



BTEC Tech Award-Sport KEY STAGE 4 CURRICULUM MAP

Curriculum Overviews	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Task 1</p> <p>A1 Types and providers of sport and physical activities</p> <ul style="list-style-type: none"> - Benefits of different types of activities, types of provision and the characteristics, benefits, advantages and disadvantages. <p>A2 Types and needs of sport and physical activity participants</p> <p>A3 Barriers to participation in sport and physical activity for different types of participant</p> <p>A4 Methods to address barriers to participation in sport and physical activity for different types of participant</p>	<p>Task 2: Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>B1 Different types of sports clothing and equipment required for participation in sport and physical activity</p> <p>B2 Different types of technology and their benefits to improve sport and physical activity participation and performance</p> <p>B3 The limitations of using technology in sport and physical activity</p>	<p>Task 3a & b: Learning outcome C: Be able to prepare participants to take part in physical activity</p> <p>C1 Planning a warm-up</p> <p>C2 Adapting a warm-up for different categories of participants and different types of physical activities</p> <p>C3 Delivering a warm-up to prepare participants for physical activity</p> <p>Pearson Pre-Release material is published.</p> <p>Assessment Window 1 Begins</p> <p>Summative assessment and internal making of component 1-final week of term.</p>	<p>Assessment Window 1 Ends</p> <p>Summative assessment and internal marking of component 1-final week of term.</p>	<p>Introduction to Component 2: Taking part and improving other participants sporting performance</p> <p>Task 1: learning outcome A</p> <p>Understand how different components of fitness are used in different physical activities</p> <p>A1 Components of physical fitness</p> <p>A2 Components of skill-related fitness</p> <p>Practical Preparation of sports students will be assessed in in preparation for Task 2.</p>	<p>Task 2: Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>B1 Techniques, strategies and fitness required for different sports</p> <p>Filming for Component 2 Task 2</p>
Year 11	<p>Recap of component 2 covering Task 1 & 2.</p> <p>Introduce new and remaining content of component 2:</p> <p>Task 3</p> <ul style="list-style-type: none"> • B1 Techniques, strategies and fitness required for different sports • B2 Officials in sport • B3 Rules and regulations in sports <p>Task 4</p> <ul style="list-style-type: none"> • C1 Planning drills and conditioned practices to develop participants' sporting skills • C2 Drills to improve sporting performance 	<p>Pearson Pre-Release material is published.</p> <p>Assessment Window 2</p> <p>Summative assessment and internal making of component 2.</p>	<p>Component 3- Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity):</p> <p>A Explore the importance of fitness for sports performance</p> <ul style="list-style-type: none"> • A1 The importance of fitness for successful participation in sport • A2 Fitness training principles • A3 Exercise intensity and how it can be determined <p>B Investigate fitness testing to determine fitness levels</p> <ul style="list-style-type: none"> • B1 Importance of fitness testing and requirements for administration of each fitness test • B2 Fitness test methods for components of physical fitness • B3 Fitness test methods for components of skill-related fitness 	<p>C Investigate different fitness training methods</p> <ul style="list-style-type: none"> • C1 Requirements for each fitness training method • C2 Fitness training methods for physical components of fitness • C3 Fitness training methods for skill-related components of fitness • C4 Additional requirements for each of the fitness training methods • C5 Provision for taking part in fitness training methods • C6 The effects of long-term fitness training on the body systems 	<p>D Investigate fitness programming to improve fitness and sports performance</p> <ul style="list-style-type: none"> • D1 Personal information to aid training fitness program design • D2 Fitness program design • D3 Motivational techniques for fitness programming <p>Exam preparation and revision</p> <p>Past paper practice individually and as a class</p> <p>Model answer sharing</p> <p>Exam masterclass prior the paper</p> <p>Formally externally assessed Component 3</p>	<p>N/A- course finished</p>



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Texts, Exam Boards, and Useful Websites:

Key Stage 4 (Year 10 - 11)

Course Specification: [Specification - Pearson BTEC Level 1/Level 2 Tech Award in Sport 2022 Issue 3](#)

Link to revision guide/ work book: [Pearson REVISE BTEC Tech Award Sport 2022 Revision Guide inc online edition - 2023 and 2024 exams and assessments: for home learning, 2022 and 2023 ... and exams \(Revise BTEC Tech Award in Sport\): Amazon.co.uk: Brown, Jenny: 9781292436142: Books](#)



