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| **Year 11 PE/ BTEC TECH Award Sport** | | | | | | | | | | | | |
| **Curriculum intent** | | In year 11 All pupils will be taught increasingly complex motor movements and all pupils must be exposed to full range of motor movements.  They can use and develop a variety of tactics and strategies to overcome opponents in team and individual games in the following sports in Rounders, 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 10 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, using  realistic 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** | | **11 A- Rounders/ Badminton**  **11B- Fitness/ tramp / Football**  **Badminton-** Advanced control, outwitting opponents, Singles tactics & competition scoring, Know rules and  Boundaries, doubles rules and regs  **Fitness-** how to widen their experience of health needs to allow ongoing motivation to continue fitness benefits after school life. Will lead and take ownership for their long-term planning. Will be able to discuss their long term needs and/or goals.  **Trampolining**- Routine Development Advanced Landing Positions/Rotations/Twists/Combinations, Increased Height,  **Rounders -** Games Play, Advanced rule application, Full sided Match Play, Advanced skill development, Match scenario practices. Tactical Development and match understanding.  Extension of Year 10 with emphasis on games, rules, scoring and competitive scenario.  **Football-** Deeper understanding of  Football, Competitive Full Game, Match  scenario practices  **BTEC Component 1 PSA**  –  explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome  these barriers to increase participation in sport and physical activity. They will also research  equipment and technological advances in a chosen sport or physical activity and how to  prepare our bodies for participation in sport and physical activity. | **11A- Badminton / Handball**  **11B- Football/ Badminton**  **Badminton**- Advanced control, outwitting opponents, Singles tactics & competition scoring, Know rules and  Boundaries, doubles rules and regs.  **Football**- Deeper understanding of  Football, Competitive Full Game, Match  scenario practices  **Handball**- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball  Deeper understanding of  Football, Competitive Full Game, Match  scenario practices  **BTEC Component 1 PSA –**  explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome  these barriers to increase participation in sport and physical activity. They will also research  equipment and technological advances in a chosen sport or physical activity and how to  prepare our bodies for participation in sport and physical activity. | | **11A- Handball / Football**  **11B- Handball/ Badminton**  **Football-** Deeper understanding of  Football, Competitive Full Game, Match  scenario practices  **Handball-** hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball  Deeper understanding of  Football, Competitive Full Game, Match  scenario practices.  **Badminton-** Advanced control, outwitting opponents, Singles tactics & competition scoring, Know rules and  Boundaries, doubles rules and regs.  **BTEC Component 1 PSA –**  explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome  these barriers to increase participation in sport and physical activity. They will also research  equipment and technological advances in a chosen sport or physical activity and how to  prepare our bodies for participation in sport and physical activity. | | **11A-Football. Fitness / Trampolining**  **11B- Handball/ OAA**  **Football-** Deeper understanding of  Football, Competitive Full Game, Match  scenario practices  **Handball**- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball  Deeper understanding of  Football, Competitive Full Game, Match  scenario practices.  **Fitness**- how to widen their experience of health needs to allow ongoing motivation to continue fitness benefits after school life. Will lead and take ownership for their long-term planning. Will be able to discuss their long term needs and/or goals.  **Trampolining**- Routine Development Advanced Landing Positions/Rotations/Twists/Combinations, Increased Height,  **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. Extended routes  **BTEC Component 3 :**  types of sports requiring specific components of fitness:  o aerobic endurance – events/sports lasting more 30 minutes  o muscular endurance – events/sports lasting more 30 minutes  o muscular strength – activities requiring force, e.g. throwing events  o speed – activities requiring fast movement, e.g. sprinting  o flexibility – activities requiring a wide range of movement around a joint,  e.g. gymnastics, martial arts | | | **11A-Fitness / Trampolining / OAA**  **11B- OAA/ Rounders**  **Fitness**- how to widen their experience of health needs to allow ongoing motivation to continue fitness benefits after school life. Will lead and take ownership for their long-term planning. Will be able to discuss their long term needs and/or goals.  **Trampolining**- Routine Development Advanced Landing Positions/Rotations/Twists/Combinations, Increased Height,  **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.  **Rounders** - Games Play, Advanced rule application, Full sided Match Play, Advanced skill development, Match scenario practices. Tactical Development and match understanding.  Extension of Year 10 with emphasis on games, rules, scoring and competitive scenario.  **BTEC Component 3 :**  The basic principles of training frequency, intensity, time, and type (FITT):  o frequency – the number of training sessions completed over a period of time,  usually per week  o intensity – how hard an individual will train  o time – how long an individual will train for  o type – how an individual will train by selecting a training method to improve a  specific component of fitness. | **BTEC Component 3:**  **Consolidate year 10/11 knowledge**  **The basic principles of** training frequency, intensity, time, and type (FITT):  o frequency – the number of training sessions completed over a period of time,  usually per week  o intensity – how hard an individual will train  o time – how long an individual will train for  o type – how an individual will train by selecting a training method to improve a  specific component of fitness.  Learners will understand exercise intensity and how it can be measured or worked out.  They will also understand the target zones and the related technical vocabulary.  ● Intensity:  o measure heart rate (HR)  o HR intensity to fitness training methods.  ● Target zones and training thresholds:  o calculate training zones  o apply HR max to training  o aerobic training zone  o anaerobic training zone.  ● The Borg (6–20) Rating of Perceived Exertion (RPE) Scale  o RPE x 10 = Heart Rate (HR).  ● The relationship between RPE and heart rate where: RPE x 10 = HR (bpm).  ● Calculate 1RM for strength and 15RM for muscular endurance.  ● Technology to measure exercise intensity:  o heart rate monitors  o smart watches  o apps. | |
