# Subject Curriculum Map: BTEC SPORT TECH AWARD Year 11: 2024-25

## Exam Board & Assessment Method: PEARSON – 40% terminal examination, 60% Pearson set assignments

## Curriculum Intent:

Year 11GCSE PE aims to solidify student's current strengths in practical performance based on previous year 9 and 10 work and create areas of opportunity that could be used to firstly to support moderation of students' practical performances and secondly in future as life-long sport throughout students' lives. It will cover theoretical topics on the sociocultural influences on performance and enable students to get a deeper understanding of their background and sporting experiences. Similarly, students will cover a health, fitness and well-being topic which allows students to understand how sport and physical activity impact on the individual, how different social groups face potential barriers to participation and students will start to understand certain health issues facing modern society. It will show the links that exist between key concepts covered across years 9 and y10. These topics will form the basis for the answering of questions on Paper 2 of the terminal examination. Students will understand the requirement to show their knowledge (AO1), ability to apply knowledge to practical performance (AO2) and how to judge the impact on performance (AO3). Literacy within the theoretical part of the course is covered with a focus on developing subject specific words and the ability to write an extended answer using connectives, whilst numeracy skills will be developed when looking at data as part of particular topics (participation rates of sociocultural groups, percentages of macro nutrients in a balanced diet, performance analysis aids using technology). For SMSC practical lessons will develop student resilience to maintain high levels of performance, cover the importance of working together to achieve and working to follow rules to maintain safe working environments.

## Curriculum Implementation:

Y11 lessons are taught in mixed ability groups according to gender, in order to facilitate effective delivery of activities for practical assessment. It is taught over 5 lessons per fortnight with 3 lessons devoted to theoretical work and 2 for practical work. Homework is used to consolidate learning/extend learning and is set at least once per fortnight. Teachers use a range of different methods to help students learn; I do, we do, you do, text book, paired/group work. Lessons are structured to provide a sound knowledge base that students can then use to build their understanding and be able to apply this knowledge to both themselves and in relation to a wider range of practical performance situations. This may be achieved through finding information from texts, discussion work or visual prompts. Students may check their own understanding through self-assessment or engage in collaboration with others to peer assess their work. The vast majority of work is differentiated to support/stretch students. Work will make a clear link between theoretical knowledge and application to practical and this occurs throughout each theme of the course. Students are encouraged to attend extra-curricular activities in order to impact positively on practical performance.

## Curriculum Impact:

By the end of year 11 students will be able to show a deeper knowledge of how (their) performance in physical activity is influenced by the sociocultural factors and influences covered. They will be able to show with reference to practical situations how performance can be made better with reference to the dietary choices, effective uses of technology, physical, social and mental health and the ethical choices faced as a performer. Students should be able to show in written work that

they can recognise the purpose of command words used in exam questions and respond appropriately to multiple choice, short and longer answer questions. In practical work students will be able to replicate the technique of basic skills more successfully according to a technical model and execute these when put under increasing levels of challenge. They should be showing where appropriate the ability to gain an advantage over opponents when in competitive situations for both individual activities and team games.

