Falconer School

Curriculum Intent:

We are committed to providing a personalised curriculum which allows students to grow in confidence, build resilience and realise their full potential; equipping them with the skills and knowledge needed for future success.

Course Information			
Year: 11		**Subject: PE**	
Subject	P.E	**Subject Lead contact information**	Jeffrey Fisher Jfisher@faconer.herts.uk
Exam Board	Pearson's	**Specification code**	603/0473/X

Subject Content:

We provide pupils the chance to engage in a wide range of sports and physical activities which will inspire them to lead healthy, active lives after they leave Falconer School. In addition through curricular and extra-curricular activities, pupils are developing their social, communication and independence skills, resulting in them being confident, resilient and independent young people who are prepared for adulthood.

Differentiation

Differentiation is the way the teacher adapts the classroom materials to provide the right kind of challenge to each student. This allows all students to access the same piece of work, at their own level. Some examples of differentiation used in P.E are:

- Visual and written checklists
- Modelling of successful exemplars
- Scaffolds to help students structure their writing
- Use of technology to help students read and write
- Scribing for students
- Linking lessons to student's interests
- Strategic placement of T.A
- Ability grouping

Using learning styles to match the learners needs (visual learner, reader writer)

Autumn 1/ Autumn 2	**<u>Understand the Body and the Supporting Technology for Sport and Activity</u>** You will explore how technology and injury prevention can promote and support engagement in sport and activity. You will study the ways in which the body systems are working constantly, and that it is through engagement in sport and activity that we can enhance our health. You will also explore how engagement in sport and activity can result in injury to the musculoskeletal system, and you will develop an understanding of the causes of injury, treatment and rehabilitation. Technological advances have influenced sport and activity. Technology can be used as a tool to enhance participation in sport and activity as well as aid rehabilitation. This component investigates the benefits that technological advances have created in the sector and the potential limitations that it may still have. This component will develop transferable skills such as research and analytical skills, and will give you opportunities to develop skills in the different technology used in sport and activity, which will support your progression to Level 2 or 3 vocational or academic qualifications. Learning aims A Investigate the impact of sport and activity on the body systems, , Explore common injuries in sport and activity and methods of rehabilitation C Understand the use of technology for sport and activity. **<u>Key Vocabulary</u>**

	body systems, cardiorespiratory system, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, power, reaction time
Spring 1/ Spring 2	**<u>Applying the Principles of Sport and Activity</u>** In this component, you will develop knowledge of the attributes of successful sports leaders. You will then explore the physical and psychological benefits that you could experience when taking part in leadership sessions. To understand the benefits that participants could experience from your session, you will need to draw on the information you have learned on training principles, body systems and psychological influences. You will develop an understanding of the different target groups that can access activity sessions and the type of sessions that are appropriate for each group. The skills you have developed in writing a fitness improvement plan will be essential in planning an effective sport and physical activity session. You will look at how leaders can motivate participants when planning and delivering sport and activity for target groups. You will deliver your planned session and provide a review of your leadership skills. The review will be based on whether you met the physical and psychological needs of your chosen group. You will identify your leadership strengths and areas for improvement, and suggest improvements for future practice. This component will give you an understanding of how sports leaders can provide appropriate activities for selected target groups. You will develop transferable skills such as communication, planning and organisation, which will support your progression to Level 2 or 3 vocational or academic qualifications. **<u>Key Vocabulary</u>** Skills, Qualities, Attributes, Psychological, Target groups, Session plan, leadership, communication.
Summer 1	**<u>The Principles of Training, Nutrition and Psychology for Sport and Activity</u>** You will develop knowledge and understanding of the factors that contribute to improved fitness for sport and activity, the importance of a healthy diet and the psychological factors, so that you are able to apply knowledge. You will develop your knowledge and understanding of fitness testing and learn how to improve fitness using knowledge of methods of training, FITT principles and principles of training. You will be able to apply this knowledge and understanding to sport and activity situations. You will explore the importance of macronutrients, micronutrients and hydration. This will help you to suggest realistic improvements that help participants to eat well and to optimise their fitness and health. You will develop an understanding of how motivation, self-confidence and anxiety can affect participant engagement in sport and activity. You will develop transferable skills such as data interpretation, rationalising recommendations and decision making. These skills can help you to progress to Level 2 or 3 vocational or academic qualifications. **<u>Key Vocabulary</u>** Carbohydrates, Protein, Fats, Calories, macronutrients, vitamins, hydration, Dehydration, motivation, self-confidence, anxiety.
Summer 2	Exam preparation
Assessment Details	
Internal assessment	

Components 1 and 3 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

• the physiological impact of the cardiorespiratory and the musculoskeletal system on a participant's engagement in sport and activity
• the different common sporting injuries, the causes and the related management and rehabilitation
• different technologies, how they enhance sport and activity, and how they support rehabilitation
• elements that are considered most important in leadership, including organisation, communication and problem-solving skills
• the physiological and psychological benefits that participants can gain as a result of their engagement in sport and activity
• processes that underpin effective ways of working in the sport sector, such as planning, delivering and reviewing a sport or physical activity session to a variety of target groups.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component. You will make grading decisions based on the requirements and supporting guidance given in the components.

External assessment There is one external assessment.

Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity.
This component requires learners to apply knowledge and understanding to plan a fitness-training programme and to recommend nutritional guidance for participants to improve fitness and performance.
The design of this external assessment ensures that there is sufficient stretch and challenge. The external assessment takes the form of an external assessment, taken under supervised conditions, which is then marked and a grade awarded by Pearson. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade

Internal synoptic assessment

There is one internal component, Component 3: Applying the Principles of Sport and Activity, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation. Component 3: Applying the Principles of Sport and Activity, requires learners to study the attributes of successful leadership, including the physiological and psychological benefits before planning, delivering and reviewing sessions for target groups to encourage participation.

The design of the assessment criteria ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The assessment criteria require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory components in an integrated way. Assignments will support learners in drawing knowledge and understanding from across the qualification.

What can I do to support my child at home?

Students can use Google classroom where resources will be posted for the students to revise.

Playing sports outside of school can be beneficial for component three and if they can use there sporting clubs to plan and take sessions will transfer to the course.

Recommended resources

Revise BTEC Tech Award Sport, Activity and Fitness Revision Guide
Publisher: Pearson

BTEC Tech Award in Sport, Activity and Fitness Student Book
Publisher: Pearson

Teaching Staff Contact Details

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