

# KS5 PE Learning Journey – Year 12

## Prior Learning

Pass or above covering Units which are transferable for Level 3 in Btec level e.g. Leadership, fitness for sport and exercise, designing a personal training programme.

GCSE level 5 or above in English (Essay Writing) and Maths (Data Analysis) and Biology GCSE.

## Bridging the Gap Programme Year 11 – 12 Transition

### Vocational - BTEC

- Introduction specification
- Unit 3 Careers Introduction
- Unit 2 Importance of nutrition, health and wellbeing
- Unit 2 Importance of exercise related to physical, psychological, social and economic.
- Unit 2 Government guidelines on diet, exercise and hydration.
- Unit 2 Daily Food Intake – Practical research on Carbohydrates, Proteins, Fats.
- Unit 1 Skeletal Systems
- Unit 2 Muscular Systems

### Issues and Debates Film:

Supersize me, Invictus, The Game Changers

### Further Reading:

The Chimp Paradox By Prof Steve Peters  
Strength Training Anatomy by Frederic Delavier  
The Sports Gene by David Epstein

### BTEC Extended Certificate 360GL

Unit 1 – Anatomy & Physiology (M)

Unit 2 Fitness Training & programming for Health, Sport & Well being (M)

Unit 3 – Professional Development in the Sports Industry (M)

Unit 4 – Sports Leadership (O)

	Year 1 – Unit 2 External Exam in May/June
<b>2 Lessons a week</b>	<b>Unit 2: Fitness Training &amp; Programming for Health, Sport &amp; Well being.</b> <i>Task set and marked by Pearson and completed under supervised conditions.</i> • In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation. (4 sides) • In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson. • Written submission. • 60 marks.
HT1	<b>Q1: Interpret the lifestyle factors and screening information for....</b> A: Examine lifestyle factors and their effect on Health and well-being A1: Understand positive lifestyle factors and their effects on health and wellbeing. A2: Understand negative lifestyle factors and their effects on health and well-being A3: Lifestyle modification techniques used to reduce unhealthy lifestyle behaviours. B Understand the screening process for training programming B1: Screening Processes
HT2	<b>Q2: Provide lifestyle modification techniques for...</b> B2: Health monitoring tests B3: Interpreting results of health monitoring tests. C: Understand programme-related nutritional needs.
HT3	<b>Q4: Propose and justify different training methods that meet training needs?</b> D Examine training methods for different components of fitness. D1: Components of fitness to be trained (physical) D1.1 Skill-related fitness D2: Training methods for physical fitness-related components D2.1: Aerobic endurance training methods D2.2: Muscular strength training methods D2.3: Muscular endurance training methods D2.4: Core stability training methods D2.5: Flexibility training methods D2.6: Speed training methods
HT4	<b>Q4: Propose and justify different training methods that meet training needs?</b> D3 Training methods for skill-related fitness components D3.1: Agility training methods D3.1: Agility training methods D3.2: Balance training methods D3.3: Coordination training methods D3.4: Reaction time training methods D3.5: Power training methods
HT5	<b>Q5: Design weeks, 1, 3 and 6 of a 6 week fitness training programme?</b> E Understand training programme design E1: Principles of fitness training programme design (Be able to design a fitness training programme) <b>Q3: Provide and justify your nutritional guidance to meet specific needs?</b> C1: Common Terminology C2: Components of a balanced diet C3: Nutritional strategies for individuals taking part in training programmes
HT6	<b>Exam revision and taking of Exam</b> <b>Unit 4: Introduction to Sports Leadership</b>

