



Curriculum Map



Subject: Level 3 CTEC Sport & Physical Activity

Year group: 12-13

	Unit 1 Body Systems Exam Year 12 Sept - Jan	Unit 2 Sports coaching Coursework Yr 12 Jan - May	Unit 3 Sports development Exam Year 12 April - July	Unit 8 Sports Organisation Coursework Year 13 Sept-Dec	Unit 17 Sports injuries Coursework Yr 13 Jan - July
Unit Title	The Skeletal System <ul style="list-style-type: none"> • The axial and appendicular skeletons • The functions of the skeleton and the link to types of bone, • Classifications of joints • The types of synovial joints • Structures and functions of synovial joints • Joint movements • Structure and function of the vertebral column • The impact of physical activity, training and lifestyle on • the skeletal system, The Muscular System <ul style="list-style-type: none"> • Main muscles at synovial joints • Muscle function • Muscle contraction • Muscle fibres • Link between fibre types and performance • Impact of training on muscles Cardiovascular System <ul style="list-style-type: none"> • Structure and function of the heart, The Skeletal System <ul style="list-style-type: none"> • The axial and appendicular 	<ul style="list-style-type: none"> • Roles and responsibilities of sports coaches and activity leaders • How the roles and responsibilities involved in teaching and delivering sport differ • Principles of leadership • Group dynamics • Attributes of coaches and leaders • Methods for identifying strengths and weaknesses in skills, techniques and deployment of tactics, • Classification of skills and its links to types of practice • Methods for measuring improvement in skills, techniques and deployment of tactics • Review participants' needs considering which could influence coaching sessions, • Key considerations when planning 	<ul style="list-style-type: none"> • Organisations involved in sport in the UK • Roles and responsibilities of sports organisations in the UK • International organisations which impact UK sport, • How the different organisations interact • What sports development is • The purpose of sports development • The sports development continuum levels • Target groups, • The impact of sports development can be measured • Methods of delivering sports development • Characteristics of sports development initiatives and events • Advantages and disadvantages of sports development initiatives and events, 	Types of events, i.e. <ul style="list-style-type: none"> • tournament (e.g. knockout, league, ladder, round robin) • participative (e.g. carousel, taster session, fun day, friendlies) • fundraising (e.g. sponsored event, awareness raising) • coaching courses (e.g. coaching clinic, booster club) • outdoor and adventurous (e.g. orienteering, potholing) • sports camps (e.g. holiday clubs, sports tours) 1.2 Purpose of sports events (e.g. raising money, personal development (physical, social and mental), increasing participation, environmental, educational, formal competition) 2.1 Roles, i.e. <ul style="list-style-type: none"> • health and safety officer • sports leader • organiser • finance officer • marketing/media officer • tutor/trainer/coach • steward • first aider • officials (e.g. umpire, referee, timekeeper, scorer) • security • caterer 2.2 Responsibilities of each identified role (e.g. planning the logistics of the event, booking and setting up equipment, completing risk assessments, liaising with external parties, marketing the event, organising meetings for staff involved, raising/managing finances and event budget, officiating at the event.) 3.1 Plan an event, i.e. <ul style="list-style-type: none"> • purpose of event (e.g. making profit, raising money for charity, team building, educational visit, competition) • activities included in the event (e.g. games, coaching sessions) • event goals and objectives (e.g. SMART targets, long and short term 	<ul style="list-style-type: none"> • Chronic and acute injuries • Common causes of chronic and acute injuries • Signs and symptoms of acute and chronic injuries • Psychological effects of suffering a sports injury • Intrinsic and extrinsic factors which can influence the risk of injury, • Minimising the risk of sport injury • Actions following an injury • Emergency Action Plan • Agencies and professionals involved in sports treatments and rehabilitation • Different treatment • Different grades of injury • Different phases of treatment • Planning a clients rehabilitation programme



