justify Analyse Assess Draw conclusions

	Hollow, acceleration, static, ballistic.	Specificity, progressive overload, reversibility, variation, adaptation, rest and recovery, individual needs.				
Assessment activities	End of learning aim A assessment	End of learning aim B Assessment	End of topic assessement	End of learning aim C Assessment	Application of knowledge into short PEP	Exam styles questions ranging from 2-8 marks
Resources available	I:\Curriculum Folders\PE\BTEC Tech Award 2022\Component 3 I:\Curriculum Folders\PE\Btec Sport 2018\Unit 1\TJH	I:\Curriculum Folders\PE\BTEC Tech Award 2022\Component 3 I:\Curriculum Folders\PE\Btec Sport 2018\Unit 1\TJH	I:\Curriculum Folders\PE\BTEC Tech Award 2022\Component 3 I:\Curriculum Folders\PE\Btec Sport 2018\Unit 1\TJH	I:\Curriculum Folders\PE\BTEC Tech Award 2022\Component 3 I:\Curriculum Folders\PE\Btec Sport 2018\Unit 1\TJH	I:\Curriculum Folders\PE\BTEC Tech Award 2022\Component 3 I:\Curriculum Folders\PE\Btec Sport 2018\Unit 1\TJH	I:\Curriculum Folders\PE\BTEC Tech Award 2022\Component 3 I:\Curriculum Folders\PE\Btec Sport 2018\Unit 1\TJH
Notes **Why this topic is important…**	This topic is essential because it filters through all other aspects of Unit 1 and Unit 3. Understanding the components of fitness enables students to understand what makes athletes successful in their discipline. It also helps students to understand that training and testing are all linked to the components of fitness that athletes require the most.	This topic is important because students need to understand that the body reacts differently to different sporting activities. If students can understand how the body should be reacting, they can check and monitor the bodies responses to see if training is being done correctly.	This topic is important because students need to understand that the body reacts differently to different sporting activities. If students can understand how the body should be reacting, they can check and monitor the bodies responses to see if training is being done correctly.	This topic is important because students need to understand that setting targets and monitoring progress is essential for all athletes to develop in their sport. They also need to understand that errors whilst conducting the fitness tests can have a big impact on data which can lead to mistakes in training choices.	This topic is important because, up until this point, students have gained an understanding of how to training correctly. This topic shows them how to maintain motivation so that training can continue and improvements to performance continue.	This topic is very important because the students have gained the information/knowledge required to be successful in the exam. It is essential that they learn how to approach different types of questions to maximise the grades they receive for each.