

# CORE KNOWLEDGE

What I will know and understand by the end of Year 10.



This year in BTEC Sport (2022) we will be learning:		This links to:	Key vocabulary:	
1	<p><b>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</b>  <b>A Explore types and provision of sport and physical activity for different types of participant</b></p> <ul style="list-style-type: none"> <li>Learners will explore the different types of sport and physical activities that people may choose to take part in and will be able to compare and contrast the provision of these sports and physical activities from different sectors.</li> <li>Learners will understand the characteristics of different types of participant and how this affects their different physical, social and mental health needs</li> </ul>	You will build upon your knowledge in KS3 Biology of the human body especially the structure of the cardiorespiratory system	Competitive, physical exertion, rules and regulations, NGB, characteristics, provisions, disability, loneliness, depression, self esteem	
2	<p><b>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</b>  <b>A Explore types and provision of sport and physical activity for different types of participant</b></p> <ul style="list-style-type: none"> <li>Learners will know about barriers to participation that can prevent some types of participant from taking part in regular sport and physical activity.</li> <li>Learners will understand how different methods can be used to address these barriers to participation for different types of participant to increase participation in regular sport and physical activity.</li> </ul>	Through the schools PSHE+ programme pupils will build on knowledge of barriers, influences and body image and how that may affect participation.	Participation, time, personal barriers, cultural barriers, assistive technology, influence, limitations, body image, social norms, unconventional.	
3	<p><b>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</b>  <b>B Examine equipment and technology required for participants to use when taking part in sport and physical activity</b></p> <ul style="list-style-type: none"> <li>Learners will need to understand the different types of sports clothing and equipment and their uses for participation in different types of sports and physical activities.</li> <li>Learners will explore a range of different types of technology and its use in sport and physical activity to improve performance and participant experience.</li> <li>Learners will need to develop an understanding of the limitations that technology can have for sport and physical activity participation.</li> </ul>	Sportswear benefits discussed in core PE lessons through KS3. Linking in benefits and limitations to performance.	Clothing, footwear, protection, facilities, officiating, analysis, thermoregulation, aerodynamics, maintenance, accuracy, equality.	
4	<p><b>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</b>  <b>C Be able to prepare participants to take part in sport and physical activity.</b></p> <ul style="list-style-type: none"> <li>Learners will know about the types of activities that should be included in a warm-up to cover each component. They will also understand how the cardiorespiratory and musculoskeletal systems respond to each component of a warm-up.</li> <li>Learners will know how to adapt warm-up activities to make them appropriate for the needs of different types of participants. Be able to deliver the different component of a warm-up to prepare participants in physical activity</li> </ul>	Warm up and cool downs from core PE lessons help prevent injuries and understanding the link and impact.	Pulse raiser, oxygen, carbon dioxide, cardiorespiratory, musculoskeletal, pliability, synovial fluid, lubrication, dynamic, intensity, adaptation,	
5	<p><b>Component 2: Taking Part and Improving Other Participants Sporting Performance</b>  <b>A Understand how different components of fitness are used in different physical activities</b></p> <ul style="list-style-type: none"> <li>Learners will know the definition of each component of physical and skill related fitness and their potential impact on sporting performance.</li> </ul>	Health Related Exercise lessons in the Fitness Suite from KS3 core PE.  Fitness testing that you may already take part in at sports clubs and teams.	Aerobic endurance, muscular endurance, strength, speed, flexibility, body composition, power, agility, coordination, balance, reaction time.	
6	<p><b>Component 2: Taking Part and Improving Other Participants Sporting Performance</b>  <b>B Be able to participate in sport and understand the roles and responsibilities of officials</b></p> <ul style="list-style-type: none"> <li>Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.</li> <li>Learners will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles.</li> </ul>	Leadership Academy supporting Trust primary competitions and Middlesbrough wide sports events.	Skills, strategies, isolated practices, competitive, referee, rules, regulations, non-adherence, unopposed, positioning, assessment, Scorekeeping, health and safety, infringements, equipment.	
Target Grade		AP1	AP2	AP3

# CORE KNOWLEDGE

What I will know and understand by the end of Year 11.



This year in BTEC Sport (2022) we will be learning:

This links to:

Key vocabulary:

1	<p><b>Component 2 :Taking Part and Improving Other Participants Sporting Performance</b>  <b>C: Demonstrate ways to improve participants sporting techniques</b></p> <ul style="list-style-type: none"> <li>Learners will know how to work with sports participants to help to improve their sporting skills. They will be able to provide demonstrations of techniques used for different sports skills and provide teaching points to help to develop participants technique to perform the sports skill.</li> <li>Learners will know how to select and plan for different drills and conditioned practices to develop specific sports skills. Learners will also be able to set up each of the drills and support participants as they take part in the drills and conditioned practices to improve their sporting skills.</li> </ul>	KS3 & KS4 PE Core PE lessons . Warm up and cool downs from core PE lessons help prevent injuries and understanding the link and impact.I as well as experiences at clubs outside of school.	Demonstrations, techniques, skills, performance, develop, drills, passive, active, organisation, conditioned, adaptation, participants, feedback.
2	<p><b>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</b>  <b>A Explore the importance of fitness for sports performance</b></p> <ul style="list-style-type: none"> <li>Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports.</li> <li>Learners need to be able to understand the principles of training and how they can be applied to training programmes.</li> <li>Learners will understand exercise intensity and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary</li> </ul>	Component 2. applying the 11 components of fitness (physical and skill)	Frequency, intensity, type, time, specificity, progression, overload, adaptation, individual difference, reversibility, variation, rest and recovery, training zones, Borg scale,
3	<p><b>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</b>  <b>B Investigate fitness testing to determine fitness levels</b></p> <ul style="list-style-type: none"> <li>Learners will be able to understand the purpose of fitness testing, know how to administer and select fitness tests for different types of sports and participants and interpret the fitness test results.</li> <li>Learners should know which fitness tests are appropriate to test for each component of physical and skill related fitness. Learners should also understand the practicality, validity and reliability of these tests for each component of physical fitness and specific to different sports</li> <li>Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results.</li> </ul>	Fitness testing that you may already take part in at sports clubs and teams and in core PE	Baseline, monitoring, goal setting, calibration, consent, PAR-Q, knowledge, accuracy, reliability, interpretation, validity, practicality, comparison, normative.
4	<p><b>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</b>  <b>C Investigate different fitness training methods</b></p> <ul style="list-style-type: none"> <li>Learners should know how to carry out fitness training safely and effectively as part of a training programme.</li> <li>Learners should be able to suggest and justify appropriate physical and skill related fitness training methods that could be used for specific sports participants for different ages and different sporting abilities.</li> <li>Learners should know about the providers of fitness training and how their provision varies in relation to types of equipment available, cost, other support available and access.</li> <li>Learners should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness.</li> </ul>	Fitness testing that you may already take part in at sports clubs and teams and in core PE	Physical, skill, adaptations, hypertrophy, vasodilation, vasoconstriction, hypertension, fartlek, PNF, endurance, coordination, strength,
5	<p><b>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</b>  <b>D Investigate fitness programming to improve fitness and sports performance</b></p> <ul style="list-style-type: none"> <li>Learners will use personal information to aid training fitness programme design.</li> <li>Learners will apply motivational techniques for fitness programming using the SMARTER principle.</li> </ul>	Any fitness or training programs used at gyms or withing sports clubs.	Specific, measureball, achievable, realistic, time, evaluate, review

Target Grade

AP1

AP2

AP3