BTEC Sport: Year 10 Curriculum Map 2026/27

Week Commencing	Lesson topic	HAIL	Assessment
Staff INSET 01/09 Students Return 02/09	**BTEC Tech Award in Sport:** **Course Introduction/Overview** ✓ Component 1: Preparing Participants to Take Part in Sport and Physical Activity ✓ Component 2: Taking Part and Improving Other Participants Sporting Performance ✓ Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity		
07/09/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** A1 Types and providers of sport and physical activities ▪ Types of sport and physical activity: o sports – competitive activities that involve physical exertion, have rules and regulations and a National Governing Body https://www.bbc.co.uk/teach/what-constitutes-a-sport/z4vfmfr o team sports o individual sports. Outdoor activities – activities carried out outdoors or in recreation areas that are adventurous. **Learning Checkpoint** A: **Explain** the difference between these types of sport – abseiling, fencing and volleyball (6 marks) B: **Justify** the category the following activities fit into – kayaking, aerobics, and rugby (9 marks) **Practical lessons -** Types of sport and physical activity: **Golf**	SENECA: Watch the video clip and answer the questions on Golf	**Learning Checkpoint**
14/09/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** A1 Types and providers of sport and physical activities ▪ Provision of sport and physical activity: o public sector to include local authorities and school provision o private sector – provided by organisations who aim to make a profit o voluntary sectors – activities provided by volunteers who have a common interest in the sport /activity **Learning Checkpoint** Stoke City Football Club is a local sport provider, **analyse** the type of sports provision they offer and **explain** why (6 marks) **Practical lessons -** Types of sport and physical activity: **Volleyball**	SENECA: Watch the video clip and answer the questions on Volleyball	**Learning Checkpoint**
21/09/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** A1 Types and providers of sport and physical activities Understand the benefits gained from participation in sport and physical activity. • Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn teamwork skills, resilience, and self-confidence from competition. • 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. • Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health. **Practical lessons -** Types of sport and physical activity: **Badminton**	SENECA: Watch the video clip and answer the questions on Badminton	
28/09/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** A1 Types and providers of sport and physical activities		

	Explain the advantages and disadvantages of the provision of sport. • What are the advantages and disadvantages of the provision of sport in each of the sectors to the participant? Points to consider: • Types and range of sport and physical activities provided. • Types and range of equipment available • Cost of participation • Access to different types of sport and physical activities Additional products or services such as creche facility, refreshment facilities, hire of equipment, access to sport sector professionals (i.e., coach, sports therapist, personal trainer). • Reflect on your own experiences of participating in sport and physical activities and answer the following questions: • Why do you participate in sport or physical activity? • What benefits do you get from participating in sport or physical activity? • What types of providers do you use and why? **Practical lessons -** Types of sport and physical activity: **Basketball**	SENECA: Watch the video clip and answer the questions on Basketball	
05/10/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** A2 Types and needs of sport and physical activity participants • Types of participants. • Participants of different ages: ○ primary school aged children (aged 5–11 years) ○ adolescents (aged 12–17 years) ○ adults (aged 18–49 years) ○ older adults (aged 50 years and up). • NHS website - Recommended daily guidelines for physical activity in adults aged 19-64. https://www.nhs.uk/live-well/exercise/exercise-guidelines/physical-activity-guidelines-for-adults-aged-19-to-64/ **Practical lessons -** Types of sport and physical activity: **Handball**	SENECA: Watch the video clip and answer the questions on Handball	
12/10/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** A2 Types and needs of sport and physical activity participants Government recommended guidelines for types, frequency, and intensity of physical activity for different types of participants. ▪ Infographic Task - Physical Activity Recommended Guidelines: ▪ Children and Young People (aged 5-18 years) ▪ Disabled Children and Disabled Young People ▪ Adults and older adults ▪ Disabled adults **Learning Checkpoint - Participants and their needs:** ▪ physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions. ▪ social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness. ▪ mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem. **Practical lessons -** Types of sport and physical activity: **Orienteering.**	SENECA: Watch the video clip and answer the questions on Orienteering	**Learning Checkpoint**
19/10/2026	**Learning Checkpoint - Participants and their needs:** Alfred is a 45 year old man who loves the outdoors. He was diagnosed as Type 2 diabetic when he was in his early 20s and now his eyesight is beginning to deteriorate so he relies on his glasses. He is concerned he will put on weight if he doesn't watch his sugar intake and knows he needs to start exercising. Using the information, you have learnt so far, can you recommend 2 suitable activities he can take part in, along with how often and how intensely he needs to exercise and provide a persuasive argument for why he should do it by highlighting the benefits of sport and physical activity. **Improvement Phase - Participants and their needs:**	HAIL Booklet – LAC: **Planning a warm-up**	**Learning Checkpoint**

