



Year 10 Curriculum Overview

Rationale: The Year 10 curriculum is designed to give students the knowledge and understanding of how to prepare participants to take part in sport and physical activity. In addition students will have the opportunity to engage in and support others in sporting performance. Students will experience a range of modules which will help them to develop their planning, interpersonal and leadership skills.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn Term	Component 1: Preparing participants to take part in sport and physical activity		
	<p><i>Learning Aim A: explore types and provision of sport and physical activity for different types of participant</i></p> <p>A1 – Types of providers and benefits of taking part in sport, outdoor activities and physical fitness. A2 – Types of participants and their physical fitness needs A3 – Barriers to participation</p>	<p>Learning Aim A</p> <p>Task 1 Assessment: In response to Task 1, learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Research on National Governing Bodies for different team and individual sports (please see examples below): https://www.englandnetball.co.uk/ https://www.thefa.com/about-football-association https://www.englandrugby.com/about-rfu https://www.badmintonengland.co.uk/about-us/ - Independent study using student handbooks in preparation for end of topic assessment - BTEC Tech Award 2022 Sport – Student Book: https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/sport-fe-vocational/btec-tech-award-2022-sport/btec-tech-award-2022-sport-student-book

	<p>Learning Aim B: examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>B1 – Types of sports clothing and equipment B2 – Benefits of Technology</p>	<p>Learning Aim B</p> <p>Task 2 Assessment: In response to Task 2, learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for end of topic assessment - Use of the web links below to research technology in sport: - https://www.topendsports.com/resources/technology.htm https://reflexion.co/blog/sports-technology/ https://bleacherreport.com/articles/773227-20-ways-technology-makes-sports-better
	<p>Learning Aim C: Developing fitness to improve other participants' performance in sport and physical activity</p> <p>C1 – Planning a warm up C1 – Location of muscles C1 – Responses to exercise</p>		<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <p>Researching different warm up drills: https://www.sportplan.net/</p> <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for end of topic assessment <p>Understanding the different muscles in the body: https://www.youtube.com/watch?v=z7psWfRLXFY</p>
Spring Term	<p>C2 – Adapting warm ups for participants C3 – Delivering warm ups to participants</p>	<p>Learning Aim C</p> <p>Task 3 Assessment: In response to Task 3, learning will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up.</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for end of topic assessment - Leading a warm up at the students local sports club

		Component 1 Pearson Set Assignment Brief Completion (February) https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html	<ul style="list-style-type: none"> - Attending the intervention offered after school to prepare students for the Component 1 Pearson Set Assignment Brief
Component 2: Taking part and improving other participants' sporting performance			
<i>Learning Aim A: Understand how different components of fitness are used in different physical activities</i> A1 – Components of Fitness (Physical and Skill-related)	Learning Aim A <i>Task 1 Assessment:</i> In response to Task 1, learners will demonstrate their knowledge and understanding of the components of fitness	Minimum homework expectation - to be set on G4S <ul style="list-style-type: none"> - N/A for internally assessed components Optional homework tasks and Literacy resources <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for end of topic assessment - BTEC Tech Award 2022 Sport – Student Book: https://www.pearsonschoolsandcolleges.co.uk/fe-vocational/subjects/sport-fe-vocational/btec-tech-award-2022-sport/btec-tech-award-2022-sport-student-book 	
<i>Learning Aim B: Be able to participate in sport and understand the roles and responsibilities of officials</i> B1 – Techniques, strategies, fitness requirements	Learning Aim B <i>Task 2 Assessment:</i> In response to Task 2, learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations	Minimum homework expectation - to be set on G4S <ul style="list-style-type: none"> - N/A for internally assessed components Optional homework tasks and Literacy resources <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for end of topic assessment - Practicing skills in isolation (from sport of choice) - Taking part in a sport club in and out of school to develop skills in isolation and competitive situations 	

Summer Term	B2 – Officials in sport B3 – Rules and regulations		<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Independent study using student handbooks in preparation for end of topic assessment - Watching sport on TV and observing the umpires/referees
	<p><i>Learning Aim C: Demonstrate ways to improve participants sporting technique</i></p> <p>C1 – Planning drills and conditioned practices C2 – Organising drills (space, equipment and participants) C2 – Supporting participants during practical drills and conditioned practices</p>	<p>Learning Aim C</p> <p><i>Task 3 Assessment:</i> In response to Task 3, learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport</p> <p>Learning Aim C</p> <p><i>Task 4 Assessment:</i> In response to Task 4, learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.</p>	<p>Minimum homework expectation - to be set on G4S</p> <ul style="list-style-type: none"> - N/A for internally assessed components <p>Optional homework tasks and Literacy resources</p> <ul style="list-style-type: none"> - Looking at drills and conditioned practices for different sports: https://www.sportplan.net/ https://www.teachpe.com/ https://www.brianmac.co.uk/ https://www.topendsports.com/ - Independent study using student handbooks in preparation for end of topic assessment