

KS4 Curriculum Map: SPORT BTEC Tech Award L2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 10	<p><u>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</u> Core Ideas: A1 Types and providers of sport and physical activities, A2 Types and needs of sport and physical activity participants, A3 Barriers to participation in sport and physical activity for different types of participant, A4 Methods to address barriers to participation in sport and physical activity for different types of participant, B1 Different types of sports clothing and equipment required for participation in sport and physical activity.</p>	<p><u>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</u> Core Ideas: B2 Different types of technology and their benefits to improve sport and physical activity participation and performance, B3 The limitations of using technology in sport and physical activity, C1 Planning a warm-up, C2 Adapting a warm-up for different categories of participants and different types of physical activities, C3 Delivering a warm-up to prepare participants for physical activity.</p>	<p><u>Component 1: Internal Assessment (Jan-May)</u> Internal Assessment Window</p>		<p><u>Component 2: Taking Part and Improving Other Participants Sporting Performance</u> Core Ideas: A1 Components of physical fitness, A2 Components of skill-related fitness, B1 Techniques, strategies and fitness required for different sports, B2 Officials in sport, B3 Rules and regulations in sports.</p>	<p><u>Component 2: Taking Part and Improving Other Participants Sporting Performance</u> Core Ideas: C1 Planning drills and conditioned practices to develop participants' sporting skills, C2 Drills to improve sporting performance.</p>
	Core Skills: Knowledge and understanding of the topic theory; NEA & applied application within a practical environment; Communication and professional delivery concepts; Understanding of synoptic and holistic application when writing the NEA: Organisation, working to deadlines, practical application of media skills, analysis and evaluation skills, research skills.					
Year 11	<p><u>Component 2: Taking Part and Improving Other Participants Sporting Performance</u> Internal Assessment Window</p>	<p><u>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</u> Core Ideas: A1 The importance of fitness for successful participation in sport, A2 Fitness training principles, A3 Exercise intensity and how it can be determined, B1 Importance of fitness testing and requirements for administration of each fitness test, B2 Fitness test methods for components of physical fitness, B3 Fitness test methods for components</p>	<p><u>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</u> Core Ideas: C1 Requirements for each of the following fitness training methods, C2 Fitness training methods for physical components of fitness, C3 Fitness training methods for skill-related components of fitness, C4 Additional requirements for each of the fitness training methods, C5 Provision for taking part in fitness training methods, C6 The</p>	<p><u>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</u> Core Ideas: Working through practice and past exam papers.</p>		

	<p>of skill-related fitness, B4 Interpretation of fitness test results.</p>	<p>effects of long-term fitness training on the body systems, D1 Personal information to aid fitness training programme design, D2 Fitness programme design, D3 Motivational techniques for fitness programming.</p>		
<p>Core Skills: Knowledge and understanding of the topic theory; NEA & applied application within a practical environment; Communication and professional delivery concepts; Understanding of synoptic and holistic application when writing the NEA: Organisation, working to deadlines, practical application of media skills, analysis and evaluation skills, research skills. Exam Technique, understanding past papers.</p>				