

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
6 hours	<p><b>Component 1:</b> Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome A:</b> Explore types and provision of sport and physical activity for different types of participant</p>	<p><b>A1 Types and providers of sport and physical activities</b> 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.</p> <ul style="list-style-type: none"> <li>Types of sport and physical activity:                             <ul style="list-style-type: none"> <li>o sports – competitive activities that involve physical exertion, have rules and regulations and a National Governing Body</li> <li>o team sports</li> <li>o individual sports.                                     <ul style="list-style-type: none"> <li>Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn team work skills, resilience and self-confidence from competition.</li> <li>Outdoor activities – activities carried out outdoors or in recreation areas that are adventurous.</li> </ul> </li> </ul> </li> </ul>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>Learning about the different types and providers of sport/PA is a good way to start the course and build up a broad knowledge of a wide variety of sports. This topic can also be done practically and then combined with theory sessions, making it an exciting introduction to the course.</p>

		<ul style="list-style-type: none"> <li>● Benefits of taking part in outdoor activities – positive risk taking activities, improved self-confidence and self-esteem, meet new people, learn new skills, time away from life stresses and electronic devices.</li> <li>● Physical fitness activities – activities to increase fitness.</li> <li>● Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, and improve physical health.</li> <li>● Provision of sport and physical activity:             <ul style="list-style-type: none"> <li>o public sector to include local authorities and school provision</li> <li>o private sector – provided by organisations who aim to make a profit</li> <li>o voluntary sectors – activities provided by volunteers who have a common interest in the sport/activity.</li> </ul> </li> <li>● Characteristics of the sectors – funding source, aims, quality of provision, accessibility.</li> </ul>		
--	--	---	--	--

		<p>Advantages and disadvantages of the provision of sport in each of the different sectors to the participant to include:</p> <ul style="list-style-type: none"> <li>o types and range of sport and physical activities provided</li> <li>o types and range of equipment available</li> <li>o cost of participation</li> <li>o access to different types of sport and physical activities</li> <li>o additional products or services to include crèche facility, refreshment facilities, hire of equipment, access to sport sector professionals, e.g. sports therapist, personal.</li> </ul>		
2 hours	<p><b>Component 1:</b>                  Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome A:</b>                  Explore types and provision of sport and physical activity for different types of participant</p>	<p><b>A2 Types and needs of sport and physical activity participants</b>                  Learners will understand the characteristics of different types of participant and how this affects their different physical, social and mental health needs.</p> <ul style="list-style-type: none"> <li>• Types of participant.</li> <li>• Participants of different ages:                         <ul style="list-style-type: none"> <li>o primary school aged children (aged 5–11 years)</li> </ul> </li> </ul>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p>	<p>This is a natural progression from A1 to look more specifically at the participants and not just the categorised sports.</p> <p>This part of the component will emphasise the physical, mental and social health needs of sport/PA, confirming to the students why it's so important to take part in sport throughout your life.</p>

		<ul style="list-style-type: none"> <li>o adolescents (aged 12–17 years)</li> <li>o adults (aged 18–49 years)</li> <li>o older adults (aged 50 years and up).                             <ul style="list-style-type: none"> <li>• Participants with disabilities to include visual, hearing and physical disabilities.</li> <li>• Participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD).</li> <li>• Physical activity needs of participants – government recommended guidelines for types, frequency and intensity of physical activity for different types of participant.                                     <ul style="list-style-type: none"> <li>o physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions.</li> <li>o social health needs – meet new people, make friends, have fun, develop leadership and team</li> </ul> </li> </ul> </li> </ul>	<p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>Having studied this area, it should be clear to students why they have chosen Sport Btec, and the overall importance of sport in general.</p>
--	--	--	--	--

		<p>working skills, decrease loneliness.</p> <ul style="list-style-type: none"> <li>o mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem.</li> </ul>		
2 hours	<p><b>Component 1:</b>                  Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome A:</b>                  Explore types and provision of sport and physical activity for different types of participant</p>	<p><b>A3 Barriers to participation in sport and physical activity for different types of participant</b></p> <p>Learners will know about barriers to participation that can prevent some types of participant from taking part in regular sport and physical activity.</p> <ul style="list-style-type: none"> <li>• Barriers to participation:                         <ul style="list-style-type: none"> <li>o cost of participation:                                 <ul style="list-style-type: none"> <li>– clothing</li> <li>– equipment</li> <li>– transport</li> </ul> </li> <li>o access to sport or physical activity:                                 <ul style="list-style-type: none"> <li>– location of sport or physical activity</li> </ul> </li> </ul> </li> </ul>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>This teaches the students that there may be some reasons/barriers as to why some sports have lower/higher participation levels.</p> <p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> <li>- limited accessible transportation</li> <li>- resources</li> <li>- types of sport or physical activity available</li> </ul> <ul style="list-style-type: none"> <li>o time – lack of time due to other commitments:             <ul style="list-style-type: none"> <li>- family</li> <li>- school</li> <li>- work</li> </ul> </li> <li>o personal barriers:             <ul style="list-style-type: none"> <li>- body image</li> <li>- lack of self-confidence</li> <li>- parental or guardian influence</li> <li>- limited previous participation</li> <li>- low fitness levels</li> <li>- extended time off from previous participation</li> <li>- concerns that taking part in sport or physical activity may make existing health conditions worse</li> </ul> </li> </ul>		
--	--	--	--	--

