

INTENT:

What do you want to achieve in your subject through the curriculum that you're planning?

J F Kennedy

Physical education supports the curriculum vision for all young people to become confident, connected, actively involved, lifelong learners. PE helps students to develop the skills, knowledge and competencies to live healthy and physically active lives at school and for the years to come.

The King's aims to develop, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum as well as enrichment programme that also aims to support school-community club links. At The King's, whether your passion is in invasion games, net and wall games, striking and fielding games, track and field athletics, gymnastic based or swimming, students can learn transferable, cognitive and social skills.

Students will be able to apply these skills into a plethora of conditioned and competitive situations which will lead to improved physical, mental and social health whilst exposing them to a future hobby or career. We encourage our students to approach all physical activity with a positive attitude and an open mind. We guide students to independently develop their skillset and explore different ways to utilize the skills we develop like teamwork, cooperation, communication, creativity and leadership.



Curriculum plan: BTEC Tech Award L1/2 in Sport (2022 Spec)

Mixed ability	1	2	3	4	5	6
	CO1: Preparing participants to take part in sport and physical activity			CO2: Taking part and improving other participants sporting performance		
10	A1 Types and providers of sport and physical activities Learning includes: <ul style="list-style-type: none"> Types of sport and physical activity Benefits of taking part in sport Outdoor activities Benefits of taking part in outdoor activities Physical fitness activities Benefits of taking part in physical activities Provision of sport and physical activity Characteristics of the sectors Advantages and disadvantages of the provision of sport in each of the different sectors to the participant A2 Types and needs of sport and physical activity participants Learning includes: <ul style="list-style-type: none"> Types of participant Participants of different ages Participants with disabilities including visual, hearing and physical Participants with long term health conditions including asthma, type 2 diabetes, high blood 	A4 Methods to address barriers to participation in sport and physical activity for different types of participant Learning includes: How different methods can be used to address all barriers listed above to participation for different types of participant to increase participation in regular sport and physical activity B1 and B2 Different types of technology required for participation in sport and physical activity and their benefits to improve sport and physical activity participation and performance Learning includes: <ul style="list-style-type: none"> Clothing Footwear Sport specific equipment Protection Equipment for people with disabilities or assistive technology Facilities Officiating equipment Performance analysis B3 The limitations of using technology in sport and physical activity	C1 Planning a warm up Learning includes: <ul style="list-style-type: none"> Types of activities in the pulse raiser Response of the cardiorespiratory system to the pulse raiser Response of the musculoskeletal system Types of activities in the mobiliser Response of the cardiorespiratory system to the mobiliser Response of the musculoskeletal system to the mobiliser Types of activities in the preparation stretch phase Response of the cardiorespiratory system to the preparation stretch phase Response of the musculoskeletal system to the preparation stretch phase C2 Adapting a warm up for different categories of participants and different types of physical activities Learning includes: <ul style="list-style-type: none"> Adapting warm ups for different categories of participants Adapting the warm up to make it specific to a physical activity C3 Delivering a warm up to prepare participants for physical activity	PEARSON CONTROLLED SET ASSESSMENT Pearson sets the assignment. The assignment for this component consists of three tasks. TASK 1. learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available TASK 2. learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person TASK 3. learners will demonstrate practical delivery, communication and planning by producing a warm up plan and demonstration of the warm up	A1 Components of physical fitness Learning includes: <ul style="list-style-type: none"> Aerobic endurance Muscular endurance Muscular strength Speed Flexibility Body composition A2 Components of skill related fitness Learning includes: <ul style="list-style-type: none"> Power Agility Reaction time Balance Coordination B1 Techniques, strategies and fitness required for different groups Learning includes: <ul style="list-style-type: none"> Demonstration of skills Demonstration of strategies Application to isolated practices Application to competitive situations 	B1 Techniques, strategies and fitness required for different groups Learning includes: <ul style="list-style-type: none"> Demonstration of skills Demonstration of strategies Application to isolated practices Application to competitive situations B2 Officials in sport Learning includes: <ul style="list-style-type: none"> Key officials and their roles in sports competitions Responsibilities of the officials B3 Rules and regulations in sports Learning includes: <ul style="list-style-type: none"> Key rules and regulations as stated by the National Governing Body for the sport Length of time for play Scoring system Playing area Equipment Starting and restarting play Non adherence to the rules Application of rules and regulations by officials

