

## PE Theory – St Joseph's College

### Subject vision statement

Sport follows the BTEC course as an option to Year 10 and Year 11 pupils. Students learn three components, two as coursework and one as an examination that covers a range of sporting elements that will allow for future study into A-Levels on the CTECH course, here students have the option of completing a single (360 GLH), single and half, (540 GLH) double (720 GLH), or triple award (1080 GLH) in CTECH which have a mix of both theory and practical coursework and examination assessment. Students will then be well positioned for a career in sport or to use knowledge in other career positions.

### Intent statement

What:

Students selecting the BTEC TECH Award in KS4 as a vocational pathway will be assessed on leadership, practical sports performance, coaching and theoretical knowledge regarding the human body. If studying the CTECH TECH Award in KS5 students will cover a range of units that will build on the knowledge learnt in KS4. Focus is more in depth on socio-cultural issues, physiological and psychological aspects that may affect learning as well as going into more detail about the human body and the short- and long-term adaptations that physical activity causes. In terms of numeracy, students learn how to measure accurately using different units of measurements. In terms of literacy students will learn the meanings of subject specific terms and tier three language, allowing them to make connections between what they already know and what they have learnt.

How:

Students will be taught the fundamental practical skills needed for varying sporting roles. Not only as a practitioner, but also as a coach, instructor and referee. Students will also develop their theoretical understanding through numerous learning modules that will cover a wide and varied spectrum. Finally, students will complete a self and peer assessment within their practical and theoretical learning, allowing for students to reflect upon their personal development. Assessment will be completed at the end of each Unit and during each module.

Why:

Understanding how your body works, will allow for students to make positive choices that will impact on their current and future health. The ability to develop both mentally and physically will allow for students to develop a deeper understanding of what positive contributions physical activity does to our body and mind.

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Component 1 A1 Types and providers of sport and physical activities A2 Types and needs of sport and physical activity participants A3 Barriers to participation in sport and physical activity for different types of participants A4 Methods to address barriers to participation in sport and physical activity for different types of participants B1 Different types of sports clothing and equipment required for	Component 1 B2 Different types of technology and their benefits to improve sport and physical activity participation and performance B3 The limitations of using technology in sport and physical activity C1 Planning a warm-up C2 Adapting a warm-up for different categories of participants and different types of physical activities C3 Delivering a warm-up to prepare	Component 1 – PSA Internally Assessed Coursework task 1	Component 1 – PSA Internally Assessed Coursework task 2 & 3 Submitted for 15 <sup>th</sup> May marking.	Component 2 - A1 Components of physical fitness A2 Components of skill-related fitness B1 Techniques, strategies and fitness required for different sports	Component 2 - B2 Officials in sport B3 Rules and regulations in sports C1 Planning drills and conditioned practices to develop participants' sporting skills C2 Drills to improve sporting performance

	participation in sport and physical activity	participants for physical activity				
<b>Building on</b> (knowledge, concepts and skills)	<p>Knowledge, concepts, and skills learnt in practical KS3 PE lessons.</p> <p>Knowledge, concepts, and skills learnt in science and food technology lessons.</p>					
<b>Building towards</b> (knowledge, concepts and skills)	<p>Developing an understanding of the BTEC L1/2 Tech Award by preparing participants to take part in sport. Students will focus on the types and providers of sport and physical activities, the types and needs of sport and physical activity participants and the barriers to participation in sport and physical activity for different types of participants.</p>	<p>Students will be able to address the methods needed to overcome barriers to participation in sport and physical activity for different types of participants, understand the different types of sport clothing and equipment required for participation in sport and physical activity and be able to highlight the different types of technology and their benefits to</p>	<p>Further knowledge of understanding how the different types of technology may have limitations in sport and physical activity will be developed as students begin to understand how to plan a warm-up and adapt these warmups for different categories of participants and different types of physical activities.</p>	<p>Understanding warmups will allow for students to deliver warm up sessions to prepare participants for physical activity. Here students will have an opportunity to revisit any of component 1 that they may have missed before moving on to Component 2 where they will begin to look at taking part and improving other participants sporting performance.</p>	<p>Students will begin to understand the different components of physical fitness and components of skill-related fitness. They will understand the different techniques, strategies and fitness that are required for different sports. They will further progress their knowledge of officials in sport.</p>	<p>Supporting their knowledge of officials in sport they will look at the rules and regulations found within sports. Students will then begin to plan drills and conditioned practices to develop participants' sporting skills and further develop participants by creating drills to improve sporting performance.</p>