		<ul style="list-style-type: none"> <li>○ cultural barriers:                             <ul style="list-style-type: none"> <li>– single sex sport or physical activity sessions</li> <li>– social norms of participating in unconventional clothing and availability of appropriate clothing to participate</li> <li>– lack of role models from own cultural background.</li> </ul> </li> </ul>		
2 hours	<p><b>Component 1:</b>                  Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome A:</b>                  Explore types and provision of sport and physical activity for different types of participant</p>	<p><b>A4 Methods to address barriers to participation in sport and physical activity for different types of participant</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>● Cost:                             <ul style="list-style-type: none"> <li>○ discounted pricing</li> <li>○ hiring of equipment</li> <li>○ free car parking.</li> </ul> </li> </ul>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p>	<p>Having studied about the barriers, it's important for students to learn about which methods can be used to overcome these barriers for different types of sports and participants previously studies.</p> <p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows nicely.</p>

		<ul style="list-style-type: none"> <li>● Access:             <ul style="list-style-type: none"> <li>o public transport discounts</li> <li>o cycle hire to access the facility</li> <li>o free parking</li> <li>o taster days</li> <li>o staff training to support all types of participant and their needs</li> <li>o increased range of provision of sports and physical activities</li> <li>o ramps</li> <li>o assistive technology to include pool hoist, Braille information and signage, hearing loops.</li> </ul> </li> <li>● Time:             <ul style="list-style-type: none"> <li>o creche facilities</li> <li>o extended opening hours.</li> </ul> </li> <li>● Personal barriers:             <ul style="list-style-type: none"> <li>o private changing rooms</li> <li>o allowing participants to wear clothing they feel most comfortable in</li> <li>o use of variety of images of people with different body shapes</li> <li>o parent and child activity sessions to create familial culture of sport</li> <li>o campaigns to increase participation.</li> </ul> </li> </ul>	<p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
--	--	---	---	--



		<ul style="list-style-type: none"> <li>● Cultural barriers:                             <ul style="list-style-type: none"> <li>o women only physical activity sessions staffed by females</li> <li>o diversity of staff working at sport or physical activity facility</li> <li>o staff training in cultural awareness.</li> </ul> </li> </ul>		
5 hours	<p><b>Component 1:</b> Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome B:</b> Examine equipment and technology required for participants to use when taking part in sport and physical activity</p>	<p><b>B1 Different types of sports clothing and equipment required for participation in sport and physical activity</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>● Clothing – sports kit, waterproof clothing, training clothing, e.g. bibs.</li> <li>● Footwear – trainers, studded boots, sport specific footwear.</li> <li>● Sport-specific equipment – participation equipment, e.g. balls, rackets; travel related equipment, e.g. kayak; scoring equipment, e.g. goalposts; fitness training equipment, e.g. dumbbells.</li> </ul>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>Equipment and technology are an ever important part of taking part in modern day sport.</p> <p>Future performers, leaders and sports coaches need to have a good knowledge of the safety precautions and also the specialised equipment available to enable safe and accessible sport/PA.</p> <p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> <li>● Protection and safety equipment – mouth protection, head protection, eye protection, body protection, floatation devices; first aid equipment – ice packs, bandages, defibrillator.</li> <li>● Equipment for people with disabilities or assistive technology – wheelchair, e.g. adapted wheelchair for wheelchair tennis.</li> <li>● Facilities – indoor facilities, e.g. sports halls, gyms; outdoor facilities, e.g. outdoor pitches, climbing wall, artificial snow domes.</li> <li>● Officiating equipment – whistle, microphone, earpiece.</li> <li>● Performance analysis – smart watches, heart rate monitors, applications.</li> </ul>		
2 hours	<p><b>Component 1:</b>                  Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome B:</b>                  Examine equipment and technology required for</p>	<p><b>B2 Different types of technology and their benefits to improve sport and physical activity participation and performance</b></p> <ul style="list-style-type: none"> <li>● Clothing to increase performance and experience – improved thermoregulation,</li> </ul>	<p>Students learn how to analyse and evaluate key methods of technology, and this skill can be applied to any topic.</p> <p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their</p>	<p>Students need to know why specific types of technology are used and their benefits in improving participation and performance.</p> <p>We also follow the natural progression of the specification in this current</p>

