

Curriculum Map 2023-24						
Year 12						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1 & Autumn 2	<a href="#">Unit 1 - Anatomy &amp; Physiology</a>	Students will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. Students will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems. This unit will give the learners the knowledge required to progress to coaching and instruction in the sports industry or further study.	The knowledge and skills gained from Unit 1 will be assessed externally under examination conditions: <ul style="list-style-type: none"> <li>•A – The effects of exercise and sports performance on the skeletal system.</li> <li>•B – The effects of exercise and sports performance on the muscular system.</li> <li>•C – The effects of exercise and sports performance on the respiratory system.</li> <li>•D – The effects of exercise and sports performance on the cardiovascular system.</li> <li>•E – The effects of exercise and sports performance on the energy systems.</li> </ul>	Students will revisit key knowledge from their GCSE course at KS4 to help them build upon further knowledge required for this unit.	Students will complete a range of tasks in class whereby teachers will mark work produced and state areas of improvements.	Externally assessed unit which focuses on Learning Aims A, B, C, D and E.
	<a href="#">Unit 23 – Skill Acquisition</a>	Students will explore and develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. Students will examine how sports performers are able to take information from their environment, for example their position, the positions of their opponents or the speed and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement.  Students will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.	Unit 23 will be assessed through a variety of ways including a written report which includes a portfolio of resources such as images, a presentation and a practical assessment of the students' demonstrating a range of teaching styles. A written report including a portfolio of resources will focus on: <ul style="list-style-type: none"> <li>•Bearing Aim A – Investigate the nature of skilled performance.</li> <li>•Bearing Aim B – Examine ways that sport performers process information for skilled performance.</li> </ul> A presentation will focus on: <ul style="list-style-type: none"> <li>•Bearing Aim C – Explore theories of teaching and learning in sport.</li> </ul> Practical assessment will focus on: <ul style="list-style-type: none"> <li>•Bearing Aim C – Carry out teaching and learning strategies for sports skills.</li> </ul>	This unit provides links to Unit 4 – Sports Leadership where students can revisit learned knowledge to help them build upon further knowledge required for this unit.	Students will complete a range of tasks in class whereby teachers will mark work produced and state areas of improvements.	Coursework completion of Learning Aims: <b>A – P1, P2, M1, AB - D1</b> <b>B – P3, P4, M2, AB - D1</b> <b>C – P5, P6, M3, D2</b> <b>D – P7, P8, M4, D3</b>
	<a href="#">Unit 4 – Sports Leadership</a>	A practical unit which aims to develop students' confidence in a variety of different roles when leading a sport. These roles range from coach, to official, to captain or personal trainer. Students will be guided through the requirements of effective leadership and this will develop their knowledge and understanding of the leader's role, the key skills, qualities and characteristics. They will be required to take on the role of a leader and demonstrate the necessary range of skills and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement.  Students will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.	Unit 4 will be assessed through two different ways; a written report and a practical assessment of the students' leadership abilities.  The written report will focus on: <ul style="list-style-type: none"> <li>•Bearing Aim A – To understand the roles, qualities, and characteristics of an effective sports leader.</li> <li>•Bearing Aim B – To examine the importance of psychological factors and their link with effective leadership.</li> </ul> The practical assessment will focus on: <ul style="list-style-type: none"> <li>•Bearing Aim C – To explore an effective leadership style when leading a team during sport and exercise activities.</li> </ul>	This unit provides links to Unit 6 – Sports Psychology where students can use learned knowledge to help consolidate new knowledge throughout Unit 6.	Students will complete a range of tasks in class whereby teachers will mark work produced and state areas of improvements.	Coursework completion of Learning Aims: <b>A – P1, P2, M1, D1</b> <b>B – P3, M2, D2</b> <b>C – P4, P5, M3, M4, D3</b>