	<p>pressure, coronary heart disease</p> <ul style="list-style-type: none"> Physical activity needs of participants – government recommended guidelines for types, frequency and intensity of physical activity for different types of participant <p>A3 Barriers to participation in sport and physical activity for different types of participant</p> <p>Learning includes: Barriers to participation including:</p> <ul style="list-style-type: none"> Cost of participation Access to sport or physical activity Time Personal barriers Cultural barriers 	<p>Learning includes:</p> <ul style="list-style-type: none"> Time Access to technology Cost of technology Accuracy of data provided by equipment Usability 	<p>Learning includes:</p> <ul style="list-style-type: none"> Organisation and demonstration of the warm up activities Supporting the participants as they part in the warm up 			
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Curriculum plan: BTEC Tech Award L1/2 in Sport (2022 Spec)

Mixed ability	CO2: Taking part and improving other participants sporting performance		CO3: Developing fitness to improve other participants performance in sport and physical activity		
11	<p>C1 Planning drills and conditioned practices to develop participants sporting skills</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Drills that can be used to improve specific techniques in different sports Conditioned practices – using rules changes to focus on a specific skill Demonstration of techniques Teaching points <p>C2 Drills to improve sporting performance</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Organisation and demonstration of drills and conditioned practices to participants Supporting participants taking part in practical drills and conditioned practices 	<p>PEARSON CONTROLLED SET ASSESSMENT</p> <p>Pearson sets the assignment. The assignment for this component consists of four tasks.</p> <p><u>TASK 1</u>, learners will demonstrate their knowledge and understanding of the components of fitness</p> <p><u>TASK 2</u>, learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations</p> <p><u>TASK 3</u>, learners will demonstrate their knowledge and understanding of officials in sport and key rules and regulations in sport</p> <p><u>TASK 4</u>, 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>A1 The importance of fitness for successful participation in sport</p> <p>Learning includes:</p> <p>Types of sports requiring specific components of fitness:</p> <ul style="list-style-type: none"> Aerobic endurance Muscular endurance Muscular strength Speed Flexibility Body composition Power Agility Reaction time Balance Coordination <p>A2 Fitness training principles</p> <p>Learning includes:</p> <ul style="list-style-type: none"> The basic principles of training frequency, intensity, time and type (FITT) Additional principles of training <p>A3 Exercise intensity and how it can be determined</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Intensity Target zones and training thresholds The Borg (6-20) Rating of Perceived Exertion Scale The relationship between RPE and heart rate 	<p>C1 Requirements for each of the following fitness training methods</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Warm up prior to taking part in the fitness training method Cool down after taking part in the fitness training method Linking each fitness training method to the associated component of fitness Application of the basic (FITT) and additional principles of training to each fitness training method Application of appropriate training intensities to fitness training methods <p>C2 Fitness training methods for physical components of fitness</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Aerobic endurance Flexibility Muscular endurance Muscular strength training Speed <p>C3 Fitness training methods for skill related components of fitness</p> <p>Learning includes:</p> <ul style="list-style-type: none"> Agility 	<p>External examination in supervised conditions</p> <p>60 marks</p> <p>90 minutes</p> <p>May / June</p>