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	<p>skeletons</p> <ul style="list-style-type: none"> • The functions of the skeleton and the link to types of bone, • Classifications of joints • The types of synovial joints • Structures and functions of synovial joints • Joint movements • Structure and function of the vertebral column • The impact of physical activity, training and lifestyle on • the skeletal system, <p>The Muscular System</p> <ul style="list-style-type: none"> • Main muscles at synovial joints • Muscle function • Muscle contraction • Muscle fibres • Link between fibre types and performance • Impact of training on muscles <p>Cardiovascular System</p> <ul style="list-style-type: none"> • Structure and function of the heart, 			<p>objectives) • event feasibility (e.g. scale, budget) • health and safety (e.g. risk assessment, first aid requirements, child protection) • facilities • policies and procedures • resources (e.g. staff, equipment, facilities) • contingency plan 3.2 Promote an event, i.e. • types of promotional material (e.g. radio advertisements, television, email, posters, social media (e.g. Facebook, Twitter), leaflets) • purpose of promotional material (e.g. providing relevant event information (e.g. location, date, time, cost)); increasing awareness of event or purpose (e.g. raising money for charity, improve fitness, competition)</p> <p>4.1 Delivery of an event, i.e. • carry out own role and responsibilities • effective use of resources and equipment (e.g. catering equipment, score cards, PA systems, sports equipment) • ensure health and safety is maintained (e.g. use of risk assessment, cordoned-off areas for spectators) • decision-making appropriate to own role • adapt plans as necessary (e.g. numbers of participants change from original plan, change in weather conditions) • manage participants effectively (e.g. get them to activities on time, manage changeover from one activity to the next) • communicate effectively throughout the event (e.g. with participants, with spectators, with other staff/volunteers involved) • respond appropriately to issues that may occur (e.g. injuries, faulty equipment)</p> <p>5.1 Review the planning and delivery of a sports event, i.e. • strengths (e.g. appropriate facilities used, adaptations made were appropriate, communication was effective) • areas for improvement (e.g. had incorrect equipment for activities, transition between activities not well managed) • personal development opportunities</p>	
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				(e.g. additional courses, work experience, skill development, training) 5.2 Methods to review a sports event (e.g. formative assessment, summative assessment, self-evaluation, peer evaluation, group discussion, question and answer, participant feedback (e.g. visual (e.g. 'hold up a green cone if you enjoyed the session'), questionnaire, Q&A, discussion))	
Content	<p>LO1: Understand the skeletal system in relation to exercise and physical activity</p> <p>LO2: Understand the muscular system in relation to exercise and physical activity</p> <p>LO3: Understand the cardiovascular system in relation to exercise and physical activity</p> <p>LO4: Understand the respiratory system in relation to exercise and physical activity</p> <p>LO5: Understand the different energy systems in relation to exercise and physical activity</p>	<p>LO1: Know the roles and responsibilities of sports coaches and activity leaders</p> <p>LO2: Understand the principles which underpin coaching and leadership</p> <p>LO3: Be able to use methods to improve skills, techniques and tactics in sport</p> <p>LO4: Be able to plan sports and activity sessions</p> <p>LO5: Be able to prepare sports and activity environments</p> <p>LO6: Be able to deliver sports and activity sessions</p> <p>LO7: Be able to review sports and activity sessions</p>	<p>LO1: Understand how sport in the UK is organised</p> <p>LO2: Understand sports development</p> <p>LO3: Understand how the impact of sports development can be measured</p> <p>LO4: Understand sports development in practice</p>	<p>LO1 Know different types of sports events and their purpose</p> <p>LO2 Know the different roles and responsibilities involved in the planning and delivery of sports events</p> <p>LO3 Be able to plan and promote a sports event</p> <p>LO4 Be able to participate in the delivery of a sports event</p> <p>LO5 Be able to review the planning and delivery of a sports event</p>	<p>LO1: Know common sports injuries and their effects</p> <p>LO2: Be able to minimise the risk of sports injuries</p> <p>LO3: Be able to respond to acute injuries when they occur</p> <p>LO4: Know the role of different agencies in the treatment and rehabilitation of sports injuries</p> <p>LO5: Be able to plan a rehabilitation programme for a specific sports injury</p>
Key Questions	<p>What energy system would be used in high intensity exercise?</p> <p>What is the short term effects of exercise on the muscular systems</p> <p>Label the diagram of the skeletal / muscular system</p>	<p>What are the roles and responsibilities of a sports coach?</p> <p>Explain the principles of leadership.</p> <p>How would you measure improvement in a participant's skill?</p> <p>Evaluate your coaching session; what improvements would you make?</p>	<p>Name the organisations involved in sport in the UK.</p> <p>How do the different organisations interact with one another?</p> <p>What are the characteristics of sports development?</p> <p>Analyse the advantages and disadvantages of sports development.</p>	<p>What different events are there?</p> <p>What roles are needed in organising an event?</p> <p>How do you work as a team?</p> <p>How can you measure if the event was successful?</p> <p>How can you evaluate your performance?</p> <p>What is a risk assessment?</p>	<p>What are the definitions of chronic and acute injury?</p> <p>What are the signs and symptoms of chronic and acute injuries?</p> <p>How can you minimise the risk of injury?</p> <p>What is an emergency action plan?</p>
Assessment	<p>Externally Assessed</p> <p>First sat in January</p> <p>Retakes sat in Summer</p>	<p>Assignment 1: Written report</p> <p>Assignment 2: 6 written sports session plans</p> <p>Assignment 3: Witness statements for students delivery of sports sessions</p> <p>Assignment 4: Written report</p>	<p>Externally Assessed</p> <p>First sat in January</p> <p>Retakes sat in Summer</p>	<p>Assignment 1: Written report and presentation</p> <p>Assignment 2: Written report and video evidence</p> <p>Assignment 3: Written programme</p>	<p>Assignment 1: Written report and presentation</p> <p>Assignment 2: Written report and video evidence</p> <p>Assignment 3: Written programme</p>



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Literacy/Numeracy/ SMSC/Character	Interpreting data Developing an understanding of the world Interpreting questions Multiple Choice Questions Short answer questions Long answer questions Aspiration, Resilience, Confidence, Initiative.	Extended writing Communication Teamwork Presentation skills Aspiration, Resilience, Confidence, Initiative.	Interpreting data Developing an understanding of the world Interpreting questions Multiple Choice Questions Short answer questions Long answer questions Aspiration, Resilience, Confidence, Initiative.	Extended writing Communication Presentation skills Aspiration, Resilience, Confidence, Initiative.	Extended writing Communication Presentation skills Aspiration, Resilience, Confidence, Initiative.
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