

What are the aims and intentions of this curriculum?

The aim of our Post 16 Curriculum is to provide opportunities during the teaching and learning phase to give learners practice in developing employability skills. These relate to the following three main categories 1. Cognitive and problem-solving skills: using critical thinking, approach non-routine problems applying expert and creative solutions, using systems and technology 2. Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation 3. Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

| Term | Topics | Knowledge and key terms | Skills developed | Assessment |
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| Autumn 1 | Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing. <u>Examine lifestyle factors and their effect on health and well-being</u> Unit 3: Professional Development in the Sports Industry. <u>Careers in sport</u> | Positive lifestyle factors and their effects on health and well-being Understand the importance of lifestyle factors in the maintenance of health and well-being. Understand the career and job opportunities in the sports industry. | Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals. Scope and provision of the sports industry. Careers and jobs in the sports industry. Professional training routes, legislation, skills in the sports industry Sources of continuing professional development (CPD). | Formative assessment: Checking of understanding through worksheets and questions. A report & presentation on 4 different career pathways to explain the associated job opportunities and their requirements in the sports industry. The evidence will be presented in the form of a written report. |
| Autumn 2 | Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing. <u>Negative lifestyle factors and their effects on health and well-being</u> | Understand the factors contributing to an unhealthy lifestyle. | Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals. | Formative assessment: Q and A, exam style questions, |

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| | Unit 3: Professional Development in the Sports Industry. <u>Careers in Sport</u> | Explore own skills using a skills audit to inform a career development action plan. | Personal skills audit for potential careers. Planning personal development towards a career in the sports industry. Maintaining a personal portfolio/record of achievement and experience. | A Career Development audit and Action Plan, supported by evidence of personal skills audit outcomes. |
| Spring 1 | Unit 2: Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing. <u>Lifestyle modification techniques</u> Unit 3: Professional Development in the Sports Industry <u>Careers in sports</u> | Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours. Understand the screening processes for training programming. Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. | Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests. Job applications Interviews and selected career pathway-specific skills. | Formative assessment: Pupils understanding of the topic will be checked throughout the term. A portfolio which will demonstrate the application process for a particular job in the sports industry. A video of you been interviewed for a job in the sports industry. |
| Spring 2 | Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing. <u>Nutrition and Training methods</u> Unit 3: Professional Development in the Sports Industry <u>Reflection</u> | Understand programme-related nutritional needs. Understand the components of skill-related fitness and the application of each component in a fitness training context. Reflect on the recruitment and selection process and your individual performance. | Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved. Review and evaluation Updated SWOT and action plan | Assessment will take place. It is an external exam which is split into two parts. Part A is a scenario given which the learner will make notes on. Part B is the actual writing of the exam. A written report which reflects on the recruitment and selection process |
| Summer 1 | Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing. <u>Principles of fitness training programme design.</u> | Understand training programme design: SMART, FITT, Periodisation. | Be able to develop a fitness training programme with appropriate justification using all major components. | Fitness training programme |