Subject Curriculum Map: BTEC SPORT TECH AWARD Year 10: 2024-25

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

Curriculum Intent:

Year 10 BTEC PE aims to improve and refine student's current strengths in practical performance based on previous year 9 work and develop existing areas of performance that could be used in the future. The course is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

Curriculum Implementation:

Y10 lessons are taught in mixed ability and gender groups. It is taught over 5 lessons per fortnight which are a mix of practical and theory teaching based on the topic being taught. 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; scaffolding, hinge points, blooms, think, pair, share, 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 Pearson set assignments. 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 on practical performance.

Curriculum Impact: By the end of year 10 students will be able to show a deeper knowledge of physical activity and participation, equipment in sport, warm ups, leading warm ups, officials and planning session drills. They will be able to show with reference to practical situations and how to create accounts regarding the various topics to promote participation. Students should be able to show in written work that they can recognise the purpose of command words used in exam questions and also how to incorporate these along with subject specific terms into their coursework. In practical work students will be able to replicate 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. Students will also develop leadership skills when delivering warm ups and coaching sessions.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	**Component 1: Preparing participants to take part in sport and physical activity.** **Theory** – Learning Aim A "Explore types and provision of sport and physical activity for different types of participants"	**Component 1: Preparing participants to take part in sport and physical activity.** **Theory** – Learning Aim B "Examine equipment and technology required for participants to use when taking part in sport and physical activity"	**Component 1: Preparing participants to take part in sport and physical activity.** **Theory** – Learning Aim C "Be able to prepare participants to take part in physical activity"	**Component 2: Taking part and improving other participants sporting performance.** **Theory** – Learning Aim A "Understand how different components of fitness are used in different physical activities"	**Component 2: Taking part and improving other participants sporting performance.** **Theory** – Learning Aim B **"**Be able to participate in sport and understand the roles and responsibilities of officials"	**Component 2: Taking part and improving other participants sporting performance.** **Theory** – Learning Aim C **"**Demonstrate ways to improve participants sporting techniques"
Knowledge and understanding	Theory – A1 Types and providers of sport and physical activities A2 Types and needs of sport and physical activity participants A3 Barriers to participation in sport and physical activity for different types of participant A4 Methods to address barriers to participation in sport and physical activity for different types of participant	Theory – B1 Different types of sports clothing and equipment required for participation in sport and physical activity B2 Different types of technology and their benefits to improve sport and physical activity participation and performance B3 The limitations of using technology in sport and physical activity Practical – Part 1 advanced skills for activity	Theory – C1 Planning a warm-up C2 Adapting a warm-up for different categories of participants and different types of physical activities C3 Delivering a warm-up to prepare participants for physical activity	Theory – A1 Components of physical fitness A2 Components of skill-related fitness	Theory – B1 Techniques, strategies and fitness required for different sports B2 & 3 Officials, Rules and regulations in sports	Theory – C1 Planning drills and conditioned practices to develop participants' sporting skills C2 Drills to improve sporting performance

Subject specific skills	**Theory** – To contextualise sport in the UK you will gain an understanding of the different providers of sport and careers that are available to you in each area. This will also develop your knowledge of different types of sports and how suitable they are for certain groups of people. The context of sport in general society will then be explored to demonstrate progression routes and identify realistic job opportunities. In this component, you will develop transferable skills, such as research and analytical skills and will give you opportunities to develop skills in the different technologies used in sport and activity, which will support your progression to Level 2 or 3 vocational or academic qualifications.	**Theory** – In this component, you will also explore how technology can enhance and develop performance in sport and physical activity. Technology can be used as a tool to enhance participation in sport and physical activity. This component investigates the benefits that technological advances have created in the sector and the potential limitations that technology may still have. In this component, you will develop transferable skills, such as research and analytical skills and will give you opportunities to develop skills in the different technologies used in sport and activity, which will support your progression to Level 2 or 3 vocational or academic qualifications.	**Theory** – It is important to have a healthy body if you want to be successful in sport and physical activities. This component focuses on the impact of sport and physical activity on the body systems, giving you the fundamental underpinning knowledge for study in this sector. You will study the short- and long-term effects of regular participation in exercise to understand how we can enhance our body systems through sport. In this component, you will develop transferable skills, such as research and analytical skills and will give you opportunities to develop skills in the different technologies used in sport and activity, which will support your progression to Level 2 or 3 vocational or academic qualifications.	**Theory** – This component introduces you to the different components of physical and skill-related fitness and how they impact on performance in a variety of different types of sports and physical activities. You will explore the different skills required for participation and the different strategies that can be used to develop performance.	**Theory** – Having a good understanding of the rules of sport is important for both participant and officials. You will learn about the different types of official and their roles in different sports and the rules of the different sports.	**Theory** – , this component will help you to explore ways to improve other participants' performance through breaking down skills and techniques into their component parts and using demonstrations, teaching points and appropriate drills to develop and improve their performance.
Social, Moral, Spiritual, Cultural	Soc: Use listening skills to effectively work with others Soc: Show tolerance of others M: Have a set	C: Work with those from different backgrounds. Soc: Work successfully in a group	Spir: Use imagination and creativity to understand topic when creating warm up	C: Work alongside those from different backgrounds	M: Recognise right and wrong in sport, respect the rules	Spir: enjoy learning about own performance and others through analysis

