

Year 10 Curriculum Overview Plan: BTEC Tech Award in Sport (First Teaching 2022)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: Component One – Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Learning Outcome A Explore types and provision of sport and physical activity for different types of participant</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Types and providers of sport and physical activities</p> <p>Types and needs of sport and physical activity participants</p>	<p>Key Theme: Component One – Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Learning Outcome B Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Different types of sports clothing and equipment required for participation in sport and physical activity</p>	<p>Key Theme: Component One – Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Learning Outcome C Be able to prepare participants to take part in physical activity</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Planning a warm up</p> <p>Adapting a warm up for different categories of participants and different types of physical activities</p>	<p>Key Theme: Component One – Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Learning Outcome C Be able to prepare participants to take part in physical activity</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Planning a warm up</p> <p>Adapting a warm up for different categories of participants and different types of physical activities</p>	<p>Key Theme: Component Two – Taking Part and Improving Other Participants Sporting Performance</p> <p>Learning Outcome A Understand how different components of fitness are used in different physical activities</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Components of physical fitness</p> <p>Components of skill-related fitness</p>	<p>Key Theme: Component Two – Taking Part and Improving Other Participants Sporting Performance</p> <p>Learning Outcome B Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Techniques, strategies and fitness required for different sports</p> <p>Officials in sport</p> <p>Rules and regulations in sports</p>

<p>Barriers to participation in sport and physical activity for different types of participant</p> <p>Methods to address barriers to participation in sport and physical activity for different types of participant</p> <p>Links to Prior Learning:</p> <p>Students will use knowledge of the different types of sport, local facilities and the different types of facilities to participate in sport and physical activity.</p> <p>Key Assessment Piece(s):</p> <p>Written response to a case study on an A4 Word document, approximately 2-3 hours to complete, 24 marks on the following task:</p>	<p>Different types of technology and their benefits to improve sport and physical activity participation and performance</p> <p>The limitations of using technology in sport and physical activity</p> <p>Links to Prior Learning:</p> <p>Students will use knowledge of the different equipment they have used in sport or seen used by professionals. They will also use prior knowledge of the technology used to support performance or officials in sport.</p> <p>Key Assessment Piece(s):</p> <p>Presentation of approximately 10-15 slides which can include text, images,</p>	<p>Delivering a warm up to prepare participants for physical activity</p> <p>Links to Prior Learning:</p> <p>Students use knowledge from their experience of carrying out warm ups, their importance and different activities used in a warm up.</p> <p>Key Assessment Pieces:</p> <p>Written response to a case study to include a warm up plan, approximately 3-4 pages of A4, which can include supporting sketches, approximately 2 hours to complete.</p> <p>Also video recordings lasting approximately 10 minutes of the learner delivering a</p>	<p>Delivering a warm up to prepare participants for physical activity</p> <p>Links to Prior Learning:</p> <p>Students use knowledge from their experience of carrying out warm ups, their importance and different activities used in a warm up.</p> <p>Key Assessment Pieces:</p> <p>Written response to a case study to include a warm up plan, approximately 3-4 pages of A4, which can include supporting sketches, approximately 2 hours to complete.</p> <p>Also video recordings lasting approximately 10 minutes of the learner delivering a</p>	<p>Links to Prior Learning:</p> <p>Students to use their knowledge from participating in sport on the different components of fitness, how they are used in different sports to improve performance</p> <p>Key Assessment Pieces:</p> <p>Written response to a case study on an A4 Word document, approximately 2-3 pages which can include supporting images, approximately 1-2 hours to complete, 12 marks on the following task:</p> <p>Components of fitness</p> <p>Tier 3 Vocabulary Vault:</p> <p>Aerobic endurance Muscular endurance</p>	<p>Links to Prior Learning:</p> <p>Students to use prior knowledge of their performance in sport to be able to demonstrate a range of skills and strategies along with their knowledge of a sport of the choice in terms of the rules and regulations and the roles and responsibilities of the officials.</p> <p>Key Assessment Pieces:</p> <p>Presentation of approximately 10-15 slides which can include text, images, slides notes on PowerPoint, approximately 1-2 hours to complete, 12 marks on the following task:</p>
---	---	--	--	---	---

