



Year 10 BTEC Sport Tech Award Curriculum Summary.



When?	Understanding	Knowledge	Assessment
Autumn Half Term 1	<p>Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Learners will 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>	<ul style="list-style-type: none">• Learning outcome A: Explore types and provision of sport and physical activity for different types of participant• Learners will explore the different types and provision of sport and physical activities. Learners are encouraged to participate in each of these different types of sport and physical activity so that they have first-hand experience of participation in the sport or physical activity. Learners will understand the different sectors that provide sport and physical activities. They will also understand the advantages and disadvantages of each of these sectors. They will also learn about the different categories and characteristics of participants and	<p>Formal assessment</p> <p>Mock assignment completed to help students prepare for their controlled assessment in January.</p>



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		<p>how their needs will affect the types of sports and physical activities and providers of each which are best suited to their needs</p> <p>A1 Types and providers of sport and physical activities</p> <ul style="list-style-type: none">● Types of sport and physical activity:<ul style="list-style-type: none">o sports – competitive activities that involve physical exertion, have rules and regulations and a National Governing Bodyo team sportso individual sports.● Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn team work skills, resilience and self confidence from competition.	



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		<ul style="list-style-type: none">● Outdoor activities – activities carried out outdoors or in recreation areas that are adventurous.● Benefits of taking part in outdoor activities – positive risk taking activities, improved self confidence and self esteem, meet new people, learn new skills, time away from life stresses and electronic devices.● Physical fitness activities – activities to increase fitness.● Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health.	



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		<ul style="list-style-type: none">● Provision of sport and physical activity:<ul style="list-style-type: none">o public sector to include local authorities and school provisiono private sector – provided by organisations who aim to make a profito voluntary sectors – activities provided by volunteers who have a common interest in the sport /activity. ● Characteristics of the sectors – funding source, aims, quality of provision, accessibility. <p>COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY</p>	



When?	Understanding	Knowledge	Assessment
		<p>● Advantages and disadvantages of the provision of sport in each of the different sectors to the participant to include:</p> <ul style="list-style-type: none">o types and range of sport and physical activities providedo types and range of equipment availableo cost of participationo access to different types of sport and physical activitieso additional products or services to include creche facility, refreshment facilities, hire of equipment, access to sport sector professionals, e.g. sports therapist, personal. <p>A2 Types and needs of sport and physical activity participants Learners will understand the characteristics of different types of participant and how this affects their different physical, social and mental health needs.</p>	



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		<ul style="list-style-type: none">● Types of participant.● Participants of different ages:<ul style="list-style-type: none">o primary school aged children (aged 5–11 years)o adolescents (aged 12–17 years)o adults (aged 18–49 years)o older adults (aged 50 years and up).● Participants with disabilities to include visual, hearing and physical disabilities.● Participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD).	



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		<ul style="list-style-type: none">● Physical activity needs of participants<ul style="list-style-type: none">– government recommended guidelines for types, frequency and intensity of physical activity for different types of participant.o physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions.o social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness.o mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem.	



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		<p>A3 Barriers to participation in sport and physical activity for different types of participant Learners will know about barriers to participation that can prevent some types of participant from taking part in regular sport and physical activity.</p> <ul style="list-style-type: none">● Barriers to participation:<ul style="list-style-type: none">o cost of participation:<ul style="list-style-type: none">– clothing– equipment– transporto access to sport or physical activity:<ul style="list-style-type: none">– location of sport or physical activity– limited accessible transportation– resources– types of sport or physical activity available	



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		<p>time – lack of time due to other commitments:</p> <ul style="list-style-type: none">– family– school– work <p>o personal barriers:</p> <ul style="list-style-type: none">– body image– lack of self-confidence– parental or guardian influence– limited previous participation– low fitness levels– extended time off from previous participation– concerns that taking part in sport or physical activity may make existing health conditions worse <p>o cultural barriers:</p>	