| **Year 11** | **Autumn 1**<br>**Sept-Oct** | **Autumn 2**<br>**Nov-Dec** | **Spring 1**<br>**Jan-Feb** | **Spring 2**<br>**Feb-April** | **Summer 1**<br>**April – May exam** |
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| **Themes, Concepts & Ideas** | **<u>Component 1: Preparing participants to take part in sport and physical activity.</u>**<br><br>**Theory** – Learning Aim C<br><br>"Be able to prepare participants to take part in physical activity"<br><br>**<u>C1:</u>**<br>Planning a warm up 1: pulse raiser activities.<br><br>• Pulse raiser response of the cardiorespiratory and musculoskeletal systems.<br><br>• Mobiliser activities.<br><br>• Preparation stretches.<br><br>• Preparation stretch response of the cardiorespiratory and musculoskeletal systems.<br><br>**<u>C2:</u>**<br><br>Adapting warm-ups for different types of participants and activities.<br><br>• Specific to the participants.<br><br>• Specific to the physical activity.<br><br>**<u>C3:</u>**<br>Delivering a warm-up to prepare participants for physical activity. | **<u>Component 3: Developing fitness to improve other participants performance in sport and physical activity.</u>**<br><br>**Theory** – Learning Aim A/B<br><br>A Explore the importance of fitness for sports performance<br><br>A1 The importance of fitness for successful participation in sport<br><br>A2 Fitness training principles Learners need to be able to understand the principles of training and how they can be applied to training programmes.<br><br>A3 Exercise intensity and how it can be determined<br><br>B Investigate fitness testing to determine fitness levels<br><br>B1 Importance of fitness testing and requirements for administration of each fitness test<br><br>B2 Fitness test methods for components of physical fitness. | **<u>Component 3: Developing fitness to improve other participants performance in sport and physical activity.</u>**<br><br>**Theory** – Learning Aim B/C<br><br>B3 Fitness test methods for components of skill-related fitness.<br><br>B4 Interpretation of fitness test results.<br><br>C Investigate different fitness training methods.<br><br>C1 Requirements for each of the following fitness training methods.<br><br>C2 Fitness training methods for physical components of fitness.<br><br>C3 Fitness training methods for skill-related components of fitness. | **<u>Component 3: Developing fitness to improve other participants performance in sport and physical activity.</u>**<br><br>**Theory** – Learning Aim C/D<br><br>C4 Additional requirements for each of the fitness training methods.<br><br>C5 Provision for taking part in fitness training methods.<br><br>C6 The effects of long-term fitness training on the body systems.<br><br>D Investigate fitness programming to improve fitness and sports Performance.<br><br>D1 Personal information to aid training fitness programme design<br><br>D2 Fitness programme design.<br><br>D3 Motivational techniques for fitness programming. | **Theory** – *Revision for component 3 exam, exam prep.* |
| **Knowledge and understanding** | **Theory –**<br>C1 Planning drills and conditioned practices to develop participants' sporting skills. | **Theory –**<br>A1 Defining the components of fitness. Linking sports and activities to the required components of fitness. | **Theory –**<br>B3 Students to complete skill related and physical components of fitness tests. | **Theory –** | **Theory –** |

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| | C2 Drills to improve sporting performance.<br><br>C3 Deliver to peers a planned 3 part warm up. | A2 Applying fitness training principles to performers and applying overload.<br><br>A3 Student self Max Heart Rate calculation<br><br>B1 Planning fitness test protocols alongside reasons for and limitations of fitness testing.<br><br>B2 Measuring the components of fitness and demonstrating how data is collected. | B4 Interpretation and comparison of fitness test results.<br><br>C1 The principles of training and overload. Applications of the principles of training | | |
| **Subject specific skills** | **Theory** – Students to analyse their experience as a sports performer in relation to prevalent influential factors which have impacted them.<br><br>**Practical: Sport 1**<br>Skill technique, use of tactics, communication, understanding of role as competitor in isolated drills and full context versions of the sport. | **Theory** – Students to evaluate the impact of their diets and understand how to lead a balanced lifestyle – especially important in busy life periods such as exam seasons.<br>Exam technique before mock exams – BUG and KAI – for both papers 1 and 2.<br><br>**Practical: Sport 2**<br>Skill technique, use of tactics, communication, understanding of role as competitor in isolated drills and full context versions of the sport. | **Theory** – Students to justify suitable somatotypes in relation to different sports. Students will also evaluate their lifestyles to reflect on knowledge of balanced diets and energy expenditure.<br><br>**Practical: Sport 3**<br>Skill technique, use of tactics, communication, understanding of role as competitor in isolated drills and full context versions of the sport. | **Theory** – Continuation of using structured methods when answering exam style questions: BUG and KAI.<br><br>**Practical:** to show resilience in performing under pressured circumstances in moderation process. | **Theory** – Continuation of using structured methods when answering exam style questions: BUG and KAI.<br><br>**Practical:** N/A as marks have been submitted and moderated. |
| **Social, Moral, Spiritual, Cultural** | **Theory:**<br>**C:** Appreciate the place of physical activity in society<br>Challenge gender stereotyping in sport<br><br>**Practical:**<br>**Soc:** Show tolerance of others<br>**M:** Develop a class set of values based on mutual respect | **Theory:**<br>**C:** Appreciate the consequences of lifestyle choices on the individual and their society<br><br>**Practical:**<br>**Soc:** Work successfully in a group | **Theory:**<br>**C:** Appreciate diversity in sport and how people prepare<br>**C:** Work alongside those from different backgrounds<br><br>**Practical:**<br>**M:** Follow rules appropriate to tactical play<br>**Spir:** Develop the ability to reflect | **Theory:**<br>M: principles of respect in group work tasks for revision<br><br>**Practical:**<br>**M:** Follow rules appropriate to tactical play to succeed in team and individual performance | **Theory:**<br>M: principles of respect in group work tasks for revision |
| **Skills For life** | **Theory lessons**:<br>**literacy** and **communication** to use the correct terminology in given examples – both in verbal discussion and in written answers | **Theory lessons**:<br>**literacy** and **communication** to develop a clear line of reasoning for justification and evaluation | **Theory lessons**:<br>**numeracy** when analysing graphs | **Theory lessons**:<br>**numeracy** when describing graphs.<br><br>**Leadership for own learning** – set personal goals to achieve and attend revision club | **Theory lessons**:<br>**literacy** when writing a response |

