

## Yr. 10 BTEC SPORT – Curriculum Map

Advent 1 Component 1 Preparing participants to take part in sport and physical activity	Advent 2 Component 1 continued	REVIEW OF LEARNING DIRT & Summative	Lent 1 Component 2 – Taking part and improving other participants sporting performance	Lent 2 Component 2 continued	REVIEW OF LEARNING DIRT & Summative	Pentecost 1 Component 2 continued	Pentecost 2 Introduction to component 3	Catholic Social Teaching
<p><b>Unit Intent</b></p> <p>LOA - Explore types and provision of sport and physical activity for different participants.</p> <p>LOA – Types and needs of sports participants.</p> <p>LOA - Physical Activity needs- Physical/ Social / Mental health benefits.</p> <p>Barriers to participation including cost, access, time, transport, personal barriers, cultural barriers.</p> <p>Methods to address Barriers to Participation linked to Cost Access Time Personal Cultural.</p> <p><b>Reading 3-2-1</b></p>	<p><b>Unit Intent</b></p> <p>LOB - Examine equipment and technology required for participants to use. Focus on Types of sports clothing and equipment.</p> <p>LOB - Different types of technology in sport. Equipment for people with disabilities. Facilities.</p> <p>LOB—The benefits of technology and limitations of technology</p> <p>LOC - Be able to prepare participants to take part in physical activity.</p> <p>LOC - Be able to prepare participants to take part in physical activity.</p> <p>LOC - Adapting the warm</p> <p>LOC - Delivering a warm-up</p> <p><b>Reading 3-2-1</b></p>	<p><b>Disciplinary knowledge</b></p> <p>Key Concept tasks every week</p> <p>DIN tasks at the start of each lesson</p> <p>Discussion tasks/Think Pair Share</p> <p>Tiered questioning</p> <p>Synoptic quizzes to be completed regularly</p> <p>Summative assignment task to be completed marked and moderated.</p> <p>4 Total tasks—3 written</p> <p>1 video of student leading a warmup.</p>	<p><b>Unit Intent</b></p> <p>LOA - Understanding how different component of fitness are used.</p> <p>LOA - Understanding how different component of fitness are used</p> <p>LOA - Understanding how different component of fitness are used. Introduction to physical components of fitness</p> <p>LOA - Understanding how different component of fitness are used</p> <p>Introduction to skill related components of fitness.</p> <p><b>Reading 3-2-1</b></p>	<p><b>Unit Intent:</b></p> <p>LOB - Be able to participate in sport and understand official roles and responsibilities.</p> <p>LOB - Competitive situations - Small sided games</p> <p>LOB - Officials in sport. What is their job? Introduction on officials in sport through a variety of examples. Also Responsibilities of the Officials</p> <p>LOB - Rules and Regulations in Sports.</p> <p>LOC – C1 Planning drills and conditioned practices to develop participants’ sporting skill</p> <p><b>Reading 3-2-1</b></p>	<p><b>Disciplinary knowledge</b></p> <p>Key Concept tasks every week</p> <p>DIN tasks at the start of each lesson</p> <p>Discussion tasks/Think Pair Share</p> <p>Tiered questioning</p> <p>Synoptic quizzes to be completed regularly</p> <p>Summative assignment task to be completed marked and moderated.</p> <p>5 Total tasks—3 written</p> <p>1 video of student performing in a competitive situation they undertake outside of school.</p> <p>1 Video of a student leading a progressive coaching drill.</p>	<p><b>Unit Intent</b></p> <p>LOC</p> <p>C1 Planning drills and conditioned practices to develop participants’ sporting skill</p> <p>C2 Drills to improve sporting Performance.</p> <p>Small groups plan, deliver and video.</p> <p><b>Reading 3-2-1</b></p>	<p><b>Unit Intent</b></p> <p>A1 The importance of fitness for successful participation in sport</p> <p>A2 Fitness Training Principle FITT principles</p> <p>A3 Exercise intensity and how it can be determined</p> <p>Fitness testing for physical and skill related fitness components.</p> <p><b>Reading 3-2-1</b></p>	<p><b>Human Dignity</b></p> <p>Provides young people with opportunities for face-to face encounters while they are engaging in an activity that stirs passions. In such a context, they must learn to exercise self-control and how to manage conflicts within the team</p> <p><b>Participation (Enrichment)</b></p> <p>All extra-curricular provision in school. Morning, lunch and after school. This allows for all pupils to be involved in a club</p> <p>All activities in the curriculum KS4/KS5 Sports Participation section</p> <p><b>Subsidiarity</b></p> <p>Gamesmanship</p>
<p><b>Careers</b></p> <p><b>Professional Sport / Photographer / Strength and Conditioning Coach / Sports Agent / Youth Sport Officer / In Stadiums and Arenas / Sports Therapist / Sports Psychologist / PE Teacher / Product Development / Community Sport / Commentator / Personal Trainer / Official / Outdoor Pursuit Centre / Sports Nutritionist</b></p>								