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		<p>– single sex sport or physical activity sessions</p> <p>– social norms of participating in unconventional clothing and availability of appropriate clothing to participate</p> <p>– lack of role models from own cultural background.</p> <p>A4 Methods to address barriers to participation in sport and physical activity for different types of participant</p> <p>Learners will understand how different methods can be used to address these barriers to participation for different types of participant to increase participation in regular sport and physical activity.</p> <p>● Cost:</p> <ul style="list-style-type: none">o discounted pricing	



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		<ul style="list-style-type: none">o hiring of equipmento free car parking. ● Access:<ul style="list-style-type: none">o public transport discountso cycle hire to access the facilityo free parkingo taster dayso staff training to support all types of participant and their needso increased range of provision of sports and physical activitieso rampso assistive technology to include pool hoist, Braille information and signage, hearing loops. ● Time:<ul style="list-style-type: none">o creche facilitieso extended opening hours. ● Personal barriers:	



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		<ul style="list-style-type: none">o private changing roomso allowing participants to wear clothing they feel most comfortable ino use of variety of images of people with different body shapeso parent and child activity sessions to create familial culture of sporto campaigns to increase participation. <p>● Cultural barriers:</p> <ul style="list-style-type: none">o women only physical activity sessions staffed by femaleso diversity of staff working at sport or physical activity facilityo staff training in cultural awareness.	



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<p>Autumn Half Term 2</p>	<p>Preparing Participants to Take Part in Sport and Physical Activity Continued</p> <p>Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>Learners will need to understand the different types of equipment used to take part in sport and physical activities. They will also explore the different technology available for participation in different sport and physical activities. They will also need to know about the benefits and limitations of technology for sport and physical activity participation.</p>	<p>B1 Different types of sports clothing and equipment required for participation in sport and physical activity Learners will need to understand the different types of sports clothing and equipment and their uses for participation in different types of sports and physical activities.</p> <ul style="list-style-type: none"> ● Clothing – sports kit, waterproof clothing, training clothing, e.g. bibs. ● Footwear – trainers, studded boots, sport specific footwear. ● Sport-specific equipment – participation equipment, e.g. balls, rackets; travelrelated equipment, e.g. kayak; scoring equipment, e.g. goalposts; fitness training equipment, e.g. dumbbells. 	<p>Formal assessment</p> <p>Mock assignment completed to help students prepare for their controlled assessment in January.</p>



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		<ul style="list-style-type: none">● Protection and safety equipment – mouth protection, head protection, eye protection, body protection, floatation devices; first aid equipment – ice packs, bandages, defibrillator.● Equipment for people with disabilities or assistive technology – wheelchair, e.g. adapted wheelchair for wheelchair tennis.● Facilities – indoor facilities, e.g. sports halls, gyms; outdoor facilities, e.g. outdoor pitches, climbing wall, artificial snow domes.● Officiating equipment – whistle, microphone, earpiece.	



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		<ul style="list-style-type: none">● Performance analysis – smart watches, heart rate monitors, applications. <p>B2 Different types of technology and their benefits to improve sport and physical activity participation and performance. 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> <ul style="list-style-type: none">● Clothing to increase performance and experience – improved thermoregulation, clothing designed to improve aerodynamics.● Footwear – sport-specific new designs or materials; improve grip; rebound.	



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		<ul style="list-style-type: none">● Sport-specific equipment – new materials for lightness and strength to include composite materials, e.g. a tennis racquet; new design of equipment to improve performance, e.g. golf driver design.● Protection and safety equipment – improved protection design; lighter weight; improved performance, e.g. shape of cycle helmets to improve aerodynamics.● Equipment for people with disabilities or assistive technology – prosthetics; sport-specific wheelchairs; equipment to support people with visual and hearing impairments.	



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		<ul style="list-style-type: none">● Facilities – facilities that simulate environments to replicate competition in other locations; all weather surfaces; surfaces to reduce the risk of injury.● Officiating – computer assisted systems; video assisted decision making.● Performance analysis – action cameras, GPS, applications, sensors on sports clothing or equipment. <p>The limitations of using technology in sport and physical activity Learners will need to develop an understanding of the limitations that technology can have for sport and physical activity participation.</p>	



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		<ul style="list-style-type: none">● Time – setting up, using equipment, compiling data, giving feedback to participant.● Access to technology – equality and unfair advantages as not all participants have access to technology.● Cost of technology – initial cost and follow-up maintenance of equipment.● Accuracy of data provided by equipment.● Usability – specific training required.	



