### Content:
- Develop knowledge, skill and understanding of advanced techniques, concepts, tactics, and game play in basketball
- Develop understanding of regulations and rules in basketball, and how to apply them in the role of an official
- Develop methods of analysis and the benefit of these methods in BTEC Sport and everyday life

### Year 9 - Autumn 1
**WK 7 Mon 14.10.19:**
- Ass 1: deadline

**WK 15 Mon 16.12.19:**
- Ass 2: deadline

**Y9 ATL, 10 - 11 ATL, CA, PPG**

### Year 9 - Autumn 2
**WK 21 Mon 10.02.20:**
- Ass 3: deadline

**WK 25 Mon 16.03.20:**
- Ass 4: deadline

**Y7 6.8 AT, PC, Y9 & 11 ATL, CA, PPG**

### Year 9 - Spring 3
**WK 25 Mon 16.03.20:**
- Ass 4: deadline

**WK 31 Mon 11.05.20:**
- Ass 5: deadline

**Y7 & 8 ATL, PC, Y9 – 11 ATL, CA, PPG**

### Year 9 - Spring 4
**WK 31 Mon 11.05.20:**
- Ass 5: deadline

**Y7 ATL & PC, Y11 ATL, CA, PPG**

### Year 9 - Summer 5
**WK 31 Mon 11.05.20:**
- Ass 5: deadline

**Y7 & 8 ATL, PC, Y9 – 11 ATL, CA, PPG**

### Year 9 - Summer 6
**WK 38 Fri 6.07.20:**
- Ass 6: deadline

**Y9 ATL, CA, PPG**

### Components of fitness – A person is considered to be physically fit if they are able to carry out all of their daily tasks easily and without becoming fatigued. However, being ‘fit for sport’ requires a much higher level of fitness than that needed for activities such as walking the dog or gardening.

### Determining Exercise Intensity:
- Heart rate
- BORG scale
- Training pyramid

### Principles of training – Improving a performer’s fitness levels requires training that adheres to the principles of training. The principles of training can be recommended using the acronym FITT for SPORT followed by some R&R.

### Fitness Training Methods:
- Continuous, fartlek, interval, circuit
- Hallow, accelerative, resistance, hill
- Free weights, resistance machines, plyometric
- Ballistic, PNF, static passive and active

### Content:
- Develop knowledge, skill and understanding of advanced techniques, concepts, tactics, and game play in table tennis
- Develop understanding of regulations and rules in table tennis, and how to apply them in the role of an official
- Develop methods of analysis and the benefit of these methods in BTEC Sport and everyday life

### Year 10 - Content:
- Describe the rules, regulations and scoring systems of two selected sports (2A.P1)
- Apply the rules of a selected sport in four specific situations (2A.P2)
- Describe the roles and responsibilities of officials from two selected sports (2A.F3)
- For each of two selected sports, explain the role and responsibilities of officials and the applications of rules, regulations and scoring systems (2A.M1)
- Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport (2A.D1)

### Assessment:
- Controlled assessment

### Year 10 - Content:
- Independently produce an observation checklist that can be used effectively to review own performance in two selected sports (2B.P4)
- Review own performance in two selected sports, describing strengths and areas for improvement (2C.P7)
- Explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance (2C.M3)
- Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance (2C.D2)

**Assessment:** controlled assessment
### Year 1

**Content:**
- Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information (2A.P1)
- Design a safe six-week personal fitness training programme to meet an activity/sport goal which meets the needs of the individual, showing creativity in the design (2A.M1)
- Justify the training programme design, explaining links to personal information (2A.D1)
- Describe the structure and function of the musculoskeletal and cardiorespiratory systems (2B.P2)
- Summarise the short term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme (2B.P3)
- Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme (2B.M2)

**Assessment:** controlled assessment

### Content:
- Safely implement a six-week personal fitness training programme, maintaining a training diary (2C.P4)
- Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarizing outcomes for each session (2C.M3)
- Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress (2C.D2)

**Assessment:** controlled assessment

### Content:
- Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths and areas for improvement (2D.P5)
- Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance. (2D.M4)
- Fully explain the results, strengths and improvements for the training programme, justifying recommendations for future training and performance. (2D.D3)

**Assessment:** controlled assessment

### Content:
- Describe using relevant examples, the attributes required for, and responsibilities of, sports leadership (2A.P1)
- Describe the attributes of two selected successful sports leaders (2A.P2)
- Explain the attributes required for and responsibilities, of sports leadership (2A.M1)
- Evaluate the attributes of two successful sports leaders (2A.M2)
- Compare and contrast the attributes of two successful sports leaders (2A.D1)

**Assessment:** controlled assessment

### Content:
- Plan two selected sports activities (2B.P3)
- Independently lead a sports activity session (2B.P4)
- Review the planning and leading of the sports activity session, describing the strengths and areas for improvement, and targets for future developments as a sports leader (2C.P5)
- Justify the choice of activities within the sports activity plan (2B.M3)
- Lead a successful sports activity session (2B.M4)
- Explain targets for future development as a sports leader, including a personal development plan.
- Justify targets for future development as a sports leader and activities within the personal development plan(2C.D2)

**Assessment:** controlled assessment

### GCSE Exams start from week 31
- Explore opportunities to utilise skills developed through course in employment capacity
- Experience a variety of different course and professions such as:
  - Coaching
  - Physiotherapist
  - Media/Journalism
  - Sports development
  - Sports leisure industry
  - Analysts
  - Teaching
  - BTEC Level 3
  - A level PE
  - Sports Leaders Awards
- Governing Body coaching qualifications