BTEC National Sport- KEY STAGE 5 CURRICULUM MAP

Curriculum Overviews	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 Unit 1- Anatomy and Physiology Externally Assessed	<p>LAA: The effects of exercise and sports performance on the skeletal system:</p> <ul style="list-style-type: none"> Structure of skeletal system Function of skeletal system Joints Responses & adaption due to exercise Additional factors affecting the skeletal system <p>LAB: The effects of exercise and sports performance on the muscular system:</p> <ul style="list-style-type: none"> Characteristics and functions of different types of muscles Location of major muscles 	<p>Continuation of LAB- muscular system:</p> <ul style="list-style-type: none"> Antagonistic muscle pairs Tyles of muscle contractions Fibre types Responses and adaptations to exercise. Additional factor affecting the muscular system. <p>LAC: The effects of exercise and sports performance on the respiratory system:</p> <ul style="list-style-type: none"> Structure of the respiratory system Function Lung volumes Control of breathing. 	<p>Continuation of LAC- respiratory system.</p> <ul style="list-style-type: none"> Responses and adaptations to exercise. Additional factors affecting the respiratory system. <p>LAD: The effects of sport and exercise performance on the cardiovascular system.</p> <ul style="list-style-type: none"> Structure of the cardiovascular system Function Nervous control of cardiac cycle Responses and adaptations to exercise Additional factors affecting the cardiovascular system. 	<p>LOE: The effects of exercise and sports performance on the energy systems:</p> <ul style="list-style-type: none"> The role of ATP in exercise The ATP-PC system in exercise and sports performance The lactic acid system in exercise and sports performance The aerobic system in exercise and sports performance Adaptations of the energy system to exercise Additional factors affecting the energy system <p>Exam preparation and revision Past paper practice individually and as a class Model answer sharing</p>	<p>Continuation of exam preparation and revision Past paper practice individually and as a class Model answer sharing Exam masterclasses</p> <p>Formal Exam</p> <p>Introduction to Unit 4 Sports Leadership</p> <ul style="list-style-type: none"> Skill, qualities and characteristics of leaders. Session planning Risk assessment 	Continuation of induction into Unit 4.
Year 12 Unit 2- Fitness Training and Programmin g for Health, Sport and Well-being Externally Assessed	<p>Learning Aim A – Lifestyle factors and their effect on health and wellbeing</p> <p>A1 Positive Lifestyle factors Exercise/physical activity Balanced diet Sleep</p> <p>A2 Negative Lifestyle factors Smoking Alcohol Stress</p> <p>A3 Lifestyle Modification techniques Strategies, techniques and barriers</p> <p>Knowledge assessment throughout Exam practice questions</p>	<p>Learning Aim B Understanding Screening processes for training programming</p> <p>B1 Screening processes Questionnaires and legal considerations</p> <p>B2 Health monitoring testing</p> <p>B3 Health monitoring interpretation</p> <p>Knowledge assessment throughout Exam question practices</p> <p>Learning Aim C Programme related needs</p> <p>C1 Common nutritional terminology RDA, Calories, joules, energy balance.</p> <p>C2 Components of a Balanced diet Macronutrient, micronutrients, hydration</p> <p>C3 Nutritional strategies Adaptations to gain/lose weight Ergogenic aids Sports drinks</p> <p>Knowledge assessment throughout</p>	<p>Learning Aim D Methods of training for components of fitness</p> <p>D1 Components of fitness – Physical fitness and Skill related fitness Muscular Endurance Muscular Strength Flexibility Aerobic Endurance Body composition Speed Agility Balance Coordination Power Reaction time</p> <p>D2 Training methods</p> <p>Knowledge assessment throughout Exam practice questions</p>	<p>Learning Aim E Training program design</p> <p>Knowledge assessment throughout Exam practice questions</p> <p>Exam preparation and revision Past paper practice individually and as a class Model answer sharing</p>	<p>Continuation of exam preparation and revision Past paper practice individually and as a class Model answer sharing Exam masterclasses</p> <p>Formal Exam</p> <p>Introduction to Unit 3 Professional Development in the Sports Industry Research tasks: Scope and provision of the sports industry Careers and jobs in the sports industry Professional training routes.</p>	Continuation of induction into Unit 3.



