

# BTEC Sport

## 2 Year Curriculum Plan

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## Teaching and Learning Vision

***Knowledge is power. Information is liberating.***

Kofi Annan

At Smith's Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

## Teaching and Learning Vision for the WRL Department (BTEC Sport)

The WRL Faculty will prepare our students for the world of work in the 21st Century through quality structured independent study. We will create a culture in which young adults are ambitious, resilient and who are willing to go the extra mile to achieve their full potential.

We can turn every learner into a Sport expert

At the end of Year 11 students in **BTEC Sport** will....

#### Know and understand

- The key command words
- How to present and format work appropriately
- The components that make up fitness
- Principles of training to include FITT and additional principles
- The different training methods to improve sports performance
- A range of fitness tests and how to interpret data
- The rules, regulations scoring system in two specific sports
- How to apply rules to specific situations
- The officials including their roles and responsibilities in two specific sports
- Technical and tactical demands of two sports
- How to use relevant skills, techniques and tactics effectively in isolated, conditioned and competitive situations
- How to produce observation checklists to review performance
- Review own practical performance, highlighting strengths and areas for improvement
- How to provide recommendations, targets and justify these recommendations to further development
- How to assess personal fitness
- Design a training programme
- How exercise adherence can effect sports performance and strategies to overcome these
- How to safely implement a training programme
- The key attributes and responsibilities of sports leaders
- Plan and deliver a safe and successful sports session

#### Be able to

- Know the attributes associated with successful sports leaders
- Undertake the planning and leading of sports activities
- Review the planning and leading of sports activities
- Design a personal fitness training programme
- Know about exercise adherence factors and strategies for continued training success
- Implement a self-designed personal fitness training programme to achieve own goals and objectives
- Understand the rules, regulations and scoring system for selected sports
- Practically demonstrate skills, techniques and tactics in selected sports
- Review sports performance

Have been exposed to the following texts

Books:

- BTEC Sport First AWARD (Pearson) Adams. M, Gledhill. A, Phillippo. P
- Newspaper/Journals relating to sports leaders
- Know the game ( range of authors depending on sport)
- Play the game (range of authors depending on sport)

Websites:

<http://www.bbc.co.uk/schools/gcsebitesize/pe>

<https://www.brianmac.co.uk/>

[www.thefa.com](http://www.thefa.com)

[www.badmintonengland.co.uk](http://www.badmintonengland.co.uk)

[www.basketballengland.co.uk](http://www.basketballengland.co.uk)

[www.sportengland.org](http://www.sportengland.org)

<http://www.bbc.co.uk/education>

<http://www.teachpe.com>

Have been exposed to the following knowledge and theories that span beyond the GCSE specification

- Critically analyse the performance of others
- Advantages and disadvantages of fitness tests
- Health screening techniques
- Health monitoring tests
- Lifestyle improvements
- Psychology in sport performance and leadership

Developed their cultural and social capital through the following extra-curricular work

University workshops and taster days

Extra Curricular clubs

Visits to University

Trips to local community organisations

Leadership opportunities with Unity and local primary schools

Guest speakers

## 2 Year Curriculum Plan

**Year 10 BTEC Sport at Smith's Wood Academy**

In **Unit 5**, you will study about you, the individual performer, training to improve and enhance personal fitness, using the training methods that are most appropriate, beneficial and engaging. You will design a training programme which must be tailored to meet your personal training goals, aspirations and needs. This unit will support you in achieving personal training goals. Learning aim A takes you through the stages of designing a personal fitness training programme, where you can select any appropriate method(s) of training to improve or maintain your fitness levels safely. For learning aim B, you will gain awareness of personal exercise adherence factors and strategies, i.e. important knowledge to help you keep to your training schedule. For learning aim C, you will implement your personal fitness training programme, maintaining a training diary. Finally, for learning aim D you will review your programme looking at strengths, areas for improvement and suggesting recommendations for future training and performance. The ability to improve personal fitness is essential for sports performers. However, the same knowledge, understanding and skills are required to improve other people's fitness, and are essential for a number of job roles in the sector, such as sports coaches and personal trainers.

In **Unit 2**, you will study about participation in sport. As participation in sport continues to grow, as people become more aware of the benefits of physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because of our striving for excellence and success at major sporting events. This unit focuses on developing and improving your own practical sports performance. This is achieved through your active participation in practical activities and reflection on your own performance and that of other sports performers. This unit introduces you to a variety of different sports and, through participating in different sports, it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics. In learning aim A, you will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. You might also decide to take part in National Governing Body coaching and leadership awards to reinforce and extend your knowledge and qualifications in this area. For learning aim B, you will take part in a variety of sports. These may be sports in which you excel or have a particular interest. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment. For learning aim C, you will review your performance in the sports in which you participated. This review will look at the strengths and areas for development within your own performance. You will also be encouraged to consider plans to develop your performance within the selected sports. Many job roles in sport have a close relationship with practical sports performance, from the elite performer in action to the sports coach practically demonstrating skills and techniques.

