

Curriculum Planning Template

<b>Subject:</b>	<b>Sports Science</b>	<b>Year</b>	<b>11</b>	<b>Ability</b>	<b>Mixed</b>
	<b>R183 Nutrition</b>				

Term / Date(s)	Term 1 Half Term 1	Term 1 Half Term 2	Term 2 Half Term 3	Term 2 Half Term 4
<b>Topic</b>	Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan	Topic Area 2: Applying differing dietary requirements to varying types of sporting activity	Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity	Topic Area 4: How nutritional behaviours can be managed to improve sports performance
Topic overview	Students will learn how to identify the characteristics of a balanced diet, with a focus on nutrients and the role that they play in a balanced diet.	Students will learn about the importance of nutrition before, during and after exercise.	Student will learn about malnutrition, and the effects of over or under eating.	Students will learn how to plan and evaluate a diet plan for a sports performer.
<b>Components</b>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>- Characteristics of a balanced diet</li> <li>- What nutrients are and their role in a healthy, balanced diet</li> <li>- Food sources of nutrients</li> </ul> <p>This unit will develop students initial understanding of nutrition and the role it plays within sport and physical activity.</p> <p>Students will be able to draw upon knowledge gained through the R181 unit, and will learn how diet and fitness work closely together in an athlete's preparation.</p>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>- The importance of nutrition before, during and after exercise</li> <li>- The reason for varying dietary requirements for different activity types</li> <li>- The ideal foods to eat and those to limit for specific activity types.</li> </ul> <p>This unit builds on the knowledge acquired in LO1, but delves further into the way an athlete prepares for sport or physical activity.</p> <p>This knowledge can then be applied in Topic Area 4, giving students the necessary skills and knowledge to plan and carry out an effective fitness programme.</p>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>- Describe how to gather details about a performer's nutritional information</li> <li>- Explain the key factors when considering the success/ impact of a nutrition plan</li> </ul> <p>This unit focuses on the negative implications of a poor or ill-planned diet, including the impact a lack of nutrients can have on sports performance.</p> <p>This knowledge can then be applied in Topic Area 4, giving students the necessary skills and knowledge to plan and carry out an effective fitness programme.</p>	<p>Students will learn:</p> <ul style="list-style-type: none"> <li>- How to design a diet plan</li> <li>- How to evaluate the effectiveness of a diet plan</li> </ul> <p>This unit allows students to apply all the knowledge acquired in TA1, TA2 and TA3 to create an optimal diet plan for a sports performer. This unit also allows students to evaluate their decisions and suggest areas for improvement or future considerations.</p> <p>The evaluation skills needed to complete this unit are transferable to future units, including the exam unit, which asks students to use evaluations skills to access higher mark questions.</p>
<b>What pupils should already know (prior learning components)</b>	<p>Students should know:</p> <p>Students study similar topics in food technology across KS3. Key skills and knowledge that are transferable are:</p> <ol style="list-style-type: none"> <li>1. Working to create recipes of a healthier choice</li> <li>2. Looking at ingredients and what nutrients they contain</li> <li>3. Relating recipes made to the healthy eating program and government guidelines</li> <li>4. Have an understanding of the Eatwell Guide</li> </ol>	<p>Students should know:</p> <p>Students study similar topics in food technology across KS3. Key skills and knowledge that are transferable are:</p> <ol style="list-style-type: none"> <li>1. Working to create recipes of a healthier choice</li> <li>2. Looking at ingredients and what nutrients they contain</li> <li>3. Relating recipes made to the healthy eating program and government guidelines</li> <li>4. Have an understanding of the Eatwell Guide</li> </ol>	<p>Students should know:</p> <p>Students study similar topics in food technology across KS3. Key skills and knowledge that are transferable are:</p> <ol style="list-style-type: none"> <li>1. Working to create recipes of a healthier choice</li> <li>2. Looking at ingredients and what nutrients they contain</li> <li>3. Relating recipes made to the healthy eating program and government guidelines</li> <li>4. Have an understanding of the Eatwell Guide</li> </ol>	<p>Students should know:</p> <p>RO42: Evaluation L04b</p> <p>Students have already had the opportunity to plan, deliver and evaluate a fitness training programme. Many of the skills around the process will be transferable, specifically the evaluation stage that is required in this LO.</p> <p>Students will have already also studied the following at KS3 in Food Technology:</p>

