

## Year 10 BTEC TECH AWARD SPORT LTP

**Rationale with endpoints:** Learners will 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. Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Term	Topic	Knowledge	Skills	Reading/Wider Reading
Autumn 1	Component 1: LOA <b>Explore types and provision of sport and physical activity for different types of participant</b>	<ul style="list-style-type: none"> <li>Understand the different sectors that provide sport and physical activities and the advantages and disadvantages of each of these.</li> <li>Learn about the different categories and characteristics of participants and how their different physical, social and mental health needs will affect the types of sports and physical activities they choose.</li> <li>Which providers are best suited to the needs of different participants.</li> <li>Potential barriers to participation and how to overcome these.</li> </ul>	<ul style="list-style-type: none"> <li>Independent working - supervised/unsupervised</li> <li>Ability to compare and contrast – higher order thinking</li> <li>Mathematical – funding, costs, time (linked to barriers)</li> <li>Equal opportunity</li> <li>Research skills – use of knowledge organisers</li> <li><b>Writing genre: written report of approx. 3-5 pages of A4</b> supports TASK 1 of assignment.</li> <li><b>Complex activity: TASK 1: Increasing participation in regular sport or physical activity for different types of sports participants (Approx. 2 hour)</b></li> </ul>	<b>BTEC Level 2 First in Sport 2nd ed. Book:</b> Barsby et al. UNIT 12: Organisations in the sport and active leisure industry pages 240-242

Autumn 2	Component 1: LOB <b>Examine equipment and technology required for participants to use when taking part in sport and physical activity</b>	<ul style="list-style-type: none"> <li>Understand the different types of sports clothing and equipment.</li> <li>Learners will explore a range of different types of technology.</li> <li>Understanding of the benefits and limitations that technology can have for sport and physical activity participation.</li> </ul>	<ul style="list-style-type: none"> <li>Independent working - supervised/unsupervised</li> <li>ICT – ability to use PowerPoint and incorporate video clips within the presentation</li> <li><b>Writing genre: PowerPoint presentation of approximately 10-15 slide; supports TASK 2 of assignment.</b></li> <li><b>Complex activity: TASK 2: Equipment and technology required for participants to use when taking part in sport and physical activity (Approx. 1 hour)</b></li> </ul>	<b>BTEC Level 2 First in Sport 2nd ed. Book:</b> Barsby et al. UNIT 12: Technological Developments pages 254
Spring 1	Component 1: LOC <b>Be able to prepare participants to take part in physical activity</b>	<ul style="list-style-type: none"> <li>Learners will learn about the warm-up process that is required to prepare the body to take part in physical activity.</li> <li>Understand the responses of the cardiorespiratory and musculoskeletal systems at each stage of the warm-up.</li> <li>Learners will be able to plan and deliver warm-ups for different physical activities and for different types of participants.</li> </ul>	<ul style="list-style-type: none"> <li>Independent working - supervised/unsupervised</li> <li>Creative thinkers; team work; self-management</li> <li>Oracy – giving, following and listening to each other’s instructors</li> <li>ICT – Video recording lasting approximately 10 minutes of learners delivering a warm-up to participants</li> <li><b>Writing genre: written response of approx. 3-4 pages of A4, which can include supporting sketches supports TASK 3 of assignment.</b></li> <li><b>Complex activity: TASK 3: Preparing participants to take part in sport and physical activity (Approx. 2 hour)</b></li> </ul>	<b>BTEC Level 2 First in Sport 2nd ed. Book:</b> Barsby et al. UNIT 1: Fitness Training Methods pages 12-13
	<b>Summative Assessment (SA) Assignment 1</b> – 6 hours to complete	<ul style="list-style-type: none"> <li>Combination of knowledge from LOA-LOC – each section supports the final assignment of <b>6 hours</b></li> </ul>	<ul style="list-style-type: none"> <li>Independent working; self-management; reflective learners; effective participators – applying taught knowledge and concepts to complete the Summative Assessment</li> </ul>	<b>Knowledge Organisers</b>

Spring 2	<p><b>Moderation of SA</b> Component 2: LOA <b>Understand how different components of fitness are used in different physical activities</b></p>	<ul style="list-style-type: none"> <li>Understanding of each of the components of physical and skill-related fitness.</li> <li>Apply understanding to how these components are used in team sports, and how they impact on performance.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of each component of physical and skill-related fitness and their potential impact on sporting performance.</li> <li>Practical participation of the skills tests and applying these to <b>team</b> sport of choice – team work; self-management</li> <li>Independent working - supervised/unsupervised</li> <li>Research skills; Independent enquirers – use of knowledge organisers</li> <li><b>Writing genre: written report of approx. 2-3 pages of A4;</b> supports TASK 1 of assignment.</li> <li><b>Complex activity: TASK 1: Components of fitness (Approx. 1 hour)</b></li> </ul>	<p><b>BTEC Level 2 First in Sport 2nd ed. Book:</b> Barsby et al. UNIT 1: Components of Fitness pages 4-7;</p>
Summer 1	<p>Component 2: LOB <b>Be able to participate in sport and understand the roles and responsibilities of officials</b></p>	<ul style="list-style-type: none"> <li>Demonstrate the skills and strategies required to participate effectively in isolated practices and competitive situations for a selected sport.</li> <li>Know the different roles of officials for a selected sport and understand the responsibilities associated with each of these roles.</li> <li>Know key rules of a selected sport and understand how these may be applied in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Independent working - supervised/unsupervised</li> <li>Self-management; effective participators</li> <li><b>ICT</b> - Video recordings lasting approximately 15 mins of sporting skills in isolated practices and sporting skills and strategies in competitive situations for a selected sport; supports TASK 2 of assignment.</li> <li><b>Complex activity: TASK 2: Participating in sport (Approx. 2 hour)</b></li> </ul>	<p>Internet and GC Resources</p>
Summer T			<ul style="list-style-type: none"> <li>Independent working - supervised/unsupervised</li> <li>Oracy – explanations to participants and listening skills</li> <li>Planning – required for drills</li> <li>Leadership – practical delivery including demonstrations</li> </ul>	<p>Internet and GC Resources</p>

	<p>Component 2: LOC 1  <b>Demonstrate ways to improve participants sporting techniques</b>          (Half of LOC rest in Yr.11)</p>	<ul style="list-style-type: none"> <li>● Know how to work with sports participants to help to improve their sporting skills.</li> <li>● Provide demonstrations and teaching points of techniques used for different sports skills to develop participant's technique to perform the sports skill.</li> <li>● Know how to select and plan for different drills and conditioned practices to develop specific sports. skills. Learners will also be able to set up each of the drills and support participants as they take part in the drills and conditioned practices to improve their sporting skills.</li> </ul>		
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