



BTEC Sport Level 2 Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10 BTEC Sport	Term 1	Term 2 and Term 3
<p>Unit(s) – As outlined in 39 week plans</p>	<p>Unit 1 Fitness for Sport and Exercise</p> <ul style="list-style-type: none"> - know about the components of fitness and the principles of training - explore different fitness training methods - investigate fitness testing to determine fitness levels 	<p>Unit 2: Practical Performance in Sport</p> <ul style="list-style-type: none"> • A understand the rules, regulations and scoring systems for selected sports • B practically demonstrate skills, techniques and tactics in selected sports • C be able to review sports performance
<p>Key Retainable Knowledge & Skills</p>	<p>Learning aim A: Know about the components of fitness and the principles of training</p> <ul style="list-style-type: none"> • Topic A1 Components of Physical Fitness • Topic A.2 Components of skill-related fitness • Topic A.3 Why fitness components are important for successful participation in given sports • Topic A.4 Exercise intensity and how it can be determined • Topic A.5 The basic principles of training (FITT) • Topic A.6 Additional principles of training <p>Learning aim B: Explore different fitness training methods</p> <ul style="list-style-type: none"> • Topic B.1 Requirements for each of the following fitness training methods • Topic B.2 Additional requirements for each of the fitness training methods • Topic B.3 Fitness training methods <p>Learning aim C: Investigate fitness testing to determine fitness levels</p> <ul style="list-style-type: none"> • Topic C.1 Fitness test methods for components of fitness • Topic C.2 Importance of fitness testing to sports performers and coaches • Topic C.3 Requirements for administration of each fitness test • Topic C.4 Interpretation of fitness test results 	<p>Learning aim A: Understand the rules, regulations and scoring systems for selected sports</p> <ul style="list-style-type: none"> • Topic A.1 Rules (or laws) • Topic A.2 Regulations • Topic A.3 Scoring systems • Topic A.4 Application of the rules/laws of sports in different situations • Topic A.5 Sports • Topic A.6 Roles of officials • Topic A.7 Responsibilities of officials <p>Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports</p> <ul style="list-style-type: none"> • Topic B.1 Components of physical fitness • Topic B.2 Technical demands • Topic B.3 Tactical demands • Topic B.4 Safe and appropriate participation • Topic B.5 Relevant skills and techniques • Topic B.6 Relevant tactics • Topic B.7 Effective use of skills and techniques, and the correct application of each component • Topic B.8 Effective use of skills, techniques and tactics • Topic B.9 Isolated practices • Topic B.10 Conditioned practices • Topic B.11 Competitive situations <p>Learning aim C: Be able to review sports performance</p> <ul style="list-style-type: none"> • Topic C.1 Observation checklist • Topic C.2 Review performance
	<p>Building on practical skills learnt in KS3:</p> <ul style="list-style-type: none"> - Students cover H&F from Y7-9 which underpins the basic knowledge of components of fitness, training methods and fitness tests - throughout each practical sport at KS3, learners are repeatedly questioned and made aware of the components of fitness that are necessary for these sports so they have a range of examples to use in this exam unit 	<p>Building on practical skills learnt in KS3:</p> <ul style="list-style-type: none"> - Students are taught all the sports covered within this unit, at least once across KS3. Some sports are delivered across all three years so the students have a strong knowledge already of the skills, rules and own practical ability within the two sports - During KS3, students take on the role of the coach and the official in a wide range of sports which gives them good knowledge and confidence to approach this unit
	<p>Expected standard:</p> <p>Students are expected to work at least to their TG for BTEC Sport. This unit is the only externally assessed unit across the 4 units covered during this course. We have high expectations of all our students as we provided a number of extra intervention revision sessions, including a Saturday morning, prior to the exam. Students also get one opportunity to resit the exam, if necessary</p>	<p>Expected standard:</p> <p>Assessment is graded at Pass, Merit and Distinction level, with L1 P as a back up option. It is very rare that students achieve the L1P on this unit as we prepare the students extensively prior to the assignments. Students also have the opportunity to respond to feedback prior to the assignment as well as after their first attempt so we have high expectations of the standard of the students work.</p> <p>We also provide scaffolding and WAGOLL's for each assignment to maintain these high expectations.</p>



