

# Physical Education – BTEC Sport Extended Certificate

## YEAR 12 CURRICULUM INFORMATION

*'Building knowledge, understanding, memory and performance.'*

	Autumn 1	Autumn 2
What will students be learning?	<p><b>Unit 1</b></p> <p><b>Demonstrate knowledge</b> of body systems, structures, functions, characteristics, definitions affecting each body system</p> <p><b>Demonstrate understanding</b> of each body system, the short- and long-term effects of sport and exercise on each system and factors that can affect body systems in relation to exercise and sport performance.</p> <p><b>Analyses exercise</b> and sports movements, how the body responds to short term and long-term exercise and other factors affecting the body system.</p> <p><b>Unit 6</b></p> <p><b>Know more:</b> Psychological skills – students will be taught the key concepts of all four psychological skills these include Self talk, goal setting, imagery and arousal techniques.</p> <p><b>Understand and remember more:</b> Students will be able to relate psychological skills to an elite performer and discuss the impact on their performance.</p> <p><b>Be able to do more:</b> Identify and evaluate the correct technique to improve a performers psychological skill.</p>	<p><b>Unit 1</b></p> <p><b>Evaluate</b> how body systems are used and how they interrelate to carry out exercise and sporting movements.</p> <p><b>Make connections</b> between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular. and respiratory systems, energy, and cardiovascular systems</p> <p><b>Unit 6</b></p> <p><b>Know more:</b> Designing a psychological skills training programme for a performer – students will use prior knowledge from summer 1 to design and implement a skills training programme for their selected novice performer.</p> <p><b>Understand and remember more:</b> Students will be able to Identify the appropriate psychological skills for a novice performer &amp; compared to an elite performer.</p> <p><b>Be able to do more:</b> Devise a training programme to be improve a performers psychological skills set and support the programme with up-to-date research in psychological skills.</p>

<p><b>How will students be assessed?</b></p>	<p><b>Unit 1</b> Mini homework tasks set for each topic area. Mini milestones Exam practise style questions within the lesson 80-mark exam paper over 90 minutes.</p> <p><b>Unit 6</b> Mini homework tasks set for each topic area. 2 milestones – Assignment A and B.</p>		<p><b>Unit 1</b> Mini homework tasks set for each topic area. Mini milestones Exam practise style questions within the lesson 80-mark exam paper over 90 minutes</p> <p><b>Unit 6</b> Mini homework tasks set for each topic area. Assignment C Final</p>	
<p><b>Literacy – What keywords will be taught?</b></p>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Skeletal System</li> <li>• Joints</li> <li>• Muscular System</li> <li>• Antagonistic Muscle pair</li> <li>• Contraction</li> <li>• Respiratory System</li> <li>• Lung volumes</li> <li>• Cardiovascular System</li> <li>• Cardiac Cycle</li> </ul>	<p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>• Psychological</li> <li>• Arousal</li> <li>• Autogenic training</li> <li>• Hypnosis</li> <li>• Kinaesthetic</li> <li>• Energising techniques</li> </ul>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Energy Systems</li> <li>• ATP (Adenosine Triphosphate)</li> <li>• ATP-PC</li> <li>• Lactate system</li> <li>• Aerobic System</li> <li>• Hypoglycaemic Attack</li> </ul>	<p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives.</li> <li>• Key milestones</li> <li>• Imagery</li> <li>• Arousal control techniques</li> <li>• Strengthens and weaknesses.</li> <li>• Performance enhancement</li> </ul>
<p><b>What employability skills are being developed?</b></p>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Time management</li> <li>• Literacy skills</li> <li>• interpersonal skills: self-management, adaptability and resilience, self-monitoring, and development</li> </ul>		<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Evaluative skills</li> <li>• Time management</li> <li>• Literacy skills</li> <li>• interpersonal skills: self-management, adaptability and resilience, self-monitoring, and development</li> </ul>	

