

## Key Stage 4: Year 10 – BTEC Sport

Overall Curriculum Goals															
<ul style="list-style-type: none"> <li>Completion of Component 1 Module – Controlled Assessment – <b>Preparing Participants to take part in Sport and Physical Activity</b></li> <li>Progression with Component 2 (Learning Outcomes A and B – <b>Taking part and improving other participants sporting performance</b>)</li> <li>Developing of independent working practice and productive access of support material</li> </ul>															
WC 04/09	WC 11/09	WC 18/09	WC 25/09	WC 02/10	WC 09/10	WC 16/10	WC 30/10	WC 06/11	WC 13/11	WC 20/11	WC 27/11	WC 4/12	WC 11/12	WC 18/12	
<b>Term 1</b> 1. Types of Sport and PA ( <i>Sports / Team sports/ Individual</i> ) 2. Benefits of taking part in Sport/PA ( <i>Physical / Mental / Social benefits</i> ) 3. Benefits of taking part in PA / Outdoor Activities ( <i>Physical / Social / Mental benefits</i> ) 4. Provision of sport and physical activity ( <i>Public / Private / Voluntary / Funding</i> ) 5. Characteristics of the sectors ( <i>Funding source / Aims / Quality / Accessibility</i> )		<b>6. Assessment</b> <b>7. A1 Close the Gap</b> 8. Types of Participants ( <i>Age</i> ) 9. Types of Participants ( <i>Disability</i> ) 10. Types of Participants ( <i>Long Term Health Conditions</i> )			11. Types of need ( <i>Physical / Social / Mental Health</i> ) <b>12. Assessment</b> <b>13. A2 Close the Gap</b> 14. Barriers to participation in sport/PA (All) 15. Methods to address barriers (All)			16. Revision <b>17. Assessment</b> <b>18. A3 and 4 Close the Gap</b> 19. Unassigned 20. Unassigned		21. Types of clothing and Footwear required for Sport and PA 22. Types of sport specific equipment and protective equipment required for Sport and PA 23. Types of assistive technology and facility development 24. Types of officiating equipment and performance analysis <b>25. Assessment</b>		<b>26. B1 Close the Gap 3 / task 2</b> 27. Types of officiating equipment and performance analysis 28. Limitations of Technology 29. Limitations of Technology <b>30. Assessment</b>		<b>31. B2 and B3 Close the Gap</b> 32. Unassigned 33. Unassigned 34. Unassigned 35. Unassigned	
Key Vocabulary/Concepts/ideas															
Key vocabulary language; Sport, Physical Activity, Outdoor Activity, Barriers, Benefits, Provision, Private, Voluntary, Public, Types of Participation, Physical, Social, Mental, Technology, Clothing, Footwear, Sport Specific Equipment, Protective Assistive Technology, Facility development, Officiating, Performance analysis Shared concepts and ideas; Recognition of the Types of Physical Activity and the importance of sports participation and factors affecting its usage in different social groups.															
WC 08/01	WC 15/01	WC 22/01	WC 29/01	WC 05/01	WC 12/02	WC 26/02	WC 04/03	WC 11/03	WC 18/03	25/03	15/04				
<b>Term 2</b> 36. Knowledge and understanding of Warmups ( <i>Practical</i> ) 37. Planning a warmup – Types of Activities in the Pulse Raiser 38. Cardio-respiratory response to the pulse raiser activity 39. Physiological musculoskeletal response to exercise 40. Application of practice ( <i>Practical</i> ) – <i>Circuit Training</i>		41. Mobilisation exercises – <i>Joint Mobilisation (Practical)</i> 42. Response of the Cardiorespiratory and musculoskeletal systems to the mobiliser activities ( <i>HR, RR, Synovial Joints</i> ) 43. Types of activities in the stretch ( <i>Location of main muscles</i> ) 44. Types of activities in the stretch ( <i>Static / Dynamic Stretching</i> ) ( <i>Practical</i> ) 45. Response of the cardiorespiratory and musculoskeletal systems to the preparatory stretch			<b>46. Assessment</b> <b>47. C1 Close the Gap</b> 48. Adapting warmups for categories of participants ( <i>Practical</i> ) ( <i>Intensity / Impact / Timings / Type of stretch used</i> ) 49. Adapting warmups for categories of participants ( <i>Intensity / Impact / Timings / Type of stretch used</i> ) 50. Adaptation of the warmup to make it specific to Physical Activity ( <i>Practical</i> ) ( <i>Equipment / Activity / Stretching</i> )		51. Adaptation of the warmup to make it specific to Physical Activity ( <i>Equipment / Activity / Stretching</i> ) 52. Delivering warmups to participants ( <i>Practical</i> ) ( <i>8 Students</i> ) 53. Delivering warmups to participants ( <i>Practical</i> ) ( <i>8 Students</i> ) 54. Delivering warmups to participants ( <i>Practical</i> ) ( <i>8 Students</i> ) <b>55. Assessment</b>		<b>56. C2 Close the Gap</b> 57. Key Content recovery – Learning Aim A 58. Key Content recovery – Learning Aim B 59. Key Content recovery – Learning Aim C <b>60. Practice Controlled Assessment (A 1-3)</b>		<b>Controlled Assessment Component 1</b>  5 hours supervised Assessment  Pre-release material February				
Key Vocabulary/Concepts/ideas															
Key vocabulary language; Technology, Clothing, Footwear, Sport Specific Equipment, Protective Assistive Technology, Facility development, Officiating, Performance analysis, Warm Ups, Cardiorespiratory, Musculoskeletal, Physiological, Mobilisation, Stretch, Skill, Practice, Whole, Part, Adaptation, Delivery Shared concepts and ideas; Recognition of the Types of Physical Activity and the importance of sports participation and factors affecting its usage in different social groups. Understanding of the importance of preparing the body for physical activity and the body's physiological response.															
WC 22/04	WC 29/04	WC 06/05	WC 13/05	WC 20/05	WC 03/06	WC 10/06	WC 17/06	WC 24/06	WC 01/07	08/07	15/07				
<b>Term 3</b> 66. Physical Components of Fitness ( <i>Aerobic Endurance / Muscular Endurance</i> ) 67. Physical Components of Fitness ( <i>Muscular Strength / Speed</i> ) 68. Physical Components of Fitness ( <i>Flexibility / Body Composition</i> ) 69. Skill Related Components of Fitness ( <i>Power / Agility</i> ) 70. Skill Related Components of Fitness ( <i>Reaction Time / Balance / Co-ordination</i> )		<b>Component 2 Controlled Assessment (Practical recording)</b> 108: B2 Fitness test methods: <i>aerobic endurance 1&amp;2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i> 109: B2 Fitness test methods: <i>aerobic endurance 1&amp;2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i> 110: B2 Fitness test methods: <i>aerobic endurance 1&amp;2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i>			<b>Component 2 Controlled Assessment (Practical recording)</b> 113: B4: Interpretation of fitness test results  <b>114. Assessment</b>  <b>115. B3 Close the Gap</b>		<b>Component 3 window</b> 118: C2: Fitness training methods <i>aerobic endurance 1&amp;2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i>  119: C2: Fitness training methods <i>aerobic endurance 1&amp;2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i>  120: C2: Fitness training methods <i>aerobic endurance 1&amp;2, flexibility, muscular</i>		<b>Component 3 window</b> 123: C4: Additional requirements for each fitness method 1 124: C4: Additional requirements for each fitness method 2 125: C4: Additional requirements for each fitness method 3a 126: C4: Additional requirements for each fitness method 3b 127: C5: Provision for taking part in fitness training methods		128: C6: The effects of long-term fitness training on the body: <i>aerobic endurance training 1</i>  129: C6: The effects of long-term fitness training on the body: <i>aerobic endurance training 2</i>		133: C6: The effects of fitness training on the body: <i>speed training</i>  <b>114. Assessment</b>  <b>115. B3 Close the Gap</b>		