	Year 1 – Unit 1 External Exam in May/June
<b>3 lessons a week</b>	<b>Unit 1: Anatomy &amp; Physiology</b> • Written examination set and marked by Pearson. • 1.5 hours. • 80 marks.
HT1	<b>Q: Explain the structure and function of the skeletal system</b> A1: Structure of Skeletal System A2: Function of Skeletal System A3: Joints A4: Responses of the Skeletal system to a sport A5: Adaptations of skeletal system to exercise A6 Additional factors affecting skeletal system
HT2	<b>Q Analyse the structure and function of the muscular system and how it links to the skeletal system to provide movement</b> B1: Characteristics and functions of different muscle types B2: Major skeletal muscles of the muscular system B3: Antagonistic muscle pairs B4: Types of skeletal muscle contraction B5: Fibre Types B6: responses of the muscular system to a sport B7: Adaptations of muscular system to exercise B8: Additional factors affecting muscular system
HT3	<b>Q Describe the importance of respiration and its affect on sporting performance</b> C1: Structure of the respiratory system C2: Function C3: Lung Volumes C4: Control of breathing C5 Responses of respiratory system to a sport C6: Adaptations of respiratory system to exercise C7: Additional factor affecting respiratory system
HT4	<b>Q Explain how the structure and function of the cardiovascular system contribute to the process of respiration</b> D1: Structure of the cardiovascular system D2: Function of the cardiovascular system D3: Nervous control of the cardiac cycle D4: Responses of cardiovascular system to sport D5: Adaptations of the cardiovascular system to exercise. D5: Additional factors affecting cardiovascular
HT5	<b>Q: Analyse the use of energy systems within sporting performance</b> E1: The role of ATP in exercise E2: The ATP-PC(alactic) System in exercise and sports performance E3: The lactate in exercise and sports performance E4: The aerobic system in exercise and sports performance E5: Adaptations of the energy system to exercise E6: Additional factors affecting the energy systems. <b>Exam revision and taking of Exam June</b>
HT6:	<b>Exam revision and taking of Exam</b> <b>Unit 3 – Introduction to Professional Development in the Sports Industry.</b>

**Careers/Trips/Enrichments: \*\*All students will be expected to participate in sport leadership and leading lunch time activities.**

- Links with regional universities – LJMU
- Trips related to units of work
- Link with science department – dissections
- 1:1 support
- Enrichment on exam support
- **Residential – to prepare for external examination.**

# KS5 PE Learning Journey – Year 13

BTEC Extended Certificate 360GL

Unit 1 – Anatomy & Physiology (M)

Unit 2 Fitness Training & programming for Health, Sport & Well being (M)

Unit 3 – Professional Development in the Sports Industry (M)

Unit 4 – Sports Leadership (O)

- Further Reading:**
- The Manager by Mike Carson
  - Sport inc. by Ed Warner
  - What Doesn't Kill Us by Scott Carney

Year 2 – Unit 4 Sports Leadership	
<b>2 Lessons a week</b>	<b>Unit 4: Sports Leadership</b> • Internal 60 hours
HT1	<b>Unit 4 –</b> <u>Q: Explain the importance of skills, qualities and characteristics of leadership roles within different sport and exercise environments and evaluate the impact.</u> A: Understand the roles, qualities and characteristics of an effective sports leader. A1: Different Leadership roles A2: Skills, qualities, characteristics and application A3: Importance and effective use of skills, qualities and characteristics when leading.
HT2	<u>Q: Analyze key psychological factors that may affect sports leadership.</u> B; Examine the importance of psychological factors and their link with effective leadership. B1: Psychological factors that could impact on leadership B2: Leadership and psychological factors
HT3	<u>Assessment idea for A &amp; B:</u> <i>A report that explains and evaluates the characteristics of 3 different leadership roles in different sports or environments. Within the report discuss how key psychological factors affect sports leadership in the different activities.</i> Criteria=(A.P1, A.P2, B.P3, A.M1, B.M2, A.D1, B.D2)
HT4	<u>Q: Demonstrate and analyse your chosen leadership style and the impact of it on team performance with strengths and weaknesses.</u> C; Explore an effective leadership style when leading a team during sport and exercise activities. C1: Expectations of leadership C2: Practical skills required for different leadership styles C3: Leading a sport and exercise activity C4: Effectiveness and impact of leadership on a sport and exercise activity
HT5	<u>Assessment idea for C:</u> <i>Demonstration of leadership when leading a team during a sport or exercise activity. Review the impact of your leadership with analysis of the impact of the style used considering strengths and weaknesses.</i> Criteria= (C.P4, C.P5, C.M3, C.M4, C.D3)
HT6	Time dedicated to completing all tasks before being sent off to exam board.

Internal Assessment – coursework assignment

Primary School Leadership Visits

Internal Assessment – coursework assignment

Primary School Leadership Visits

Internal Assessment – coursework assignment

Internal Assessment – completion and any further re-entering needed, Send grades to Btec by June

**Careers/Trips/Enrichments: \*\*All students will be expected to participate in sport leadership and leading lunch time activities.**

- Links with regional universities – LJMU
- Trips related to units of work
- Link with science department – dissections
- 1:1 support
- Enrichment on exam support
- **Residential – to prepare for external examination.**