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<p>Spring Half Term 1</p>	<p>Preparing Participants to Take Part in Sport and Physical Activity Continued</p> <p>Learning outcome C: Be able to prepare participants to take part in physical activity.</p> <p>Learners will learn about the warm-up process that is required to prepare the body to take part in physical activity and the responses of the cardiorespiratory and musculoskeletal systems at each stage of the warm-up. Learners will be able to plan and deliver warm-ups for different physical activities and for different types of participant.</p>	<p>C1 Planning a warm-up Learners will know about the types of activities that should be included in a pulse raiser, a mobiliser and preparation stretch and be able to plan a warm- up to cover each component. They will also understand how the cardiorespiratory and musculoskeletal systems respond to each component of a warm-up.</p> <ul style="list-style-type: none"> ● Types of activities in the pulse raiser – activities that gradually increase in intensity to increase the heart rate. ● Response of the cardiorespiratory system to the pulse raiser: <ul style="list-style-type: none"> o increased heart rate o increased breathing rate o increased depth of breathing o increased supply of oxygen to the working muscles o increased removal of carbon dioxide. 	<p>Controlled assessment Component 1</p> <p>6 hours preparation of assessment 5 hours of supervised assessment</p>



When?	Understanding	Knowledge	Assessment
		<ul style="list-style-type: none">● Response of the musculoskeletal system:<ul style="list-style-type: none">o increased temperature of the muscleso increased pliability of the muscleso reduced risk of muscle strain. ● Types of activities in the mobiliser – activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses. ● Response of the cardiorespiratory system to the mobiliser:<ul style="list-style-type: none">o slight drop in heart rate as intensity of exercise lowerso slight drop in breathing rate as intensity of exercise lowers. ● Response of the musculoskeletal system to the mobiliser:	



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		<p>o increased production of synovial fluid in the joints to increase lubrication of joint and increase range of movement at the joint.</p> <p>● Types of activities in the preparation stretch – activities to stretch the main muscles that will be used in the physical activity:</p> <p>o location of main muscles – deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius</p> <p>o types of static and dynamic stretching for each muscle group:</p> <ul style="list-style-type: none">– simple stretches– compound stretches. <p>● Response of the cardiorespiratory system to the preparation stretch:</p>	



When?	Understanding	Knowledge	Assessment
		<p>o slight drop in heart rate and breathing rate for static stretches o maintained elevated heart and breathing rate for dynamic stretches.</p> <p>● Response of the musculoskeletal system to the preparation stretch: o extending muscles so that they are fully stretched and less likely to tear during the sport or activity session.</p> <p>Adapting a warm-up for different categories of participants and different types of physical activities</p> <p>Learners will know how to adapt warm-up activities to make them appropriate for the needs of different types of participant and how to make the activities in a warm-up specific to different types of physical activity.</p>	



When?	Understanding	Knowledge	Assessment
		<ul style="list-style-type: none">● Adapting warm-ups for different categories of participants:<ul style="list-style-type: none">o vary intensity of activitieso low impact and high impact optionso vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 pluso types of stretch used – simple stretches for beginners, compound stretch for moderate to advanced participants.● Adapting the warm-up to make it specific to a physical activity:<ul style="list-style-type: none">o introduction of equipment in the warm-up that is specific to the physical activity o using movements and activities from the physical activity in the warm-upo stretching the main muscles required for the specific physical activity. <p>Delivering a warm-up to prepare participants for physical activity</p>	



When?	Understanding	Knowledge	Assessment
		<p>Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity.</p> <ul style="list-style-type: none">● Organisation and demonstration of the warm-up activities:<ul style="list-style-type: none">o space – areas usedo equipmento organisation of participantso timingo demonstrationso positioning.● Supporting participants as they take part in the warm-up;<ul style="list-style-type: none">o observing participantso providing instructionso providing teaching pointso providing feedback to participants	



