

BTEC Sport (KS4) - Y10 and Y11

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Curriculum Intent

Our BTEC Sport curriculum is designed to develop students into knowledgeable, confident and employable young people within the sport and physical activity sector. The curriculum is built around three key principles:

1. Applied Knowledge

Students develop a strong understanding of:

- Sport participation and inclusion
- Fitness and training principles
- Performance analysis and improvement

This knowledge is always taught in real-life sporting contexts, ensuring students can apply what they learn.

2. Practical Skill Development

Students develop:

- Leadership and coaching skills
- Practical sport performance
- Communication and organisation skills

They learn to plan, deliver and evaluate sessions, preparing them for real-world scenarios in sport and employment.

3. Personal Development (in alignment with our Core PE 5 MEs)

The course strongly supports the Forge Valley 5 MEs PE framework:

- **Physical ME:** Improve performance and fitness
- **Social ME:** Work effectively with others in sport
- **Thinking ME:** Analyse and improve performance
- **Employable ME:** Lead, communicate and solve problems
- **Healthy ME:** Understand lifelong health and fitness

	Core Knowledge	Procedural Knowledge
	Topic	Pupils will
Autumn Term Y10	Component 1 - Preparing participants to take part in Sport • Types of sport and physical activity (team, individual, outdoor, fitness) • Sport provision (public, private, voluntary sectors) • Participant types (age, disability, health conditions) • Government recommendations for participation • Barriers to participation (cost, access, time, personal, cultural) • Methods to overcome barriers	• Analyse a participant profile and select appropriate activities to tackle fitness/social/emotional issues • Compare provision types (advantages/disadvantages) • Explain suitability of sport for individuals through extended writing • Apply knowledge to case studies (assignment-style)

Spring Term Y10	Component 1 - Equipment and Technology - Types of sports equipment, clothing and facilities - Technology in sport (performance analysis, wearables, officiating) - Benefits of technology (performance, safety, engagement) - Limitations (cost, access, accuracy)	- Select appropriate equipment for participants - Evaluate the impact of technology on performance - Write structured responses (advantages vs limitations) - Link equipment to performance outcomes Key Skills Developed - Evaluation (critical thinking) - Applying knowledge to different sports - Controlled written responses for coursework
Spring Term Y10	Component 1 - Preparing Participants for Sport (through a Warm-Up) - Structure of a warm-up (pulse raiser, mobiliser, stretches) - Physiological responses (heart rate, breathing, muscle temperature) - Major muscle groups - Adapting warm-ups for different participants	- Plan a structured warm-up - Deliver a warm-up to peers (recorded for assessment) - Adapt sessions for different needs - Give feedback and coaching points
Summer Term Y10	Component 2 - Taking part in Sport and improving performance - Components of fitness (strength, endurance, flexibility, speed) - Skill-related fitness (agility, balance, coordination, power) - Impact of fitness on sports performance	- Apply fitness components to specific sports - Analyse performance strengths/weaknesses - Write structured explanations (common exam and coursework skill) Key Skills Developed - Linking theory to performance - Extended answers using sport-specific examples

	Core Knowledge	Procedural Knowledge
	Topic	Pupils will
Autumn Term Y11	Component 2 - Taking part in Sport and improving performance - Skills, techniques and tactics in sport - Roles and responsibilities of officials - Rules and regulations (NGB guidance)	- Perform skills in isolated practices and games - Officiate in competitive situations - Apply rules and making decisions - Select appropriate strategies in games Develop skills

		• Practical performance under pressure • Decision making • Leadership and communication
Autumn Term Y11	Component 2 - Taking part in Sport and improving performance (Coaching and Improving Performance) • Skill breakdown and technique analysis • Types of drills and practices (unopposed, opposed) • Teaching points and demonstrations	• Plan and lead drills • Demonstrate and model skills • Provide feedback to improve performance • Structure a coaching session • Be filmed delivering a coaching session
Autumn Term Y11	Component 3 - Developing fitness to improve performance • Components of fitness • Aerobic endurance, muscular strength/endurance, flexibility, speed • Training methods • Continuous, interval, circuit, fartlek, weight training • Training principles (SPORAVIRR/FITT) • Specificity, progression, overload, reversibility • Frequency, intensity, time, type • Warm-ups and cool-downs • Pulse raisers, mobility, dynamic stretching, static stretching • Target setting • SMART goals linked to fitness needs • Matching tests to components of fitness	• Select appropriate training methods for different fitness goals • Apply FITT principles to construct a basic training session • Design a safe and structured session plan (warm-up, main, cool-down) • Interpret basic client information (age, goals, fitness level) • Justify simple training choices using key terminology (e.g. aerobic vs anaerobic)
Spring Term Y11	Component 3 - Developing fitness to improve performance • Training programme planning requirements • Individual needs (age, ability, goals, lifestyle) • Training zones • Heart rate zones and intensity levels • Progression methods • Increasing intensity, duration, frequency • Health and safety considerations • Safe equipment use / programme design • Monitoring progress • Fitness tests and training logs	• Consider training programme design • Apply progressive overload across sessions • Select appropriate exercises and intensities • Justify training choices with clear links to fitness components • Structure written responses in exam format