Year 2: Unit 3: Professional Development in the Sports Industry	
<b>3 lessons a week</b>	<b>Unit 3: Professional Development in the Sports Industry</b> • 60 hours • internal
HT1	<b>Unit 3–</b> <u>Q: Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and jobs in the sports industry.</u> A: Understand the career and job opportunities in the sports industry. A1: Scope and provision of the sports industry A2: Careers and jobs in the sports industry A3: Professional, training routes, legislation, skills in the sports industry A4: Sources of continuing professional development
HT2	<u>Q: Analyse own personal skills audit outcomes against a career and develop an action plan</u> B: Explore own skills using a skills audit to inform a career development action plan. B1: personal skills audit for potential careers B2: Planning personal development towards a career in the sports industry B3: Maintaining a personal portfolio of achievement and experience
HT3	<u>Assessment idea for A &amp; B:</u> <i>A report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways, focusing on short- and long-term prospects and the knowledge, skills and qualities required to achieve them. Career development action plan, supported by evidence of personal skills audit outcomes. Criteria= (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.M3, AB.D1)</i>
HT4	<u>Q: Demonstrate individual responsibility and self management during recruitment and evaluate documents, own performance in interviews.</u> C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. C1: Job applications C2: Interviews and selected career pathway-specific skills
HT5	<u>Q: Analyse the results of your own performance with support for SWOT analysis.</u> D: Reflect on the recruitment and selection process and your individual performance. D1: Review and evaluation D2: Updated SWOT and action plan. <u>Assessment idea for C &amp; D:</u> <i>Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation. Learners will need to evidence all the documents created. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development. Criteria=(C.P5, C.P6, D.P7, C.M4, D.M5, CD.D2, CD.D3)</i>
HT6:	Time dedicated to completing all tasks before being sent off to exam board.

Internal Assessment – coursework assignment

Uni Taster Days for North West

Internal Assessment – coursework assignment

Link with local sport business and Halton Centre

Internal Assessment – coursework assignment

Internal Assessment – completion and any further re-entering needed, Send Grades to Btec by June.

Edge Hill University

Post 18

**Post 18 Options:**  
Level 3 Sport qualification can lead to a range of careers such as PE Teaching, Physiotherapy, Sports Journalism, Sport and Exercise Science, Sport Coaching, Sports and Leisure Management and Fitness Instructor.  
Apprenticeship options are available such as Outdoor Activity Instructor PGL Travel, Swimming Manager, Personal Training, Sport and Leisure Professional.



## Prior Learning

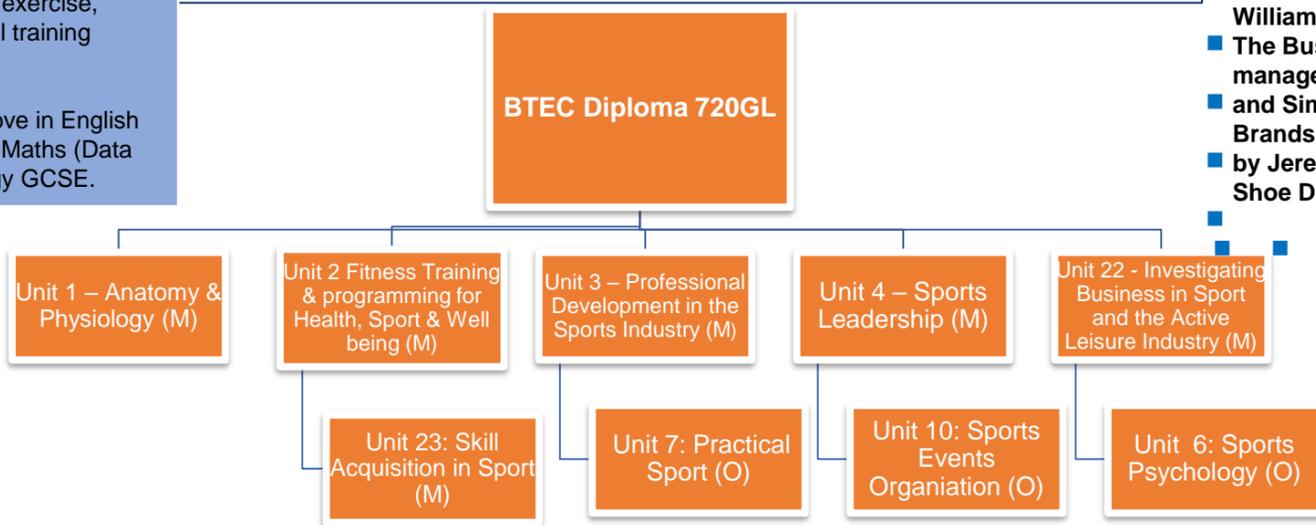
Pass or above covering Units which are transferable for Level 3 in Btec level e.g. Leadership, fitness for sport and exercise, designing a personal training programme.