		111: B2 Fitness test methods: <i>aerobic endurance 1&amp;2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i> , 112: B2 Fitness test methods: <i>aerobic endurance 1&amp;2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i> ,	116. C1: Requirements for each of the following fitness training methods  117. C2: Fitness training methods <i>aerobic endurance 1&amp;2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i>	<i>endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i>  121: C2: Fitness training methods <i>aerobic endurance 1&amp;2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i>  122: C2: Fitness training methods <i>aerobic endurance 1&amp;2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i>		130: C6: The effects of long-term fitness training on the body: <i>flexibility training</i> 131: C6: The effects of long-term fitness training on the body: <i>muscular endurance training</i>  132: C6: The effects of long-term fitness training on the body: <i>muscular strength and power training</i>	116: D1: Personal information to aid training fitness programme design  117: D1: Fitness programme design 1
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**Key Vocabulary/Concepts/ideas**

Key vocabulary language; Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Rules, Regulations, Scoring Systems, Scenarios, Officials, Performers, Skill, Technique  
 Shared concepts and ideas; Component 2 explores concepts of performance in varied sports through areas such as rules, regulations, and analysis of performance. It builds on the concepts of the body's preparation and recovery from activity highlighted in Component 1.

Tier 2 Key language of assessment: *List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain*

**CIAG**

BTEC areas of Knowledge and Understanding and to promote PE Pathways through the wider sports industry (See Departmental Documentation)

Development of Sports Leadership skills through Component 1 and 2 participation.

