

**CURRICULUM MAP**

Subject	Btec Tech Award in Sport
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Head of Department	Tony Joyce
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SCHOOL INTENT**Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

The school aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

PE is a vital part of school life and ultimately children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support the local clubs within the Merton area and our feeder schools through links with the Merton Schools Sports Partnership. This allows us to positively engage with our local community and be active citizens within it.

KEY STAGE 3 RATIONALE/ INTENT

In Year 7 and 8 students will experience 4 hours of Physical Education per fortnight. All students experience a range of Physical Education activities. The range of content within Key Stage 3 includes: - outwitting opponents, working at maximum levels, accurate replication, exploring and communicating ideas and emotions, identifying and solving problems and exercising problems. The main activities that are used to demonstrate these for Rutlish are Rugby, Football, Cricket, Table Tennis, Badminton, Gymnastics/Trampolining, Fitness Testing and Training, Orienteering and Athletics.

KEY STAGE 4 RATIONALE/ INTENT

Rutlish has an examination based GCSE course for students with a keen interest in Physical Education Education as well as a Btec Level 2 Sport course. The GCSE course covers a wide range of theoretical content which enables students to develop areas of knowledge about the various body systems including short term and long term effects of exercise upon these systems. It also explores the relationship between Health and Performance.

By taking Btec Sport the students explore areas of Physical Education based upon practical team games, fitness, leadership in Sport and fitness training programming.

All students participate in core Physical Education lessons. Students take part in 3x60 minute lessons per fortnight.

Students who select the GCSE or Btec option will have a further 5 hours per fortnight.

KEY STAGE 5 RATIONALE/ INTENT

Rutlish offers the Level 3 Btec Sport Extended Diploma. To complete the course students, explore Body Systems, Fitness, Training and Programming, Professional Development In the Sports Industry and one more optional unit which will depend on the expertise of the cohort.



Btec National Tech Award inSport						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>UNIT OF WORK:</p> <p>Preparing the participant to take part in Sport and Physical Activity</p>	<p>UNIT OF WORK:</p> <p>Preparing the participant to take part in Sport and Physical Activity</p>	<p>UNIT OF WORK:</p> <p>Different types of physical activity for different individuals</p>	<p>UNIT OF WORK:</p> <p>Preparing participants to take part in physical activity</p>	<p>UNIT OF WORK:</p> <p>Improving other participants sporting performance</p>	<p>UNIT OF WORK:</p> <p>Demonstrating ways of improving participants sporting technique</p>
KNOWLEDGE	<p>Components of fitness Fitness testing. Training methods Principles of training and exercise intensity.</p>	<p>Assignment 1: Qualities of a good leader Can you compare two sport leaders and explain their similarities and differences in their leadership styles?</p> <p>Topic A.1 Sports leaders: for example, sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches. Topic A.2 Attributes: Topic A.3 Responsibilities:</p> <p>Assignment 2: Plan and carry out a successful leadership session What qualities make a good leader? What will your two sessions plans be? Which session will you choose? Can you justify your plans?</p> <p>Topic B.1 Sports activities: Topic B.2 Components of sports activity session: Topic B.3 Plan: Topic B.4 Lead: Topic B.5 Measures of success:</p>	<p>Assignment 1: Rules, regulations and scoring systems in two sports.</p> <p>What are the rules, regulations and scoring systems in two chosen sports? What are the role of the officials and what makes an effective official?</p>	<p>Topic C.1 Review: feedback for review, e.g. from participants, supervisor, observers, self-analysis. Methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback. Strengths and areas for improvement. (demonstration of attributes, completion of responsibilities, e.g. planning, content, organisation, health and safety, achievements). Topic C.2 Targets for development: SMARTER targets. development plan: aims and objectives, goals, SMARTER targets, activities and opportunities, e.g. training, courses, qualifications, possible barriers.</p>	<p>Topic C.1 Observation checklist: to review performance in selected sports using video analysis: Technical demands of sport. Production of a checklist suitable for self-analysis of performance in selected sports. Tactical demands of sport. Topic C.2 Review performance: Strengths and areas for improvement: skills and techniques, specific to the sport and non-specific, e.g. fitness Self-analysis: completion of observation checklist, e.g. use of video Strengths and areas for improvement: tactics, the effectiveness of decision making Activities to improve performance: (short-term and long-term goals) e.g. training programmes, use of technology, attending courses, where to seek help and advice.</p>	<p>Topic A.1 Personal information to aid training programme design: Topic A.2 The basic principles of training (FITT): Topic A.3 Further principles of training and how they are applied to training methods: Topic A.4 Programme design:</p> <ul style="list-style-type: none"> ● use personal information to aid training programme design ● selection of appropriate training method(s)/activities for improving/maintaining fitness, ● safe design – appropriate method(s)/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives ● selection of appropriate activities for warm-up (light, continuous physical activity to prepare the body for exercise) ● selection of appropriate activities for cool down (light, continuous physical activity to reduce heart rate, remove lactic acid and prevent blood pooling)