		Exam practice questions				
Year 13 Unit 3- Professional Development in the Sports Industry Internally Assessed	<p>Unit 3 Learning aim A - Understand the career and job opportunities in the sports industry:</p> <p>Scope and provision of the sports industry Careers and jobs in the sports industry Professional training routes, legislation and skills in the sports industry Sources of continuing professional development</p>	<p>Unit 3 Learning aim B - Explore own skills using a skills audit to inform a CDAP:</p> <ul style="list-style-type: none"> Personal skills audit for potential careers Planning personal development towards a career in the sports industry <p>Assessment window 1. (Nov-Dec)</p>	<p>Unit 3 Learning aim C - Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway:</p> <ul style="list-style-type: none"> Job applications Interviews and selected career pathway-specific skills CV and letter of application prepared for job in the leisure industry Mock interviews completed 	<p>Unit 3 Learning aim D - Reflect on the recruitment and selection process and your individual performance:</p> <ul style="list-style-type: none"> Formal interview takes place Review and evaluation of recruitment process Updated SWOT and action plan <p>Assessment window 2 (May-Jun)</p>	<p><i>Assessment window 2 continued (May-Jun)</i></p>	N/A- course finished
Year 13 Unit 4- Sports Leadership Internally Assessed	<p>Unit 4: Sports Leadership - A - 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.</p> <p>A1 Different leadership roles A2 Skills, qualities, characteristics and application A3 Importance and effective use of skills, qualities and characteristics when leading</p>	<p>Comparing and contrasting different leaders identifying higher order of skills</p> <p>Learning Aim A – Assessment Window Dec deadline</p>	<p>B - Examine the importance of psychological factors and their link with effective leadership</p> <p>B1 Psychological factors that could impact on leadership B2 Leadership and psychological factors</p> <p>Assessment Window March Deadline</p>	<p>C Explore an effective leadership style when leading a team during sport and exercise activities</p> <p>C1 Expectations of leadership C2 Practical skills required for different leadership styles C3 Leading a sport and exercise activity</p> <p>Assessment – Lesson Plan and practical Delivery April/May</p>	<p>C4 Effectiveness and impact of leadership on a sport and exercise activity</p> <p>Assessment – Review of delivery and SWOT analysis May - June</p>	N/A Course complete

Texts, Exam Boards, and Useful Websites:

Key Stage 5 (Year 12 - 13)
Course Specification: Specification - BTEC National Certificate in Sport (pearson.com)
Unit 1 & 2 revision guide & work book link: Pearson REVISE BTEC National Sport Units 1 & 2 Revision Guide inc online edition - 2023 and 2024 exams and assessments: for home learning, 2022 and ... and exams (REVISE BTEC Nationals in Sport) : Hartigan, Sue, Sharp, Kelly: Amazon.co.uk: Books
Unit 1: Anaerobic energy systems: Anaerobic System (Anaerobic glycolysis) (youtube.com)
Unit 1: Aerobic energy system: Aerobic Energy System - YouTube



Unit 2: Fitness training and programming

[Better Health - NHS \(www.nhs.uk\)](http://www.nhs.uk)

[The Eatwell Guide - NHS \(www.nhs.uk\)](http://www.nhs.uk)

[NRTV MTN82 B overemployed GS explainer A150 C356 S11 16x9 V5 \(youtube.com\)](https://www.youtube.com/watch?v=A150C356S11)

Unit 4: Sports Leadership

[https://activeteach-prod.resource.pearson-intl.com/r00/r0060/r006060/r00606070/current/unit%204 la a clip 1.m4v](https://activeteach-prod.resource.pearson-intl.com/r00/r0060/r006060/r00606070/current/unit%204%20la%20a%20clip%201.m4v)

[Group Cohesion \(youtube.com\)](https://www.youtube.com)

Bandura Bobo doll: [Summer Campaign 20s TVC 2 \(youtube.com\)](https://www.youtube.com)

CORE PE- KEY STAGE 3 & 4 CURRICULUM MAP

Curriculum Overviews	PE Rotations
KS3	<p>The aim of physical education is to develop students in all three domains: psychomotor, cognitive and affective. We strive for a mastery approach where students have the time to develop a sense of competence before new concepts are introduced. The school values are essential in moulding a rounded individual which are reflected in lesson planning and teaching and learning. Students are assessed equally over all the domains which are referred to as the head, heart and hands.</p> <p>Students have the opportunity to experience a range of different environments including: invasion games, net and wall games, striking and fielding, performing at maximum levels and gymnastics/ dance. Sports/ activities are planned on a rotation to maximum the best use of facilities enabling variety in the curriculum.</p> <p>Year 7: rugby, football, netball gymnastics, cricket, rounders, basketball, table tennis, badminton and athletics. Year 8: rugby, football, netball gymnastics/ Parkour, cricket, rounders, basketball, table tennis, badminton and athletics. Year 9: rugby, football, netball, aesthetics (which could be dance, trampolining, gymnastics or Parkour), cricket, rounders, basketball, table tennis, badminton, fitness and athletics.</p>
KS4	<p>In terms 1 & 2 students have the ability to choose between traditional team based sports and alternative/ individual based sports or activities such as Hiit session, badminton, table tennis etc. In term 3 all students will complete athletics and striking and fielding based curriculum which will take into account the needs and interest of individual groups to promote engagement. Offering students choice will give them a sense of ownership and allow them to feel more valued so that their motivation and participation improves.</p> <p>Team based sports pathway Rugby, football, basketball, volleyball, netball, fitness, athletics, softball, rounders and cricket.</p> <p>Individual based sports pathway Badminton, table tennis, short tennis, fitness, athletics, softball, rounders and cricket.</p>