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Key Technical Vocabulary	All vocab linked to the topics above together with: Key command words linked to AO1, AO2, AO3 questioning e.g. describe, explain, analyse etc	All vocab linked to the topics above together with: Learners are made clear of the descriptors of each assessment criteria for each learning aim. This ranges from pass to distinction level for example: describe, analyse, evaluate etc
Opportunities for Reading	Pearson BTEC Sport Level 2 Specification BTEC level 2 First in Sport Student Book New BTEC First in Sport: Study & Exam Practice	NGB's website for the latest rules and regulations with the sport Pearson BTEC Sport Level 2 Specification BTEC level 2 First in Sport Student Book
Developing Cultural Capital	Students develop the knowledge about the importance of leading a healthy lifestyle and how they can train to improve their bodies. It is anticipated that this will then be developed post 16 and they will go on to lead healthier lifestyles. Students also develop an understanding about the methods that they can train and are signposted to local gyms as well as ways to train to home	Students develop key life skills such as team work, communication and listening skills through participation in team sports. They develop the ability to analyse performance, identifying strengths and areas for development as well as producing an action plan for further development. We have links to local sports teams that we make students aware of so they can join and develop their skills further.
Cross Curricular Links (Authentic Connections)	Maths – calculated Maximum Heart Rate and Training Zones Science – the effects of exercise on the body and interpreting graphs English/ Literacy – the students need to apply their knowledge of AO1, AO2 and AO3 to be able to achieve the higher grading criteria	English/ Literacy – the students need to apply their knowledge of AO1, AO2 and AO3 to be able to achieve the higher grading criteria Maths – through using graphs and tables to display their checklists used for performance analysis
Key Assessment	Topic tests at the end of each subtopic Mock exam given using a past paper SAM papers used throughout the unit to develop exam technique and assess progress/understanding	Assessment occurs at a number of points throughout each learning aim. These assessment points are indicated on the 39 week plan. The feedback is given in line with the BTEC policy and students have one opportunity to improve their work if the standard hasn't been achieved. Assessment is used against the Pass, Merit and Distinction criteria outline by the exam board, with L1 pass used as a fall back option if the students doesn't meet the level 2 standard
Year 11 BTEC Sport	Term 1	Term 2 Term 3
Unit(s) – As outlined in 39 week plans	<u>Unit 6 Leading Sports Activities</u> <ul style="list-style-type: none"> A know the attributes associated with successful sports leadership B undertake the planning and leading of sports activities C review the planning and leading of sports activities. 	<u>Unit 3 Applying the Principles of Personal Training</u> <ul style="list-style-type: none"> A design a personal fitness programme B know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training C implement a self-designed personal fitness training programme to achieve own goals and objectives D review a personal fitness training programme
Key Retainable Knowledge & Skills	Learning aim A: Know the attributes associated with successful sports Leadership <ul style="list-style-type: none"> Topic A.1: Sports Leaders Topic A.2: Attributes Topic A.3: Responsibilities Learning aim B: Undertake the planning and leading of sports activities <ul style="list-style-type: none"> Topic B.1: Sports activities Topic B.2: Plan Topic B.3: Lead Topic B.4: Measures of success Learning aim C: Review the planning and leading of sports activities <ul style="list-style-type: none"> Topic C.1: Review Topic C.2: Targets for development 	Learning aim A: Design a personal fitness training programme <ul style="list-style-type: none"> Topic A.1 Personal information to aid training programme design Topic A.2 Programme design Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training <ul style="list-style-type: none"> Topic B.1 Musculoskeletal system Topic B.2 Cardiorespiratory system Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives <ul style="list-style-type: none"> Topic C.1 Safely implement a personal fitness training programme Topic C.2 Training diary for each session recording Topic C.3 Measures for success Learning aim D: Review a personal fitness training programme <ul style="list-style-type: none"> Topic D.1 Review programme