GCSE level 5 or above in English (Essay Writing) and Maths (Data Analysis) and Biology GCSE.

# KS5 PE Learning Journey – Year 12

## Double (Diploma 720GLH)

- Further Reading:**
- The lost art of running by Shane Benzie
  - Skill Acquisition in Sport by Nicola J Hodges and A Mark Williams
  - The Business of Sport management by John Beech and Simon Chadwick
  - Brands Win Championships by Jeremy Darlow
  - Shoe Dog by Phil Knight



	Year 1 – Unit 23 Internal (90 GL)
<b>2 Lessons a week</b>	<b><u>Unit 23: Skill Acquisition in Sport</u></b> • Internal .90 Hours
HT1	<b>Unit 23–</b> <u>Q: Evaluate the effectiveness of information processing models in showing how sports performers produce skilled performance.</u> A: Investigate the nature of skilled performance A1: Learning and performance A2: Characteristics and classification of skills A3: Characteristics and classification of abilities
Internal Assessment Unit 23 A	
HT2	<u>Q: Assess the stages of information processing models.</u> B: Examine ways that sport performers process information for skilled performance B1: Information processing models B2: Perception B3: Decision Making and reaction time B4: Types of feedback
Internal Assessment Unit 23 A&B	
HT3	<u>Assessment idea for A &amp; B:</u> A portfolio of resources, including video recordings and images showing how skilled performance is produced by sports performers. Criteria: (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)
HT4	<u>Q: Evaluate the effectiveness of selected behaviourist and cognitive theories of learning when teaching skills to sports performers.</u> C: Explore theories of teaching and learning in sport in Sport C1: Behaviourist theories C2: Cognitive theories C3: Phases of skill learning C4: Transfer of learning
HT5	<u>Assessment idea for C:</u> A presentation, including video recordings and images, showing how theories of teaching and learning can help when delivering practical sessions. Criteria: (C.P5, C.P6, C.M3, C.D2)
Internal Assessment Unit 23 C	
HT6	<u>Q: Demonstrate and evaluate the effectiveness of your use of teaching and learning strategies to develop sports skills.</u> D: Carry out teaching and learning strategies for sports skills. D1: Presentation of skills D2: Types of practice D3: Styles of teaching D4: Styles of learning D5: Methods of guidance <u>Assessment idea for D:</u> A demonstration of a range of styles of teaching and methods of guidance when delivering skills. Criteria: (D.P7, D.P8, D.M4, D.D3)
Internal Assessment Unit 23 D	
	<b>Introduction Unit: Unit 6: Sports Psychology</b>

	Year 1 – Unit 22 External Exam in May/June (90GL)
<b>3 lessons a week</b>	<b><u>Unit 22: Investigating Business in the Sport and Active Leisure Industry</u></b> A task set and marked by Pearson and completed under supervised conditions. • In Part A, learners will be given information two weeks before the supervised assessment period in order to carry out research. • In Part B, the supervised assessment period is three hours as timetabled by Pearson. • Written submission. • 64 marks.
HT1	<b>Unit 22–</b> <u>Q: Can you demonstrate sport and active leisure business operations knowledge and respond to trends and influences?</u> A1: Features and organization of sport & active leisure businesses A2: Aims and objectives of sport and active leisure business A3: Provision of sports facilities, programmes and services A4: Customer groups in a sport and active leisure business A5: Stakeholders and their influence on sports and active leisure businesses. A6: Laws, legislations and safeguarding relevant to the sport and active leisure industry.
Zoom meeting with local business entrepreneur in Fitness	
Internal Assessment Unit 22 A (Research)	
HT2	<u>Q: Can you understand and apply two business models, SWOT and PESTLE?</u> B: Business models in sport and active leisure. B1: Business Swot C: Human resources C1: Job roles and person specifications C2: Types of employment C3: human resource management C4: Physical resource management of sports & active leisure facility or sports environment
David Lloyd and other gym visits	
Internal Assessment Unit 22 B& C (Business Model)	
HT3	<u>Q: Can you suggest and apply recommendations to sport and leisure businesses?</u> D: Marketing D1: Marketing 7 Ps D2: Meeting the needs of the customer in a sport and active leisure business
Internal Assessment Unit 22 D (Business Model)	
HT4	<u>Q: Can you analyse the budget figures of a sport business and determine if its developing, improving or making a profit?</u> E1: Financing a business in sport and active leisure E2: Financial Records
HT5	<u>Q: Evaluate evidence to make informed judgements on how a business could develop or adapt?</u> F1: Trends in the sport ad active leisure industry F2 Developing products/services to take advantages of trends in the sports and active leisure industry.
Internal Assessment Unit 22 E & F (Business Model)	
HT6:	<b>Exam revision and taking of Exam</b> <div style="border: 1px solid black; padding: 5px; display: inline-block;">External Exam – June Unit 22</div> <b>Introduction Unit: Unit 7: Sports Practical Performance</b>