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| | **Resilience** aiming to improve scores in assessments and subject terminology quizzes<br><br>**Practical lessons**: (sport 1)<br>**Building resilience** and problem solving to achieve the best possible outcome in a range of challenging practice situations and full context environment. | **Problem solving** how sport overcomes various social issues<br><br>**Practical lessons**:<br>(sport 2)<br>**Building resilience** and problem solving to achieve the best possible outcome in a range of challenging practice situations and full context environment. | **Practical lessons**:<br>**building resilience** in conditioned competitive situations<br><br>**Independence** in order to take feedback for areas of improvement and practice accordingly to make progress | **Practical lessons**:<br>**problem solving**, when faced with attacking and defensive situations<br>**communication** that allows effective **teamwork** with others<br>**leadership** in game activities building resilience in the fully competitive situation | **Practical lessons**:<br>**problem solving** when improving technique in chosen events, **independence** and **resilience** to maximise performance |
| **FBV** | **Mutual tolerance and respect** (focused on those with different abilities and backgrounds)<br><br>**Rule of law**: In practical work, the importance of following rules will be emphasised to maintain discipline in performance. | **Rule of law:** in theory work - looking at the consequences (both legal and in sport) of banned or illegal substances<br><br>**Rule of law**: In practical work, the importance of following rules will be emphasised to maintain discipline in performance. | **Mutual tolerance and respect** (focused on different body types, and developing an understanding of healthy society)<br><br>**Rule of law**: In practical work, the importance of following rules will be emphasised to maintain discipline in performance. | **Mutual tolerance and respect** – group work and communication skills<br><br>**Rule of law**: In practical work, the importance of following rules will be emphasised to maintain discipline in performance. | **Mutual tolerance and respect** – group work and communication skills |
| **Stretch & challenge** | Articles to analyse and comprehend current examples of psychological factors | A level articles to analyse and comprehend<br>"Find 3 key…"<br><br>Research one social group and how issues/ influences can impact engagement | Exam style questions from exampro in independent, timed conditions.<br>Research additional influences on participation in sport and physical activity | Exam style questions from exampro in timed conditions in lesson, and independently as wider learning. | Exam style questions from exampro in independent, timed conditions, and independently as wider learning. |
| **Key assessment focus, suggested assessments** | Return from summer break:<br>Component 2 Learning Aim A+B Retrieval Test.<br><br>Component 1 (Re-submission) controlled assessment written coursework.<br><br>Component 2 controlled assessment written coursework. | Definitions and applications test.<br><br>Learning Aim A end of learning aim retrieval test. | Definitions and applications test.<br><br>Learning Aim B end of learning aim retrieval test. | Definitions and applications test.<br><br>Learning Aim C end of learning aim retrieval test.<br><br>Learning Aim D end of learning aim retrieval test.<br><br>Component 3 Practical Assessment.<br><br>Y11 Component 3 Mock Paper | Knowledge application through planning answers to questions<br><br>Time-keeping skills for each type of question.<br><br>Component 3 Practical Assessment. |
| **Special events** | | | | | BTEC Component 3:<br>Ever learner live YouTube event. |
| **Visits/extra-curricular** | Staffordshire University visit – participate in key topics from BTEC course and to explore where PE can lead next. | Thursday night after-school coursework support and revision. | Thursday night after-school coursework support and revision. | Thursday night after-school coursework support and revision. | Thursday night after-school coursework support and revision. |

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| | Thursday night after-school coursework support and revision. | | | | |
| **Homework/Independent Learning** | | Consolidate knowledge through revision and exam question practice. | Consolidate knowledge through revision and exam question practice. | Consolidate knowledge through revision and exam question practice. | Revision for exam of all topics covered. |