	of values based on respect Follow rules of competition for fairness Spir: Show persistence and resilience to achieve excellence in competition C: understanding different background and access opportunities	M: Follow basic rules appropriate to equipment usage C: Understand how people may have different access to equipment	M: Understand the importance of preparation for well-being, keeping particpants safe Spir: Develop the ability to reflect	Spir: Exploring different fitness needs in sport	M: Follow rules to maintain a safe environment M: Abide by unwritten rules appropriate to sport covered	M: Follow rules of competition for fairness Spir: Show persistence and resilience to achieve excellence
Skills For life	**Theory lessons**: **literacy** and **communication** to use the correct terminology in given examples **Numeracy** when describing graphs. **Practical lessons**: **communication** using non-verbal methods, **building resilience** in practice situations	**Theory lessons**: **literacy** and **communication** to develop a clear line of reasoning **Creativity** – guided discovery of the effects of exercise through practical activities **Practical lessons**: **communication** using verbal methods, **building resilience** in challenging practice	**Theory lessons**: Present complex information logically **Practical lessons**: **building resilience** in conditioned competitive situations **Independence –** setting personal SMART targets in relation to their sport	**Theory lessons**: **Literacy:** read and summarise information from different sources **Problem solving** – creating diagrams and understanding the ways levers operate **Creativity** – making levers **Practical lessons**: **problem solving**, when faced with attacking and defensive situations **communication** that allows effective **teamwork** with others **leadership** in game activities building resilience in the fully competitive situation	**Theory lessons**: **literacy** when writing an response **Resilience –** Understanding the techniques to use in performance when experiencing pressure **Practical lessons**: **problem solving** when improving technique in chosen events, **independence** and **resilience** to maximise performance	**Theory lessons**: **independence** when carrying out coursework **numeracy** when describing arousal graphs **Literacy**: present ideas clearly **Practical lessons**: **Using tactics in competitive athletics**
FBV	**Mutual tolerance and respect** (focused on those with different levels of practical ability). **Rule of law**: In practical work, the importance of following rules will be emphasised to maintain discipline in performance.	**Tolerance** – Understanding people will experience varying levels of the effects of exercise depending on lifestyle	**Rule of law**: In practical work, the importance of following rules will be emphasised to make play safe for all.	**Individual liberty** – setting aspirational SMART targets for our personal sports performance	**Mutual tolerance and respect** (focused on fitness).	**Rule of law**: In practical work, the importance of following rules is discussed to arrive at the correct result.

Stretch & challenge	Exampro questions, part of independent wider learning	Create personal project of how to prepare for performance	Exampro questions, part of independent wider learning	Picture analysis from a range of sources identifying levers, planes, axes	Articles to analyse and comprehend current examples of psychological factors	
Key assessment focus, suggested assessments	Key words Knowledge quiz Monitoring test – respiratory system and energy	Key words Knowledge quiz Monitoring test – Effects of exercise	Key words Knowledge quiz Monitoring test – Movement analysis	Key words Knowledge quiz Year 10 exam	Key words Knowledge quiz Monitoring test – Skills and targets, sport psychology	Key words Knowledge quiz Coursework drafts and STAR feedback Year 10 Exam Paper 1
Special events					BTEC Ever learner Component 3 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. Manchester city visit on elite sports person lifestyle	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.	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.
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.	