

**Year 11 PE/ BTEC TECH Award Sport**

**Curriculum intent**

In year 11 All pupils will be taught increasingly complex motor movements and all pupils must be exposed to full range of motor movements. They can use and develop a variety of tactics and strategies to overcome opponents in team and individual games in the following sports in rounders, trampolining, badminton, handball, football, outdoor adventurous activities OAA (orienteering/ mountain biking), fitness and athletics and rotate around these sports in 10 lesson blocks.

They will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best and consolidate year 10 skills and knowledge in a particular technique.

In BTEC sport students will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables students 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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	<p><b>11 A- fitness/ trampolining</b> <b>11B- fitness/ trampolining</b></p> <p><b>Fitness</b> How to widen their experience of health needs to allow ongoing motivation to continue fitness benefits after school life. They will lead and take ownership for their long-term planning. They will be able to discuss their long term needs and/or goals.</p> <p><b>Trampolineing</b> Routine Development Advanced Landing Positions/Rotations/Twists/Combinations, Increased Height,</p>	<p><b>11A- Badminton / Football</b> <b>11B- Football/ Badminton</b></p> <p><b>Badminton</b> Advanced control, outwitting opponents, singles tactics and competition scoring, know the rules and boundaries, doubles rules and regulations.</p> <p><b>Football- Deeper understanding of Football, Competitive Full Game, Match scenario practices</b></p> <p><b>BTEC Component 1 PSA</b> – explore the different types and provision of sport and physical activity available for different types of</p>	<p><b>11A- Handball / Football</b> <b>11B- Handball/ Badminton</b></p> <p><b>Football- Deeper understanding of Football, Competitive Full Game, Match scenario practices</b></p> <p><b>Handball- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball</b> Deeper understanding of Football, Competitive Full Game, Match scenario practices.</p>	<p><b>11A-Football. Fitness / Trampolineing</b> <b>11B- Handball/ OAA</b></p> <p><b>Football- Deeper understanding of Football, Competitive Full Game, Match scenario practices</b></p> <p><b>Handball- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball</b> Deeper understanding of Football, Competitive Full Game, Match scenario practices.</p> <p><b>Fitness</b> How to widen their experience of health needs to allow ongoing motivation to continue</p>	<p><b>11A-Striking and fielding / OAA</b> <b>11B- OAA/ Rounders Golf</b></p> <p><b>Golf</b> Basic rules- par, teeing off, scoring ( Birdie, Eagle, Bogie) Penalties Equipment Balla, Tees Technique</p> <p><b>OAA</b> Further advance of physical conditioning. focus on the fundamentals of movement and body conditioning. Cardiovascular fitness, muscular endurance, orientate the map, how to observe surrounding and markings, team work, and cardiovascular</p>	<p><b>BTEC Component 3: Consolidate year 10/11 knowledge</b></p> <p><b>The basic principles of training frequency, intensity, time, and type (FITT):</b> o frequency – the number of training sessions completed over a period of time, usually per week o intensity – how hard an individual will train o time – how long an individual will train for o type – how an individual will train by selecting a training method to improve a specific component of fitness.</p>