Wider engagement with Sports Academy providers at Level 3 and beyond

**British Values**

The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.

Democracy: Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.

Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

**Key Stage 4: Year 11 (Class of 2024 onwards)**

<b>Term 1</b>	<b>Overall Curriculum Goals</b>														
	<ul style="list-style-type: none"> <li>• <b>Completion of Component 2 Module – Coursework</b></li> <li>• <b>Completion of Component 3 - Exam</b></li> <li>• <b>Developing of independent working practice and productive access of support materials</b></li> </ul>														
	WC 04/09	WC 11/09	WC 18/09	WC 25/09	WC 02/10	WC 09/10	WC 16/10	WC 30/10	WC 06/11	WC 13/11	WC 20/11	WC 27/11	WC 04/12	WC 11/12	WC 18/12
	73. Techniques, strategies, and Fitness required for different sports ( <i>Practical</i> ) ( <i>Skills / Strategies / Isolated Practice / Competitive situation</i> ) 74. Techniques, strategies, and Fitness required for different sports ( <i>Skills / Strategies / Isolated Practice / Competitive situation</i> ) 75. Officials in Sport – Roles within varied sporting contexts ( <i>Netball / Football / Volleyball</i> )	76. Officials in Sport – Responsibilities within varied sporting contexts ( <i>Netball / Football / Volleyball</i> ) 77. Officials in Sport – ( <i>Practical</i> ) ( <i>Netball / Football / Volleyball</i> ) 78. <b>Assessment</b> 79. <b>B1 / B2 Close the Gap</b> 80. Rules and Regulations in sport ( <i>Number of players / Length of Time / Scoring System</i> )	81. Rules and Regulations in sport ( <i>Playing Area / Equipment / Starting and Restarting Play</i> ) 82. Rules and Regulations in sport ( <i>non-adherence to the rules / Application of rules by officials</i> ) 83. Computer room – <i>Case study and application – Sport choice</i> 84. Computer room – <i>Case study and application – Sport Choice</i> 85. Computer room – <i>Case study and application – Sport Choice</i>	86. <b>Assessment.</b> 87. <b>B3 Close the Gap</b> 88. Planning Drills to improve specific techniques in varied sports ( <i>Practical</i> ) ( <i>Stationary</i> ) 89. Planning Drills to improve specific techniques in varied sports ( <i>Practical</i> ) ( <i>Travel</i> ) 90. Planning Drills to improve specific techniques in varied sports ( <i>Practical</i> ) ( <i>Passive and active opposition</i> )	91. Planning Drills to improve specific techniques in varied sports ( <i>Stationary drills, travel drills, passive, active</i> ) 92. Conditioned Practice ( <i>Practical</i> ) ( <i>Using rule changes to focus a skill – e.g., Touches restrictions</i> ) 93. Demonstration of technique to improve understanding ( <i>Practical</i> ) 94. Development of Feedback and highlighting of Teaching Points ( <i>Practical</i> ) 95. <b>Video recording of small-sided practice for focus in 2023/24</b> ( <i>Practical</i> )	96. <b>Assessment</b>  97. <b>C3 Close the Gap</b>  <b>COMPONENT 3</b>  98. A1: The Importance of Fitness for successful participation in sport  99. A2: Fitness training principles  100. A3: Exercise intensity and how it can be determined 1	101: A3: Exercise intensity and how it can be determined 2  102: <b>Assessment</b> 103: <b>A3 Close the Gap</b>  104: B1: Importance of fitness testing and requirements for administration of each fitness test 1 105: Importance of fitness testing and requirements for administration of each fitness test 2 106: B2: Fitness test methods: <i>aerobic endurance 1&amp;2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power,</i> 107: B2 Fitness test methods: <i>aerobic endurance 1&amp;2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power,</i>								
<b>Key Vocabulary/Concepts/ideas</b>															
<b>Key vocabulary language;</b> Technique, Strategies, Skills, Basic, Complex, Open, Closed, Adapting, Isolated practice, Competitive, Referee, Umpire, Scorers, Timekeeper, Appearance, Equipment, Fitness, Communication, National Governing Bodies, Rules, Regulations, Timing, Positioning, Demonstrations															
<b>Tier 2 Key language of assessment:</b> List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain															