Summer Term Y11	Component 3 - Developing fitness to improve performance • Links between fitness components, tests and training methods • Strengths/weaknesses of training programmes • Motivation for training • Training programme design	• Fully respond to a synoptic task under timed conditions • Apply knowledge of fitness testing and training • Evaluate, assess and discuss - techniques for extended writing • Justify planning coherent and progressive training programmes
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Homework:

Homework is set on Bromcom on a weekly basis and will include one or all of the following elements:

- Retrieval (knowledge fluency)
- Mastery (secure understanding and writing)
- Application of knowledge (coursework / exam style)
- Research (independence and wider context)

Assessment:

Assessment will always take place in the classroom to check understanding verbally, through Q&A in the first instance. Formative assessment will form part of lessons to develop technique and build knowledge and skills. Finally, summative assessment will challenge students to demonstrate their knowledge which will count towards their final course grade/outcome.

- 30% controlled assessment (4 tasks) - Component 1
- 30% controlled assessment (5 tasks) - Component 2
- 40 % external exam (60 marks) - Component 3

Links to Personal Development:

Physical ME - Improving Fitness and Performance

Students develop their physical abilities through regular practical participation.

They learn how to:

- Improve fitness using training methods
- Understand how the body responds to exercise
- Perform skills effectively in different sports

Link to course:

- Component 2 (practical performance)
- Component 3 (fitness, training and body systems)

Social ME - Working with Others

Students develop teamwork and communication by:

- Working in pairs and small groups
- Supporting each other in practical sessions
- Leading activities and coaching peers

Link to course:

- Leading warm-ups (Component 1)
- Coaching drills and practices (Component 2)

Thinking ME - Decision Making and Analysis

Students learn to think critically and solve problems by:

- Analysing performance
- Identifying strengths and areas for improvement
- Applying knowledge to real sporting situations

Link to course:

- Case study work in coursework
- Performance analysis and evaluation tasks

Employable ME - Leadership and Communication Skills

Students gain key employability skills, including:

- Leadership through coaching and officiating
- Organisation and planning of activities
- Clear communication when giving instructions and feedback

Link to course:

- Planning and delivering warm-ups
- Leading drills and coaching sessions
- Officiating in sport

Healthy ME - Lifelong Health and Wellbeing

Students understand how to lead a healthy lifestyle by:

- Learning about fitness and training principles
- Understanding the importance of physical activity
- Recognising the impact of exercise on mental health

Link to course:

- Fitness testing and training programmes (Component 3)
- Understanding participation and barriers (Component 1)

How is my knowledge further developed into Year 12/13?

1. Clear Knowledge Progression (KS4 to KS5)

At Level 2 (Tech Award) students learn:

- Basic components of fitness and performance
- Participation, barriers and inclusion in sport
- Practical performance and coaching basics
- Introductory anatomy and physiology
- Fitness testing and simple training principles

At Level 3 (National Extended Certificate) this develops into:

- In-depth anatomy and physiology
- Detailed fitness training programming
- Advanced performance analysis
- Sports psychology
- Professional coaching and leadership theory

2. Skills Progression

The Level 2 course is not just content - it builds the skills required for Level 3 success.

At Level 2 students practice:

- Writing extended coursework answers
- Applying knowledge to case studies
- Planning and delivering practical sessions
- Analysing performance
- Basic evaluation

At Level 3 students must:

- Produce more extended writing; more structured assignments and more depth
- Analyse data and performance in detail
- Justify decisions using theory
- Evaluate and make links across units

3. Assessment Familiarity

Level 2 Structure:

- Coursework (Components 1 & 2)
- Exam (Component 3)

Level 3 Structure:

- Coursework-based units
- External exams (e.g. Anatomy & Physiology)