

Subject: BTEC Sport Tech Award **Year:** 10 **Ability:**

Term / Date(s)	Component 1 Learning Aim A	Component 1 Learning Aim B	Component 1 Learning Aim C	Component 2 Learning Aim B	Component 2 Learning Aim C	Component 2 Learning Aim A
Topic	Explore types and provision of sport and physical activity for different types of participants.	Examine equipment and technology required for participants to use when taking part in sport and physical activity	Be able to prepare participants to take part in sport and physical activity.	Be able to participate in sport and understand the roles and responsibilities of officials	Demonstrate ways to improve participants sporting techniques.	Understand how different components of fitness are used in different physical activities
Topic overview Pupils will learn...	<p>Students will learn and explore the different types and provision of sport and physical activities.</p> <p>Students will learn the advantages and disadvantages of different sectors that provide sport and physical activities.</p> <p>Students will also learn about the different characteristics of participants and how providers will aim to engage them in sports and physical activities.</p>	<p>Students will learn the different types of equipment used to take part in sport and physical activities.</p> <p>Students will also explore the different technology available for participation in different sport and physical activities.</p> <p>Students will learn about the benefits and limitations of technology for sport and physical activity participation.</p>	<p>Student will learn about the warm-up process that is required to prepare the body to take part in physical activity.</p> <p>Students will learn the responses of the cardiorespiratory and musculoskeletal systems at each stage of the warm-up.</p> <p>Students will learn how to plan and deliver warm-ups for different physical activities and for different types of participants.</p>	<p>Students will learn and demonstrate the skills and strategies required to be able to participate effectively in isolated practices and competitive situations for a selected sport.</p> <p>Students will learn the different roles of officials for a selected sport and will understand the responsibilities associated with each of these roles.</p> <p>Students will learn the key rules of a selected sport and understand how these may be applied in different situations</p>	<p>Students will learn how to work with sports participants to help to improve their sporting skills.</p> <p>Students will learn how to demonstrate techniques and provide clear teaching points to help to develop participants technique to perform sports skills.</p> <p>Students will learn how to plan and deliver different drills and conditioned practices to develop specific sports skills of other participants.</p>	<p>Students will learn each of the components of physical and skill-related fitness.</p> <p>Students will learn how to apply the understanding of the components to team sports, individual sports, outdoor activities and physical fitness activities.</p> <p>Students will learn how the components of fitness impact on performance and how components of fitness can be trained.</p>
Components	<p>Students will explore the different types of physical activity which can be undertaken by a participant. This will include 3 categories of: Team sports, OAA and Physical Fitness.</p> <p>Students will gain knowledge on the different benefits of taking part in different types of activity, including mental, physical and social benefits.</p> <p>Students will gain understanding of how each type of activity is</p>	<p>Students will gain knowledge on the different types of sports clothing and equipment and how they are used to benefit performance and ensure the safety of participants.</p> <p>Students will look specifically at protective/safety equipment and identify ways that this would prevent serious injuries, in addition to first aid equipment for dealing with incidents.</p> <p>Students will also look at equipment used by officials in</p>	<p>Students will learn the different stages of a warm up including pulse raisers and stretches.</p> <p>Students will gain an understanding about why we need to complete a warm up before physical activity and the short-term effects it has on the cardiorespiratory system and musculoskeletal system.</p> <p>Students will learn the location of different voluntary muscles in the body</p>	<p>Students will research the key techniques and tactics across two sports, including the key teaching points of the techniques.</p> <p>Students will perform the key skills and techniques in a range of sports in isolated practices.</p> <p>Students can perform the key skills and techniques in a range of sports in conditioned games.</p>	<p>Students will produce an observation checklist to effectively review their sports performance in a range of skills across two sports.</p> <p>Students will review other participants performances, identifying and describing strengths and weaknesses of their performance.</p> <p>Students can research and apply recommendations of activities to improve their performances across the two sports.</p>	<p>Students will research and learn the components of fitness, including definitions. Components of fitness include: aerobic endurance, muscular endurance, muscular strength, flexibility, body composition and speed.</p> <p>Students will apply the components of fitness to two sports, describing how the components of fitness are important for specific players across the two sports.</p>

