

Long Term Plan – BTEC Sport (2024-26)

<p>Vision: Students will gain important knowledge, understanding and skills that are the foundations for working within sport. This subject will prepare students for working in this sector and they will learn about different types and providers of sport and physical activity, as well as the different types of participants and their needs. Students will also learn about the different fitness tests, methods of training, and supporting equipment and technology that can be used. Students will also have the opportunity to apply their learning by planning and implementing their own sessions for different groups of people.</p>						Year End Points
	HT1 (7W)	HT2 (7W)	HT3 (6W)	HT4 (6W)	HT5 (6W)	HT6 (7W)
Year 10	<p>Introduction to BTEC Sport</p> <p>Component 1: Preparing participants to take part in sport and physical activity</p> <p>Learning aim A: Explore types and provision of sport and physical activity for different types of participants. (MTP – 1)</p> <p>Learning aim C: Be able to prepare participants to take part in sport and physical activity. (MTP -</p>		<p>Component 1: Preparing participants to take part in sport and physical activity</p> <p>Learning aim B: Examine equipment and technology required for participants to use when taking part and physical activity. (MTP – 2)</p> <p>Learning aim C: Be able to prepare participants to take part in sport and physical activity. (MTP -</p>		<p>CONTROLLED ASSESSMENT</p> <p>– Component 1 – Preparing participants to take part in sport and physical activity (Pearson Set assignment)</p>	
	<p>Component 2: Taking part and improving other participants' sporting performance</p> <p>Learning aim A: Understand how components of fitness are used in different physical activities. (MTP -</p> <p>Learning aim C: Demonstrate ways to improve participants' sporting techniques. (MTP -</p>		<p>Component 1:</p> <p>By the end of year 10 - Student's will have explored types of provision of sport and physical activity in relation to public, private and voluntary sectors for different types of participants, such as children, adults, older adults and those with a disability. They will demonstrate an effective understanding of the benefits of taking part in sport and physical activity and be able to explain the barriers to participation and methods to overcome these.</p> <p>Learners will have examined equipment and technology required for participants to use when taking part in sport and physical activity and they will be confident in their ability to identify sport-specific equipment including, facilities, officiating equipment and performance analysis technology, explaining the benefits and limitations of these.</p> <p>Learners will also be able to prepare participants to take part in sport and physical activity – planning and delivering a warm-up and being able to adapt these for different types of participants and activities.</p> <p>Component 2:</p> <p>By the end of year 10 – Student's will understand how different components of physical and skill-related fitness (Aerobic endurance; Muscular endurance; Muscular strength; Flexibility; Speed; Body composition; Agility; Balance; Coordination; Power; Speed of reaction) are used in different physical activities and the importance of each of these to optimise performance.</p> <p>Learners will also be able to demonstrate ways to improve participants' sporting techniques and be able to organise drills and conditioned practices showing effective teachings that help participants develop their sporting skills.</p>			

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	HT1 (7W)	HT2 (7W)	HT3 (6W)	HT4 (6W)	HT5 (6W)	
Year 11	<p>Component 2: Taking part and improving other participants' sporting performance</p> <p>Learning aim B: Be able to participate in sport and understand the roles and responsibilities of officials.</p> <p>Learning aim C: Demonstrate ways to improve participants' sporting techniques. (MTP -</p>	<p>CONTROLLED ASSESSMENT</p> <p>- Component 2 – Taking part and improving others participants' sporting performance. (Pearson Set assignment)</p>	<p>Component 3: Taking part and improving other participants' sporting performance</p> <p>Learning aim A: Explore the importance of fitness for sports performance.</p> <p>Learning aim B – Investigating fitness testing to determine fitness levels.</p> <p>Learning aim C: Investigating different fitness training methods.</p> <p>Learning aim D: Investigating fitness programmes to improve fitness and sports performance.</p>		<p>EXTERNAL ASSESSMENT – Component 3: Developing fitness to improve other participants' performance in sport and physical activity (Pearson Set Exam)</p>	<p>By the end of year 11 - Learners will have participated in a variety of sports and understand the roles and responsibilities of key officials in sport and who ensure the rules of the game are followed for sports to be played fairly and safely. Students will be able to demonstrate confidently the key roles and responsibilities of National Governing Bodies E.g. Number of players; scoring system and playing area; Equipment and starting play; Applying rules and regulations of the game.</p> <p>External Exam By the end of year 11 Learners will have explored the importance of fitness for successful participation in sports performance and will be able to demonstrate ways of improving fitness and sports performance by planning a successful training programme with motivational techniques.</p> <p>Student's will have investigated fitness testing to determine fitness levels and be able to carry out fitness testing and confidently follow the protocol of each fitness test for each component of fitness. Students will then be able to interpret and analyse the results and give solutions to how you can improve fitness, including different training methods and explain the long-term effects that this has on the body.</p>