Spring 1 and 2 & Summer 1 and 2	<a href="#">Unit 30 – Exercise, Health and Lifestyles</a>	Students will build on prior knowledge from Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing and delve deeper into the factors that make up a healthy lifestyle. Students will investigate the relationship between physical, social and mental/emotional health and explore how small changes in daily lifestyle routines can have a big impact on the quality of life. They will then carry out a lifestyle assessment for an individual, planning a lifestyle programme for them and review its impact.	Unit 30 will be assessed through a written report that focuses on: <ul style="list-style-type: none"> <li>•Bearing Aim A – Understanding the importance of lifestyle factors for promoting a healthy lifestyle.</li> <li>•Bearing Aim B – Carry out assessments in order to provide advice to clients.</li> <li>•Bearing Aim C – Plan and review lifestyle programmes.</li> </ul>	This unit provides links to Unit 4 – Sports Leadership and Unit 6 – Sports Psychology.	Students will complete a range of tasks in class whereby teachers will mark work produced and state areas of improvements.	Coursework completion of Learning Aims: <b>A – P1, P2, P3, M1, D1</b> <b>B – P4, M2, D2</b> <b>C – P5, M3, D3</b>
	<a href="#">Unit 6 – Sports Psychology</a>	Students will explore individual psychological factors that can influence performance, the psychological aspects of environments that sports are played in and the influences that others can have on performance. Students will look at how the functioning of a group can influence the outcome a sports team produces and how motivation can be developed and influenced. They will examine how arousal, anxiety, stress and self-confidence can affect performance and how these need to be controlled in order to achieve optimum performance. They will also explore the psychological skills and programmes that can be used to improve performance.	Unit 6 will be assessed through written reports that focuses on: <ul style="list-style-type: none"> <li>•Bearing Aim A – Understand how personality, motivation and competitive pressure can affect sport performance.</li> <li>•Bearing Aim B - Examine the impact of group dynamics in team sports and its effect on performance</li> <li>•Bearing Aim C - Explore psychological skills training programmes designed to improve performance</li> </ul>	This unit provides links to Unit 4 – Sports Leadership.	Students will complete a range of tasks in class whereby teachers will mark work produced and state areas of improvements.	Coursework completion of Learning Aims: <b>A – P1, P2, M1, M2, D1</b> <b>B – P3, P4, M3, D2</b> <b>C – P5, P6, M4, D3</b>
	<a href="#">Unit 2 – Fitness Training and Programming for Health, Sport and Well – Being</a>	Students will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information students will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored. To complete the assessment task within this unit, students will need to draw on learning from previous units.	The knowledge and skills gained from Unit 1 will be assessed externally under examination conditions: <ul style="list-style-type: none"> <li>•A – Examine lifestyle factors and their effect on health and well – being.</li> <li>•B – Understand the screening processes for training programming.</li> <li>•C – Understand programme related nutritional needs.</li> <li>•D - Examine training methods for different components of fitness.</li> <li>•E – Understand training programme design.</li> </ul>	This unit provides links to Unit 1 – Anatomy and Physiology and also Unit 4 – Sports Leadership.	Students will complete a range of tasks in class whereby teachers will mark work produced and state areas of improvements.	Externally assessed unit which focuses on Learning Aims A, B, C, D and E.

	<p><a href="#">Unit 22 – Investigating Business in the Sport and Active Leisure Industry</a></p>	<p>Unit 22 investigates the skills needed to work in business, how sports businesses are organised and what makes a successful business. Areas of work could include professional sport; private, public and voluntary sports clubs, arenas, stadiums; community and active leisure programmes; the sporting goods industry; media, print or broadcasting. In this unit, students will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses. They will use given data and other information to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at how to reduce the potential effects of threats and risks. To complete the assessment task within this unit, students will need to draw on your learning from across your programme.</p>	<p>The knowledge and skills gained from Unit 1 will be assessed externally under examination conditions:</p> <ul style="list-style-type: none"> <li>•A – Features of sports and active leisure business (business operations)</li> <li>•B – Business models in sport and active leisure</li> <li>•C – Human resources</li> <li>•D – Marketing</li> <li>•E – Finance in sport and active leisure</li> <li>•F – Trends in the sport and active leisure industry</li> </ul>	<p>This unit provides links to units 1, 4, and 23.</p>	<p>Students will complete a range of tasks in class whereby teachers will mark work produced and state areas of improvements.</p>	<p>Externally assessed unit which focuses on Learning Aims A, B, C, D, E and F.</p>
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