	<p>provided by sectors including funding and organisation.</p> <p>Students will evaluate the advantages and disadvantages of each sector, looking into things such as; cost, resources, accessibility and services.</p> <p>Students will gain an insight into all the different types of people who will take part in physical activities and their different requirements of sport to meet their needs. This will also include exploring disabilities and health conditions which may impact on the type of activity which is selected.</p> <p>Students will research the different barriers that may prevent participants from taking part or impact on how often they can take part e.g. time, access, cost, personal barriers and cultural barriers.</p> <p>Students will then make suggestions for how they could overcome barriers for different participants and justify their selection.</p>	<p>sport to and equipment used for data analysis when monitoring player performance.</p> <p>Students will also look into various forms of technology and how advancements have led to improved performance for athletes and improved accuracy for officiating.</p> <p>Students will then explore the limitations with the technology and discover reasons why technology can not advance further in certain aspects of sport.</p>	<p>and how we can prepare these muscles for exercise using static and dynamic stretching.</p> <p>Students will explore different types of warm ups that can be done to prepare the body including various intensities and the use of equipment.</p> <p>Students will revisit different types of participants, as covered in LAA, and consider adaptations to warm ups to make them suitable for each specific participant.</p> <p>Students will use the knowledge they have gained to plan, demonstrate and deliver a warm up for other participants.</p> <p>Students will use communication and demonstrations to support participants through a warm up, providing feedback to participants on how the session went.</p>	<p>Students can perform the key skills and techniques in a range of sports in competitive games.</p> <p>Students will research the rules, regulations and scoring systems across two sports.</p> <p>Students will apply the knowledge of the rules and regulations into different scenarios to explain the proceeding stages of the scenario and why that happens.</p> <p>Students will research the roles and responsibilities of officials across two sports.</p> <p>Students can apply this knowledge to compare and contrast officials between the two sports and explain potential reasons for the comparisons.</p> <p>Students can evaluate the positive and negatives of the rules across two sports to suggest recommendations of improvement to the application of the rules, regulations and scoring systems for both sports.</p>	<p>Students will plan and deliver training sessions to participants to help them improve their performance.</p>	<p>Students will evaluate which components of fitness would be most important for the sports performer and their position.</p>
<p>What pupils should already know (prior learning components)</p>	<p>Students should have some prior knowledge of team and individual sports. Students will also have some limited knowledge of OAA activities e.g. orienteering. Students will also have a good knowledge of physical fitness as developed through the core PE fitness SOL in year 7,8 and 9.</p> <p>Students may also have some prior knowledge of mental,</p>	<p>Students should have some prior knowledge of clothing and equipment from their own sporting experiences and from what they have viewed on tv/online.</p> <p>Students should also have prior knowledge of how some technology has impacted on sports such as VAR and how advancements in things like</p>	<p>Students will have prior knowledge of pulse raisers, dynamic and static stretching from KS3 core lessons.</p> <p>They should know how to complete a warm up independently.</p> <p>Students should have some knowledge about why we warm up e.g. to get blood around the body to the</p>	<p>Students should have prior knowledge of the key skills and techniques practiced in isolation, conditioned games and competitive games within a wide range of sports from KS3 PE.</p> <p>Students should have prior knowledge of the rules, regulations and scoring systems from a wide range of sports from KS3 PE, such as football, rugby, netball,</p>	<p>Students should have prior knowledge of the correct techniques for a variety of skills in a range of sports, aiding them in the review of a sports performance.</p> <p>Students should have an understanding of how to assess performance of themselves or others through assessment tasks used in KS3.</p>	<p>Students should have prior knowledge of the components of fitness from KS3 PE; inclusive of aerobic endurance, muscular endurance, muscular strength, speed, flexibility and body composition.</p> <p>Students should have prior knowledge of the application of the components of fitness into</p>

	<p>physical and social benefits of exercise as taught during KS3 PE, science, SMSC lessons and during learning for life lessons.</p> <p>Students are likely to have some prior knowledge of different types of participant on a basic level eg amateur, semi professional and professional.</p>	<p>footwear could benefit modern day athletes.</p>	<p>muscles and to increase the heart rate.</p> <p>Students will have prior knowledge of different types of participants from LAA of component 1.</p> <p>Students may have some limited knowledge about the location of the voluntary muscles from KS3 core and Science.</p>	<p>basketball, badminton, rounders and cricket.</p> <p>Students should have some prior knowledge of the regulations within a range of sports, including the equipment required and pitch markings.</p> <p>Students may have some prior knowledge of the roles and responsibilities of officials within sports, including the equipment they need and why officials are important.</p>	<p>Students should have prior knowledge of drills that could be used to improve a specific technique or skill in a range of sports.</p>	<p>a variety of sporting examples from KS3 PE.</p>