		improve sport participation and performance.				
<b>Independent enrichment</b> (wider reading and learning suggestions)	<p>BOOKS: <i>Functional Clothing Design</i> by S.Watkins, <i>Materials and Technology for Sportswear and Performance Apparel</i> by S.Hayes</p> <p>FILM: <i>Air</i> directed by Ben Affleck. Sports England, Community Action Groups.</p>	<p>BOOKS: Mr Motivator – The Warm Up by Derek Evans MBE.</p> <p>YOUTUBE: The evolution of technology in sport.</p>	BOOK: CGP Revision Guide – Btech Tech Award Sport	BOOK: CGP Revision Guide – Btech Tech Award Sport	<p>BOOK: <i>The Mindful Athlete: Secrets to Pure Performance</i> by G.Mumford.</p> <p>FILMS: <i>Rocky</i>, <i>Coach Carter</i>.</p> <p>TV Documentaries: <i>Last Chance U: American Football &amp; Basketball</i></p>	
<b>SMSC</b>	Socio-economic understanding, where sporting opportunities can arise, British values, mutual respect, respect for others.	Developing social skills, willingness to participate, respect for others.	Complete work independently and understand consequences of incomplete work.	Complete work independently and understand consequences of incomplete work.	Complete work independently and understand consequences of incomplete work.	Complete work independently and understand consequences of incomplete work.
<b>Careers</b>	Leisure Centre, sports event manager, sport England.	Personal trainer, technology creator, equipment designer.			Personal trainer, gym manager.	Referee/ Official, rules and regulations official.

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<p>Component 2 – PSA Internally Assessed Coursework task 1,2 &amp; 3.</p> <p>Component 3 - A1 The importance of fitness for successful participation in sport</p> <p>A2 Fitness training principles</p> <p>A3 Exercise intensity and how it can be determined</p> <p>B1 Importance of fitness testing and requirements for administration of each fitness test</p> <p>B2 Fitness test methods for</p>	<p>Component 3 - C1 Requirements for each of the following fitness training methods</p> <p>C2 Fitness training methods for physical components of fitness</p> <p>C3 Fitness training methods for skill-related components of fitness</p> <p>C4 Additional requirements for each of the fitness training methods</p> <p>C5 Provision for taking part in fitness training methods</p>	<p>Component 3 – Exam First Attempt</p>	<p>Component 3 – Revision</p>	<p>Component 3 – Revision</p>	<p>Component 3 Exam</p>

	<p>components of physical fitness  B3 Fitness test methods for components of skill-related fitness  B4 Interpretation of fitness test results.</p>	<p>D1 Personal information to aid fitness training programme design  D2 Fitness programme design  D3 Motivational techniques for fitness programming</p>				
<b>Building on</b> (knowledge, concepts and skills)	<p>Principles and Methods of Training.  Reasons for participation in Sport.</p>	<p>Principles and Methods of Training.  Reasons for participation in Sport.</p>	<p>All knowledge, concepts and skill learnt in Y10 and Y11 theory lessons and practical lessons.</p>			
<b>Building towards</b> (knowledge, concepts and skills)	<p>Here students will begin to work on their examination preparation. They will begin to understand the importance of fitness for successful participation in sport, the fitness training principles,</p>	<p>Using practical elements to deepen understanding of the topic matters, students will complete fitness tests for both physical and skill-related fitness and begin to interpret these</p>	<p>Here is the first opportunity to sit the BTEC L1/2 examination using all the information learnt. Further knowledge will be understanding the additional requirements for each of the fitness training</p>	<p>Students will develop their fitness programme designs and begin to develop motivational techniques needed for fitness programming. Completing further end of</p>	<p>In this term, students will have the ability to reflect on their previous examination grade. Here they will be offered feedback and development opportunities to progress their grade further. By</p>	<p>Once the final examination attempt has been made, students will have the opportunity to complete any outstanding work that they may have.</p>