	Practical lessons – Planning a warm-up		
October Half Term			
02/11/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** A3 Barriers to participation in sport and physical activity for different types of participants Barriers to participation: o cost of participation: ✓ clothing ✓ equipment ✓ transport o access to sport or physical activity: ✓ location of sport or physical activity ✓ limited accessible transportation ✓ resources ✓ types of sport or physical activity available o time lack of time due to other commitments: ✓ family ✓ school ✓ work o personal barriers: ✓ body image ✓ lack of self-confidence ✓ parental or guardian influence ✓ limited previous participation ✓ low fitness levels ✓ extended time off from previous participation ✓ concerns that taking part in sport or physical activity may make existing health conditions worse o cultural barriers: ✓ single sex sport or physical activity sessions ✓ social norms of participating in unconventional clothing and availability of appropriate clothing to participate ✓ lack of role models from own cultural background. **Practical lessons – Planning a warm-up**	HAIL Booklet – LAC: **Practical Activity – write-up**	
09/11/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** A4 Methods to address barriers to participation in sport and physical activity for different types of participants • Why are they barriers? • The main barriers to participation: • Cost • Access to sport or physical activity • Time – lack of time due to other commitments • Personal barriers • Cultural barriers • What can you do to address the barriers that prevent participation in sport? • How can these barriers be supported to enable participation? **Practical lessons – Planning a warm-up**	HAIL Booklet – LAC: **Mobilisers**	
16/11/2026	**Learning Checkpoint - Explain the barriers to participation in sport and physical activity.** Select either A or B (unless directed): **A** – Lara is a 13 year old girl who lives in central London. She loves to play hockey and would like to join a club. Her parents are on a low income and struggle to pay the bills each month. Most of her friends also enjoy playing Hockey but the nearest club is 5 miles away from home. Sometimes as a treat her parents like to take her and her sister swimming, but this can only happen at weekends. **Explain the barriers to participation in sport and physical activity that Lara experiences and suggest a method to address each one.** **(8 marks).** **For an additional 2 marks, explain the benefits that Lara would gain from participating in sport or physical activity.** **B** – Matt is a 45 year old male who runs his own business from home. He spends long periods of time sat at a computer online and has gained considerable weight due to living a sedentary lifestyle. His doctor has informed him he needs to exercise due to health reasons. He lives with his wife (who also runs her own	HAIL Booklet – LAC: **Cardiorespiratory / Musculoskeletal Changes**	**Learning Checkpoint**

	business) and 4 year old daughter. He lives in a small town on the outskirts of London and can travel using the train or bus. He also owns an old bicycle, but it is in need of repair. **Explain the barriers to participation in sport and physical activity that Matt experiences and suggest a method to address each one.** **(8 marks)** **For an additional 2 marks, explain the benefits that Matt would gain from participating in sport or physical activity.** C3 Delivering a warm-up to prepare participants for physical activity **Practical lessons – Planning a warm-up**		
23/11/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** B1 Different types of sports clothing and equipment required for participation in sport and physical activity ▪ Clothing – sports kit, waterproof clothing, training clothing, e.g., bibs. ▪ Footwear – trainers, studded boots, sport specific footwear. ▪ 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. ▪ Protection and safety equipment – mouth protection, head protection, eye protection, body protection, floatation devices; first aid equipment – ice packs, bandages, defibrillator. ▪ Equipment for people with disabilities or assistive technology – wheelchair, e.g., adapted wheelchair for wheelchair tennis. ▪ Facilities – indoor facilities, e.g., sports halls, gyms; outdoor facilities, e.g., outdoor pitches, climbing wall, artificial snow domes. ▪ Officiating equipment – whistle, microphone, earpiece. Performance analysis – smart watches, heart rate monitors, applications. C3 Delivering a warm-up to prepare participants for physical activity **Practical lessons – Planning a warm-up**	HAIL Booklet – LAC: **Adapting a warm-up for different participants & activities**	**AR1 ROA**
30/11/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** B2 Different types of technology and their benefits to improve sport and physical activity participation and performance ▪ Explore a range of different types of technology and its use in sport and physical activity to improve performance and participant experience, e.g., clothing to increase performance and experience – improved thermoregulation, clothing designed to improve aerodynamics. C3 Delivering a warm-up to prepare participants for physical activity **Practical lessons – Planning a warm-up**	HAIL Booklet – LAC: **Design a warm-up**	**AR1 ROA**

