

Year 11 BTEC Sport Curriculum Sequence

**Subject Intent:** Our PE curriculum, through a stimulating and enjoyable programme of study and enrichment opportunities, enables all students to build a love and appreciation for physical activity, so they confidently participate in exercise beyond school and lead and maintain a healthy active lifestyle in adulthood. Leadership development is threaded through all aspects of our curriculum to create articulate and confident young people who make a positive contribution to their community.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Big idea/Theme</b>	Unit 2: Practical Sports Performance	Unit 2: Practical Sports Performance	Unit 2: Practical Sports Performance	Unit 6: Sports Leadership	Unit 6: Sports Leadership	N/A
Knowledge that needs to stick	Rules and regulations of an individual and team sport. How to warm up and cool down. Ideas of isolated and conditioned practices to develop skills and technique.					
Demonstration of Knowledge (Assessment)	Students will carry out tasks/assignments throughout the course. Internal assessments will be marked by the teacher and students will receive feedback on their progress. They can then resubmit within 15 days to attempt to achieve a higher grade.					
Links to key stage 2/ prior knowledge needed	Fundamental transferable skills (passing, dribbling, shooting, defending, attacking). How to create and apply tactics into a competitive situation. Experience of leading a small group. Experience of creating and developing isolated practices.					
Skill set development	Teamwork Aiming High Leadership	Teamwork Aiming High Leadership	Aiming High Leadership Team work	Leadership Staying positive Speaking Listening Aiming High Creativity		
Key Vocabulary (Tier 2/ Tier 3)	Evaluate Assess Critically State Describe Demonstrate			Evaluate Assess Critically State Describe Demonstrate		

	<p>Analyse  Communicate  Technique  Sport  International Governing Body (IGB)  National Governing Body (NGB)  Regulations  Official  Role  Officiate  Criteria  Sanction  Umpire  Referee  Skill  Video analysis  Interaction  Tactics  Invasion games  Isolated practices  Component  Conditioned practices  Competitive situations  Strengths  Areas for improvement</p>	<p>Analyse  Communicate  Technique  Democratic  Laissez-Faire  Autocratic  Qualities  Attributes  Conditioned  Isolated  Competitive  Leadership  Plenary  Adapted  Differentiated</p>	
<p>Reading and Oracy</p>	<p>Officiating  NGB rule books</p>	<p>Speaking aloud to a group when leading an activity.  Group discussions on what makes a good sports leader.</p>	
<p>Numeracy</p>	<p>Scoring systems (competitive and conditioned)  Regulations (dimensions)</p>		

Opportunities		
Careers	Professional sports person, Official, Analyst, Media broadcaster, Coach/Manager, Physiotherapist, Nutritionist, Personal Trainer, Gym instructor, Grounds person, Sport Scientist Teacher, Safeguarding & Welfare lead, Activity Camps, First Aider Kit/equipment creator, Events manager Journalist, TV presenter, Sports Lawyer Photographer, Steward Security, Volunteers	
SMSC including British Values, Culture and Diversity	Using imagination and creativity in learning Recognising right and wrong and applying it Developing personal qualities and using social skills Understanding and appreciating personal influences	
Relationship and Sex Education and Health Education	Healthy active lifestyles – choices, side effects. Working with others to develop relationships	Working with others to develop relationships

Key Documents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>