	<p>participants to use when taking part in sport and physical activity</p>	<p>clothing designed to improve aerodynamics.</p> <ul style="list-style-type: none"> <li>● Footwear – sport-specific new designs or materials; improve grip; rebound.</li> <li>● Sport-specific equipment – new materials for lightness and strength to include composite materials, e.g. a tennis racquet; new design of equipment to improve performance, e.g. golf driver design.</li> <li>● Protection and safety equipment – improved protection design; lighter weight; improved performance, e.g. shape of cycle helmets to improve aerodynamics.</li> <li>● Equipment for people with disabilities or assistive technology – prosthetics; sport-specific wheelchairs; equipment to support people with visual and hearing impairments.</li> <li>● Facilities – facilities that simulate environments to replicate competition in other locations; all weather surfaces; surfaces to reduce the risk of injury.</li> <li>● Officiating – computer assisted systems; video assisted decision making.</li> </ul>	<p>independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>order that Pearson publishes because it flows nicely.</p>
--	--	---	---	--

		<ul style="list-style-type: none"> <li>● Performance analysis – action cameras, GPS, applications, sensors on sports clothing or equipment.</li> </ul>		
2 hours	<p><b>Component 1:</b> Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome B:</b> Examine equipment and technology required for participants to use when taking part in sport and physical activity</p>	<p><b>B3 The limitations of using technology in sport and physical activity</b></p> <ul style="list-style-type: none"> <li>● Time – setting up, using equipment, compiling data, giving feedback to participant.</li> <li>● Access to technology – equality and unfair advantages as not all participants have access to technology.</li> <li>● Cost of technology – initial cost and follow-up maintenance of equipment.</li> <li>● Accuracy of data provided by equipment.</li> <li>● Usability – specific training required.</li> </ul>	<p>Students learn how to analyse and evaluate key methods of technology, and this skill can be applied to any topic.</p> <p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>Students learn there are still improvements to be made, and that technology is not always the best way to deal with all sports/PA.</p> <p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

<p>4 hours</p>	<p><b>Component 1:</b>                  Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome C:</b>                  Be able to prepare participants to take part in physical activity</p>	<p><b>C1 Planning a warm-up</b>                  Learners will learn about the warm-up process that is required to prepare the body to take part in physical activity and the responses of the cardiorespiratory and musculoskeletal systems at each stage of the warm-up. Learners will be able to plan and deliver warm-ups for different physical activities and for different types of participant.</p> <ul style="list-style-type: none"> <li>● Types of activities in the pulse raiser – activities that gradually increase in intensity to increase the heart rate.</li> <li>● Response of the cardiorespiratory system to the pulse raiser:                         <ul style="list-style-type: none"> <li>o increased heart rate</li> <li>o increased breathing rate</li> <li>o increased depth of breathing</li> <li>o increased supply of oxygen to the working muscles</li> <li>o increased removal of carbon dioxide.</li> </ul> </li> <li>● Response of the musculoskeletal system:</li> </ul>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>This topic gives the chance for students to plan their own war-up and reasons why we do them. A warm up is a vital part to all sports and is the first part of a sports session a sports leader must know.</p> <p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>
----------------	---	--	---	--

		<ul style="list-style-type: none"> <li>o increased temperature of the muscles</li> <li>o increased pliability of the muscles</li> <li>o reduced risk of muscle strain.</li> </ul> <ul style="list-style-type: none"> <li>● Types of activities in the mobiliser – activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses.</li> <li>● Response of the cardiorespiratory system to the mobiliser:                             <ul style="list-style-type: none"> <li>o slight drop in heart rate as intensity of exercise lowers</li> <li>o slight drop in breathing rate as intensity of exercise lowers.</li> </ul> </li> <li>● Response of the musculoskeletal system to the mobiliser:                             <ul style="list-style-type: none"> <li>o increased production of synovial fluid in the joints to increase lubrication of joint and increase range of movement at the joint.</li> </ul> </li> </ul>		
--	--	--	--	--

