










Curriculum Content Map

Subject: BTEC Sport

Year group: 9

	TERM 1	TERM 2	TERM 3
Unit title & description	Unit 2: Assignment 1: Rules and regulations of two sports	Unit 2: Assignment 2: Skills, techniques and tactics in two sports	Unit 2: Assignment 3: Performance review
Knowledge (relates to deeper learning curriculum) 	Students learn the rules and regulations of two different sports.	Students must be able to describe the skills and techniques needed to be successful in two sports. Students must describe and explain the different tactics needed in two different sports. Students must describe the different components of fitness.	Students review their own performance, creating a performance checklist. They need to discuss their strengths and weaknesses.
Skills 	Students learn how to referee/umpire in two separate sports.	Students demonstrate a range of skills in isolation and in a game in two separate situations.	Students learn to analyse their own performance and suggest areas for improvement.
Literacy 	Students must complete assignment based task. Students must be able to use key words.		
Numeracy 	Students must be able to scorekeep. Students must use checklist when analysing performance.		
Enrichment learning 	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 = 40 for Yr 9). 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, yoga/pilates, 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. In addition, we organise a Saturday football team for our boys as well as participating in tournaments each week in a variety of sports and activities.		
British values 	Democracy – equal opportunities for all students who participate in activities. Rule of law – students learn about the rules and regulations of two different sports. Personal Liberty – students have opportunity to give their opinion when evaluating their own performance during Unit 2 Assignment 3. 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.		
Character 	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. Confidence – seeing success in an activity and receiving praise of being selected to represent the school or being selected as a captain/leader. Independence – Refereeing and umpiring in a range of different activities.		
Careers 	Links to becoming a referee, professional athlete, sports physiologist, physiotherapy, strength and conditioning.		

<p>Assessment opportunities</p> 	<p>Students will be assessed in the form of assignments for Unit 2. For each assignment, they can receive a L1 Pass, L2 Pass, Merit or Distinction.</p>
<p>Differentiation</p>	<p>In Yr 9, 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.</p>