

Year 12&13 ~ Curriculum Map for PE (Cambridge Technical in Sport and Physical Activity Level 3 Extended Diploma)

What are the aims for this year's curriculum? The aim is to develop students' knowledge, understanding and skills of the principles of Sport and Physical Activity and preparing them for the next stage of their learning journey.						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topic(s): Nutrition and diet for sport and exercise. The business of sport Organisation of sports events	Topic(s): Nutrition and diet for sport and exercise. Sport and exercise psychology The business of sport Organisation of sports events	Topic(s): Sport and exercise psychology Physical activity for specific groups Organisation of sports events	Topic(s): Sport and exercise psychology Physical activity for specific groups Organisation of sports events	Topic(s): Moderation preparation Moderation preparation Organisation of sports events	Topic(s): Group exercise to music YEAR 12 ONLY	
'Big idea(s) / fundamental concepts	LO1: The principles and importance of a balanced diet LO2: Energy balance LO3: The importance of hydration in sport and exercise LO4: The effects of supplements on diet and performance in sport and exercise	LO5: The psychology of healthy eating LO1: The different factors that affect motivation for sport and exercise.	LO2: Attribution theory LO3: The effects of stress, anxiety and arousal in sport and exercise	LO3: The effects of stress, anxiety and arousal in sport and exercise LO4: The importance of group dynamics in team sports and group exercise LO5: The psychological impact of sport and exercise on mental health and wellbeing	Mop up lessons and preparation for moderation.	
	LO1: Types of sport businesses and their organisational structures LO2: How sports businesses are managed LO3: How volunteers support sport businesses	LO4: Corporate Social Responsibility in sport and sports businesses LO5: How sports businesses obtain funding and why it is necessary LO6: The impact of the commercialisation of sport and physical activity	LO1: The provision of physical activity for specific groups LO2: The benefits of and barriers to participating in physical activity for specific groups	LO3: The exercise referral process LO4: Be able to plan physical activity sessions for specific groups	Mop up lessons and preparation for moderation.	
	LO1: Different types of sports events and their purpose	LO2: The different roles and responsibilities involved in the planning and delivery of sports events	LO2: The different roles and responsibilities involved in the planning and delivery of sports events LO3: To plan and promote a sports event	LO3: To plan and promote a sports event LO4: To participate in the delivery of a sports event	LO4: To participate in the delivery of a sports event LO5: To review the planning and delivery of a sports event	
Knowledge to be learnt	LO1: To demonstrate knowledge of: <ul style="list-style-type: none"> A balanced diet Importance of a balanced diet Components of a balanced diet Nutritional advice Nutritional requirements for different groups LO2: To demonstrate knowledge of: <ul style="list-style-type: none"> Energy intake Energy balance Calorific requirements for different groups LO3: To demonstrate knowledge of: <ul style="list-style-type: none"> Hydration Fluid intake Effects on sports performance LO4: To demonstrate knowledge of: <ul style="list-style-type: none"> Supplements Methods of taking supplements Effects on sport and exercise performance 	LO5: To demonstrate knowledge of: <ul style="list-style-type: none"> Common food issues/factors affecting eating habits Causes, signs, symptoms and effects of eating disorders Eating disorders in sport LO1: To demonstrate knowledge of: <ul style="list-style-type: none"> Types of motivation Goal setting Differences in motivation Differences in goals 	LO2: To demonstrate knowledge of: <ul style="list-style-type: none"> Weiner's model of attrition The effect of different attributions on performance Attribution retraining LO3: To demonstrate knowledge of: <ul style="list-style-type: none"> Stress Anxiety Arousal Methods of controlling stress, anxiety, and arousal 	LO4: To demonstrate knowledge of: <ul style="list-style-type: none"> Stages of group development Cohesion Steiner's model of group effectiveness Methods for improving team cohesion LO5: To demonstrate knowledge of: <ul style="list-style-type: none"> The impact of sport and exercise on mental health The use of exercise to treat certain psychosomatic illnesses Different psychological impacts of sport and exercise for elite performers and general participants. 	N/A	
					LO1: To demonstrate knowledge of: <ul style="list-style-type: none"> Types of group exercise session Psychological effects of music on exercise Legalities of using music Sources of music Use of music in group exercise sessions LO2: To demonstrate knowledge of: <ul style="list-style-type: none"> Methods of collecting participant information Baseline physical assessment Carrying out risk assessments Using information to inform planning Planning considerations LO3: To be able to demonstrate the ability to: <ul style="list-style-type: none"> Start a session Structure, pace, and flow Motivate Communicate Adapt 	

	<p>LO1: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • What a sports business is • Types of business • Organisational structures • Organisational environment <p>LO2: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Measuring success • Managing staff • Customer attraction and retention <p>LO3: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Why sports businesses use volunteers • Types of volunteers in sport • Managing volunteers 	<p>LO4: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • The definition of CSR • What CSR involves • The importance of CSR to sports development • Sustainability • Corruption <p>LO5: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Sources of funding • Who grants funding? • Who requests funding grants? • What funding is used for • Obtaining funding <p>LO6: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • What is commercialisation? • Importance of commercialisation • Impacts of commercialisation 		<p>LO1: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • How and why specific groups are identified as being 'target groups' • Provision of exercise • Campaigns and/or agendas which target specific groups <p>LO2: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Physiological benefits of participating in regular physical activity • Psychological benefits of participating • Sociological benefits of participating • Barriers to participation 	<p>LO3: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • The exercise referral process <p>LO4: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Planning considerations 	N/A	<ul style="list-style-type: none"> • Conclude a session <p>LO4: To be able to:</p> <ul style="list-style-type: none"> • Use a range of methods to gain feedback • Analyse feedback • Evaluate how improvements could be made.
