



CURRICULUM CORE KNOWLEDGE PLAN

SUBJECT: BTEC Sport

YEAR GROUP:

Y10/Y11

DATE: 2023-2024

Term and unit	Core knowledge	Core vocabulary	Revisiting prior knowledge	Links to Walney Ways & Employability skills/Careers
Y10: Autumn Term 1 – Component 1: Preparing Participants to Take Part in Sport and Physical Activity: A1 Types and providers of sport and physical activity	- To know different types of sport and physical activity - To know about the public sector, private sector and voluntary sector provision. - To know the definition of team sports – e.g. volleyball, ultimate frisbee, foot golf - To know the definition of individual sports e.g. golf, bowls, - To know the definition of physical activities e.g. group exercise class such as Zumba - To know the definition of Outdoor activities – e.g. high ropes course, rock climbing, - To know how and why that sport, physical activity or outdoor activity fits into the category it is given, e.g. NGB, rules, competition, improve fitness, adventurous. - To explore the characteristics of the sector and discuss the advantages and disadvantage of the sector related to their own experience. - To know the benefits of taking part in sport	Provision, outdoor activities, individual sports, team sports, participation, sectors (public/private/voluntary)	Draw on knowledge from sports/activities they've taken part in during PE in KS3 (individual sports, team sports, OA, physical activities) Benefits of physical exercise – HRE unit KS3, PD lessons.	Self-aware Communicative Self-motivated Careers – looking at sport sector – different roles within sectors. Opportunities to communicate with individuals within private/public/voluntary sectors.



Autumn Term 2 – Component 1: Preparing Participants to Take Part in Sport and Physical Activity: A2 Types and needs of sports 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	• To know the different types of participant and their different needs. • To know the participants of different ages to discuss the physical health, social and mental health needs of each age group and how they support participation for these groups to meet these needs. • To know how sports are adapted to support participation for people with disabilities and also showcase the ability and sporting performance of people with disabilities. • To know about participants with different health conditions and how sports are adapted to support these • To know the different types of barriers to participation. Learners discuss barriers to participation that are relevant to themselves and compare and contrast how these vary between the group. • To identify barriers to certain types of participant • To know how sports co-ordinators overcome barriers to participation for different target groups to encourage participation in sport and physical activity.	Barriers, physical/mental/social health, disabilities, sports development officer	Barriers to participation in physical activity – HRE unit, KS3. Mental, social, physical health from PD lesson, KS3.	Self-aware Communicative Self-motivated Careers – discussions with guest speakers from sport industry. Discussions with sport development officer. Employability – teamwork, research skills, communication, organisation, confidence/presentation skills
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Spring Term 1 – Component 1: Learning Outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity B1 Different types of sports clothing and equipment required for participation in sport and physical activity B2 Different types of technology and benefits to improve sport and physical	• To know the different types of equipment used to take part in sport and physical activities • To know and understand the different types of sports clothing and equipment and their uses for participation in different sports • Clothing, footwear, sport-specific equipment, protection and safety equipment, equipment for people with disabilities, assistive technology, performance analysis • To know how clothing and equipment can enhance and improve performance • To develop and understand the limitations that technology can have on sport and physical activity participation	Assistive, facilities, performance analysis, limitation, accessibility	Links to previous unit of work – types of physical activity Prior knowledge of technologies and equipment used in PE lessons – e.g. protective equipment and sport- specific clothing	Technology in sport, performance analysis, sports co-ordinator, equipment manufacturer



activity participation and performance B3 The limitations of using technology in sport and physical activity				
Spring Term 2/Summer Term 1 – Component 1: Learning Outcome C: Be able to prepare participants to take part in physical activity C1 Planning a warm-up C2 Adapting a warm-up for different categories of participants and	- To know and understand 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. - To know about the types of activities that should be included in a pulse raiser, a mobiliser and preparation stretch. - To know and understand how the cardiorespiratory system and musculoskeletal systems respond to each component of a warm up - To 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 - To be able to deliver the different components of a warm-up to prepare participants to take part in physical activity	Pulse raiser, mobiliser, preparation stretches, cardiorespiratory system, musculoskeletal system	Links to prior learning in core PE – components of a warm up Prior learning in HRE PE lessons – muscles used in certain exercises and cardiorespiratory system	Self-aware Communicative Self-motivated Careers – looking at sport sector – different roles within sectors. Opportunities to communicate with individuals within private/public/voluntary sectors. Sports leadership – careers in coaching, teaching – JSLA? CSLA? Coaching qualifications



different types of physical activities				
C3 Delivering a warm up to prepare participants for physical activity				
Y11: Autumn Term 1 – Component 2: Taking Part and Improving Other Participants Sporting Performance A1 Components of physical fitness A2 Components of skill-related fitness	- To know the definition of each component of physical fitness and their potential impact on sporting performance - To know the definition of each component of skill-related fitness and understand their potential impact on sporting performance	Aerobic endurance, muscular endurance, muscular strength, speed, flexibility, body composition, power, agility, reaction time, balance, co-ordination	HRE in Y7/8/9/10 – components of fitness and how they link to specific sports and specific individuals	Self-aware Communicative Self-motivated Careers – gym instructor, physio therapist, sport analyst
Autumn Term 2 – B1 Techniques, strategies and fitness required for different sports	- To demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations - To know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles - To know the key rules and regulations of a selected sport. - To 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 depending upon the situation	Isolated practice, competitive situation, official, National Governing Body (NGB)	Prior learning in Y7/8/9/10 when officiating/scoring in core PE lessons Skills transferred from core PE lessons and applied to sport of pupil's choice	Self-aware Communicative Self-motivated Resilience Careers – gym instructor, physio therapist, sport analyst



B2 Officials in sport				
B3 Rules and regulations in sports				
Spring/Summer Term – Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity A1 The importance of fitness for successful participation in sport A2 Fitness training principles A3 Exercise intensity and how it can be determined	- To know how each of the components of fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports - To understand the principles of training and how they can be applied - To understand exercise intensity and how it can be measured or worked out. To know about target zones and the related technical vocabulary. - To know and understand why fitness testing is carried out and know how to set up and administer the protocol of each fitness test. To be able to use data to compare results. - To know which fitness tests are appropriate for each component of fitness. To know the practicality and validity of these tests. - To know and be able to use normative data to interpret fitness test results. To recommend improvements to the performer from the results. - To know how to carry out fitness training safely and effectively. - To suggest and justify appropriate training methods that could be used by a variety of participant. - To know the advantages/disadvantages of training methods - To know about the providers of fitness training methods and how their provision varies in relation to cost, equipment and access. - To know how training methods affect the different body systems. - To investigate fitness programming to improve fitness and sports performance	Key terms typically used in assessment: Assess, complete, describe, evaluate, explain, give, draw, identify, state, which	Links to Component 1 – learning outcome C Links to Component 2 – A1 components of fitness Links to core PE lessons – training methods. HRE lessons – fitness testing, components of fitness, principles of training PD lessons – lifestyle, target setting	Self-aware Communicative Self-motivated Resilience Careers – gym instructor, physio therapist, sport analyst, life coach, wellbeing coach, yoga instructor, sports coach, teacher



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 of skill-related fitness B4 Interpretation of fitness test results C1 Requirements for each of the following fitness training methods C2 Fitness training methods for physical				
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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 effects of long-term fitness training on the body systems				
D1 Personal information to aid training fitness programme design				



D2 Fitness programme design				
D3 Motivational techniques for fitness programming				