

## KS4 examination Curriculum Implementation Plan

### BTEC Level 1 / 2 Tech Award (new for Sept 2022)

Three components completed over two years. *Students receive practical and theory based lessons to meet the learning outcomes and prepare students for the internal and external assessments.*

| Physical Education: BTEC Sport Level 2 Tech Award for 2024-2026 cohort |  |   |   |  |   |  |
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|  | Term 1.1   | Term 1.2  | Term 2.1  | Term 2.2   | Term 3.1  | Term 3.2   |
| Year 10  | <p><b>Component 1: LOA</b><br/><b>Explore types and provision of sport for different participants:</b><br/>Discussion and worksheets on different provisions: Private, public and voluntary – specific local examples provided. Discussion and participation in a variety of different activities: team/ individual, disability. Students complete tasks to understand the different types of participants, potential barriers and strategies for participation.</p> <p><b>Component 1: LOB</b><br/><b>Examine equipment and technology for participation</b> research into equipment and clothing</p> | <p><b>Component 1: LOC</b><br/><b>Prepare participants for participation (warm up)</b><br/>Students practically lead warm ups: starting with pulse raiser and building. A variety of sport/activity specific examples provided and then as pupils knowledge of warm up planning developments they begin to lead their peers.<br/>Students understand and communicate the responses + benefits of completing all elements of a warm up.</p> <p style="background-color: yellow;"><b>Component 1: Assessment, moderation and submission</b></p> | <p><b>Component 2: LOA</b><br/><b>Understand different component of fitness</b><br/>Developing understanding of the 11 different fitness components and their application in different sports and activities.</p> <p><b>Component 2: LOB</b><br/><b>Participate in sport and understand the roles and responsibilities of officials</b><br/>focus on the skill and tactical elements of participation in a range of different activities.</p> | <p>Students understand the different types and roles of officials for a range of activities with an in depth look at Table tennis.<br/>Practice tasks are provided where students learn how to apply rules and regulations for a sport and gain experience of officiating.</p> <p><b>Component 2: LOC</b><br/><b>Demonstrate ways to improve participants sporting techniques</b><br/>Students in both practical and theory lesson learn how skill development is acquired through the use of: drills,</p> | <p>They continue to enhance their leadership through understanding the use of demonstrations and teaching points alongside how to use space, time, sequencing and feedback to provide effective learning opportunities.</p> <p><b>Component 2: LOC</b><br/><b>Demonstrate ways to improve participants sporting techniques</b><br/>Students continue to review the learning objectives for this topic by recapping fitness components, session planning and the responsibilities for officiating through case study examples:</p> | <p><b>Component 2: Assessment, moderation and submission</b></p> <p style="background-color: yellow;"><b>Students complete the 4 PSA set tasks by the assessment window under controlled conditions.</b></p> |

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|         | <p>developments. Students gain an awareness of the evolution and safety/performance benefits of enhancements in clothing and equipment</p>  | <p><b>Students complete the 3 PSA set tasks by the assessment window under controlled conditions.</b></p>  |  | <p>practices and conditioned games.</p>  | <p>Badminton, Basketball &amp; Table tennis</p>  |  |
| Year 11 | <p><b>Component 3: LOA Explore the importance of fitness for sports performance</b><br/>Understand definitions and application of components of fitness</p> <p>Research and apply Training principles: FITT &amp; SPORIVAR</p> <p>Learn how to use HR &amp; Intensity to plan and track fitness exercises</p> <p><b>Component 3: LOB Investigate fitness testing</b><br/>Experience and understand a range of different fitness tests -focus on practical but completing work booklet on the:</p> | <p>1. Reasons for testing<br/>2. Pre-test procedures<br/>3. Validity and reliability<br/>4. Interpreting results</p> <p><i>Physical fitness tests</i></p> <p><b>Component 3: LOB Investigate fitness testing</b><br/>Continuing with learning focus from previous term but now with a focus on:</p> <p><i>Skill fitness tests</i></p> <p><b>Component 3: LOC Requirements of different training methods</b><br/>Practical and theory understanding of Safe Session planning with</p> | <p><b>Learn how to carry out and use a range of training methods that are specific to the following fitness components</b></p> <p><i>Physical fitness training:</i><br/>Continuous, Fartlek, Interval, Circuit, Flexibility methods, Free weights, Speed methods</p> <p><b>Mock Exam on Topics LA &amp; B (Part C)</b></p> <p><b>Component 3: LOC Requirements of different training methods</b></p> <p><i>Skill fitness training:</i><br/>SAQ, plyometrics, Balance activities, coordination tasks, reaction exercises.</p> | <p>Provision of training methods: Public, private, voluntary</p> <p>Research and understand the Long term effects of exercise on the body systems</p> <p><b>Component 3: LOD Investigate fitness programming</b></p> <p>Understand how Personal information affects programming</p> <p>Use Goal setting to provide the outcomes for programme design</p> <p>Understand different Motivation strategies</p> | <p><b>Component 3: Final revision and examination</b></p> <p>Review and revisit the different topics with a clear focus on applying knowledge to examples and</p> <p><b>External examination for component 3</b></p> |  |