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		<p>Recap of all component 1.</p> <p>Mock assignment preparation of above topics to help students prepare for their first controlled assessment in line with the Tech Award assessment requirements.</p> <p>Pupils to drill and practice their teaching style and ability to teach a warm up. This will be filmed and watched, then pupils will give feedback to each other along with feedback from the teacher.</p>	



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<p>Spring Half Term 2</p>	<p>Taking Part and Improving Other Participants Sporting Performance</p> <p>Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.</p>	<p>Learning outcome A: Understand how different components of fitness are used in different physical activities</p> <p>Learners will understand each of the components of physical and skill-related fitness. They will be able to apply this understanding to how these components of fitness are used in team sports, individual sports, outdoor activities and physical fitness activities and how they impact on performance.</p> <p>A1 Components of physical fitness Learners will know the definition of each component of physical fitness and their potential impact on sporting performance.</p> <ul style="list-style-type: none"> ● Aerobic endurance – the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to 	<p>Formal assessment</p> <p>Mock assignment completed to help students prepare for their controlled assessment in May/January.</p>



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		<p>sustain low to medium intensity work to delay fatigue.</p> <ul style="list-style-type: none">● Muscular endurance – the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.● Muscular strength – the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.● Speed – distance divided by time to reduce time taken to move the body or a body part in an event or game.● Flexibility – the range of motion possible at a joint to allow improvements in technique.	



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		<ul style="list-style-type: none">● Body composition – the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport. Components of skill-related fitness Learners will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance.● Power – the product of speed and strength to allow for explosive movements in sport.● Agility – the ability to change direction quickly to allow performers to outmanoeuvre an opponent.● Reaction time – the time taken between a stimulus and the start of a response,	



When?	Understanding	Knowledge	Assessment
		<p>useful in fast-paced sports to make quick decisions about what to do.</p> <ul style="list-style-type: none">● Balance – the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance).● Coordination – the ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique <p>Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>Learners will be able to demonstrate the skills and strategies required to be able</p>	



When?	Understanding	Knowledge	Assessment
		<p>to participate effectively in isolated practices and competitive situations for a selected sport. Learners will know the different roles of officials for a selected sport and will understand the responsibilities associated with each of these roles. Learners will know the key rules of a selected sport and understand how these may be applied in different situations.</p> <p>B1 Techniques, strategies and fitness required for different sports</p> <p>Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.</p> <ul style="list-style-type: none">● Skills, e.g. passing, scoring, travelling, intercepting.	



When?	Understanding	Knowledge	Assessment
		<ul style="list-style-type: none">● Strategies, e.g. tactics and decision making.● Isolated practice – practices that focus on one skill at a time.● Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play. Officials in sport <p>Learners will know the roles of different officials for a selected sport and understand the# key responsibilities associated with each of these roles.</p> <ul style="list-style-type: none">● Key officials and their roles in sports competitions:<ul style="list-style-type: none">o referee/umpireo assistant referee/line umpireo scorers/judgeso timekeepers	



When?	Understanding	Knowledge	Assessment
		<ul style="list-style-type: none">o video review officials.● Responsibilities of the officials:<ul style="list-style-type: none">o appearanceo equipmento fitness requirementso effective communicationo control of playerso health and safety.B3 Rules and regulations in sports Learners will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation.● Key rules and regulations as stated by the National Governing Body for the sport:	



When?	Understanding	Knowledge	Assessment
		<p>o number of players: – number of players allowed to participate at any one time – substitutions – rolling or set number – variations in playing numbers due to different formats of the game</p>	



When?	Understanding	Knowledge	Assessment
<p>Summer Half Term 1</p>	<p>Investigate fitness testing to determine fitness levels</p> <p>Learners will understand why fitness testing is carried out and know how to set up and administer the protocol of each fitness test.</p> <p>Learners will also need to be able to use data from fitness tests and compare these to normative data tables to interpret the fitness test results.</p>	<p>Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>Learners will be able to demonstrate the skills and strategies required to be able to participate effectively in isolated practices and competitive situations for a selected sport. Learners will know the different roles of officials for a selected sport and will understand the responsibilities associated with each of these roles. Learners will know the key rules of a selected sport and understand how these may be applied in different situations.</p> <p>B1 Techniques, strategies and fitness required for different sports</p> <p>Learners will be able to demonstrate a range of skills and strategies for a</p>	<p>Formal assessment</p> <p>Component 2 - in line with the exam board specifications.</p> <p>Mock assignment completed to help students prepare for their controlled assessment in January.</p>



