

**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 in Sport		
	Autumn 1 – Spring 1	Spring 2 – Summer 2
KNOWLEDGE	<p>UNIT OF WORK: Preparing the participant to take part in Sport and Physical Activity</p> <ul style="list-style-type: none"> Types of sport and physical activity: o sports – competitive activities that involve physical exertion, have rules and regulations and a National Governing Body o team sports o individual sports Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn team work skills, resilience and self confidence from competition Outdoor activities – activities carried out outdoors or in recreation areas that are adventurous Benefits of taking part in outdoor activities – positive risk taking activities, improved self confidence and self esteem, meet new people, learn new skills, time away from life stresses and electronic devices Physical fitness activities – activities to increase fitness Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health Provision of sport and physical activity: o public sector to include local authorities and school provision o private sector – provided by organisations who aim to make a profit o voluntary sectors – activities provided by volunteers who have a common interest in the sport /activity Characteristics of the sectors – funding source, aims, quality Advantages and disadvantages of the provision of sport in each of the different sectors to the participant to include: o types and range of sport and physical activities provided o types and range of equipment available o cost of participation o access to different types of sport and physical activities o additional products or services to include creche facility, refreshment facilities, hire of equipment, access to sport sector professionals, e.g. sports therapist, personal. A2 Types and needs of sport and physical activity participants Learners will understand the characteristics of different types of participant and how this affects their different physical, social and mental health needs Types of participant: Participants of different ages: o primary school aged children (aged 5–11 years) o adolescents (aged 12–17 years) o adults (aged 18–49 years) o older adults (aged 50 years and up); Participants with disabilities to include visual, hearing and physical disabilities; Participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD) Physical activity needs of participants – government recommended guidelines for types, frequency and intensity of physical activity for different types of participant. o physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions. <ul style="list-style-type: none"> social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness. mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem Barriers to participation: o cost of participation: – clothing – equipment – transport <ul style="list-style-type: none"> access to sport or physical activity: – location of sport or physical activity – limited accessible transportation – resources – types of sport or physical activity available 	<p>UNIT OF WORK: Taking part and improving other participants in Sporting Performance</p> <ul style="list-style-type: none"> Clothing – sports kit, waterproof clothing, training clothing, e.g. bibs Footwear – trainers, studded boots, sport specific footwear. ● Sport-specific equipment – participation equipment, e.g. balls, rackets; travel related equipment, e.g. kayak; scoring equipment, e.g. goalposts; fitness training equipment, e.g. dumbbells Protection and safety equipment – mouth protection, head protection, eye protection, body protection, floatation devices; first aid equipment – ice packs, bandages, defibrillator Equipment for people with disabilities or assistive technology – wheelchair, e.g. adapted wheelchair for wheelchair tennis Facilities – indoor facilities, e.g. sports halls, gyms; outdoor facilities, e.g. outdoor pitches, climbing wall, artificial snow domes Officiating equipment – whistle, microphone, earpiece Performance analysis – smart watches, heart rate monitors, application Clothing to increase performance and experience – improved thermoregulation, clothing designed to improve aerodynamics Footwear – sport-specific new designs or materials; improve grip; rebound Sport-specific equipment – new materials for lightness and strength to include composite materials, e.g. a tennis racquet; new design of equipment to improve performance, e.g. golf driver design Protection and safety equipment – improved protection design; lighter weight; improved performance, e.g. shape of cycle helmets to improve aerodynamics Equipment for people with disabilities or assistive technology – prosthetics; sport-specific wheelchairs; equipment to support people with visual and hearing impairments Facilities – facilities that simulate environments to replicate competition in other locations; all weather surfaces; surfaces to reduce the risk of injury Officiating – computer assisted systems; video assisted decision making Performance analysis – action cameras, GPS, applications, sensors on sports clothing or equipment Time – setting up, using equipment, compiling data, giving feedback to participant Access to technology – equality and unfair advantages as not all participants have access to technology Cost of technology – initial cost and follow-up maintenance of equipment Accuracy of data provided by equipment Usability – specific training required
	KEY SKILLS	<p>Recommend Justify Interpret Assess Review</p>



HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related, and identification of role models</p>	
LINKS TO THE WORLD <i>i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</i>	<p>Each unit is particularly relevant if students would like to progress into qualifications in sports coaching, elite sport or personal training</p>	
ASSESSMENTS <i>Summative and Formative as applicable</i>	<p>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.</p>	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of supervised assessment. 60 marks</p>



BTEC National Tech Award in Sport

Autumn 1 – Spring 1

Spring 2 – Summer 2

UNIT OF WORK:

Developing Fitness to improve other participants performance

- Types of activities in the pulse raiser – activities that gradually increase in intensity to increase the heart rate
- Response of the cardiorespiratory system to the pulse raiser:
 - increased heart rate
 - increased breathing rate
 - increased depth of breathing
 - increased supply of oxygen to the working muscles
 - increased removal of carbon dioxide
- Response of the musculoskeletal system:
 - increased temperature of the muscles
 - increased pliability of the muscles
 - reduced risk of muscle strain.
- Types of activities in the mobiliser – activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses.
- Response of the cardiorespiratory system to the mobiliser:
 - slight drop in heart rate as intensity of exercise lowers
 - slight drop in breathing rate as intensity of exercise lowers.
- Response of the musculoskeletal system to the mobiliser:
 - increased production of synovial fluid in the joints to increase lubrication of joint and increase range of movement at the joint.
- Types of activities in the preparation stretch – activities to stretch the main muscles that will be used in the physical activity:
 - location of main muscles – deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius
 - types of static and dynamic stretching for each muscle group: – simple stretches – compound stretches.
- Response of the musculoskeletal system to the preparation stretch:
 - extending muscles so that they are fully stretched and less likely to tear during the sport or activity session
- Adapting warm-ups for different categories of participants:
 - vary intensity of activities
 - low impact and high impact options
 - vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 plus
 - types of stretch used – simple stretches for beginners, compound stretch for moderate to advanced participants
- Adapting the warm-up to make it specific to a physical activity:
 - introduction of equipment in the warm-up that is specific to the physical activity
 - using movements and activities from the physical activity in the warm-up
 - stretching the main muscles required for the specific physical activity.
- Organisation and demonstration of the warm-up activities:
 - space – areas used
 - equipment
 - organisation of participants
 - timing
 - demonstrations
 - positioning
- Supporting participants as they take part in the warm-up;
 - observing participants
 - providing instructions
 - providing teaching points
 - providing feedback to participants

UNIT OF WORK:

Preparation for final assessment

Structured Revision and Preparation for Final Assessment



KEY SKILLS	Recommend Justify Interpret Assess Review	
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LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Each unit is particularly relevant if students would like to progress into qualifications in sports coaching, elite sport or personal training	
ASSESSMENTS Summative and Formative as applicable	<p>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.</p>	<p>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).</p> <p>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.</p>