Transferrable knowledge (skills)	<p>Students' knowledge of different types of activity will transfer into core PE as they will understand the reason why we have a broad curriculum to cater for all preferences and develop participants ability across a range of activities.</p> <p>Students will transfer the knowledge they gain about physical health benefits of exercise into component 2 and component 3 as this aspect features in both components.</p> <p>Knowledge of the different types of participants will be revisited in LAC of component 1 and this knowledge can be transferred to support students in planning a warm up.</p> <p>Students will also be looking at case studies/scenarios which will help them to gather key information and use this to form part of the suggestion/answer. This skill can be transferred into many comprehension based tasks.</p>	<p>Students can transfer their knowledge of rules and regulations learnt during the sports technology aspect of this component into component 2 when looking at rules and officials. This can also cover things like clothing and equipment needed for the officials and the reason why.</p> <p>Students can use the knowledge gained about disabilities and health conditions to consider what technological adaptations may benefit participants who want to take part.</p> <p>Students can transfer examples of protective and safety equipment into real life scenarios when they are actively taking part in exercise in order to be safe and prevent injuries for themselves and other around them.</p>	<p>Students' knowledge of what should be included in a warm up can be transferred across many different aspects of life. They will use this information when taking part in PE lessons, training sessions, before a game and also when coaching other people.</p> <p>The knowledge gained in this component also has very strong links to component 3 which will prepare them for their exam.</p> <p>This knowledge can also be transferred to component 2 when students are delivering sport specific drills to other participants.</p> <p>The skill of communication, leadership and organisation developed through planning and delivering to other students will help students across many areas through their life.</p>	<p>Students' knowledge of the key skills, techniques and tactics from a range of sports can be applied into practical performance and leadership/coaching roles in KS4 core PE and sport outside of school.</p> <p>Students' knowledge of the rules and regulations of a range of sports will support students learning in Unit 6 Learning Aim B in Year 10.</p> <p>Students' knowledge of the rules, regulations and scoring systems from a range of sports can be applied into practical performance and officiating roles in KS4 core PE and sport outside of school.</p>	<p>Students' knowledge and understanding of reviewing a sports performance will support learning in Unit 6, Learning Aim C in Year 10. Analysis skills developed during the review of a sports performance in Unit 2, Learning Aim C will be utilised in Unit 6, Learning Aim C to review the planning and delivery of a sports session and in Unit 3, Learning Aim D in Year 11.</p> <p>Students' understanding of how to review a sports performance can be applied into practical performance and leadership/coaching roles in KS4 core PE and sport outside of school.</p>	<p>Students' knowledge and understanding of the physical components of fitness will support students learning in component 3 in Year 11.</p> <p>Students' knowledge and understanding of the application of the components of fitness to sports performers and why they are important for successful performance in sport will support students learning in component 3 in Year 11.</p> <p>Students' knowledge of the physical components of fitness will be applied into the component 3 in Year 11</p>
Key vocabulary pupil will know and learn	<p>Mental Physical Social Barriers Participant</p>	<p>Technology Limitations Advancements Official Assistance</p>	<p>Muscles Blood pressure Cardiorespiratory Musculoskeletal Heart rate</p>	<p>Tactics Techniques Rules Regulations Official</p>	<p>Strengths Weaknesses Assessment Recommendations Improvements</p>	<p>Skills Aerobic endurance Muscular endurance Muscular strength Flexibility</p>

	National Governing Body Public Private Voluntary OAA Outdoor Adventurous Activities	Regulations Protective Equipment	Intensity Pulse raiser Dynamic Static Preparation	Roles Responsibilities Dimensions Quality of the game Fairness Safety Sanction Scoring systems Recommendations Comparisons	Observations	Body composition Speed Components of fitness
Assessment activities	Coursework completed during Pearson set window in January-February 2023	Coursework completed during Pearson set window in January-February 2023	Coursework completed during Pearson set window in January-February 2023	Students will complete coursework based on the assignment brief through written coursework. Students will be assessed practically in two sports during practical lessons and video evidence.	Students will complete coursework based on the assignment brief through written coursework.	Students will complete coursework based on the assignment brief through written coursework.