		<ul style="list-style-type: none"> <li>● Types of activities in the preparation stretch – activities to stretch the main muscles that will be used in the physical activity:                             <ul style="list-style-type: none"> <li>o location of main muscles – deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius</li> <li>o types of static and dynamic stretching for each muscle group:                                     <ul style="list-style-type: none"> <li>– simple stretches</li> <li>– compound stretches.</li> </ul> </li> </ul> </li> <li>● Response of the cardiorespiratory system to the preparation stretch:                             <ul style="list-style-type: none"> <li>o slight drop in heart rate and breathing rate for static stretches</li> <li>o maintained elevated heart and breathing rate for dynamic stretches.</li> </ul> </li> <li>● Response of the musculoskeletal system to the preparation stretch:</li> </ul>		
--	--	--	--	--

		<ul style="list-style-type: none"> <li>o extending muscles so that they are fully stretched and less likely to tear during the sport or activity session.</li> </ul>		
4 hours	<p><b>Component 1:</b> Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome C:</b> Be able to prepare participants to take part in physical activity</p>	<p><b>C2 Adapting a warm-up for different categories of participants and different types of physical activities</b></p> <p>Learners will know how to adapt warm-up activities to make them appropriate for the needs of different types of participant and how to make the activities in a warm-up specific to different types of physical activity.</p> <ul style="list-style-type: none"> <li>● Adapting warm-ups for different categories of participants:                             <ul style="list-style-type: none"> <li>o vary intensity of activities</li> <li>o low impact and high impact options</li> <li>o vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 plus</li> <li>o types of stretch used – simple stretches for beginners,</li> </ul> </li> </ul>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Development of leadership skills and problem solving skills.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>



		<p>compound stretch for moderate to advanced participants.</p> <ul style="list-style-type: none"> <li>● Adapting the warm-up to make it specific to a physical activity:                             <ul style="list-style-type: none"> <li>o introduction of equipment in the warm-up that is specific to the physical activity</li> <li>o using movements and activities from the physical activity in the warm-up</li> <li>o stretching the main muscles required for the specific physical activity.</li> </ul> </li> </ul>		
6 hours	<p><b>Component 1:</b> Preparing Participants to Take Part in Sport and Physical Activity</p> <p><b>Learning outcome C:</b> Be able to prepare participants to take part in physical activity</p>	<p><b>C3 Delivering a warm-up to prepare participants for physical activity</b></p> <ul style="list-style-type: none"> <li>● Organisation and demonstration of the warm-up activities:                             <ul style="list-style-type: none"> <li>o space – areas used</li> <li>o equipment</li> <li>o organisation of participants</li> <li>o timing</li> <li>o demonstrations</li> <li>o positioning.</li> </ul> </li> <li>● Supporting participants as they take part in the warm-up;</li> </ul>	Development of leadership and social skills building their confidence and self-esteem.	<p>Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity.</p> <p>This is an excellent way to finish off the first component, putting into practise all the theory and practical work.</p>

		<ul style="list-style-type: none"> <li>o observing participants</li> <li>o providing instructions</li> <li>o providing teaching points</li> <li>o providing feedback to participants.</li> </ul>		
3 hours	<p><b>Component 2:</b> Taking Part and Improving Other Participants Sporting Performance</p> <p><b>Learning outcome A:</b> Understand how different components of fitness are used in different physical activities</p>	<p><b>A1 Components of physical fitness</b></p> <p>Learners will know the definition of each component of physical fitness and their potential impact on sporting performance.</p> <ul style="list-style-type: none"> <li>● Aerobic endurance – the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue.</li> <li>● Muscular endurance – the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.</li> <li>● Muscular strength – the maximum force that can be generated by a muscle or</li> </ul>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p> <p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	<p>This component is started after component 1 because students have knowledge of how to prepare participants to take part in sport/PA before they work on studying how to improve performance levels.</p> <p>They learn about the different components of fitness in sport so they can understand their importance in different sports/PA.</p> <p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<p>muscle group to improve forceful movements within an activity.</p> <ul style="list-style-type: none"> <li>● Speed – distance divided by time to reduce time taken to move the body or a body part in an event or game.</li> <li>● Flexibility – the range of motion possible at a joint to allow improvements in technique.</li> <li>● Body composition – the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport.</li> </ul>		
2 hours	<p><b>Component 2:</b> Taking Part and Improving Other Participants Sporting Performance</p> <p><b>Learning outcome A:</b> Understand how different components of fitness are used in different physical activities</p>	<p><b>A2 Components of skill-related fitness</b></p> <p>Learners will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance.</p>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Their time management skills and organisation will be tested through completing set tasks.</p>	<p>They learn about the different components of skill related fitness so they can understand their importance in different sports/PA.</p> <p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

