





# Curriculum Content Map

Subject: BTEC Sport

Year group: 10

	Term 1	Term 2	TERM 3
Unit title & description	<b><u>Component 1: Preparing Participants to take part in sport and physical activity</u></b>	<b><u>Component 1: Preparing Participants to take part in sport and physical activity</u></b>	<b><u>Component 2: Taking part and improving other participants sporting performance</u></b>
Sequencing - Why is this taught and now?	Start of course. Most practical Unit. Links to Core PE Yr7-9.	Practical course links to students leading independent warm-ups in Core PE from Yr7-9.	Links to deeper learning curriculum they will have learnt throughout KS3 such as components of fitness.
Knowledge (relates to deeper learning curriculum)	Students learn about the types and riders of sports equipment.	Students review their own performance. They need to discuss their strengths and weaknesses.	Components of fitness and practical examples Training zones Rules and regulations in sport Sports techniques
Skills	Students learn how to plan and deliver a warm-up. Students learn how to adapt a warm-up for the needs of different types of participants.	Students learn to analyse their own performance and suggest areas for improvement.	Students develop extended writing.
Retrieval practice Prior knowledge and skills that are revisited	Prior knowledge of warm-ups and key concepts taught throughout KS3 such as warm-ups, bones and muscles.		Students learn key terms and definitions.
Literacy including extended writing	Students must complete assignment based task. Students must be able to use key words.		Students must complete assessments in line with BTEC Specification. Students must be able to use key words. Students need to use grammar correctly and accurately.
Numeracy	Students must be able to scorekeep. Students will learn how to calculate heart rate zones.		Students must use data effectively as part of fitness testing.
Enrichment learning	Clubs are available each term during lunchtime and after school. Basketball every day at lunchtime in sports hall (have attendance = 25-30), astro turf open for football each day (ave attendance = 40 for Yr 9). Yr 11 also have a Basketball league. After school clubs include but not limited to football, netball, trampolining, basketball, handball, athletics, rounders, cricket, softball, table tennis, badminton, cricket.		Clubs are available each term during lunchtime and after school. Basketball every day at lunchtime in sports hall (ave attendance = 25-30), astro turf open for football each day (ave attendance = 28 for Yr 10). Yr 11 also have a Basketball league. After school clubs include but not limited to football, trampolining, basketball, handball, athletics, rounders, cricket, softball, table tennis, badminton, netball, cricket. We have also ran indoor ski trips, sports day. We also are looking to develop community links through a variety of activities including canoeing, cheerleading, trampolining, football, mixed martial arts.

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British values 	<p>Democracy – equal opportunities for all students who participate in activities.</p> <p>Rule of law – students learn about the rules and regulations of two different sports.</p> <p>Personal Liberty – students have opportunity to give their opinion when evaluating their own performance during Unit 2 Assignment 3.</p> <p>Mutual respect – the basis by which sport is built is demonstrating ‘sportsmanship’, something which is promoted in all lessons. They also have to officiate during competitions.</p>	<p>Democracy – equal opportunities for all students who participate in activities.</p> <p>Rule of law – students learn about how to lead groups of people through sports leadership (including how to discipline).</p> <p>Personal Liberty – students have opportunity to give their opinion when evaluating their own performance during Unit 6: Leading Sports Activities.</p> <p>Mutual respect – the basis by which sport is built is demonstrating ‘sportsmanship’, something which is promoted in all lessons. They also have to lead activities and participate in others sports activities (demonstrating respect).</p>
Character 	<p>Resilience – Receiving feedback from others and then acting on it. Continuing with the lesson despite poor weather conditions. Having a positive attitude towards winning and losing as well as feedback received.</p> <p>Confidence – seeing success in an activity and receiving praise of being selected to represent the school or being selected as a captain/leader.</p> <p>Independence – Refereeing and umpiring in a range of different activities.</p>	<p>Resilience – Receiving feedback from others and then acting on it. Continuing with the lesson despite poor weather conditions. Having a positive attitude towards winning and losing as well as feedback received.</p> <p>Confidence – seeing success in an activity and receiving praise of being selected to represent the school or being selected as a captain/leader.</p> <p>Independence – Refereeing and umpiring in a range of different activities.</p>
Careers 	Links to becoming a referee, professional athlete, sports physiologist, physiotherapy, teacher, coach, strength and conditioning.	Links to becoming a referee, professional athlete, sports physiologist, physiotherapy, teacher, coach, strength and conditioning.
Assessment opportunities 	<p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity:</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of supervised assessment. 60 marks.</p>	<p>Component 2: Taking Part and Improving Other Participants Sporting Performance:</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of supervised assessment. 60 marks.</p>
Personalised challenge for all: SEND, HPA	I, we differentiate in a variety of ways: by scaffolding tasks for students, by providing sentence starters (particularly with LAQs and when completing assignments), by setting different tasks, through targeted intervention sessions, 1-1 meetings with students, by using a variety of questioning techniques, in the models that we give students (Pass, Merit or Distinction model answers), in the feedback given on student work to ensure that DIRT is challenging yet achievable. Practically, we differentiate by we usually differentiate in a variety of ways: By space (the size of the area students can use), by time (by the amount of time students are given to master a skill), by equipment (the size of the equipment students use, or the size of the goal/hoop etc. For example, in Basketball we would lower the hoops for students who require it), by people (the number of people in the group. For example, adding in defenders to make an activity more challenging). We also differentiate by role. For example, students would have the opportunity to act as a referee/umpire, coach or act as a data analyst if they were unable to participate.	