				<ol style="list-style-type: none"> <li>1. Working to create recipes of a healthier choice</li> <li>2. Looking at ingredients and what nutrients they contain</li> <li>3. Relating recipes made to the healthy eating program and government guidelines</li> <li>4. Have an understanding of the Eatwell Guide</li> </ol>
<b>Transferrable knowledge (skills)</b>	<p>Fitness components that have been taught in fitness lessons.</p> <p>Sporting examples that can be applied to the theoretical concepts.</p> <p>Students will learn about the foods that trigger medical conditions</p>	How diet and preparation for an event links to fitness and performance in many Core PE activities.	Signs and symptoms to be aware of when performing in sports activities, specifically around over/undereating and dehydration.	Evaluating performances in trampolining, dance and gymnastic schemes of work.
<b>Key vocabulary pupil will know and learn</b>	Characteristics, balanced, nutritional, nutrients, carbohydrates, protein, fats, water, vitamins, minerals, fibre, Sports nutritionist, nutrition plan, training needs, calorific needs, nutrients, medical needs, cultural needs, allergies, food tolerance, immune system	Nutrition, hydration, recovery, exercise, endurance, aerobic, anaerobic, carbo-loading, supplements, creatine, herbs, carbohydrates, protein, fats, water, vitamins, minerals, fibre, energy, aid recovery, half-time, interval, rehydration, glycogen, HIIT training, lactic acid, pre-event extras, muscle mass, excess body fat.	Malnutrition, overeating, undereating, deteriorate, unbalanced, participation, dehydration, carbohydrates, protein, fats, water, vitamins, minerals, fibre, age range, budget, bloated, cooking skill, vegan, nauseous, protein shakes, portion size, nutrition plan, effectiveness, goals.	Age, gender, plan, realistic, goals, duration, suitability, organisation, evaluation, effectiveness, outcomes, objectively, subjectively, improvements, recommendations, carbohydrates, protein, fats, water, vitamins, minerals, fibre.
<b>Assessment</b>	TA1- 6 marks 2.5 hours to complete set assignment	TA2 – 12 marks 2.5 hours to complete set assignment	TA3 – 12 marks 2.5 hours to complete set assignment	TA4 – 10 marks 2.5 hours to complete set assignment
<b>Resources available</b>	Resources found in Secure Staff folder, such as assignment checklist, WAGOLs, access to previously moderated cohort work, and planned teacher resources with learning outcomes and assessment criteria.	Resources found in Secure Staff folder, such as assignment checklist, WAGOLs, access to previously moderated cohort work, and planned teacher resources with learning outcomes and assessment criteria.	Resources found in Secure Staff folder, such as assignment checklist, WAGOLs, access to previously moderated cohort work, and planned teacher resources with learning outcomes and assessment criteria.	Resources found in Secure Staff folder, such as assignment checklist, WAGOLs, access to previously moderated cohort work, and planned teacher resources with learning outcomes and assessment criteria.
<b>Notes</b> <b>Why this topic is important...</b>	<p>This unit further supports the development of knowledge and understanding around a sustained healthy and active lifestyle, as previously gathered in R181. The unit will also support students with career aspirations working in the leisure sector or in sports nutrition.</p> <p>This topic area is one of four that need completing to fulfil this unit. This unit is worth 6 marks.</p>	<p>This unit supports students to understand the importance the role of nutrition plays in sporting performance and subsequently sporting success. This unit also gives the foundation knowledge to support work in Topic Area 4.</p> <p>This topic area is one of four that need completing to fulfil this unit. This unit is worth 12 marks.</p>	<p>This unit supports student understanding of how to spot signs and symptoms of key nutritional concerns within sport, as well as how to plan nutrition effectively to prevent this.</p> <p>This topic area is one of four that need completing to fulfil this unit. This unit is worth 12 marks.</p>	<p>This unit supports the students understanding of evaluation and analysing the strengths and weaknesses of your performance. This will support making improvements in performance and in other areas of the student's life.</p> <p>This topic area is one of four that need completing to fulfil this unit.</p> <p>This unit is worth 10 marks.</p>