

# Subject: BTEC SPORT

Year 12

## Curriculum Overview



THE HART  
SCHOOL  
Creative  
Education  
Trust

### Intent:

By the end of yr12 students will have studied unit 1: Anatomy & physiology. Where they will gain an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. For example, an athlete can go from rest to sprinting in a matter of second, ,whereas an endurance athlete can continue exercising for many hours at a time. They will also study unit 2 Fitness training & programming for health, sports & well being.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Unit 1 Anatomy &amp; physiology</b>  <b>Unit 2 Fitness training &amp; Programming for health, sport &amp; well being</b>					
<b>Additional support links:</b> Here are links to additional resources which will help your child	Sample exam papers- <a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/Additional-Sample-Assessment-Material-Sport-Unit-components%20of%20fitness">https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/Additional-Sample-Assessment-Material-Sport-Unit-components of fitness</a> <a href="https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/2">https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/2</a> nutrition for health <a href="https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmwvqdm">https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmwvqdm</a>					
<b>Knowledge:</b> Included here is the specific knowledge your child will learn in detail	<b>Unit 1 Anatomy &amp; Physiology</b> Understand how the bones of the skeleton are used in sporting techniques and actions <ul style="list-style-type: none"> <li>• Understand how the functions of the skeleton and bone types are used in sporting actions and exercise</li> <li>• Understand how joints of the upper and lower skeleton are used in sporting techniques and actions</li> <li>• Simulated increase of mineral uptake in bones due to weight-bearing exercise.</li> <li>• The impact of long-term effects of exercise on sports performance.</li> <li>• Understand the impact of the skeletal system on exercise and sports performance and the impact of exercise and sports performance on the skeletal system.</li> </ul> Understand different types of muscles and their use in sport. <ul style="list-style-type: none"> <li>• Cardiac – non-fatiguing, involuntary.</li> <li>• Skeletal – fatiguing, voluntary.</li> <li>• Smooth – involuntary, slow contraction.</li> </ul> <li>• Major skeletal muscles and their combined use in a range of sporting actions.</li> <li>• Movement of muscles in antagonistic pairs and their use in a variety of sporting actions.</li> <li>• Understand skeletal muscle contraction in different sporting actions.</li> <li>• Understand fibre type recruitment during exercise and sports performance.               <ul style="list-style-type: none"> <li>• Characteristics of each muscle fibre type:                   <ul style="list-style-type: none"> <li>• type I</li> <li>• type IIa</li> <li>• type IIx.</li> </ul> </li> </ul> </li> <li>• The impact of adaptation of the system on exercise and sports performance.</li> <li>• Understand additional factors affecting the muscular system and their impact on exercise and sports performance</li>					

# Subject: BTEC SPORT

Year 12

## Curriculum Overview



THE HART  
SCHOOL  
Creative  
Education  
Trust

	<ul style="list-style-type: none"> <li>To understand the Structure &amp; function of the respiratory system (nasal cavity, epiglottis, pharynx, larynx, trachea, bronchus, bronchioles, lungs, alveoli, diaphragm, thoracic cavity).</li> <li>Understand the lung volumes and the changes that occur in response to exercise and sports performance.</li> <li>Understand how breathing rate is controlled in response to exercise and sports performance.</li> <li>The structure &amp; function of the cardiovascular system</li> <li>The nervous control of the cardiac cycle</li> <li>The effects of exercise on the energy system</li> </ul> <p><b>Unit 2 Fitness training &amp; Programming for health, sport &amp; well being</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being</li> <li>Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals</li> </ul>
<p><b>Skills:</b> Included here is the specific skills your child will learn in detail</p>	<p><b>Unit 1 Anatomy &amp; Physiology</b> Analyse exercise and sports movements, how the body responds to short-term and long-term</p> <ul style="list-style-type: none"> <li>exercise and other additional factors affecting each body system</li> <li>Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements</li> <li>Make connections 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</li> </ul> <p><b>Unit 2 Fitness training &amp; Programming for health, sport &amp; well being</b></p> <ul style="list-style-type: none"> <li>Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals</li> <li>Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests</li> <li>Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved</li> <li>Be able to develop a fitness training programme with appropriate justification</li> </ul>
<p><b>Common Lexicon:</b> These are the key words and terms learnt. These can be found on knowledge organisers.</p>	<p><b>Unit 1 Anatomy &amp; Physiology</b> cranium, clavicle, ribs, sternum, scapula, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), femur, patella, tibia, fibula, tarsals, metatarsals. Type of bone – long, short, flat, sesamoid, irregular. Types of synovial joints (ball and socket, condyloid, gliding, saddle, hinge, pivot). Types of movement (flexion, extension, dorsiflexion, plantarflexion, lateral flexion, horizontal flexion and horizontal extension, hyperextension, abduction, adduction, horizontal, abduction and adduction, rotation, circumduction)</p> <p><b>Unit 2 Fitness training &amp; Programming for health, sport &amp; well being</b> Components of fitness, speed muscular strength, power, balance, flexibility, aerobic endurance, coordination, agility Smarter targets Fitness &amp; Health tests Nutritional requirements, diet, carbohydrates, water, calcium, protein, fats, mineral, fibre</p>

**Subject: BTEC SPORT**  
Year 12  
Curriculum Overview