<p>Increasing participation in regular sport or physical activity for different types of participants</p> <p>Tier 3 Vocabulary Vault: Performance Preparation Provision Barriers Adolescents Disabilities Coronary heart disease Body composition Accessibility Officials</p> <p>Reading Exposure:</p> <p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport for The Football Association – www.thefa.com Rugby League – www.therfl.co.uk</p>	<p>slides notes on PowerPoint, approximately 1-2 hours to complete, 12 marks on the following task:</p> <p>Equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>Tier 3 Vocabulary Vault: Performance Preparation Protection Barriers Disabilities Officiating Body composition Limitations Accuracy Usability</p> <p>Reading Exposure:</p> <p>BTEC Tech Award in Sport text book.</p>	<p>warm up to participants:</p> <p>Preparing participants to take part in sport and physical activity</p> <p>Tier 3 Vocabulary Vault: Pulse raiser Mobilisers Stretches Intensity Cardiorespiratory Musculoskeletal</p> <p>Reading Exposure:</p> <p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport for The Football Association – www.thefa.com Rugby League – www.therfl.co.uk www.getbodysmart.com www.bbc.co.uk/health www.teachpe.com www.nhs.uk</p>	<p>warm up to participants:</p> <p>Preparing participants to take part in sport and physical activity</p> <p><i>Delivery of the Pearson Set Assignment (PSA)</i></p> <p>Tier 3 Vocabulary Vault: Pulse raiser Mobilisers Stretches Intensity Cardiorespiratory Musculoskeletal</p> <p>Reading Exposure:</p> <p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport for The Football Association – www.thefa.com Rugby League – www.therfl.co.uk www.getbodysmart.com</p>	<p>Muscular strength Speed Flexibility Body composition Power Agility Reaction Time Balance Coordination</p> <p>Reading Exposure:</p> <p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Retrieval practice Do it now tasks Meta cognition Modeling answers Practical examples Practical performance and implementation Chunking</p>	<p>The different roles and responsibilities in a selected sport</p> <p>Tier 3 Vocabulary Vault: Feedback SMARTER targets Barriers</p> <p>Reading Exposure:</p> <p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport for The Football Association – www.thefa.com and Rugby League – www.therfl.co.uk www.sportsofficalsuk.com www.uksport.gov.uk</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Retrieval practice Do it now tasks</p>
--	---	--	--	---	--

<p>www.getbodysmart.com www.bbc.co.uk/health www.teachpe.com www.nhs.uk</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Retrieval practice Do it now tasks Meta cognition Modeling answers Practical examples Practical performance and implementation Chunking Video clips</p>	<p>National Governing Bodies for sport for The Football Association – www.thefa.com Rugby League – www.therfl.co.uk</p> <p>www.getbodysmart.com www.bbc.co.uk/health www.teachpe.com www.nhs.uk</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Retrieval practice Do it now tasks Meta cognition Modeling answers Practical examples Practical performance and implementation Chunking Video clips</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Retrieval practice Do it now tasks Meta cognition Modeling answers Practical examples Practical performance and implementation Chunking Video clips</p>	<p>www.bbc.co.uk/health www.teachpe.com www.nhs.uk</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Retrieval practice Do it now tasks Meta cognition Modeling answers Practical examples Practical performance and implementation Chunking Video clips</p>	<p>Video clips</p>	<p>Meta cognition Modeling answers Chunking Practical performance Practical examples Video clips</p>
---	--	--	--	--------------------	--

Year 11 Curriculum Overview Plan: BTEC Tech Award in Sport (First Teaching 2022)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
<p>Key Theme: Component Two – Taking Part and Improving Other Participants Sporting Performance</p> <p>Learning Outcome C Demonstrate ways to improve participants sporting techniques</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Planning drills and conditioned practices to develop participants' sporting skills</p> <p>Drills to improve sporting performance</p>	<p>Key Theme: Component Two – Taking Part and Improving Other Participants Sporting Performance</p> <p>Learning Outcome C Demonstrate ways to improve participants sporting techniques</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Planning drills and conditioned practices to develop participants' sporting skills</p> <p>Drills to improve sporting performance</p>	<p>Key Theme: Component Three – Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Essential Content A Explore the importance of fitness for sports performance</p> <p>Essential Content B Investigate fitness testing to determine fitness levels</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>A1 The importance of fitness for successful participation in sport</p>	<p>Key Theme: Component Three – Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Essential Content A Explore the importance of fitness for sports performance</p> <p>Essential Content B Investigate fitness testing to determine fitness levels</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>A1 The importance of fitness for successful participation in sport</p>	<p>Key Theme: Component Three – Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Essential Content A Explore the importance of fitness for sports performance</p> <p>Essential Content B Investigate fitness testing to determine fitness levels</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>A1 The importance of fitness for successful participation in sport</p>	

