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| **Year 10 PE/ BTEC TECH Award Sport**  |
| **Curriculum intent** | In year 10 PE students will be taught increasingly complex motor movements and will tackle complex and demanding physical activities.They can use and develop a variety of tactics and strategies to overcome opponents in team and individual games in the following sports in Cricket, Trampolining, Badminton, Handball, Football, OAA (orienteering/ mountain biking), Fitness and Athletics and rotate around these sports in 10 lesson blocks.They will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best and consolidate year 9 skills and knowledge in a particular technique.In BTEC sport Students will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables students to develop their sector-specific skills, such as sport analysis and sports leadership, usingrealistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Knowledge** | **10 A- Cricket / OAA****10B- Fitness/ Tramp/ Badminton** **Badminton-** Advanced control, outwitting opponents, Singles tactics & competition scoring, Know rules andboundaries**Trampolining-** Landing Positions from greater height, extension, Height, Form, Rotation, Twisting, Basic Combinations, basic rotation horizontal axis,**Fitness-** will lead on an exercise plan using principle of training to underpin the organisation, will confidently be able to match exercises to component of fitness, will motivate others and reliably record data. Communicate the importance of analysing strengths and weaknesses through fitness testing.**Cricket-** Games Play, Advanced rule application, Full sided Match Play, Advanced skill development, Match scenario practices. Tactical Development and match understanding.**OAA –** further advance of Physical conditioning. focus on the fundamentals of movement and body conditioning. Cardiovascular fitness, muscular endurance, orientate the map, how to observe surrounding and markings, team work, and cardiovascular fitness for continuous training. Pacing exercises, taking bearings, score competition, deciding control points. Mountain biking, how to navigate obstacles and varying terrains. **BTEC Component 2 PSA: investigate** the components of fitness and their effect on performance, takepart in practical sport, explore the role of officials in sport and learn to apply methods andsporting drills to improve other participants’ sporting performance. | **10 A- OAA/ Handball** **10B- Badminton/ Football****Badminton**- Advanced control, outwitting opponents, Singles tactics & competition scoring, Know rules andBoundaries.**OAA** – further advance of Physical conditioning. focus on the fundamentals of movement and body conditioning. 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Mountain biking, how to navigate obstacles and varying terrains.**Handball**- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball**Football-** Application of advanced skills in competitive situation, development of team formation, strategies of play, officiating.**BTEC Component 2 PSA**: investigate the components of fitness and their effect on performance, takepart in practical sport, explore the role of officials in sport and learn to apply methods andsporting drills to improve other participants’ sporting performance. | **10 A- Handball/ Football****10B- Football/ Handball** **Handball**- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball**Football**- Application of advanced skills in competitive situation, development of team formation, strategies of play, officiating.**BTEC Component 2 PSA**: investigate the components of fitness and their effect on performance, takepart in practical sport, explore the role of officials in sport and learn to apply methods andsporting drills to improve other participants’ sporting performance. | **10 A- Football/ Badminton****10B- Handball/ OAA****Handball**- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball**Football**- Application of advanced skills in competitive situation, development of team formation, strategies of play, officiating.**Badminton**- Advanced control, outwitting opponents, Singles tactics & competition scoring, Know rules andBoundaries.**OAA** – further advance of Physical conditioning. focus on the fundamentals of movement and body conditioning. 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Tactical Development and match understanding.**BTEC Component 2** PSA: investigate the components of fitness and their effect on performance, takepart in practical sport, explore the role of officials in sport and learn to apply methods andsporting drills to improve other participants’ sporting performance. | **10 A- Fitness/ Athletics****10B- Cricket/ Athletics** **Fitness-** will lead on an exercise plan using principle of training to underpin the organisation, will confidently be able to match exercises to component of fitness, will motivate others and reliably record data. Communicate the importance of analysing strengths and weaknesses through fitness testing.**Cricket**- Games Play, Advanced rule application, Full sided Match Play, Advanced skill development, Match scenario practices. Tactical Development and match understanding.**Athletics-** Skill performance rather than personal best time/distance, develop leadership and application of rules, along with developing their motivation within selected disciplines.**BTEC Component 1 PSA introduction –**explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcomethese barriers to increase participation in sport and physical activity. They will also researchequipment and technological advances in a chosen sport or physical activity and how toprepare our bodies for participation in sport and physical activity. |
| **Skills**  | **Consolidate year 9****Badminton**- Smash, Drop shots, forehand andbackhand development, drive, jump smash**Trampolining**- Tuck, Pike, Straddle, Full Twist, ½ Twist, Seat Drop, Basic Combinations of shapes and twists. Combination of basic shapes, short routines, Basic landing positions with twisting in/out, combination of basic landing positons, Front Drop, Back Drop, BD to FD and reverse, ¾ somersaults,**Fitness**-Aerobic and Anaerobic exercise, Heart Rate Monitoring, Use of Resistance Machines, Use of Body Weight in strength training, application of individual needs, specificity. Maximal testing, reps and sets, INSPORT Principles, Free Weights.**OAA-** Mountain biking skills body position, braking, climbing, descending, cornering**Cricket**- Bowling development – spin bowling, angled bowl.**BTEC Component 2 PSA**Techniques, strategies and fitness required for different sports.students will be able to demonstrate a range of skills and strategies for a selected sport,in both isolated practices and competitive situations.Skills, e.g. passing, scoring, travelling, intercepting.● Strategies, e.g. tactics and decision making.● Isolated practice – practices that focus on one skill at a time.