	exercise intensity and how it can be determined, the importance of fitness testing and requirements for administration of each fitness test and the different fitness test methods used for each component of fitness.	results. Students will then understand the requirements needed for each of the fitness training methods and how these training methods can be used to progress an individual's physical or skill-related component of fitness.	methods, the provision needed to take part in fitness training methods and the effects of long-term fitness training on the body systems. Finally, students will look at the personal information need to aid fitness training programme designs.	unit tests and developing knowledge through revision of the course specification. Students will also have opportunities to complete any gaps in their coursework.	revising, completing mock papers and receiving detail teacher responses, students will be able to revise independently.	
<b>Independent enrichment</b> (wider reading and learning suggestions)			BOOK: CGP Revision Guide – Btech Tech Award Sport	BOOK: CGP Revision Guide – Btech Tech Award Sport		
<b>SMSC</b>	Complete work independently and understand consequences of incomplete work.	Complete work independently and understand consequences of incomplete work.	Complete work independently and understand consequences of incomplete work.	Complete work independently and understand consequences of incomplete work.	Complete work independently and understand consequences of incomplete work.	Complete work independently and understand consequences of incomplete work.
<b>Careers</b>	Personal Trainer, exercise	PE Teacher, sports coach, strength and	Exercise physiologist, PE Teacher, sports	Sports Psychologist, PE Teacher, Mental		

	physiologist, PE Teacher	conditioning coach, personal trainer	coach, strength and conditioning coach	Health Sports Advisor,		
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## SINGLES & HALF

Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Unit 1 & Unit 4	Unit 1 & Unit 4	Unit 1 & Unit 4 (Exam)	Unit 1 & Unit 18	Unit 1 (Exam) & Unit 18	Unit 8
<b>Building on</b> (knowledge, concepts and skills)	Unit 1 – Body Systems – Skeletal System Unit 4 – Understanding Emergency Procedures	Unit 1 – Body Systems – Muscular System Unit 4 – Understanding Health and Safety & Minimise Risk in Sport	Unit 1 Body Systems – Cardiovascular System Unit 4 – First Aid requirements and Safeguarding	Unit 1 Body Systems – Respiratory System Unit 18 Practical Skills in Sport and Physical Activities – Applying skills in individual sport and team sports	Unit 1 Body Systems – Revision of content. Unit 18 Practical Skills in Sport and Physical Activities – Applying skills in outdoor and adventurous activities and officiating in sport	Unit 8 Organisation of sports events - Understand the impact of sports development and developments in practice & Types of sports events, roles and responsibilities involved in planning
<b>Building towards</b> (knowledge, concepts and skills)	An understanding of the axial and appendicular skeleton, functions of the skeleton, classification of joints, types of	An understanding of muscles at synovial joints, type of muscle function, type of muscle contraction, structure and	An understanding of the structure of the heart and their roles, stroke volume, heart rate and cardiac output, structure of	An understanding of the lungs and their roles, the respiratory muscles used during exercise, the mechanics of breathing,	An understanding of the three energy systems, the energy continuum, the recovery process for	An understanding of sports events in the UK, How sport impacts development in the UK and the roles and responsibilities

	synovial joints and their structure and function including movement, vertebral column, impact of physical activity on the skeletal system.	function of muscle fibre types and the link between fibre types and performance and the impact of physical activity.	blood vessels, components and functions of blood, the vascular shunt mechanism, and the impact of physical activity on the CV system.	gaseous exchange, tidal volume, breathing frequency and minute ventilation and the impact of physical activity on the CV system.	each energy system.	people have when planning sports events in the UK.
<b>Independent enrichment</b> (wider reading and learning suggestions)	BOOK: Cambridge Technicals Level 3 Sport and Physical Activity Revision Guide	BOOK: Cambridge Technicals Level 3 Sport and Physical Activity Revision Guide	BOOK: Cambridge Technicals Level 3 Sport and Physical Activity Revision Guide	BOOK: Cambridge Technicals Level 3 Sport and Physical Activity Revision Guide	BOOK: Cambridge Technicals Level 3 Sport and Physical Activity Revision Guide	BOOK: Cambridge Technicals Level 3 Sport and Physical Activity Revision Guide
<b>SMSC</b>	Developing critical thinking, working in peers, working under pressure	Developing critical thinking, advancing exam revision, working under pressure	Preparing for exams, working under exam stress and developing resilience	Learning new concepts and ideas, developing revision techniques and showing resilience	Preparing for exams, working under exam stress and developing resilience	Developing critical thinking, advancing exam revision, working under pressure
<b>Careers</b>	Doctor, nurse, physiotherapist, health & safety officer.	Doctor, nurse, physiotherapist, health & safety officer, compliance offer.	Doctor, nurse, cardiologist, paramedic.	Doctor, nurse, paramedic, sports performer.	Outdoor activity leader.	Event manager.