**Careers/Trips/Enrichments:** \*\*All students will be expected to participate in sport leadership and leading lunch time activities.

- Links with regional universities – LJMU
- Trips related to units of work
- Link with science department – dissections
- 1:1 support
- Enrichment on exam support
- **Residential – to prepare for external examination.**

# KS5 PE Learning Journey – Year 13

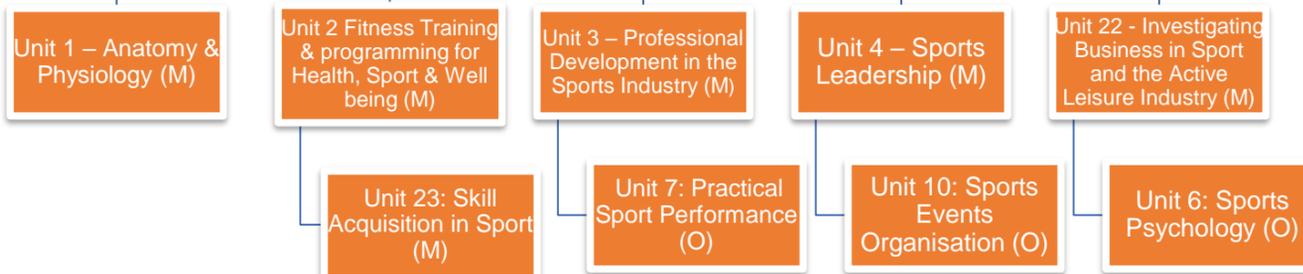
## Double (Diploma 720GLH)

@OBAsports  
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**Further Reading:**  
 The chimp Paradox by Prof Steve Peters  
 Breath by James Nestor  
 The Greatest by Matthew Syed  
 Cycle of lies by Lance Armstrong

### BTEC Diploma 720GL



	Year 2– Unit TBC Internal (60 GL)
<b>2 Lessons a week</b>	<b>Unit 6: Sports Psychology</b> • Internal .60 Hours
HT1	<b>Unit 6:</b> <b>Q:</b> Explain how personality and motivational factors impact sport. Analyse how control of arousal and anxiety impact sports performance. <b>A:</b> Understand how personality, motivation and competitive pressure can affect sport performance. <b>A1:</b> Personality factors and assessment of personality <b>A2:</b> Motivation factors <b>A3:</b> Arousal – performance relationship theories under competitive pressure
HT2	<b>Q:</b> Analyse how control of arousal, stress and anxiety impact sports performance. <b>A4:</b> Stress, anxiety and sports performance under competitive pressure. <b>A5:</b> Self-confidence and sports performance under competitive pressure. <b>Assessment idea for A:</b> <i>A report on the different motivational factors that can be used by a coach via practical application of personality tests which also details the effects of arousal, anxiety and stress on sports performance and how self-confidence is important in the reduction of anxiety levels. Criteria: (A.P1, A.P2, A.M1, A.M2, A.D1)</i>
HT3	<b>Q:</b> Analyse sociogram results and how they improve group cohesion and leadership. <b>B:</b> Examine the impact of group dynamics in team sports and its effect on performance. <b>B1:</b> Group processes <b>B2:</b> Cohesion in effective group performance <b>B3:</b> Leadership in creating effective groups <b>B4:</b> Impact of processes cohesion and leadership on a team and performance
HT4	<b>B5:</b> Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms <b>Assessment idea for B:</b> <i>A report on group development, leadership factors and the impact they may have on teams at different levels of sport, including use of sociograms. Criteria: (B.P3, B.P4, B.M3, B.D2)</i>
HT5	<b>Q:</b> Design, explain and evaluate the design of psychological skills training programme suggesting improvements. <b>C:</b> Explore psychological skills training programmes designed to improve performance. <b>C1:</b> psychological skills <b>C2:</b> Designing a psychological skills training programme.
HT6	<b>Assessment idea for C:</b> <i>A psychological skills training programme that describes different psychological training techniques. Criteria: (C.P5, C.P6, C.M4, C.D3)</i>