			<ul style="list-style-type: none"> ○ Calculate 1RM for strength and 15RM for muscular endurance ○ Technology to measure exercise intensity <p>B1 Importance of fitness testing and requirements for administration of each fitness test</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Reasons for fitness testing ○ Pre test procedures ○ Knowledge of published standard test methods and equipment ○ Accurate measurement and recording of test results ○ Basic processing of test results for interpretation ○ Ability to safely select appropriate test(s) for given purposes, situations and/or participants ○ Reliability of tests ○ Validity of results ○ Practicality <p>B2 Fitness test methods for components of physical fitness</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Aerobic endurance tests ○ Muscular endurance tests ○ Flexibility tests ○ Speed tests ○ Muscular strength tests ○ Body composition tests 	<ul style="list-style-type: none"> ○ Power ○ Balance ○ Coordination ○ Reaction time <p>C4 Additional requirements for each of the fitness training methods</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Advantage and disadvantages of each fitness training method <p>C5 Provision for taking part in fitness training methods</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Public provision – advantages and disadvantages ○ Private provision – advantages and disadvantages ○ Voluntary provision – advantages and disadvantages <p>C6 The effects of long term fitness training on the body systems</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Aerobic endurance training ○ Flexibility training ○ Muscular endurance training ○ Muscular strength and power training ○ Speed training 	
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			<p>B3 Fitness test methods for components of skill related fitness</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Agility tests ○ Balance tests ○ Coordination tests ○ Power tests ○ Reaction time tests <p>B4 Interpretation of fitness test results</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Comparison to normative published data ○ Analyse and evaluate test results ○ Recommendations for improvements to fitness performers based on test results 	<p>D1 Personal information to aid fitness training programme design</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Aims ○ Objectives ○ Lifestyle and physical activity history ○ Attitudes, the mind and personal motivation for training <p>D2 Fitness programme design</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Use personal information to aid training programme design ○ Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill related fitness ○ Application of the FITT principles and additional principles of training <p>D3 Motivational techniques for fitness programming</p> <p>Learning includes:</p> <ul style="list-style-type: none"> ○ Definition of motivation ○ Types of motivation ○ Principles of setting goals to increase and direct motivation 	
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Numeracy Links		
Component 1	Component 2	Component 3
<p>Timing – Duration of pulse raiser, stretches and mobility phases when leading a warm up and keeping time for this.</p> <p>Knowledge of measuring BMI should this information be provided for the client in Task 1.</p> <p>Age related maximum heart rate (220-age) - Calculating target heart rate zones as a percentage</p>	<p>Timing – Duration of isolated, drill with travel, drill with passive defender, drill with active defender and conditioned game.</p>	<p>Distance – measuring distances when setting up fitness tests. Collating distance covered for aerobic fitness tests</p> <p>Timing – Keeping time for the different fitness tests</p> <p>Counting – counting repetitions during muscular strength and muscular endurance fitness tests</p> <p>Calculating heart rate training zones – Percentage of max heart rate Maximum heart rate – 220-age</p> <p>Rating of Perceived Exertion – using a scale from 6-20. Multiplying each stage by 10 to estimate heart rate.</p>

**Spirituality (Self):****Component 1 (Preparing Participants for Sport and Physical Activity):**

- Learners explore different *types of participants* (ages, abilities, disabilities, long-term conditions) and reflect on how sport meets diverse physical and emotional needs.
- Activities such as planning and adapting warm-ups promote *self-awareness, confidence, and resilience* through safe and purposeful participation.
- Understanding barriers to participation (cost, time, confidence, access) helps learners to recognise and overcome their *own personal challenges* in sport.

Component 3 (Developing Fitness to Improve Performance):

- Learners monitor their *own progress, motivation, and goal setting* through SMARTER targets and training plans.
- The focus on *motivation, mindset, and perseverance* strengthens resilience and promotes reflection on personal growth.
- Analysing and improving performance encourages a reflective approach and accountability for self-development.

**Spirituality (Others):****Component 2 (Taking Part and Improving Others' Performance):**

- Learners *plan, deliver, and support* others through warm-ups, drills, and feedback—developing empathy, encouragement, and teamwork.
- Officiating and leadership elements foster *respect, fairness, and moral integrity* when managing others in competitive situations.
- Learners are encouraged to consider *others' needs and abilities* when designing inclusive drills and adapting practices for varying skill levels.

Component 1 (Barriers and Methods to Increase Participation):

- Promotes empathy and social awareness by exploring *inequalities in access to sport*, helping learners appreciate diverse lived experiences.

**Spirituality (Beauty):****Component 1 (Outdoor and Physical Activities):**

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- Learners explore the value of outdoor activity and connection with the environment—recognising *awe, wonder, and beauty* in physical challenge and nature.

Component 3 (Fitness and Movement):

- Focus on the *human body's adaptability* through fitness training demonstrates appreciation for the design, precision, and capability of the body.
- Learners experience the *beauty of controlled, efficient, and expressive movement* when performing or analysing sport and exercise.

Practical delivery elements (Warm-ups, Drills, and Coaching):

- Highlight the creativity and rhythm of movement, fostering appreciation for skill, coordination, and artistry in sport.



Spirituality (Beyond):

Across all components:

- The curriculum promotes lifelong engagement with physical activity and wellbeing, encouraging learners to view sport as a *means of stewardship and purpose*.
- Through *leadership, community engagement, and fair play*, learners explore how their actions contribute to something larger than themselves—team success, school culture, and moral integrity in sport.

Component 3 (Motivation, Goal Setting, and Fitness Programming):

- Encourages reflection on *why* individuals train, compete, and support others—helping students explore *values, purpose, and personal meaning* in health and fitness.

Links to wider community and enrichment programmes:

- Reinforces the connection between *faith, purpose, and service* by engaging in leadership and volunteering opportunities in sport.