	<b>Key Vocabulary/Concepts/ideas</b>												
	<p>Key vocabulary language; <i>Musculoskeletal system</i>; Deltoid, Biceps, Triceps, Pectoralis major, Latissimus dorsi, External obliques, Gluteus maximus, Quadriceps, Hamstrings, Gastrocnemius, Tibialis anterior, Cranium, Clavicle, Scapula, Ribs, Sternum, Humerus, Radius, Ulna, Pelvis, Femur, Patella, Tibia, Fibula. <i>Structure and function of the synovial joints</i>; hip, shoulder, knee, elbow. <i>Structures of the Cardiovascular system</i>: Atria, Ventricles, Aorta, Vena Cava, Pulmonary artery, Pulmonary vein. <i>Structures of the Respiratory system</i>: Lungs, Bronchi, Bronchioles, Alveoli, Diaphragm. Components of Fitness, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for improvement. Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Frequency, Intensity, Time, Type, Specificity, Progressive Overload, Individual Need, Reversibility, Variation, Adaptation, Rest and Recovery</p> <p><b>Shared concepts and ideas; Component 3 assesses the Impact of training on the Components of Fitness and the physical performance of the body. Recognising the impact of Key Principles to ensure that Components of Fitness can be developed effectively when training</b></p>												
<b>Term 3</b>	WC 22/04	WC 29/04	WC 07/05	WC 13/05	WC 20/05	WC 03/06	WC 10/06	WC 17/06	WC 24/06	WC 01/07	08/07	15/07	
	118: D1: Fitness programme design 1 119: D1: Fitness programme design 1 120: D1: Fitness programme design 1 121: D2: Fitness programme design 2 122: D2: Fitness programme design 2		<b>Component 3 window</b>  123: D3: Motivational techniques for fitness programming 1 124: D3: Motivational techniques for fitness programming 2 125: D3: Investigate fitness programming to improve fitness and sports  <b>Exam Prep</b>		<b>Component 3 window</b>  <b>Exam Prep</b>								
	<b>Key Vocabulary/Concepts/ideas</b>												
	<p>Key vocabulary language; <i>Musculoskeletal system</i>; Deltoid, Biceps, Triceps, Pectoralis major, Latissimus dorsi, External obliques, Gluteus maximus, Quadriceps, Hamstrings, Gastrocnemius, Tibialis anterior, Cranium, Clavicle, Scapula, Ribs, Sternum, Humerus, Radius, Ulna, Pelvis, Femur, Patella, Tibia, Fibula. <i>Structure and function of the synovial joints</i>; hip, shoulder, knee, elbow. <i>Structures of the Cardiovascular system</i>: Atria, Ventricles, Aorta, Vena Cava, Pulmonary artery, Pulmonary vein. <i>Structures of the Respiratory system</i>: Lungs, Bronchi, Bronchioles, Alveoli, Diaphragm. Components of Fitness, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for improvement. Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Frequency, Intensity, Time, Type, Specificity, Progressive Overload, Individual Need, Reversibility, Variation, Adaptation, Rest and Recovery</p> <p><b>Shared concepts and ideas; Component 3 assesses the Impact of training on the Components of Fitness and the physical performance of the body. Recognising the impact of Key Principles to ensure that Components of Fitness can be developed effectively when training</b></p> <p><b>Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain</b></p>												
<b>CIAG</b>													
BTEC areas of Knowledge and Understanding and to promote PE Pathways through the wider sports industry (See Departmental Documentation) Development of Sports Leadership skills through Unit 6 participation. Wider engagement with Sports Academy providers at Level 3 and beyond													
<b>British Values</b>													
The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations. Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity. Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.													

## Key Stage 4: Core PE

	<b>Overall Curriculum Goals - developing and supporting BTEC PE:</b> <ul style="list-style-type: none"> <li>Completion of Practical Performance in Sport (Unit 2) Module – Coursework</li> <li>Use of Recreational session to support wider learning</li> </ul>												
	WC 06/09	WC 13/09	WC 20/09	WC 27/09	WC 04/10	WC 11/10	WC 18/10	WC 01/11	WC 08/11	WC 15/11	WC 22/11	WC 29/11	WC 6/12

<b>Term 1</b>	<u>Sporting Options</u> Football Netball Badminton						<u>Sporting Options</u> Football Basketball Fitness					
	WC 04/01	WC 10/01	WC 17/01	WC 24/01	WC 31/01	WC 07/02	WC 14/02	WC 28/02	WC 07/03	WC 14/03	21/03	28/03
<b>Term 2</b>	<u>Sporting Options</u> Volleyball Trampolining Fitness						<u>Sporting Options</u> Dance Rugby league Basketball					
	WC 04/04	WC 25/04	WC 02/05	WC 09/05	WC 16/05	WC 23/05	WC 06/06	WC 13/06	WC 20/06	WC 27/06	04/07	11/07
<b>Term 3</b>	<u>Sporting Options</u> Athletics Striking and Fielding Games						<u>Sporting Options</u> Tennis Striking and Fielding Games					
	<b>British Values</b>											
<p>The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.  Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.  Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.</p>												