	<p>LO1: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Types of events • The purpose of sports events 	<p>LO2: To demonstrate knowledge of:</p> <ul style="list-style-type: none"> • The roles involved in the planning and delivery. • The responsibilities involved 		<p>See LO2.</p> <p>LO3: To be able to:</p> <ul style="list-style-type: none"> • Plan an event • Promote an event 	<p>See LO3.</p> <p>LO4: To be able to:</p> <ul style="list-style-type: none"> • Deliver an event 	<p>See LO4.</p> <p>LO5: To be able to:</p> <ul style="list-style-type: none"> • Review the planning and delivery of a sports event • Use methods to review a sports event 	
Key vocabulary	<p>Balanced diet, weight control, chronic diseases, health, wellbeing, macronutrients, micronutrients, nutritional, guidelines, Eatwell plate, food pyramid, recommended daily allowance, optimum level, safe intake, Change4Life, energy intake, calories, joules, kilocalories, kilojoules, metabolic rate, hydration, Tract</p> <p>Infections, dehydration hyponatremia, glycogen degradation, supplements, thermogenic, steroids and hormones.</p> <p>Facilitating, business enterprise, private sector, profit driven, private investment, disposable income, retail, consultancy agencies, marketing, sports rehabilitation, private donations, voluntary sector, social purpose, entrepreneurial, public, hierarchical structure, intermediaries, customer retention, transaction, and advocacy.</p> <p>Tournament, participative, round robin, carousel, fundraising, purpose, personal development, and educational.</p>	<p>Coping mechanism, body image, conform, convenience foods, anorexia, bulimia, obesity, food phobias, disordered eating, and aesthetic sport.</p> <p>Intrinsic, extrinsic, achievement motivation, SMARTER principle of goal setting,</p> <p>Corporate Social Responsibility, sustainable development, stakeholders, environmental policies, exploitation, manufacturing, diversity, equality, obligations, corporate image, commercial, demographic, spectrum, ethically, economically viable, WADA, money laundering, unregulated, loans, bonds, QUANGO's, This Girl Can, Kickz, Sportivate, commercialisation, marketing, recruitment, and Global Sport Brands.</p> <p>Roles, health and safety officer, organiser, marketing, officials, security, caterer, responsibilities, logistics, liaising, marketing, organising, finances, budget.</p>		<p>Weiner's model of attribution, internal stable and unstable, external stable and unstable, attribution bias, mastery orientation, learned helplessness, attribution retraining, perception, eustress, distress, trait, state, arousal, drive theory, inverted U, catastrophe theory, reversal theory, self-talk, imagery, mental rehearsal, and cue utilisation.</p> <p>Target groups, antenatal, postnatal, adolescents, culture, overweight, obese, chronic illness, provision, campaigns, agendas, physiological, psychological, sociological and barriers.</p> <p>Plan, promote, educational, objectives, SMART, event feasibility, health and safety, risk assessment, policies, procedures, resources, contingency plan, promotion, social media, and awareness.</p>	<p>Forming, storming, norming, cohesion, depression, psychosomatic illnesses, depression, anxiety, eczema.</p> <p>Referral process, screening procedures, sedentary lifestyle, chronic diseases, mobility problems, osteoporosis, multiple sclerosis, depression, anxiety, therapists, physiotherapists, exercise prescription, sequencing, contraindications, PAR-Q and informed consent.</p> <p>Participate, delivery, role, responsibilities, effective, equipment, PA system, decision making, adapt, manage, participants, changeover, spectators, volunteers and responding.</p>	<p>Review, planning, delivery, strengths, adaptations, communication, effective, areas for improvement, transition, personal development, skill development, training, methods, formative and summative assessment, self-evaluation, peer evaluation, feedback and visual.</p>	<p>LO1: Cardiovascular training, HIIT, strength training, mind/body, yoga, Pilates, Zumba, psychological, motivate, appeal, licensing laws, copyright, downloading, streaming, duration, choreography, atmosphere, relaxing and prompting.</p> <p>LO2: PAR-Q, questionnaire, interview, occupational health, professional, observation, PRE, observation, facilities, aims and objectives, progressions, regressions, and adaptation.</p> <p>LO3: Housekeeping, safety, positive tone, structure, pace, flow, transition periods, motivational methods, teamwork, verbal, non-verbal, mirroring, supporting, cooperation, regress, progress, and feedback.</p> <p>LO4: Q&A, social media, self-evaluation, peer evaluation, analysis, feedback, strengths, and weaknesses.</p>
The role of reading and comprehension	To research and understand the key content, concepts and information required within the learning outcomes, reading web sites, finding suitable information, and extracting it. Understanding feedback. Where appropriate to apply knowledge to exam style questions.		To research and understand the key content, concepts and information required within the learning outcomes, reading web sites, finding suitable information, and extracting it. Understanding feedback.	To research and understand the key content, concepts and information required within the learning outcomes, reading web sites, finding suitable information, and extracting it. Understanding feedback. Where appropriate to apply knowledge to exam style questions.	To research and understand the key content, concepts and information required within the learning outcomes, reading web sites, finding suitable information, and extracting it. Understanding feedback.		To research and understand the key content, concepts and information required within the learning outcomes, reading web sites, finding suitable information, and extracting it. Understanding feedback.