<p>Component of fitness: Physical Components: - Muscular strength -Aerobic endurance -Muscular endurance -Flexibility - Speed -Body Composition Skill components: - Coordination -Reaction time -Agility -Balance -Power Definitions and athletes that need them. Fitness tests: - Sit and reach -Hand grip and leg dynamometer - Multi-stage fitness test - Forestry step test -35m sprint test -Illinois Agility - Vertical jump -One minute sit up and press up -BMI, BIA and skin fold measurement (Jackson-Pollock nomogram) Advantages and disadvantages. Methods of training: Flexibility- Static, ballistic, PNF Strength, muscular endurance and power- circuit training, free weights, plyometric Aerobic enduranceContinuous, interval, fartlek, circuit Speed- interval, hollow, acceleration Advantages and disadvantages. Principles of training: Specificity -Progressive overload -Reversibility - Frequency -Intensity -Time - Type -Individual needs - Variation -Adaptation -Rest and recovery Exercise intensity: Max HR is 220-age Aerobic zone= 60-85% of max HR Anaerobic zone= 85- 95% of max HR Speed zone= 95-100% of max HR The Borg Scale</p>	<p>Assignment 1: Qualities of a leader: Core Skills e.g. Types of communication Advanced Skills e.g. Structuring activities Key Qualities e.g. Confidence Additional Qualities e.g. Motivation Key Responsibilities e.g. Health and safety Wider Responsibilities e.g. Rules and Regulations</p> <p>Assignment 2: Plan two sporting sessions. Justify session selection. Carry out leadership sessions demonstrating skills and qualities of a good leader.</p>	<p>Topic A.1 Rules (or laws): Topic A.2 Regulations: Topic A.3 Scoring systems: Topic A.4 Application of the rules/laws of sports in different situations: Topic A.5 Sports: Topic A.6 Roles of officials: Topic A.7 Responsibilities of officials: Topic B.1 Technical demands: Topic B.2 Tactical demands: Topic B.3 Safe and appropriate participation: Topic B.4 Relevant skills and techniques: Topic B.5 Relevant tactics: Topic B.6 Effective use of skills and techniques, and the correct application of each component: Topic B.7 Effective use of skills, techniques and tactics: Topic B.8 Isolated practices: Topic B.9 Conditioned practices: Topic B.10 Competitive situations:</p>			<p>Topic B.1 Factors Overcoming barriers, for example access to facilities, time, commitment, lack of interest, personal injury, emotional, motivation and cost. Topic B.2 Strategies for setting SMARTER targets.</p> <p>Topic C.1 Safely implement a personal fitness training programme</p> <ul style="list-style-type: none"> • Undertaking appropriate training methods. • Wearing correct training gear, correct use of equipment, correct technique, awareness of wider safety issues, e.g. personal safety, if training outdoors. • Taking full responsibility for completing and recording details for each training session. <p>Topic C.2 Training diary for each session recording intensity using % HR max and RPE.</p> <p>Topic C.3 Measures for success. Motivation for training, including details in the diary of personal feelings before, during and after each training session.</p> <ul style="list-style-type: none"> • Details of how the programme has been adapted to ensure continued commitment to training. • Achievement against personal aims, goals and objectives. • Overcoming barriers to training/issues/problems. <p>Review programme</p>
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						<ul style="list-style-type: none"> ● Strengths – areas of the programme where personal aims and objectives have been achieved. ● Areas for improvement – where outcomes do not meet planned goals. ● Recommendations for improving future training and performance.
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Recommend Justify Interpret Assess Review</p>	<p>you will be introduced to the attributes required to be a successful sports leader, giving you knowledge of the skills, qualities and responsibilities associated with success in sports leadership. Learning aim B enables you to consider the planning and leadership requirements for delivering sports activities. You will be given the opportunity to develop your ability and knowledge Yf sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.</p>	<p>Compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport.</p> <p>Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.</p>	<p>Students will evaluate your own effectiveness as a sports leader within the session you planned and delivered. You will need to consider your strengths within the process of sports leadership and plans for further developing your ability as a sports leader</p>	<p>Practical demonstration of the skills, techniques and tactics for two selected sports Video evidence which demonstrates learners participating in each of the selected sports in specific situations Written/verbal commentary Observation record/witness statement.</p>	<p>Assess personal information for fitness training programme design.</p> <p>Design a safe six-week personal fitness training programme, showing creativity in the design.</p> <p>Justify the training programme design, explaining links to personal information.</p>
LINKS TO THE WORLD <i>i.e. links to careers; equality: gender, class, ethnicity, etc., different subjects</i>	<p>This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training.</p>	<p>This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training.</p>	<p>This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training.</p>	<p>This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training.</p>	<p>This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training.</p>	<p>This unit is particularly relevant if you would like to progress into qualifications in sports coaching, elite sport or personal training.</p>