		<ul style="list-style-type: none"> <li>● Power – the product of speed and strength to allow for explosive movements in sport.</li> <li>● Agility – the ability to change direction quickly to allow performers to outmanoeuvre an opponent.</li> <li>● Reaction time – the time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do.</li> <li>● Balance – the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance).</li> <li>● Coordination – the ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique.</li> </ul>	<p>PEE Principle</p> <p>Present their work in a neat manner.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p> <p>Use verbal/written feedback to help them reflect on their work and improve it.</p>	
12 hours	<b>Component 2:</b> Taking Part and Improving Other	<b>B1 Techniques, strategies and fitness required for different sports</b>	Practical skills and strategies learnt and refined in order to demonstrate.	The time of the year lends well to this practical element of the course, and being able

	<p>Participants Sporting Performance</p> <p><b>Learning outcome B:</b> Be able to participate in sport and understand the roles and responsibilities of officials</p>	<p>Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.</p> <ul style="list-style-type: none"> <li>● Skills, e.g. passing, scoring, travelling, intercepting.</li> <li>● Strategies, e.g. tactics and decision making.</li> <li>● Isolated practice – practices that focus on one skill at a time.</li> <li>● Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play.</li> </ul>	<p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p>	<p>to use both indoor/outside playing areas.</p>
2 hours	<p><b>Component 2:</b> Taking Part and Improving Other Participants Sporting Performance</p> <p><b>Learning outcome B:</b> Be able to participate in sport and understand the</p>	<p><b>B2 Officials in sport</b></p> <p>Learners will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles.</p> <ul style="list-style-type: none"> <li>● Key officials and their roles in sports competitions:                             <ul style="list-style-type: none"> <li>o referee/umpire</li> <li>o assistant referee/line umpire</li> </ul> </li> </ul>	<p>Development of knowledge and technical skills in a practical learning environment where possible.</p> <p>Develop communication, working in small groups/paired work, and also their independent working skills through being challenged on their own.</p> <p>Analyse their verbal responses and improve them through teacher/peer feedback.</p>	<p>The time of the year lends well to this practical element of the course, and being able to use both indoor/outside playing areas.</p> <p>We also follow the natural progression of the specification in this current order that Pearson publishes because it flows systematically.</p>

	<p>roles and responsibilities of officials</p>	<ul style="list-style-type: none"> <li>o scorers/judges</li> <li>o timekeepers</li> <li>o video review officials.</li>   <li>● Responsibilities of the officials:                         <ul style="list-style-type: none"> <li>o appearance</li> <li>o equipment</li> <li>o fitness requirements</li> <li>o effective communication</li> <li>o control of players</li> </ul> </li>   <li>o health and safety</li>   <li>o length of time for play:                         <ul style="list-style-type: none"> <li>– number of periods of play</li> <li>– length of each period</li> <li>– length of play determined by time or score</li> <li>– additional time or extra periods of play in particular situations</li> </ul> </li>   <li>o scoring system:                         <ul style="list-style-type: none"> <li>– methods of scoring</li> <li>– differing award of points for particular methods of scoring</li> <li>– how a winner is determined</li> <li>– what happens in the event of a tie</li> </ul> </li>   <li>o playing area:</li> </ul>		
--	--	---	--	--

		<ul style="list-style-type: none"> <li>– dimensions of overall playing area</li> <li>– purpose and dimensions of specific areas within the overall playing area</li>   <li>o equipment:                             <ul style="list-style-type: none"> <li>– sizes and weights of playing equipment as specified by NGB</li> <li>– required protective equipment</li> <li>– optional protective equipment</li> </ul> </li>   <li>o starting and restarting play:                             <ul style="list-style-type: none"> <li>– how the game begins</li> <li>– how play is restarted after scoring</li> <li>– fouls or infringements</li> <li>– how and when the game ends</li> </ul> </li>   <li>o non-adherence to the rules:                             <ul style="list-style-type: none"> <li>– playing rules specific to each sport, e.g. hitting the ball twice in tennis, passing the ball forward in rugby</li> <li>– out of play area/offside</li> <li>– intentionally harming another player</li> <li>– incorrect travel, e.g. double dribble in basketball</li> </ul> </li>   <li>o application of rules and regulations by officials:                             <ul style="list-style-type: none"> <li>– use of signals</li> </ul> </li> </ul>		
--	--	---	--	--

		<ul style="list-style-type: none"><li>– communication of decisions to players and other officials</li><li>– positioning.</li> <li>● Supporting participants taking part in practical drills and conditioned practices:<ul style="list-style-type: none"><li>o observing participants</li><li>o providing instructions</li><li>o providing teaching points</li><li>o providing feedback to participants.</li></ul></li></ul>		
--	--	---	--	--