<p>Links to Prior Learning:</p> <p>Students to use prior knowledge of their performance in sport to be able to produce a sessions with drills that improve other participants' sporting skills including providing demonstrations and teaching points</p> <p>Key Assessment Pieces:</p> <p>They will need to produce a written response of a plan for a drills and conditioned practices for one sporting skill of their choice</p> <p>Tier 3 Vocabulary Vault: Feedback SMARTER targets Barriers</p> <p>Reading Exposure:</p>	<p>Links to Prior Learning:</p> <p>Students to use prior knowledge of their performance in sport to be able to produce a sessions with drills that improve other participants' sporting skills including providing demonstrations and teaching points</p> <p>Key Assessment Pieces:</p> <p>They will need to produce a written response of a plan for a drills and conditioned practices for one sporting skill of their choice</p> <p>Tier 3 Vocabulary Vault: Feedback SMARTER targets Barriers</p> <p>Reading Exposure:</p>	<p>A2 Fitness training principles</p> <p>A3 Exercise intensity and how it can be determined</p> <p>B1 Importance of fitness testing and requirements for administration of each fitness test</p> <p>B2 Fitness test methods for components of physical fitness</p> <p>B3 Fitness test methods for components of skill-related fitness</p> <p>B4 Interception of fitness test results</p> <p>Links to Prior Learning:</p> <p>Students to use prior knowledge of the components of fitness from Component Two and how the components of fitness</p>	<p>A2 Fitness training principles</p> <p>A3 Exercise intensity and how it can be determined</p> <p>B1 Importance of fitness testing and requirements for administration of each fitness test</p> <p>B2 Fitness test methods for components of physical fitness</p> <p>B3 Fitness test methods for components of skill-related fitness</p> <p>B4 Interception of fitness test results</p> <p>Links to Prior Learning:</p> <p>Students to use prior knowledge of the components of fitness from Component Two and how the components of fitness</p>	<p>A2 Fitness training principles</p> <p>A3 Exercise intensity and how it can be determined</p> <p>B1 Importance of fitness testing and requirements for administration of each fitness test</p> <p>B2 Fitness test methods for components of physical fitness</p> <p>B3 Fitness test methods for components of skill-related fitness</p> <p>B4 Interception of fitness test results</p> <p>Links to Prior Learning:</p> <p>Students to use prior knowledge of the components of fitness from Component Two and how the components of fitness</p>	
--	--	--	--	--	--

<p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport for The Football Association – www.thefa.com and Rugby League – www.therfl.co.uk www.sportsofficalsuk.com www.ukssport.gov.uk</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Retrieval practice Do it now tasks Meta cognition Modeling answers Chunking Practical performance Practical examples Video clips</p>	<p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport for The Football Association – www.thefa.com and Rugby League – www.therfl.co.uk www.sportsofficalsuk.com www.ukssport.gov.uk</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Retrieval practice Do it now tasks Meta cognition Modeling answers Chunking Practical performance Practical examples Video clips</p>	<p>are required to perform well in selected sports. Students will use knowledge from PE lessons and visiting a gym/fitness suite on how we train and improve. They will also use prior knowledge of fitness tests.</p> <p>Key Assessment Pieces:</p> <p>They will complete a variety of exam style questions including extended answer 6/8 mark questions</p> <p>Tier 3 Vocabulary Vault: Frequency Intensity Progressive overload Specificity Adaptation Reversibility Variation Training zones Threshold Calibration Baseline</p>	<p>are required to perform well in selected sports. Students will use knowledge from PE lessons and visiting a gym/fitness suite on how we train and improve. They will also use prior knowledge of fitness tests.</p> <p>Key Assessment Pieces:</p> <p>They will complete a variety of exam style questions including extended answer 6/8 mark questions</p> <p>Tier 3 Vocabulary Vault: Frequency Intensity Progressive overload Specificity Adaptation Reversibility Variation Training zones Threshold Calibration Baseline</p>	<p>are required to perform well in selected sports. Students will use knowledge from PE lessons and visiting a gym/fitness suite on how we train and improve. They will also use prior knowledge of fitness tests.</p> <p>Key Assessment Pieces:</p> <p>They will complete a variety of exam style questions including extended answer 6/8 mark questions</p> <p>Tier 3 Vocabulary Vault: Frequency Intensity Progressive overload Specificity Adaptation Reversibility Variation Training zones Threshold Calibration Baseline</p>	
---	---	---	---	---	--

		<p>Reliability Validity</p> <p>Reading Exposure:</p> <p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport for The Football Association – www.thefa.com and Rugby League – www.therfl.co.uk www.sportsofficalsuk.com www.ukssport.gov.uk</p> <p>www.humankinetics.com</p> <p>www.brianmac.com</p> <p>Guide to Physical Fitness and Exercise text book</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p>	<p>Reliability Validity</p> <p>Reading Exposure:</p> <p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport for The Football Association – www.thefa.com and Rugby League – www.therfl.co.uk www.sportsofficalsuk.com www.ukssport.gov.uk</p> <p>www.humankinetics.com</p> <p>www.brianmac.com</p> <p>Guide to Physical Fitness and Exercise text book</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p>	<p>Reliability Validity</p> <p>Reading Exposure:</p> <p>BTEC Tech Award in Sport text book.</p> <p>National Governing Bodies for sport for The Football Association – www.thefa.com and Rugby League – www.therfl.co.uk www.sportsofficalsuk.com www.ukssport.gov.uk</p> <p>www.humankinetics.com</p> <p>www.brianmac.com</p> <p>Guide to Physical Fitness and Exercise text book</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p>	
--	--	---	---	---	--

		Retrieval practice Do it now tasks Meta cognition Modeling answers Chunking Practical performance Practical examples Video clips Exam practice technique Exposure to a variety of exams questions	Retrieval practice Do it now tasks Meta cognition Modeling answers Chunking Practical performance Practical examples Video clips Exam practice technique Exposure to a variety of exams questions	Retrieval practice Do it now tasks Meta cognition Modeling answers Chunking Practical performance Practical examples Video clips Exam practice technique Exposure to a variety of exams questions	
--	--	--	--	--	--