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|  |  | clear examples provided |  |  |  |  |
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**Physical Education: BTEC Sport Level 2 Tech Award for 2023-2025 cohort**

|         | Term 1.1  | Term 1.2   | Term 2.1  | Term 2.2   | Term 3.1  | Term 3.2  |
|---------|---|--|---|--|---|---|
| Year 10 | <p><b>Component 1: LOA</b><br/><i>Explore types and provision of sport for different participants:</i></p> <p>Discussion and worksheets on different provisions: Private, public and voluntary – specific local examples provided.</p> <p>Discussion and participation in a variety of different activities: team/ individual, disability</p> <p>Students complete tasks to understand the different types of participants, potential barriers and strategies for participation.</p> <p><b>2 practice tasks completed and feedback provided</b></p> | <p><b>Component 1: LOB</b><br/><i>Examine equipment and technology for participation</i></p> <p>Students conduct independent and teacher lead research into equipment and clothing developments. Students gain an awareness of the evolution and safety/performance benefits of enhancements in clothing and equipment</p> <p>Variety of examples and case studies provided with students completing tasksheets</p> <p>An in depth look and performance enhancing technologies such as</p> | <p><b>Component 1: LOC</b><br/><i>Prepare participants for participation (warm up)</i></p> <p>Students practically perform and lead warm ups in a progressive manner: starting with pulse raiser and building.</p> <p>A variety of sport/activity specific examples provided and then as pupils knowledge of warm up planning developments they begin to lead their peers.</p> <p>Students understand and communicate the responses + benefits of completing all elements of a warm up.</p> | <p><b>Component 1: Assessment, moderation and submission</b></p> <p><b>Students complete the 3 PSA set tasks by the assessment window under controlled conditions.</b></p> <p><b>Component 2: LOA</b><br/><i>Understand different component of fitness</i></p> <p>Both theory and practical lessons focus on the understanding of the 11 different fitness components and their application in different sports and activities.</p> <p>Students participate in a variety of different tasks to</p> | <p><b>Component 2: LOB</b><br/><i>Participate in sport and understand the roles and responsibilities of officials</i></p> <p>Both practical and theory lessons focus on the skill and tactical elements of participation in a range of different activities, primarily: Badminton, Basketball and Table tennis</p> <p>Students understand the different types and roles of officials for a range of activities with an in depth look at Table tennis. Practice tasks are provided where students learn how to apply rules and regulations for a sport and gain experience of officiating.</p> | <p><b>Component 2: LOC</b><br/><i>Demonstrate ways to improve participants sporting techniques</i></p> <p>Students in both practical and theory lesson learn how skill development is acquired through the use of: drills, practices and conditioned games.</p> <p>They continue to enhance their leadership through understanding the use of demonstrations and teaching points alongside how to use space, time, sequencing and feedback to provide effective learning opportunities.</p> |

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|         |  | <p>tracker watches and equipment upgrades but also limitations</p> <p><b>1 practice task</b></p>  | <p>Develop and demonstrate leadership skills.</p> <p><b>1 practice task</b></p>  | <p>help identify and understand the different fitness requirements</p>  | <p><i>Mini-practice tasks</i></p>  | <p>Students begin to plan and lead their own mini-sessions in preparation for the next assessment</p> <p><b>1 Practice task</b></p> |
| Year 11 | <p><b>Component 2: LOC</b><br/><b>Demonstrate ways to improve participants sporting techniques</b></p> <p>Students continue to review the learning objectives for this topic by recapping fitness components, session planning and the responsibilities for officiating through case study examples: Badminton, Basketball &amp; Table tennis</p> <p><b>Component 2: Assessment, moderation and submission</b></p> <p><b>Students complete the 4 PSA set tasks by the assessment window under controlled conditions.</b></p> | <p><b>Component 3: LOA</b><br/><b>Explore the importance of fitness for sports performance</b></p> <p>Understand definitions and application of components of fitness</p> <p>Research and apply Training principles: FITT &amp; SPORIVAR</p> <p>Learn how to use HR &amp; Intensity to plan and track fitness exercises</p> <p><b>Component 3: LOB</b><br/><b>Investigate fitness testing</b></p> <p>Experience and understand a range of different fitness tests - focus on practical but completing work booklet on the:</p> <ol style="list-style-type: none"> <li>1. Reasons for testing</li> <li>2. Pre-test procedures</li> </ol> | <p><b>Component 3: LOB</b><br/><b>Investigate fitness testing</b></p> <p>Continuing with learning focus from previous term but now with a focus on:</p> <p><b>Skill fitness tests</b></p> <p><b>Component 3: LOC</b><br/><b>Requirements of different training methods</b></p> <p>Practical and theory understanding of Safe Session planning with clear examples provided</p> <p><b>Learn how to carry out and use a range of training methods that are specific to the following fitness components</b></p> <p><i>Physical fitness training:</i></p> | <p><b>Component 3: LOC</b><br/><b>Requirements of different training methods</b></p> <p><b>Skill fitness training:</b> SAQ, plyometrics, Balance activities, coordination tasks, reaction exercises.</p> <p>Provision of training methods: Public, private, voluntary</p> <p>Research and understand the Long term effects of exercise on the body systems</p> <p><b>Component 3: LOD</b><br/><b>Investigate fitness programming</b></p> <p>Understand how Personal information affects programming</p> | <p><b>Component 3: Final revision and examination</b></p> <p>Review and revisit the different topics with a clear focus on applying knowledge to examples and</p> <p><b>External examination for component 3</b></p> |   |

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|  |  | 3. Validity and reliability<br>4. Interpreting results<br><i>Physical fitness tests</i> | Continuous, Fartlek, Interval, Circuit, Flexibility methods, Free weights, Speed methods | Use Goal setting to provide the outcomes for programme design<br><br>Understand different Motivation strategies |  |  |
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