**Y11 Cambridge National Curriculum Progression Map**

**R180 – Examination content**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 3R183 Applying differing dietary requirements to varying types of sporting activity | R180 Revision of TA4 and 5R183 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 performanceR181 – Principles of training (resubmission for moderation if needed) 1 | R180 Revision of TA1-5R183 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 injuryTopic Area 2: Warm up and cool down routinesTopic Area 3: Different types and causes of sports injuriesR183 Applying differing dietary requirements to varying types of sporting activity | Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditionsTopic Area 5: Causes, symptoms and treatment of medical conditionsR183 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 TA1-5R183 - continued | R180 Revision of TA1-5R183 – Changes  |  R180 Revision of TA1-5R183 – Submit.  |
| **Rationale** | Recall the key points relating to different extrinsic and intrinsic factors that can influence injuryRecall the key points relating to warm up and cool down routinesRecall the key points relating to different acute and chronic injuries | Recall the key points relating to different responses and treatment of injuryHave 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:FitnessHealthLeading a Healthy, Active Lifestyle | Knowledge of:Experienced setting up and organising practices in groupsLead own warm up and cool down safely. | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleDiet | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleHealthy choices | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleDiet and links to exercise | Knowledge of:FitnessHealthLeading a Healthy, Active LifestyleLifestyle 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 safelyCooperation  |

 | 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 ChoicesSafetyProtocolsFirst aid treatments |  ExtrinsicSeverityActivity typeKnowledgeTechniques | RulesRegulationsExperienceCommunicationSupervision | Sports nutritionist Nutrition plan Training needsCalorific needs | NutrientsMedical needsCultural needsAllergiesFood intoleranceImmune system | Fibre WaterVitamins and mineralsFruit and Vegetables |
| **Numeracy** | Measuring, timing, angles | Scoring, Movement. | Weighing and measuring | Balancing dietsCalorie counting | Dietary intakeFood budgets | Food plates Balanced diets |
| **Formative Assessment** | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher feedback | Peer & Self-AssessmentTeacher 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. |