	<b>Unit 6</b> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• evaluations skills</li> <li>• Literacy skills</li> <li>• Independent learning – sourcing information research skills.</li> </ul>	<b>Unit 6</b> <ul style="list-style-type: none"> <li>• Adhering to time frames</li> <li>• Setting action plans</li> <li>• Identifying strengths and weaknesses in performance own and others</li> <li>• Constructive feedback</li> <li>• Working with people – interpersonal skills</li> <li>• Communication</li> </ul>
Wider Curriculum Links?	<b>Unit 1</b> Science – Skeletal, muscular systems, respiratory and cardiovascular system English – Paragraphing, sentence structure and SPAG  <b>Unit 6</b> Psychology – Arousal levels, motivation and self confidence English – Essay format, structure of paragraphing. Introduction. Main and conclusion. SPaG throughout writing.	<b>Unit 1</b> Science – Skeletal, muscular systems, respiratory and cardiovascular system English – Paragraphing, sentence structure and SPAG  <b>Unit 6</b> Psychology – Arousal levels, motivation and self confidence English – Essay format, structure of paragraphing. Introduction. Main and conclusion. Spag throughout writing. Maths – problem solving, sports profile wheel, gathering information (questionnaires)
What useful websites are there for this topic?	<b>Unit 1</b>  <a href="https://www.pe4learning.com/blog/planet-pe/">https://www.pe4learning.com/blog/planet-pe/</a>  <a href="https://www.youtube.com/c/PlanetPEgcsepe/videos">https://www.youtube.com/c/PlanetPEgcsepe/videos</a>  Podcast - <a href="https://open.spotify.com/show/2ZkUX21dB9IExSgljA5KB9">https://open.spotify.com/show/2ZkUX21dB9IExSgljA5KB9</a>  A Level PE Applied Anatomy & Physiology – TeachPE.com	<b>Unit 1</b>  <a href="https://www.pe4learning.com/blog/planet-pe/">https://www.pe4learning.com/blog/planet-pe/</a>  <a href="https://www.youtube.com/c/PlanetPEgcsepe/videos">https://www.youtube.com/c/PlanetPEgcsepe/videos</a>  Podcast - <a href="https://open.spotify.com/show/2ZkUX21dB9IExSgljA5KB9">https://open.spotify.com/show/2ZkUX21dB9IExSgljA5KB9</a>

	<p><b>Unit 6</b></p> <p>Scientific Benefits of Visualization for Athletes - YouTube The Athletes Mental Performance (BBC) - YouTube</p> <p>Sport Psychology Podcasts   Sports Psychology Articles (peaksports.com)</p>	<p><b>Unit 6</b></p> <p>Olympic Athletes - Mental Imagery - Before The Snowboard Cross Gates Open - Alex Deibold - YouTube</p> <p>Routines in Sport - YouTube</p> <p>Sport Psychology Podcasts   Sports Psychology Articles (peaksports.com)</p>
What wider reading could be done for this topic?	<p><u><b>Unit 1</b></u></p> <p>Person BTEC National sport student book 1 – ISBN 978-1-292-13400-0</p> <p><u><b>Unit 6</b></u></p> <p>Person BTEC National sport student book 1 – ISBN 978-1-292-13400-0</p>	<p><u><b>Unit 1</b></u></p> <p>Person BTEC National sport student book 1 – ISBN 978-1-292-13400-0</p> <p><u><b>Unit 6</b></u></p> <p>Person BTEC National sport student book 1 – ISBN 978-1-292-13400-0</p>
What else can students be doing independently to develop their understanding of this topic?	<p><u><b>Unit 1</b></u></p> <p>Listen to sport science podcasts. Watch YouTube videos of professional sport scientist professionals</p> <p><u><b>Unit 6</b></u></p> <p>Watch a local team to observe the group dynamics, identify strengths and weaknesses of the performer. <u>20 Best Sports Psychology Podcasts You Must Follow in 2023 (feedspot.com)</u></p>	<p><u><b>Unit 1</b></u></p> <p>Listen to sport science podcasts. Watch YouTube videos of professional sport scientist professionals</p> <p><u><b>Unit 6</b></u></p> <p>Research Psychological training programmes. Look at how they structure the training programme, can you relate to your programme.</p>