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	<p><u>Building on the theory and practical skills in Year 10</u> Students use the skills and practices learned in unit 2 to plan and lead their own sessions, which is the focus of this unit. They also used their ability to analyse and feedback, developed in unit 2, to review their leadership skills and plan for development through an action plan</p> <p><u>Expected standard:</u> Assessment is graded at Pass, Merit and Distinction level, with L1 P as a back up option. It is very rare that students achieve the L1P on this unit as we prepare the students extensively prior to the assignments. Students also have the opportunity to respond to feedback prior to the assignment as well as after their first attempt so we have high expectations of the standard of the students work. We also provide scaffolding and WAGOLL's for each assignment to maintain these high expectations.</p>	<p><u>Building on the theory and practical skills in Year 10</u> This is a synoptic unit which builds on the theory of the three previous units. Without this knowledge, the students would not be able to complete this unit and hence why this unit is the last of the course.</p> <p><u>Expected standard:</u> This is a synoptic unit which draws together the knowledge and understanding developed across all the units. Assessment is graded at Pass, Merit and Distinction level, with L1 P as a back up option. It is very rare that students achieve the L1P on this unit as we prepare the students extensively prior to the assignments. Students also have the opportunity to respond to feedback prior to the assignment as well as after their first attempt so we have high expectations of the standard of the students work. We also provide scaffolding and WAGOLL's for each assignment to maintain these high expectations.</p>
<p>Key Technical Vocabulary</p>	<p><u>All vocab linked to the topics above together with:</u> Learners are made clear of the descriptors of each assessment criteria for each learning aim. This ranges from pass to distinction level for example: describe, analyse, evaluate etc</p>	<p><u>All vocab linked to the topics above together with:</u> Learners are made clear of the descriptors of each assessment criteria for each learning aim. This ranges from pass to distinction level for example: describe, analyse, evaluate etc</p>
<p>Opportunities for Reading</p>	<p>Coaching/ sport specific websites are used for researching coaching drills and ideas for leadership Pearson BTEC Sport Level 2 Specification BTEC level 2 First in Sport Student Book</p>	<p>Pearson BTEC Sport Level 2 Specification BTEC level 2 First in Sport Student Book Websites to specifically research different training methods/ sessions that they can apply within their programme.</p>
<p>Developing Cultural Capital</p>	<p>Students learn and develop their skills of being a leader, ones that can be used throughout life in education and career. They have the opportunity to develop their confidence and communication skills as well as a range of skills needed to quality leadership.</p>	<p>We aim to give the students the knowledge and essential skills required for developing and maintaining a healthy lifestyle. This can be used throughout their life. Students will become more independent and take ownership of their own physical health through the knowledge and understanding that they gain.</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Maths – through counting their equipment, scoring games and arranging their students into teams/ numbers.</p>	<p>Science – the effects of exercise on the body, musculoskeletal system, cardiorespiratory system Maths – planning the timings, frequency of sessions and ensuring these progress over the 6 weeks.</p>
<p>Key Assessment</p>	<p>Assessment occurs at a number of points throughout each learning aim. These assessment points are indicated on the 39 week plan. The feedback is given in line with the BTEC policy and students have one opportunity to improve their work if the standard hasn't been achieved. Assessment is used against the Pass, Merit and Distinction criteria outline by the exam board, with L1 pass used as a fall back option if the students doesn't meet the level 2 standard</p>	<p>Assessment occurs at a number of points throughout each learning aim. These assessment points are indicated on the 39 week plan. The feedback is given in line with the BTEC policy and students have one opportunity to improve their work if the standard hasn't been achieved. Assessment is used against the Pass, Merit and Distinction criteria outline by the exam board, with L1 pass used as a fall back option if the students doesn't meet the level 2 standard</p>