● Competitive situation – the number of players, area of play and presence of anofficial to represent competition standard of play. | **Consolidate year 9****Badminton**- Smash, Drop shots, forehand andbackhand development, drive, jump smash.**OAA**- Mountain biking skills body position, braking, climbing, descending, cornering **Handball-** hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball**Footbal**l- Understanding of formation, selecting and applying skills in correct context, Advanced attacking and defending, tactics**BTEC Component 2 PSA**Techniques, strategies and fitness required for different sports.students will be able to demonstrate a range of skills and strategies for a selected sport,in both isolated practices and competitive situations.Skills, e.g. passing, scoring, travelling, intercepting.● Strategies, e.g. tactics and decision making.● Isolated practice – practices that focus on one skill at a time.● Competitive situation – the number of players, area of play and presence of anofficial to represent competition standard of play. | **Consolidate year 9****Handball**- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball**Football**- Understanding of formation, selecting and applying skills in correct context, Advanced attacking and defending, tactics**BTEC Component 2 PSA**Techniques, strategies and fitness required for different sports.students will be able to demonstrate a range of skills and strategies for a selected sport,in both isolated practices and competitive situations.Skills, e.g. passing, scoring, travelling, intercepting.● Strategies, e.g. tactics and decision making.● Isolated practice – practices that focus on one skill at a time.● Competitive situation – the number of players, area of play and presence of anofficial to represent competition standard of play. | **Consolidate year 9****Handball**- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball**Football-** Understanding of formation, selecting and applying skills in correct context, Advanced attacking and defending, tactics.**Badminton**- Smash, Drop shots, forehand andbackhand development, drive, jump smash.**OAA**- Mountain biking skills body position, braking, climbing, descending, cornering **BTEC Component 2 PSA-** Learners will be able to use methods to improve other participants’ sporting skills. Theywill be able to provide demonstrations and teaching points to introduce participants tothe techniques required for different sporting skills. They will also be able to select andorganise suitable drills and support participants to take part in the drills to develop theirsporting skills. | **Consolidate year 9****Badminton**- Smash, Drop shots, forehand andbackhand development, drive, jump smash**Fitness**-Aerobic and Anaerobic exercise, Heart Rate Monitoring, Use of Resistance Machines, Use of Body Weight in strength training, application of individual needs, specificity. Maximal testing, reps and sets, INSPORT Principles, Free Weights.**OAA**- Mountain biking skills body position, braking, climbing, descending, cornering**Cricket**- Bowling development – spin bowling, angled bowl.**BTEC Component 2 PSA-** Learners will be able to use methods to improve other participants’ sporting skills. 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Maximal testing, reps and sets, INSPORT Principles, Free Weights.**Cricket**- Bowling development – spin bowling, angled bowl.**Athletics**- Specific break down of technical points – Arm action/leg action, Posture in running, the release in throws – angle, body position and flight, Jumping - the plant, phases of jump.**BTEC Component 1 PSA**Different types of technology and their benefits to improve sport and physicalactivity participation and performanceLearners will explore a range of different types of technology and its use in sport andphysical activity to improve performance and participant experience. |
| **Assessments** | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities. **BTEC Component 2 PSA**In this qualification, there are two non-exam internally-assessed components, which willbe assessed through Pearson-set Assignments.These assignments are set by Pearson and are summative assessments, which meansthey are distinct periods of assessment that are separate from the practice, explorationactivities and formative assessments that have been used during the learning period. | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities. **BTEC Component 2 PSA**In this qualification, there are two non-exam internally-assessed components, which willbe assessed through Pearson-set Assignments.These assignments are set by Pearson and are summative assessments, which meansthey are distinct periods of assessment that are separate from the practice, explorationactivities and formative assessments that have been used during the learning period. | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities. **BTEC Component 2 PSA**In this qualification, there are two non-exam internally-assessed components, which willbe assessed through Pearson-set Assignments.These assignments are set by Pearson and are summative assessments, which meansthey are distinct periods of assessment that are separate from the practice, explorationactivities and formative assessments that have been used during the learning period. | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities.  **BTEC Component 2 PSA**In this qualification, there are two non-exam internally-assessed components, which willbe assessed through Pearson-set Assignments.These assignments are set by Pearson and are summative assessments, which meansthey are distinct periods of assessment that are separate from the practice, explorationactivities and formative assessments that have been used during the learning period. | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities. **BTEC Component 2 PSA**In this qualification, there are two non-exam internally-assessed components, which willbe assessed through Pearson-set Assignments.These assignments are set by Pearson and are summative assessments, which meansthey are distinct periods of assessment that are separate from the practice, explorationactivities and formative assessments that have been used during the learning period. | The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills.Time is planned into lessons to allow students to regularly reflect on previous work and make improvements.Assessment points will be held at the end of each 10-lesson block before the rotation of activities.  **BTEC Component 2 PSA**In this qualification, there are two non-exam internally-assessed components, which willbe assessed through Pearson-set Assignments.These assignments are set by Pearson and are summative assessments, which meansthey are distinct periods of assessment that are separate from the practice, explorationactivities and formative assessments that have been used during the learning period. |
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