

Oakwood Academy Scheme of Work

BTEC Award in Sport and Active Leisure <u>Unit(s)</u> 1 - Investigating Rights and Responsibilities at Work. 4 - Taking Part in Sport.	Term: Autumn 1 & 2	Length: 14 Weeks	Class: +16
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Inspire	Impact	Independence
<ul style="list-style-type: none"> • Pupils will participate in weekly kayaking sessions to develop their physical fitness and skills in order to inspire them towards lifelong participation in physical activity. • Pupils will learn about the workplace as a means of inspiring them to find a job once they leave sixth form. 	<ul style="list-style-type: none"> • Pupils will develop the skills and fitness required for lifelong participation in sport and physical activity. • Pupils will develop an understanding of the world of work, which will benefit them as they progress through life. • Pupils have the opportunity to obtain two qualifications, which will also help them as they progress through life. 	<ul style="list-style-type: none"> • Pupils should develop the confidence to participate in sport and/or physical activity independently as they develop their fitness and skills. • Pupils will develop their understanding of the world of work and thus, their chances of getting a job, which will enhance their opportunity to lead a more independent lifestyle.

Key Vocabulary

Success Criteria

Pupils will identify: aspects of working life where employees have rights, how the rights of others should be respected in the workplace, responsibilities of employees in the workplace and sources of help for problems with rights and responsibilities within the workplace.

Pupils will apply their knowledge of the above to create an informative handbook resource for employees in a chosen jobs role.

Week	Learning Objectives	Possible Teaching Activities
1	<ol style="list-style-type: none">1. To participate in sport (Unit 4 - AM).2. To understand the contents and content of the BTEC qualification (Introduction - PM).	<ul style="list-style-type: none">• Group to participate in some sort of physical activity in the morning.• Teacher to talk through qualification specification with pupils. Stopping frequently to:<ul style="list-style-type: none">- Prompt discussion.- Ask questions.- Check for understanding.- Provide specific examples of what the course may include.• All pupils will receive a folder and an exercise book. They will need to write names on both and divide their folders into units.• Pupils need to work with teacher to set up their Google Classroom.
2	<ol style="list-style-type: none">1. To participate in sport (Unit 4 - AM).2. To define "work" (Unit 1 - PM).	<ul style="list-style-type: none">• Pupils will take part in Kayaking at Salford Watersports Centre (AM).• Teacher to introduce Unit 1 to the group looking at the specification and requirements to complete the unit.• KAGAN Mind Map Carousel - Pupils to work in small groups working around the room (3 minutes at each mind map).<ul style="list-style-type: none">- Mind Map 1 = What is work?- Mind Map 2 = Why is it important to work?- Mind Map 3 = What characteristics are important for work?

		<ul style="list-style-type: none"> - Mind Map 4 = List examples of work within the sporting industry. • Teacher to look through each mind map with the group prompting discussion to question / add to each. • Pupils to work independently to produce a piece of work that covers the information from each Mind Map. • Plenary - targeted questioning to check for understanding, hear examples of pupil work and to introduce next week's lesson.
3	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To understand the rights of employees in the workplace (Unit 1 - PM). 	<ul style="list-style-type: none"> • Pupils will take part in Kayaking at Salford Watersports Centre (AM). • Recapping last week's work / responding to any marking feedback. • Video relating to lesson focus (encourage pupils to take notes). • KAGAN Activity - Linked to documents relating to the rights of employees. • Teacher to lead questioning and discussion based on the rights of employees in the workplace. • Plenary - targeted questioning to check for understanding and introducing next week's lesson.
4	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To explain and provide examples of the rights of employees (Unit 1 - PM). 	<ul style="list-style-type: none"> • Pupils will take part in Kayaking at Salford Watersports Centre (AM). • Recapping last week's work / responding to any marking feedback. • KAGAN Activity - To extend recap. • Pupils to work independently to produce a piece of work explaining the rights of employees in the workplace and providing examples. • Plenary - hearing examples of pupil work and introducing next week's lesson.
5	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To understand how to respect the rights of others in the workplace (Unit 1 - PM). 	<ul style="list-style-type: none"> • Pupils will participate in a reflection task based on their Watersports experience (AM). • Pupils will participate in some form of physical activity (Y Club / Cycling) (AM). • Recapping last week's work / responding to any marking feedback. • Video relating to lesson focus (encourage pupils to take notes).

		<ul style="list-style-type: none"> • KAGAN Activity - Linked to documents relating to the rights of others in the workplace and how to respect those rights. • Teacher to lead questioning and discussion based on the rights of others in the workplace. • Plenary - targeted questioning to check for understanding and introducing next week's lesson.
6	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To explain and provide examples of how to respect the rights of others in the workplace (Unit 1 -PM). 	<ul style="list-style-type: none"> • Pupils will take part in Kayaking at Salford Watersports Centre (AM). • Recapping last week's work / responding to any marking feedback. • KAGAN Activity - To extend recap. • Pupils to work independently to produce a piece of work explaining the rights of employees in the workplace and providing examples. • Plenary - hearing examples of pupil work and introducing next week's lesson.
7	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To understand the responsibilities of employees in the workplace (Unit 1 - PM). 	<ul style="list-style-type: none"> • Pupils will take part in Kayaking at Salford Watersports Centre (AM). • Recapping last week's work / responding to any marking feedback. • Video relating to lesson focus (encourage pupils to take notes). • KAGAN Activity - Linked to documents relating to the responsibilities of employees in the workplace. • Teacher to lead questioning and discussion based on the responsibilities of employees in the workplace. • Plenary - targeted questioning to check for understanding and introducing next week's lesson.
8	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To explain and provide examples of the responsibilities of employees in the workplace (Unit 1 - PM). 	<ul style="list-style-type: none"> • Pupils will take part in Kayaking at Salford Watersports Centre (AM). • Recapping last week's work / responding to any marking feedback. • KAGAN Activity - To extend recap. • Pupils to work independently to produce a piece of work explaining the rights of employees in the workplace and providing examples.

