**Y11 Cambridge National Curriculum Progression Map**

**R180 – Examination content**

**R183 – Nutrition – Optional unit – Coursework**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Dates** | 4th September – 20th October | 30th October – 15th December | 2nd January – 9th February | 19th February – 23rd March | 9th April – 25th May | 4th June – 24th July |
| **Weeks** | 7 Weeks | 7 Weeks | 6 Weeks | 5 Weeks | 5 Weeks | 7 weeks |
| **Lessons** | 7 Lessons | 7 Lessons | 6 Lessons | 5 Lessons | 5 Lessons | 7 Lessons |
| **Inset** | 2nd, 3rd, 20th September | 2nd December | - | - | - | 23rd July, 24th July |
| **Unit Title** | R180 Revision of TA1, 2 and 3  R183 Applying differing dietary requirements to varying types of sporting activity | R180 Revision of TA4 and 5  R183 Developing a balanced diet nutrition plan for a selected sporting activity | R180 External examination (practice sitting, no opportunity for late certification as all moderated units not completed. If you wish to use this for the actual final exam you would have needed to have all NEA moderated either before or in this session)    R183 How nutritional behaviors can be managed to improve sports performance  R181 – Principles of training (resubmission for moderation if needed) 1 | R180 Revision of TA1-5  R183 NEA (working on) | R180 Revision of TA1-5 | R180 Examination (final opportunity)  R183 NEA (submit for moderation) |
| **Sequence** | Topic Area 1: Different factors which influence the risk and severity of injury  Topic Area 2: Warm up and cool down routines  Topic Area 3: Different types and causes of sports injuries  R183 Applying differing dietary requirements to varying types of sporting activity | Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions  Topic Area 5: Causes, symptoms and treatment of medical conditions  R183 Developing a balanced diet nutrition plan for a selected sporting activity | R183 How nutritional behaviors can be managed to improve sports performance | R180 Revision of TA1-5  R183 - continued | R180 Revision of TA1-5  R183 – Changes | R180 Revision of TA1-5  R183 – Submit. |
| **Rationale** | Recall the key points relating to different extrinsic and intrinsic factors that can influence injury  Recall the key points relating to warm up and cool down routines  Recall the key points relating to different acute and chronic injuries | Recall the key points relating to different responses and treatment of injury  Have an awareness of each of the medical conditions listed on the specification | Recall TA1 – TA5 and consider links with other TAs | Recall TA1 – TA5 and consider links with other TAs | Recall TA1 – TA5 and consider links with other TAs | Recall TA1 – TA5 and consider links with other TAs |
| **Key Building Blocks** | Knowledge of:  Fitness  Health  Leading a Healthy, Active Lifestyle | Knowledge of:  Experienced setting up and organising practices in groups  Lead own warm up and cool down safely. | Knowledge of:  Fitness  Health  Leading a Healthy, Active Lifestyle  Diet | Knowledge of:  Fitness  Health  Leading a Healthy, Active Lifestyle  Healthy choices | Knowledge of:  Fitness  Health  Leading a Healthy, Active Lifestyle  Diet and links to exercise | Knowledge of:  Fitness  Health  Leading a Healthy, Active Lifestyle  Lifestyle choices |
| **Retrieval Practices** | Worksheets and quizzes to test student knowledge and understanding across TA1-3. | Worksheets and quizzes to test student knowledge and understanding across TA4 and TA5. | Different types and styles of questions to practise answering, including short and long answer questions.  Show students how to analyse and decompose the requirements of question, including how command verbs are used.  Show how marks are allocated across questions, and what is required to achieve the marks indicated on the exam paper.  Get students to attempt questions, peer mark others’ answers and discuss. | Worksheets and quizzes to test student knowledge and understanding across all TA. Exam questions. . | Different types and styles of questions to practise answering, including short and long answer questions.  Show students how to analyse and decompose the requirements of question, including how command verbs are used.  Show how marks are allocated across questions, and what is required to achieve the marks indicated on the exam paper.  Get students to attempt questions, peer mark others’ answers and discuss. | Different types and styles of questions to practise answering, including short and long answer questions.  Show students how to analyse and decompose the requirements of question, including how command verbs are used.  Show how marks are allocated across questions, and what is required to achieve the marks indicated on the exam paper.  Get students to attempt questions, peer mark others’ answers and discuss. |
| **Key Skills** | Listening   |  | | --- | | Practical application  Preparing safely  Cooperation | | Listening   |  | | --- | | Practical application  Preparing safely  Cooperation | | Listening   |  | | --- | | Practical application  Preparing for the coursework | | Listening   |  | | --- | | Practical application  Preparing safely  Cooperation | | Listening   |  | | --- | | Practical application  Preparing safely  Cooperation | | Listening   |  | | --- | | Practical application  Preparing safely  Cooperation | |
| **Key terms** | Healthy Lifestyle Choices  Safety  Protocols  First aid treatments | Extrinsic  Severity  Activity type  Knowledge  Techniques | Rules  Regulations  Experience  Communication  Supervision | Sports nutritionist  Nutrition plan  Training needs  Calorific needs | Nutrients  Medical needs  Cultural needs  Allergies  Food intolerance  Immune system | Fibre  Water  Vitamins and minerals  Fruit and Vegetables |
| **Numeracy** | Measuring, timing, angles | Scoring, Movement. | Weighing and measuring | Balancing diets  Calorie counting | Dietary intake  Food budgets | Food plates  Balanced diets |
| **Formative Assessment** | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback | Peer & Self-Assessment  Teacher feedback |
| **Summative Assessment** | Fitness test results | Coursework deadline 1 | Mock Exam results | Coursework deadline 2 | Coursework deadline 3 | Coursework deadline 4 |
| **SMSC, BV & Cultural Capital** | Links with the Olympics, discussion of Athletic events and various Athletes from around the world who excel. | Disability within the sporting context | Citizenship – sportsmanship and learning to be tolerant of others.  World food and diets | Citizenship – sportsmanship and learning to be tolerant of others.  World food and diets – health issues among different cultures. | Citizenship – sportsmanship and learning to be tolerant of others.  World food and diets – health issues among different cultures. | Citizenship – sportsmanship and learning to be tolerant of others. World food and diets – health issues among different cultures. |
| **Linking curriculum to careers** | Linking to fitness instructor careers and PT trainers who complete fitness tests as part of their job. | Links to jobs and careers within the Football industry. Coaching, managers etc. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. | Links to jobs and careers within the health, fitness and sports industry. |