| **Skills** | **Consolidate year 10**  **Badminton**- Cross court drop shot, slice drop  backhand development, drive, jump smash.  **Rounders**- Bowling development – spin bowling, angled bowl  **Trampolining**- Cradle, Cat Twist, Roller, Advanced Combinations, 1 ½ twists, Turntables, Basic Somersaults, full Somersaults  **Fitness**- BMI (height/weight), Peak Flow, Blood Pressure, Muscular strength training, free weights, core strength,  **BTEC Component 1 PSA**  Learners will be able to deliver the different component of a warm-up to prepare  participants to take part in physical activity.  ● Organisation and demonstration of the warm-up activities:  o space – areas used  o equipment  o organisation of participants  o timing  o demonstrations  o positioning.  ● Supporting participants as they take part in the warm-up;  o observing participants  o providing instructions  o providing teaching points  o providing feedback to participants. | | | **Consolidate year 10**  **Badminton**- Smash, Drop shots, forehand and  backhand development, drive, jump smash.  **Handball-** hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball. Leadership  **Footbal**l- leadership, body pass, sliding tackle  **BTEC Component 1 PSA**  Learners will be able to deliver the different component of a warm-up to prepare  participants to take part in physical activity.  ● Organisation and demonstration of the warm-up activities:  o space – areas used  o equipment  o organisation of participants  o timing  o demonstrations  o positioning.  ● Supporting participants as they take part in the warm-up;  o observing participants  o providing instructions  o providing teaching points  o providing feedback to participants. | | **Consolidate year 10**  **Badminton-** Smash, Drop shots, forehand and  backhand development, drive, jump smash.  **Handball**- hand -eye co-ordination for handball i.e. passing, shooting, positions, formations, tactics, controlling the ball, dribbling, shooting and turning with the ball. Leadership  **Footbal**l- leadership, body pass, sliding tackle  **BTEC Component 1 PSA**  Learners will explore a range of different types of technology and its use in sport and  physical activity to improve performance and participant experience. | | **Consolidate year 10  Trampolining-** Cradle, Cat Twist, Roller, Advanced Combinations, 1 ½ twists, Turntables, Basic Somersaults, full Somersaults  **Fitness-** BMI (height/weight), Peak Flow, Blood Pressure, Muscular strength training, free weights, core strength,  **Football-** leadership, body pass, sliding tackle  **OAA-** Mountain biking skills body position, braking, climbing, descending, cornering and advanced routes  **BTEC Component 3**  Fitness test methods for components of physical fitness  which fitness tests are appropriate to test for each component of  tests for each component of physical fitness and specific to different sports and their  participants. Leaners should also understand how to produce reliable fitness test results. | **Consolidate year 10**  **Trampolining**- Cradle, Cat Twist, Roller, Advanced Combinations, 1 ½ twists, Turntables, Basic Somersaults, full Somersaults  **Fitness**- BMI (height/weight), Peak Flow, Blood Pressure, Muscular strength training, free weights, core strength,  **OAA**- Mountain biking skills body position, braking, climbing, descending, cornering and advanced routes  **Rounders**- Bowling development – spin bowling, angled bowl  **BTEC Component** 3  Draw conclusions, evaluate, assess, explain and identify    The effects of long-term fitness training on the body systems | | | **Consolidate year 10**  **BTEC Component 3**  Draw conclusions, evaluate, assess, explain and identify    The effects of long-term fitness training on the body systems  Investigate fitness programming to improve fitness and sports  performance  ● Aims – details of what they would like to achieve for the selected sport.  ● Objectives – how they intend to meet their aims using an appropriate  component of fitness and method of training.  ● Lifestyle and physical activity history.  ● Attitudes, the mind and personal motivation for training. |
| **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 will  be assessed through Pearson-set Assignments.  These assignments are set by Pearson and are summative assessments, which means  they are distinct periods of assessment that are separate from the practice, exploration  activities 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 will  be assessed through Pearson-set Assignments.  These assignments are set by Pearson and are summative assessments, which means  they are distinct periods of assessment that are separate from the practice, exploration  activities 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 will  be assessed through Pearson-set Assignments.  These assignments are set by Pearson and are summative assessments, which means  they are distinct periods of assessment that are separate from the practice, exploration  activities 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 3**  Externally marked exam | 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 3**  Externally marked exam | | | 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 3**  Externally marked exam |
| **Curiosity** | | Participation in sport  <https://www.youtube.com/watch?v=dvj4cdH0i1k>  <https://www.youtube.com/watch?v=aZemjQUjry0> | Technology in sport  <https://www.youtube.com/watch?v=VbgZKHh9Q0A>  <https://www.youtube.com/watch?v=VXLYVqOmXHA> | | Physical and mental well being  <https://www.youtube.com/watch?v=aJI-JT_kBPs> | | Components of fitness  <https://www.youtube.com/watch?v=KYfenFzupL8> | | | Roles of officials  <https://www.youtube.com/watch?v=wvkleCaNBuQ> | Sports psychology  <https://www.youtube.com/watch?v=7edjsqDdXzE>  <https://www.youtube.com/watch?v=HMQgc2CGfzg> | |