	<p><b>BTEC Component 1 PSA</b> – explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</p>	<p>participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</p>	<p><b>Badminton</b> Advanced control, outwitting opponents, singles tactics and competition scoring, know the rules and boundaries, doubles rules and regulations.</p> <p><b>BTEC Component 1 PSA</b> – explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</p>	<p>fitness benefits after school life. They will lead and take ownership for their long-term planning. They will be able to discuss their long term needs and/or goals.</p> <p><b>Trampolining</b> Routine development advanced landing positions/rotations/twists/combinations, increased height.</p> <p><b>OAA</b> Further advance of physical conditioning. focus on the fundamentals of movement and body conditioning. Cardiovascular fitness, muscular endurance, orientate the map, how to observe surrounding and markings, team work, and cardiovascular fitness for continuous training. Pacing exercises, taking bearings, score competition, deciding control points. Mountain biking, how to navigate obstacles and varying terrains. extended routes.</p> <p><b>BTEC Component 3:</b></p>	<p>fitness for continuous training. Pacing exercises, taking bearings, score competition, deciding control points. Mountain biking, how to navigate obstacles and varying terrains. extended routes.</p> <p><b>Rounders</b> Games play, advanced rule application, full sided match play, advanced skill development, Match scenario practices. Tactical Development and match understanding. Extension of Year 10 with emphasis on games, rules, scoring and competitive scenario.</p> <p><b>BTEC Component 3 :</b></p> <p>The basic principles of training frequency, intensity, time, and type (FITT):</p> <ul style="list-style-type: none"> <li>o frequency – the number of training sessions completed over a period of time, usually per week</li> <li>o intensity – how hard an individual will train</li> <li>o time – how long an individual will train for</li> <li>o type – how an individual will train by</li> </ul>	<p>Learners will understand exercise intensity and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary.</p> <ul style="list-style-type: none"> <li>● Intensity: <ul style="list-style-type: none"> <li>o measure heart rate (HR)</li> <li>o HR intensity to fitness training methods.</li> </ul> </li> <li>● Target zones and training thresholds: <ul style="list-style-type: none"> <li>o calculate training zones</li> <li>o apply HR max to training</li> <li>o aerobic training zone</li> <li>o anaerobic training zone.</li> </ul> </li> <li>● The Borg (6–20) Rating of Perceived Exertion (RPE) Scale <ul style="list-style-type: none"> <li>o <math>RPE \times 10 = \text{Heart Rate (HR)}</math>.</li> <li>● The relationship between RPE and heart rate where: <math>RPE \times 10 = \text{HR (bpm)}</math>.</li> <li>● Calculate 1RM for strength and 15RM for muscular endurance.</li> <li>● Technology to measure exercise intensity: <ul style="list-style-type: none"> <li>o heart rate monitors</li> <li>o smart watches</li> <li>o apps.</li> </ul> </li> </ul> </li> </ul>
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				<p>types of sports requiring specific components of fitness:</p> <ul style="list-style-type: none"> <li>o aerobic endurance – events/sports lasting more 30 minutes</li> <li>o muscular endurance – events/sports lasting more 30 minutes</li> <li>o muscular strength – activities requiring force, e.g. throwing events</li> <li>o speed – activities requiring fast movement, e.g. sprinting</li> <li>o flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts</li> </ul>	<p>selecting a training method to improve a specific component of fitness.</p>	
<b>Skills</b>	<p><b>Trampolining</b> Cradle, cat twist, roller, advanced combinations, 1 ½ twists, turntables, basic somersaults, full somersaults</p> <p><b>Fitness-</b> BMI (height/weight), peak flow, blood pressure, muscular strength training, free weights, core strength.</p> <p><b>BTEC Component 1 PSA</b> Learners will be able to deliver the different</p>	<p><b>Badminton</b> Smash, Drop shots, forehand and backhand development, drive, jump smash.</p> <p><b>Football</b> Leadership, body pass, sliding tackle</p> <p><b>BTEC Component 1 PSA</b> Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity.</p>	<p><b>Badminton-</b> Smash, drop shots, forehand and backhand development, drive, jump smash.</p> <p><b>Handball</b> Hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball. Leadership</p>	<p><b>Trampolining</b> Cradle, cat twist, roller, advanced combinations, 1 ½ twists, turntables, basic somersaults, full somersaults</p> <p><b>Fitness</b> BMI (height/weight), Peak flow, blood pressure, muscular strength training, free weights, core strength.</p> <p><b>Football</b> Leadership, body pass, sliding tackle.</p>	<p><b>Golf</b> Grip, overlap, interlock Stance- swing, balance, power Swing- backswing, follow through, downswing</p> <p><b>OAA</b> Mountain biking skills body position, braking, climbing, descending, cornering and advanced routes</p> <p><b>Rounders</b> Bowling development – spin bowling, angled bowl.</p> <p><b>BTEC Component 3</b></p>	<p><b>BTEC Component 3</b> Draw conclusions, evaluate, assess, explain and identify the effects of long-term fitness training on the body systems.</p> <p>Investigate fitness programming to improve fitness and sports performance</p> <ul style="list-style-type: none"> <li>● Aims – details of what they would like to achieve for the selected sport.</li> <li>● Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training.</li> </ul>

