

Bishop Stopford's School

Curriculum Map Year 13

Curriculum Intent: To deliver an inclusive and comprehensive L2/3 examination curriculum

		inclusive and comprehensive L2/3						
	Autumn 1	Autumn 2 ofessional Development in the Spo	Spring 1	Spring 2	Summer 1 Sports Leadership	Summer 2		
Unit of work	PI	Industry	JIG.		sports Leadership			
Core Skills	as to how their own skills and CD scope, opportunities and requipathways. Learners' investigat specific skills, qualities, qualities, qualities, aspects such as the associated in their arguments. Following the investigation career pathway that most career pathway that most cared undulifications, as iden They will compare their own sidevelopment. They will then evareas, making justified suggestical scopes.	ully consider, and give reasons to a DAP aligns to the selected career, frements for employment in two cc tons of contrasting career pathway fication and training routes that are industry standards and regulatory coherently with reference to source comparing the two career pathway itself to their own interests tified through their personal skills kills audit with the gaps they need aluate their personal knowledge of ones of development aims and spousons of the training organisations.	ollowing an investigation into the intrasting sports industry career /s will cover aspects such as the e required, as well as broader bodies. Learners must articulate ies of information. ays, learners will select one is, knowledge, skills, qualities audit outcomes and CDAP. to pursue through professional f and skills levels in these specific fific actions to achieve these aims.	and key psychology factors has or environments. Learners will significance of these things	sider the impact that skills, qualiti ave on sports leadership in differe need to think about the strengths t. They will need to make judgeme ons will need to be supported by a different sports	nt sport and exercise activities s/areas for improvement and/or ents about them and reach a		
Core Knowledge	industry. Learners will take	ge and skills required for different part in, and reflect on, a personal s practical interview assessment acti	kills audit, career action plan	Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles				
Assement & Feedback	Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in Section 6. In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to: • write up the findings of their own research • use case studies to explore complex or unfamiliar situations • carry out projects for which they have choice over the direction and outcomes • demonstrate practical and technical skills. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence.			Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in Section 6. In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to: • write up the findings of their own research • use case studies to explore complex or unfamiliar situations • carry out projects for which they have choice over the direction and outcomes • demonstrate practical and technical skills. You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence.				
Link to prior learning	This unit links to: • Unit 2: Fitness Training and Programming for Health, Sport and Well-being • Unit 4: Sports Leadership		This unit links to: • Unit 3: Professional Development in the Sports Industry					
Outside learning/trips	Multiple morning, lunch and after school recreational sports activities for all. Competitive teams for intra/inter school fixtures. Opportunities to engage in Greenhouse Sports Academy	Multiple morning, lunch and after school recreational sports activities for all. Competitive teams for intra/inter school fixtures. Opportunities to engage in Greenhouse Sports Academy	Multiple morning, lunch and after school recreational sports activities for all. Competitive teams for intra/inter school fixtures. Opportunities to engage in Greenhouse Sports Academy	Multiple morning, lunch and after school recreational sports activities for all. Competitive teams for intra/inter school fixtures. Opportunities to engage in Greenhouse Sports Academy	Multiple morning, lunch and after school recreational sports activities for all. Competitive teams for intra/inter school fixtures. Opportunities to engage in Greenhouse Sports Academy	Multiple morning, lunch and after school recreational sports activities for all. Competitive teams for intra/inter school fixtures. Opportunities to engage in Greenhouse Sports Academy		