Year 13					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Topic</b>	Unit 3 & Unit 8	Unit 2 & Unit 3	Unit 2 & Unit 11 (Exam)	Unit 11 & Unit 17	Unit 17
<b>Building on</b> (knowledge, concepts and skills)	Unit 3 Sports Organisation and Development - Understand how sport in UK is organised, and sports development. Unit 8 Organisation of sports events - Be able to plan and promote a sports event and review the planning and delivery of an event.	Unit 2 Sports Coaching and Leadership – The Roles and Responsibilities of sports coaches and activity leaders, understand principles which underpin coaching and leading and use methods to improve skills, techniques and tactics in sport. Unit 3 Sports Organisation and Development – Understand how the impact of sports can be measured and sports development in practice.	Unit 2 Sports Coaching and Leadership – Plan sports and activity sessions, preparing sports and activity environments and deliver sports and activity sessions. Examination. Unit 11 Physical Activity for Specific Groups – Know the provision of physical activity for specific groups and know the benefits of and barriers to participation.	Unit 11 Physical Activity for Specific Groups – Know the exercise referral process and be able to plan physical activity sessions for specific groups. Unit 17 Sports Injuries and Rehabilitation – Know common sports injuries and their effects and how to minimise the risk of sporting injuries. To be able to respond to acute sports injuries when they occur.	Unit 17 Sports Injuries and Rehabilitation – Know the role of different agencies in the treatment and rehabilitation of sports injuries and be able to plan a rehabilitation programme for a specific sports injury.
<b>Building towards</b> (knowledge, concepts and skills)	An understanding of how sport is organised in the UK and internationally, and how to	An understanding of the qualities that a sports coach and activity leader needs to effectively	An understanding of how to effectively plan a sports and activity session, along with	An understanding of how to effectively plan an exercise session for groups, and what	An understanding of how to rehabilitate for a sports injury including the full

	organise a sports event independently and what factors are involved.	lead and understanding the tactics and strategies they can utilise in sport.	how to safely check an environment to prepare it for a session, such as different risks and hazards that may cause injury.	criteria is needed for this. This will include factoring in the age and demographic of the group alongside ability.	programme for specific sports injuries, and to understand how different agencies can treat this.
<b>Independent enrichment</b> (wider reading and learning suggestions)	Research into the London 2012 Olympic Games/ Youtube highlights of the event.	Films: Coach Carter, Remember the Titans, Million Dollar Baby, Karate Kid.	Youtube: Coaching videos and how to effectively plan a sports session.	Website: UK Coaching: Organising and Planning	Book: Rebound: Train your mind to bounce back stronger from sports injuries.
<b>SMSC</b>	Developing skills of organisation and an understanding of the different logistics and factors that go into running an event.	Developing leadership qualities and styles, communication, confidence and the skills necessary to coach participants effectively.	Developing skills to plan sessions, and the qualities needed to be a good leader and coach.	Complete work independently and understand consequences of incomplete work.	Complete work independently and understand consequences of incomplete work.
<b>Careers</b>	Event Coordinator, Leisure Centre Manager, Outdoor Activity Leader	Football Coach, Sports Coach, PE Teacher, Personal Trainer, Outdoor Activity Leader	Football Coach, Sports Coach, PE Teacher, Personal Trainer, Outdoor Activity Leader	Football Coach, Sports Coach, PE Teacher, Personal Trainer, Outdoor Activity Leader	Physiotherapist, Sports Massage Therapist, Strength and Conditioning Coach