		<ul style="list-style-type: none"> • Plenary - hearing examples of pupil work and introducing next week's lesson.
9	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To understand where to seek help regarding rights and responsibilities in the workplace (Unit 1 - PM). 	<ul style="list-style-type: none"> • Pupils will take part in Kayaking at Salford Watersports Centre (AM). • Recapping last week's work / responding to any marking feedback. • Video relating to lesson focus (encourage pupils to take notes). • KAGAN Activity - Linked to documents relating to where to seek help regarding rights and responsibilities in the workplace. • Teacher to lead questioning and discussion based on the where to seek help regarding rights and responsibilities in the workplace. • Plenary - targeted questioning to check for understanding and introducing next week's lesson.
10	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To explain and provide examples of where to seek help regarding rights and responsibilities in the workplace (Unit 1 - PM). 	<ul style="list-style-type: none"> • Pupils will take part in Kayaking at Salford Watersports Centre (AM). • Recapping last week's work / responding to any marking feedback. • KAGAN Activity - To extend recap. • Pupils to work independently to produce a piece of work explaining where to seek help regarding rights and responsibilities in the workplace. • Plenary - hearing examples of pupil work and introducing next week's lesson.
11	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To produce a handbook of rights and responsibilities in the workplace (Unit 1 - Assessment - PM). 	<ul style="list-style-type: none"> • Pupils will take part in Kayaking at Salford Watersports Centre (AM). • Recapping last week's work / responding to any marking feedback. • KAGAN Activity - What are the four topics we have looked at in the last 8 weeks? • Teacher to introduce handbook task. • Pupils to work independently on their handbooks (they can use staff or peers for assistance). • Staff to closely monitor pupils to ensure that they are making appropriate progress with their work.

		<ul style="list-style-type: none"> • Plenary - hearing examples of pupil work and introducing next week's lesson.
12	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To produce and submit handbook of rights and responsibilities in the workplace (Unit 1 - Assessment - PM). 	<ul style="list-style-type: none"> • Pupils will take part in Kayaking at Salford Watersports Centre (AM). • Recapping last week's work / responding to any marking feedback. • Teacher to remind pupils of handbook task. • Pupils to continue to work independently on their handbooks (they can use staff or peers for assistance). • Staff to closely monitor pupils to ensure that they are making appropriate progress with their work. • Plenary - hearing examples of pupil work and introducing next week's lesson.
13	<ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - AM). 2. To engage with and respond to assessment feedback (Unit 1 - Final Assessment - PM). 	<ul style="list-style-type: none"> • Pupils will participate in a reflection task based on their Watersports experience (AM). • Pupils will participate in some form of physical activity (Y Club / Cycling) (AM). • Recapping last week's work / responding to any marking feedback. • Teacher to explain that today is final hand-in, so their work <u>MUST BE COMPLETED AND SUBMITTED.</u> • Pupils to work independently on their handbooks (they can use staff or peers for assistance). • Staff to closely monitor pupils to ensure that they are making appropriate progress with their work. • Plenary - pupils to discuss what they have learnt throughout unit.
14	FUN GAMES / ACTIVITIES FOR CHRISTMAS	
Useful Teaching Resources	<ul style="list-style-type: none"> • www.acas.org.uk - Arbitration service, advice on health and wellbeing at work. • www.citizensadvice.org.uk - Citizens Advice Bureau. • www.gov.uk/browse/working - Advice on Employment Rights. 	

- <https://www.gov.uk/browse/working/rights-trade-unions> - General rights and responsibilities in the workplace.
- www.tuc.org.uk - Trade Union Congress (with leaflets about rights including minimum and equality in wages).
- www.worksmart.org.uk/rights - Information about rights at work (paternity / maternity and holiday pay).

Differentiation

- Outcomes.
- Specific pupils to receive additional TA support (targeted as a result of assessment data).
- Differentiated (progressed and regressed) tasks.

Assessment for Learning

- Peer Assessment.
- Self-Assessment (Prowise).
- Targeted Questioning.
- Teacher Observations.
- Formal Marking.

Cross-Curricular Links

- Literacy (speaking and listening (KAGAN / Presenting), reading and writing).
- Maths (looking at statistics).
- Sociology (Understanding employment rights etc.)

Progress Tracking

Not Started **In Progress** **Completed**

Name	Unit						
	Unit 1 (Year 1 - Autumn)	Unit 4 (Ongoing)	Unit 2 (Year 1 - Spring)	Unit 3 (Year 1 - Summer)	Unit 11 (Year 2 - Autumn)	Unit 15 (Year 2 - Spring)	Unit 12 (Extra) (Year 2 - Summer)
H Thornton							
S Romans							
C Kennedy							
J Coleman							
H O-Higson							
T Gittins							
R Gordon							
S Cass							
K Livesey							

Whole School Progress

NC = Not Counted BT = Below Target NT = Near Target OT = On Target AT = Above Target

Name	Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
H Thornton						
S Romans						
C Kennedy						
J Coleman						
H O-Higson						
T Gittins						
R Gordon						
S Cass						
K Livesey						