	<p>component of a warm-up to prepare participants to take part in physical activity.</p> <ul style="list-style-type: none"> <li>● Organisation and demonstration of the warm-up activities: <ul style="list-style-type: none"> <li>o space – areas used</li> <li>o equipment</li> <li>o organisation of participants</li> <li>o timing</li> <li>o demonstrations</li> <li>o positioning.</li> </ul> </li> <li>● Supporting participants as they take part in the warm-up; <ul style="list-style-type: none"> <li>o observing participants</li> <li>o providing instructions</li> <li>o providing teaching points</li> <li>o providing feedback to participants.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Organisation and demonstration of the warm-up activities: <ul style="list-style-type: none"> <li>o space – areas used</li> <li>o equipment</li> <li>o organisation of participants</li> <li>o timing</li> <li>o demonstrations</li> <li>o positioning.</li> </ul> </li> <li>● Supporting participants as they take part in the warm-up; <ul style="list-style-type: none"> <li>o observing participants</li> <li>o providing instructions</li> <li>o providing teaching points</li> <li>o providing feedback to participants.</li> </ul> </li> </ul>	<p><b>Football-</b> leadership, body pass, sliding tackle</p> <p><b>BTEC Component 1 PSA</b></p> <p>Learners will explore a range of different types of technology and its use in sport and physical activity to improve performance and participant experience.</p>	<p><b>OAA</b></p> <p>Mountain biking skills body position, braking, climbing, descending, cornering and advanced routes</p> <p><b>BTEC Component 3</b></p> <p>Fitness test methods for components of physical fitness</p> <p>which fitness tests are appropriate to test for each component of tests for each component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.</p>	<p>Draw conclusions, evaluate, assess, explain and identify the effects of long-term fitness training on the body systems.</p>	<ul style="list-style-type: none"> <li>● Lifestyle and physical activity history.</li> <li>● Attitudes, the mind and personal motivation for training.</li> </ul>
<b>Assessments</b>	<p>The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work</p>	<p>The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.</p>	<p>The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to</p>	<p>The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.</p>	<p>The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.</p>	<p>The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.</p>

	<p>and make improvements. Assessment points will be held at the end of each 10-lesson block before the rotation of activities.</p> <p><b>BTEC Component 2 PSA</b> In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments. These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period.</p>	<p>Assessment points will be held at the end of each 10-lesson block before the rotation of activities.</p> <p><b>BTEC Component 2 PSA</b> In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments. These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period.</p>	<p>regularly reflect on previous work and make improvements. Assessment points will be held at the end of each 10-lesson block before the rotation of activities.</p> <p><b>BTEC Component 2 PSA</b> In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments. These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period.</p>	<p>Assessment points will be held at the end of each 10-lesson block before the rotation of activities.</p> <p><b>BTEC Component 3</b> Externally marked exam</p>	<p>Assessment points will be held at the end of each 10-lesson block before the rotation of activities.</p> <p><b>BTEC Component 3</b> Externally marked exam</p>	<p>Assessment points will be held at the end of each 10-lesson block before the rotation of activities.</p> <p><b>BTEC Component 3</b> Externally marked exam</p>
<b>Curiosity</b>	Participation in sport	Technology in sport <a href="https://www.youtube.com/watch?v=VbqZKHh9Q0A">https://www.youtube.com/watch?v=VbqZKHh9Q0A</a>	Physical and mental well being	Components of fitness <a href="https://www.youtube.com/watch?v=KYfenFzupL8">https://www.youtube.com/watch?v=KYfenFzupL8</a>	Roles of officials <a href="https://www.youtube.com/watch?v=wkIeCaNBuQ">https://www.youtube.com/watch?v=wkIeCaNBuQ</a>	Sports psychology

	<a href="https://www.youtube.com/watch?v=dvj4cdH0i1k">https://www.youtube.com/watch?v=dvj4cdH0i1k</a> <a href="https://www.youtube.com/watch?v=aZemjQUjry0">https://www.youtube.com/watch?v=aZemjQUjry0</a>	<a href="https://www.youtube.com/watch?v=VXLYVqOmXHA">https://www.youtube.com/watch?v=VXLYVqOmXHA</a>	<a href="https://www.youtube.com/watch?v=aJl-JT_kBPs">https://www.youtube.com/watch?v=aJl-JT_kBPs</a>			<a href="https://www.youtube.com/watch?v=7edjsqDdXzE">https://www.youtube.com/watch?v=7edjsqDdXzE</a> <a href="https://www.youtube.com/watch?v=HMQgc2CGfzg">https://www.youtube.com/watch?v=HMQgc2CGfzg</a>
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