	Year 2 Unit 2: Practical Sports Performance Internal (60GL)
<b>3 lessons a week</b>	<b>Unit 7: Practical Sports Performance</b> • Internal .60 Hours
HT1	<b>Unit – 7</b> <b>Q</b> Evaluate how participants use skills, techniques and tactics in individual and team sports <b>A:</b> Examine National Governing Body rules/laws and regulations for selected sports competitions <b>A1:</b> NGB rules/laws in selected sports <b>A2:</b> Roles and responsibilities. <b>B:</b> Examine the skills, techniques and tactics required to perform in selected <b>B1:</b> Technical demands required to perform in a sport. <b>B2:</b> Tactical demands applied in sports performance. <b>Assessment idea for A &amp; B:</b> <i>A video analysis through a written report or presentation discussing the rules/laws and regulations applied in selected sports and the skills required to perform in sports. A breakdown of specific techniques used in the selected sports and how they can be applied in the selected sports. Criteria: (A.P1, B.P2, A.M1, B.M2, AB.D1)</i>
HT2	<b>Q:</b> Demonstrate in a competitive situation on effective combination of skills, techniques and tactics from isolated and conditioned practices and accurate compliance of rules <b>C:</b> Develop skills, techniques and tactics for sporting activity in order to meet sport aims. <b>C1:</b> Safe and appropriate practical demonstration and participation <b>Assessment idea for C:</b> <i>A practical demonstration of the skills, techniques and tactics in the selected sports through isolated/conditioned practices and competitive situations. Criteria: (C.P3, C.M3, C.D2)</i>
HT3	<b>Q:</b> Analyse and justify own performance to reflect on strengths and areas for improvement Reflect on own practical performance using selected assessment methods. <b>D1:</b> Assessment methods to review the performance of the skills, techniques and tactics in the selected sports. <b>D2:</b> Review performance in selected sports. <b>D3:</b> Developments to improve performance. <b>Assessment idea for D:</b> <i>A written report/essay, reflecting on strengths and areas for improvement using video analysis and other appropriate assessment methods to explain and justify the activities to improve performance. Criteria (D.P4, D.P5, D.M4, D.D3)</i>
HT4	<b>Unit 10:</b> <b>Q:</b> Evaluate and compare the planning, promotion and delivery of two different sports events and recommend improvements. <b>A:</b> Investigate how different types of sports events are planned and delivered <b>A1:</b> Different types of sports events. <b>A2:</b> Planning, promotion and delivery of sports events. <b>Assessment idea for A:</b> <i>A written report evaluating the planning, promotion and delivery of different sports events. Criteria: (A.P1, A.M1, A.D1)</i> <b>B:</b> develop a proposal for a sports event for implement approval. <b>B:</b> Feasible proposal for a sports event. <b>Assessment idea for B:</b> <i>A written report evaluating the planned proposal Criteria: (B.P2, B.M2, B.D2)</i>
HT5	<b>Unit 10: Q:</b> Manage key decision for planning and delivering of a sports event and evaluate. <b>C:</b> Undertake the planning, promotion and delivery of a sports event. <b>C1:</b> Planning and delivery <b>C2:</b> Promotion <b>D:</b> review the planning, promotion and delivery of a sports event and reflect on your own performance. <b>D1:</b> Review the planning, promotion and delivery <b>D2:</b> Reflect on own performance
HT6:	<b>Assessment idea for C &amp; D:</b> <i>A written plan for the promotion and delivery of a sports event. Evidence of delivery – observation reports, delivery log, testimony and feedback from stakeholders. A written report evaluating the effectiveness of the planning, promotion and delivery of a sports event</i>

Internal Assessment – coursework assignment

LJMU Trip Women in Sport

Local primary schools attend event at OBA

### Post 18 Options:

Level 3 Sport qualification can lead to a range of careers such as PE Teaching, Physiotherapy, Sports Journalism, Sport and Exercise Science, Sport Coaching, Sports and Leisure Management and Fitness Instructor. Apprenticeship options are available such as Outdoor Activity Instructor PGL Travel, Swimming Manager, Personal Training, Sport and Leisure Professional.