Resources available	I:\Curriculum Folders\PE\BTEC Tech Award 2022\Component 1\Learning Outcome A	I:\Curriculum Folders\PE\BTEC Tech Award 2022\Component 1\Learning Outcome B	I:\Curriculum Folders\PE\BTEC Tech Award 2022\Component 1\Learning Outcome C	I:\Curriculum Folders\PE\Btec Sport 2018\Unit 2\Guidance powerpoint.pptx I:\Curriculum Folders\PE\Btec Sport 2018\Unit 2\Rules and Regulations in Sport.pptx I:\Curriculum Folders\PE\Btec Sport 2018\Unit 2\Rules and regulations research sheet.docx I:\Curriculum Folders\PE\Btec Sport 2018\Unit 2\Rules and regulations research sheet prompts.docx I:\Curriculum Folders\PE\Btec Sport 2018\BTEC First Spec 2018.pdf T:\PE\BTEC Sport\Unit 2\Learning Aim B\Skill components of fitness.docx T:\PE\BTEC Sport\Unit 2\Learning Aim B\Sport Techniques.pptx T:\PE\BTEC Sport\Unit 2\Learning Aim B\Tactics in sport	T:\PE\BTEC Sport\Unit 2\Learning Aim C\Sport Analysis Template Learning Aim C.docx T:\PE\BTEC Sport\Unit 2\Learning Aim C\Example Sport Analysis Assignment.docx T:\PE\BTEC Sport\Unit 2\Learning Aim C\Recommendations for improving performance.pptx T:\PE\BTEC Sport\Unit 2\Learning Aim C\Extension Training Plan Template.docx T:\PE\BTEC Sport\Unit 2\Learning Aim C\Strengths and Weaknesses Questions.docx	T:\PE\BTEC Sport\Unit 2\Learning Aim B\Health component of fitness assignment.docx T:\PE\BTEC Sport\Unit 2\Learning Aim B\Skill components of fitness.docx

<p>Notes</p> <p>Why this topic is important...</p>	<p>Students can gain an insight into how vast the sport sector is and that it goes much wider than what they think within their own sport experience.</p> <p>Students can gain an understanding of why different people exercise and what types of exercise would be most suited to them. This would be important for any students who are looking to have a career within the sports sector to understand. Understanding what type of activities are popular amongst different category of participant will also help them when they come to planning and delivering sports drills as part of Unit 2.</p>	<p>This topic will help them to understand the strong link between technology and sports. It is important that students understand how advancements in technology can impact on sports in various different ways. It is also important for students to understand what limitations there are in relation to the technology within sport.</p> <p>This knowledge may be used by the students in the future when participating, officiating or working within a career in sport.</p>	<p>This topic is important as it teaches students the basic requirements of a warm up for all physical activity that they undergo. This can be used in external activity for sports clubs and during PE lessons within school.</p> <p>It is also important that students understand why we makes them warm up as it is seen, by some, as a pointless exercise or chore that must be done at the start of a pe lesson. This topic will help them understand the theory behind why warm ups are essential.</p> <p>This topic is also important because they are taking the theory behind the warm up and applying it by delivering it to other students. This will develop key skills such as communication and leadership, helping to develop students' confidence. This could be a stepping stone for some who want to go into coaching and personal training or just for those who use sport for a hobby.</p>	<p>Students can apply their knowledge and understanding from KS3 PE where students learnt and performed a variety of sports to this learning aim. Students will have performed a range of sports throughout KS3 which will enable them to select two sports to perform in for their practical assessment. Students' knowledge of the key skills, techniques and tactics from this Unit can be applied into practical performance and leadership/coaching roles in KS4 PE.</p> <p>The theoretical knowledge in this learning aim, specifically the components of fitness, will support and be applied to student's learning in Unit 1 and Unit 3 in Year 11. Therefore, by gaining this understanding in Year 10, they will be more prepared for the two units of study in Year 11.</p> <p>Students can apply their knowledge and understanding to this learning aim from KS3 PE, where students learnt a variety of sports and their rules and regulations. This unit provides students with an advanced and applied knowledge of a variety of rules and regulations in a range of sports.</p>	<p>Students will have some prior knowledge of assessing performance through assessment tasks from KS3 PE. Therefore, they will be familiar with how to assess performance. Once students have completed their practical assessments in Unit 2, Learning Aim B, they will review their own performances in the two sports, therefore this Learning Aim needs to occur after Learning Aim B.</p> <p>In addition, the knowledge gained can be applied into Unit 6 and Unit 3, therefore students can transfer and apply their knowledge into later units of the BTEC Sport course.</p> <p>Students will continue to develop and secure their reviewing and evaluation skills from prior Unit 2, Learning Aim A into this learning aim, if achieving the merit and distinction tasks. These skills will be further applied onto later learning aims across the units, if completing merit and distinction level work.</p>	<p>This topic is important because the components of fitness underpin every action, every movement, every performance within sport. There are huge crossovers from this topic in component 2 and in the component 3 exam.</p> <p>Components of fitness interlink with many other important topics within the exam unit such as methods of training and fitness testing. Students must gain secure knowledge of component of fitness in order to properly understand the methods and testing topics.</p> <p>Gaining knowledge of the components will also assist students in how to train these components for themselves and improve individual performance. Additionally, they will be able to identify other participants strengths and weaknesses through using the components of fitness, which will be necessary in LAC of component 2, throughout component 3 and, most importantly, for any aspiring coach or athlete.</p>
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