<b>Year 10 Units of Study</b>		<b>Length of unit</b>
<b>Unit 5</b>	<p><b>LA.A</b> - A design a personal fitness training programme</p> <p><b>LA.B</b> - Know about exercise adherence factors and strategies for continued training success</p> <p><b>LA.C</b> - Implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p><b>LA.D</b> - Review a personal fitness training programme.</p>	<p><i>In lessons</i></p> <p><b>60 hours</b></p>
<b>Unit 2</b>	<p><b>LA. A</b> - Understand the rules, regulations and scoring systems for selected sports</p> <p><b>LA. B</b> - Practically demonstrate skills, techniques and tactics in selected sports</p> <p><b>LA. C</b> - Be able to review sports performance</p>	<p><b>60 hours</b></p>
<b>Year 1 IBTEC Sport at Smith's Wood Academy</b>		
<p>In <b>Unit 1</b>, you will study about how sports performers train to be the best that they can be. To reach optimal levels requires years of dedication to training, including successfully overcoming any barriers (such as injury) which might prevent a performer from achieving their goals. You will learn how performers work closely with their coaching teams to gain an appreciation and understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into their training regime to further enhance and improve their sports performance. In learning aim A you will cover the components of physical and skill-related fitness and the principles of training. Learning aim B explores different fitness training methods for developing components of fitness, and for learning aim C you will gain knowledge and skills in undertaking and administering fitness tests.</p> <p>In <b>Unit 6</b>, you will study about successful sports leaders and their involvement in developing elite sports performers. In sport it is often the performer who obtains all the admiration and acclaim for his or her achievements. However, behind most successes there is a sports leader or coach, who masterminds the performance of the highly talented sports performer(s). It is often these leaders who make the difference. This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. You will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session. For learning aim A, you will be introduced to the attributes required to be a successful sports leader, giving you knowledge of the skills, qualities and responsibilities associated with success in sports leadership. Learning aim B enables you to consider the planning and leadership requirements for delivering sports activities. You will be given the opportunity to develop your ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports</p>		

<p>performers. For learning aim C, you will evaluate your own effectiveness as a sports leader within the session you planned and delivered. You will need to consider your strengths within the process of sports leadership and plans for further developing your ability as a sports leader. There are many roles working in sport that require effective and successful sports leadership, including personal training and coaching.</p>		
<b>Year 11 Units of Study</b>		<b>Length of unit</b>
<b>Unit 1</b>	<b>LA. A</b> - Know about the components of fitness and the principles of training <b>LA. B</b> - Explore different fitness training methods <b>LA. C</b> - Investigate fitness testing to determine fitness levels.	<i>In lessons</i> <i>45 hours</i>
<b>Unit 6</b>	<b>LA. A</b> - Know the attributes associated with successful sports leadership <b>LA. B</b> - Undertake the planning and leading of sports activities <b>LA. C</b> - Review the planning and leading of sports activities.	<i>33 hours</i>

2 Year Curriculum Plan Overview

Year 10

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
<b>Autumn Term 1</b>	Unit 5 LA.A	Unit 5 LA.A	Unit 5 LA.A	Unit 5 LA.A	Unit 5 LA.A	Unit 5 LA.A	Unit 5 LA.A	n/a
<b>Autumn Term 2</b>	Unit 5 LA.B	Unit 5 LA.B	Unit 5 LA.C	Unit 5 LA.C	Unit 5 LA.C	Unit 5 LA.C	Unit 5 LA.C	Unit 5 LA.C
<b>Spring Term 1</b>	Unit 5 LA.C	Unit 5 LA.C	Unit 5 LA.C	Unit 5 LA.D	Unit 5 LA.D	Unit 5 LA.D	n/a	n/a
<b>Spring Term 2</b>	Unit 2 LA.A	Unit 2 LA.A	Unit 2 LA.A	Unit 2 LA.A	Unit 2 LA.A	n/a	n/a	n/a
<b>Summer Term 1</b>	Unit 2 LA.A	Unit 2 LA.A	Unit 2 LA.A	Unit 2 LA.A	Unit 2 LA.A	Unit 2 LA.A	n/a	n/a
<b>Summer Term 2</b>	Unit 2 LA.B	Unit 2 LA.B	Unit 2 LA.B	Unit 2 LA.B	Unit 2 LA.C	Unit 2 LA.C	Unit 2 LA.C	n/a



Year 11

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
<b>Autumn Term 1</b>	Unit 1 LA.A	Unit 1 LA.A	Unit 1 LA.A	Unit 1 LA.A	Unit 1 LA.B	Unit 1 LA.B	Unit 1 LA.B	n/a
<b>Autumn Term 2</b>	Unit 1 LA.B	Unit 1 LA.B	Unit 1 LA.C	Unit 1 LA.C	Unit 1 LA.C	Unit 1 LA.C	Unit 1 LA.C Exam opportunities	Unit 1 LA.C  Exam opportunities
<b>Spring Term 1</b>	Exam opportunities – Unit 1 Unit 6 LA.A	Exam Opportunities - Unit1 Unit 6 LA.A	Unit 6 LA.A	Unit 6 LA.A	Unit 6 LA.B	Unit 6 LA.B	n/a	n/a
<b>Spring Term 2</b>	Unit 6 LA.B	Unit 6 LA.B	Unit 6 LA.C	Unit 6 LA.C	Unit 6 LA.C	n/a	n/a	n/a