When?	Understanding	Knowledge	Assessment
		<p>selected sport, in both isolated practices and competitive situations.</p> <ul style="list-style-type: none">● Skills, e.g. passing, scoring, travelling, intercepting.● Strategies, e.g. tactics and decision making.● Isolated practice – practices that focus on one skill at a time.● Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play. <p>B2 Officials in sport</p> <p>Learners will know the roles of different officials for a selected sport and understand the# key responsibilities associated with each of these roles.</p>	



When?	Understanding	Knowledge	Assessment
		<ul style="list-style-type: none">● Key officials and their roles in sports competitions:<ul style="list-style-type: none">o referee/umpireo assistant referee/line umpireo scorers/judgeso timekeeperso video review officials. ● Responsibilities of the officials:<ul style="list-style-type: none">o appearanceo equipmento fitness requirementso effective communicationo control of playerso health and safety. <p>Rules and regulations in sports Learners will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and</p>	



When?	Understanding	Knowledge	Assessment
		<p>how these actions may vary dependent upon the situation.</p> <ul style="list-style-type: none">● Key rules and regulations as stated by the National Governing Body for the sport:<ul style="list-style-type: none">o number of players:<ul style="list-style-type: none">– number of players allowed to participate at any one time– substitutions – rolling or set number– variations in playing numbers due to different formats of the game <p>Production of presentation</p>	



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Summer Half Term 2	<p>Demonstrate ways to improve participants sporting techniques</p> <p>Learners will be able to use methods to improve other participants' sporting skills. They will be able to provide demonstrations and teaching points to introduce participants to the techniques required for different sporting skills.</p> <p>They will also be able to select and organise suitable drills and support participants to take part in the drills to develop their sporting skills.</p>	<p>Planning drills and conditioned practices to develop participants' sporting skills</p> <p>Learners will know how to work with sports participants to help to improve their sporting skills. They will be able to provide demonstrations of techniques used for different sports skills and provide teaching points to help to develop participants technique to perform the sports skill.</p> <p>They will know how to select and plan for different drills and conditioned practices to develop specific sports skills.</p> <p>Learners will also be able to set up each of the drills and support participants as they take part in the drills and conditioned practices to improve their sporting skills.</p>	<p>Formal assessment</p> <p>· Mock assignment completed to help students prepare for their controlled assessment in January.</p> <p>Practical assessment of their ability to demonstrate drills and specific practice to demonstrate specific skills of their chosen sports.</p>



When?	Understanding	Knowledge	Assessment
		<ul style="list-style-type: none">● Drills that can be used to improve specific techniques in different sports:<ul style="list-style-type: none">o unopposed stationary drillso drills with the introduction of travelo drills with passive oppositiono drills with active opposition. ● Conditioned practices – using rule changes to focus on a specific skill. ● Demonstrations of the technique:<ul style="list-style-type: none">o use of self or peero positioning to ensure all participants can see. ● Teaching points:<ul style="list-style-type: none">o providing key teaching points to highlight correct and safe way to perform technique. o use of short sentences or key points.	



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		<p>Drills to improve sporting performance</p> <p>Learners will understand how different drills and adapted games can improve sporting techniques and performance. They will also understand how to use each type of drill and adapted game to develop sporting technique for different types of participant.</p> <p>Learners will also know how to set up each of the drills and be able identify what pieces of equipment are needed for each drill.</p> <p>● Organisation and demonstration of drills and conditioned practices to participants:</p> <ul style="list-style-type: none">o space – areas usedo equipmento organisation of participants, e.g. in working pairs or groupso timing	



When?	Understanding	Knowledge	Assessment
		<ul style="list-style-type: none">o demonstrationso positioning.● Supporting participants taking part in practical drills and conditioned practices:<ul style="list-style-type: none">o observing participantso providing instructionso providing teaching pointso providing feedback to participants.	