**ASSESSMENTS**

Summative and Formative as applicable

This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour fifteen minutes and has 60 marks. The assessment is available on demand. This assessment is available from January 2020, prior to January 2020 learners may access the 2012 specification legacy on-screen test. Learners will complete an onscreen test that has different types of questions including short-answer and extended open response questions. Where appropriate, questions contain graphics, photos, animations or videos. An onscreen calculator is available for questions requiring calculations. An onscreen notepad is available for making notes. Each item will have an accessibility panel that allows a learner to zoom in and out, and apply a colour filter.

For learning aim A, learners could produce a detailed written report which covers each of the appropriate attributes (skills and qualities) needed to become a successful sports leader, as well as the responsibilities of sports leadership. For level 2, learners need to give relevant examples of sports leaders to support their description. The examples used do not have to be famous individuals. For learning aim B, learners need to produce two plans for entire sessions (for level 2) and then select one plan to deliver to a group of selected sports performers. The performers for this session can range from peers of the same age to young children. For level 1, learners need to produce a plan and lead a component of the plan (the warm-up, main component or cool down).

learners should apply the key rules in different situations learners should be encouraged to do this within the role of one of the officials in a selected sport, thus demonstrating practically the application of rules in each specific situation. When using alternative methods of delivery, it is very important that learners have a range of evidence. For example, assessors should ensure that a wide range of audio and video clips is produced for an appropriate sample of learners within the centre to support assessment decisions. For learning aim B, the assessment of the demonstration of skills, techniques and tactics (level 2) and skills and techniques (level 1), it is important that assessors understand the differences between the standards.

Using feedback obtained, learners should then prepare to complete the assessment criteria for learning aim C. Evidence for this can be completed in a variety of forms, including verbal presentation if preferred. If the learner gives evidence verbally, it is useful for a recording to be made (either visual or audio). The assessor must also complete an observation record/checklist to support the evidence submitted for assessment and to confirm achievement against target criteria.

learners should be encouraged to complete their self-analysis of technical and tactical skills while watching a recording of their performance; this will support them to complete their observation checklist. Learners can give verbal or written feedback to the assessor as evidence of the attainment of their review of their own performance. Verbal presentations must be supported by an assessor's observation record which clearly shows learners' achievements against the target assessment criteria.

Portfolio of evidence containing the following sections: ● personal information ● principles of training ● programme design ● exercise adherence factors and strategies ● training diary observation records/witness statements