The role of independent extended writing	Apply knowledge within an 8-mark extended question within an exam. Apply knowledge and understanding when writing tasks and providing evidence to meet the criteria.		Apply knowledge and understanding when writing tasks and providing evidence to meet the criteria.	Apply knowledge and understanding when writing tasks and providing evidence to meet the criteria.	Apply knowledge and understanding when writing tasks and providing evidence to meet the criteria.		Apply knowledge and understanding when writing tasks and providing evidence to meet the criteria.

The role of maths/ numeracy	Percentage of nutrients, amount of nutrients, calculating groupings, working out timings, target setting, recording results, devising plans, score sheets and questionnaires.		Calculating groupings, working out timings, target setting, recording results, devising plans, score sheets and questionnaires.	Calculating groupings, working out timings, target setting, recording results, devising plans, score sheets and questionnaires.	Calculating groupings, working out timings, devising plans, collating data, devising, and using questionnaires and analysing.	
Links to careers/ aspirations	Business analyst, sport brand writer, sports journalist, and sport development officer. Nutritionist, health technician, coaching and rehabilitation. Sports teacher, Sports coach, Official, Event's organiser, DofE instructor, Sports Leader trainer, Sports management, Sports Charities (YST/Sport England), Hospitality, Sports initiatives etc.		Sports psychologist, Personal trainer, fitness instructor, fitness advisor, conditioning coach, Sports teacher, Sports coach, Official, Event's organiser, DofE instructor, Sports Leader trainer, Sports management, Sports Charities (YST/Sport England), Hospitality, Sports initiatives etc.	Sports psychologist, Personal trainer, fitness instructor, fitness advisor, conditioning coach, Sports teacher, Sports coach, Official, Event's organiser, DofE instructor, Sports Leader trainer, Sports management, Sports Charities (YST/Sport England), Hospitality, Sports initiatives etc.	Fitness instructor, personal trainer, exercise to music instructor and HIIT circuit instructor.	
Core skills <i>A skill is a performance built on what a person knows</i>	<ul style="list-style-type: none"> Application of key concepts Linking of appropriate learning Exam style question answering Comprehension of information Construction/planning of extended writing Retrieval/recall of prior knowledge and an ability to apply this Preparing a sports and activity event Planning and designing activity sessions Leading/coaching activity session Use methods to perform and review Reviewing Evaluating – self and others 		<ul style="list-style-type: none"> Analysing Creating an action plan Preparing a sports and activity event Planning and designing activity sessions Leading/coaching activity session Use methods to perform and review Reviewing Evaluating – self and others 	<ul style="list-style-type: none"> Preparing a sports and activity event Planning and designing activity sessions Leading/coaching activity session Use methods to perform and review Reviewing Evaluating – self and others 	<ul style="list-style-type: none"> Preparing a sports and activity event Planning and designing activity sessions Leading/coaching activity session Use methods to perform and review Reviewing Evaluating – self and others 	<ul style="list-style-type: none"> Application of key concepts Linking of appropriate learning Data collection methods. Planning and designing sessions Leading an exercise to music session Analysing feedback Evaluating
Dept. enrichment activities	KSG events. SGO tournaments Morning mentor sports Healthy lifestyles events		KSG events. SGO tournaments Morning mentor sports Healthy lifestyles events	KSG events. SGO tournaments Morning mentor sports Healthy lifestyles events	KSG events. SGO tournaments Morning mentor sports Healthy lifestyles events	Extra-curricular clubs Fitness sessions Dance sessions
Home learning opportunities	Lectures from nutritionists. Research the effects of diet and nutrition on sports performance. Research a variety of athletes/sports stars and what their diet is. Watch events/tournaments from different sports to see how they are run. To research planning and safety within an event.		Lectures from sports psychologists Research Weiner's model of attrition Watch events/tournaments from different sports to see how they are run. Research the benefits of taking part in exercise.	Research the effects of stress, anxiety and arousal in sport and exercise Research how sporting events are promoting. Look up different exercise sessions for different groups.	To research major sporting events and the evaluation process that takes place afterwards. Also, take note on the strengths and areas for improvement.	Research different types of exercise class and the types of music they use. To research different types of music and the types of exercise they would be suitable for. Research the psychological effects music can have on exercise.