

# Year 13 Sports Studies | Term 2

## Key Question: How does a training programme help us to improve?

### Topic Overview: Topic Overview

In this section, the 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.

Students will solely focus on Unit 2 content for terms 1 and 2, prior to completing the external assessment in January.

### Assessment outcomes:

**AO1** Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being.

**AO2** Apply knowledge and understanding of lifestyle modification techniques and nutritional requirements to an individual's needs and goals.

**AO3** Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests.

**AO4** Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved.

**AO5** Be able to develop a fitness training programme with appropriate justification.

	Lesson Exploration	Lesson Experience(s)	Key Words
Week 1: Lesson 1	How do endurance and strength training methods differ ?	Students will experience collaborative tasks in order to explore the different methods of endurance and speed training, comparing and contrasting these.	Aerobic endurance; Strength; Muscular endurance; Flexibility:Speed; Body composition; Agility; Balance; Coordination; Reaction time; Power. Training thresholds, percentage of heart rate max. Continuous training ; fartlek training; interval training; circuit training. Repetitions and sets, rest periods
Week 1: Lesson 2	How do we improve core stability, balance and flexibility?	Students will experience collaborative tasks in order to explore the different methods of training, comparing and contrasting these.	
Week 1: Lesson 3	What are the principles of speed training?	Students will experience collaborative tasks in order to explore the different principles of speed training.	
Week 1: Lesson 4	What are the methods for improving power?	Students will experience collaborative tasks in order to explore the different methods of training, comparing and contrasting these.	

Week 2: Lesson 1	<p><b>How does coordination affect agility?</b></p> <p><b>What are the methods for improving reaction time?</b></p>	<p>Students will experience collaborative tasks in order to explore the different methods of training, comparing and contrasting these.</p> <p>Students will experience collaborative tasks in order to explore the different methods of training to improve reaction time.</p>	<p>between sets, high repetitions and low loads, prevention of muscle fatigue; order of exercises to maximise muscle fatigue. Circuit training, fixed resistance machines, free weights; resistance bands/tubing. Pyramid sets. Pilates, yoga, gym-based exercises (plank, bridge, V-sit). Equipment: free weights, fixed resistance machines, circuit training, kettlebell training, resistance bands/tubing, stability balls. Principles of flexibility: maintenance, developmental, pre-activity. Static: active; passive. Dynamic: proprioceptive neuromuscular facilitation (PNF) technique. Equipment: towel, belt, band, mat, partner. Training thresholds, percentage of heart rate max, recovery period between sets: hollow sprints, acceleration sprints, interval training resistance drills – hill runs, parachutes, sleds, bungee ropes. Equipment: resistance bands/tubes, parachutes, bungee rope, resistance</p>
Week 2: Lesson 2	<p><b>What are the characteristics of a training programme?</b></p>	<p>Students will experience collaborative activities in order to identify and justify the steps for designing a training programme.</p>	
Week 2: Lesson 3			
Week 2: Lesson 4	<p><b>How do we design a training programme?</b></p>	<p>Students will experience participation in collaborative activities in order to design a training programme for a specific scenario before presenting their ideas to the group.</p>	
Week 3: Lesson 1	<p><b>How do we design a training programme?</b></p>	<p>Students will experience activities in order to design a training programme for another student in the class taking care to design the programme around their specific needs.</p>	
Week 3: Lesson 2	<p><b>How do we apply a training programme?</b></p>	<p>Students will experience delivering a training programme to their selected individual in a practical environment.</p>	
Week 3: Lesson 3			
Week 3: Lesson 4	<p><b>How do we justify a training programme?</b></p>	<p>Students will experience tasks in order to analyse model and poor answers to question 6 of the unit 2 external assessment, justifying their responses.</p>	
Week 4: Lesson 1	<p><b>How can we maximise our marks for each question?</b></p>	<p>Students will experience participation in activities in order to strengthen their understanding of how to structure their answers for each question in the exam.</p>	
Week 4: Lesson 2			
Week 4: Lesson 3			

Week 4: Lesson 4	<b>Part A preparation for assessment</b>	Students will experience producing notes to Part A of the mock assessment for questions 5 and 6.	tyres. Static balance: static balance exercises focus on retaining the centre of mass above the base of support when stationary. Dynamic balance: focus on retaining the centre of mass above the base of support when moving. Method: using stable and unstable surfaces on which to balance. SAQ (speed, agility, quickness); sport-specific drills. Exercises which involve the use of two or more body parts together: sport-specific activities. Reaction drills in response to an external stimulus. Equipment: stopwatch, whistle, visual stimulus, auditory stimulus, reaction ball. Power training: Plyometrics: specific to the sport. Equipment: ladders, cones, jump ropes, medicine ball, hurdles, benches. Specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER). Principles of training: FITT principles (frequency, intensity, time and type of exercise used in the exercise sessions), additional
Week 5: Lesson 1		Students will experience applying their knowledge to an exam paper.	
Week 5: Lesson 2	<b>Assessment</b>	Students will experience participation in group activities in order to compare and contrast factors affecting scope and provision of sport in the UK.	
Week 5: Lesson 3	<b>What is the scope of sport in the UK?</b>	Students will experience researching careers and types of employment in sports prior to presenting their findings to the group.	
Week 5: Lesson 4	<b>How are people employed in the sports industry?</b>	Students will experience try now activities to help close gaps in knowledge and skills identified from exam questions.	
Week 6: Lesson 1	<b>Try Now</b>	Students will experience producing their notes to Part A of the external assessment in line with BTEC controlled assessment requirements. These notes will then be locked away by the exams officer until the exam.	
Week 6: Lesson 2	<b>Part A release a week before the external assessment.</b>	Students will experience researching careers and types of employment in sports prior to presenting their findings to the group.	
Week 6: Lesson 3	<b>How are people employed in the sports industry?</b>	Students will experience reviewing a range of case studies in order to compare and contrast different careers and routes for progression.	
Week 6: Lesson 4		Students will experience researching career professional development opportunities within sports careers before presenting their findings to the group.	
Week 7: Lesson 1	<b>How do people progress within their careers?</b>		
Week 7: Lesson 2	<b>How do people maintain professional development within their careers?</b>		
Week 7:			

Lesson 3			principles of training (specificity, overload, progression, reversibility, rest and recovery, adaptation, variation, individual needs). Periodisation: macrocycle, mesocycle, microcycle.
<b>Week 7: Lesson 4</b>	<b>How does a skills audit inform a career action development plan?</b>	Students will experience group activities to analyse the characteristics of a skills audit and how this relates to career action development plans.	

Literacy Links	Numeracy Links
<p>Vocational programmes require students to have an understanding of specific terminology, given to them through keywords. Students will produce evidence with correct spelling and appropriate grammar. Students are encouraged to produce structured sentences using technical language and use paragraphs effectively.</p>	<p>Students will use mathematical skills in order to answer exam questions which require students to calculate data. Students will understand the units appropriate to the equation.</p>