07/12/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:**
	B3 The limitations of using technology in sport and physical activity
	
	▪ Develop an understanding of the limitations that technology can have for sport and physical activity participation.
	  ○ Time – setting up, using equipment, compiling date, giving feedback to participant.
	  ○ Access to technology – equality and unfair advantages as not all participants have access to technology.
	  ○ Cost of technology – initial cost and follow-up maintenance of equipment.
	  ○ Accuracy of data provided by equipment.
	  ○ Usability – specific training required.
	
	Learning Checkpoint - Explain the clothing and equipment used in a selected sport. In addition, how it benefits and limits performance and the participants experience.
	
	C3 Delivering a warm-up to prepare participants for physical activity
	Practical lessons – Planning a warm-up
		HAIL Booklet – LAC:
		Design a warm-up
			AR1 ROA

14/12/2026	**COMPONENT 1: PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY:** C2 Adapting a warm-up for different categories of participants and different types of physical activities Students 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. ▪ Adapting warm-ups for different categories of participants: o vary intensity of activities o low impact and high impact options o vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 plus o types of stretch used – simple stretches for beginners, compound stretch for moderate to advanced participants. ▪ Adapting the warm-up to make it specific to a physical activity: o introduction of equipment in the warm-up that is specific to the physical activity o using movements and activities from the physical activity in the warm-up o stretching the main muscles required for the specific physical activity. C3 Delivering a warm-up to prepare participants for physical activity **Practical lessons – Planning a warm-up**	HAIL Booklet – LAC: **Delivering a warm-up**	**AR1 ROA**
Christmas Break			
04/01/2027	**External Assessment – Pearson-Set Assignment (PSA) – Component 1**	Research your **first** chosen **sport / physical activity**.	**Assessment Window May/June - Pearson-Set Assignment (PSA) - Component 1**
11/01/2027		Research your **second** chosen **sport / physical activity**.	
18/01/2027		Research the **benefits of participation**	
25/01/2027		Research the **types of provision**	
01/02/2027		Research the **barriers to participation**	
08/02/2027		Research the **methods** to overcome the **barriers to participation**	**Moderation - Task 1**
February Half Term			
22/02/2027	**External Assessment – Pearson-Set Assignment (PSA) – Component 1**	LAC: Plan a pulse raising activity	
01/03/2027		LAC: Research your mobiliser	
08/03/2027		LAC: Research your preparation stretches	**Delivery of 3b for evidence**
15/03/2027		LAC: Explain the reasons why you are doing your planning warm-up	
22/03/2027		Research the types of clothing and equipment	

		needed in your chosen sport	
Easter Break			
12/04/2027	**External Assessment – Pearson-Set Assignment (PSA) – Component 1**	Research the types of technology available in your chosen sport.	
19/04/2027		Justify the use of different types of technology for your chosen sport	
26/04/2027		Research the benefits of using technology in your chosen sport.	**Moderation of Task 3a and 3b**
03/05/2027		Research the limitations of using technology in your chosen sport.	**Moderation of Task 2**
10/05/2027	**COMPONENT 2: LEARNING OUTCOME A: Understand how different components of fitness are used in different physical activities** Students will understand each of the components of physical and skill-related fitness. They will be able to apply this understanding to how these components of fitness are used in team sports, individual sports, outdoor activities, and physical fitness activities and how they impact on performance. **A1 Components of physical fitness** Students will know the definition of each component of physical fitness and their potential impact on sporting performance. ✓ Aerobic endurance ✓ Muscular endurance ✓ Muscular strength ✓ Speed ✓ Flexibility ✓ Body composition **Practical lessons - B1 Techniques, strategies and fitness required for different sports**	SENECA: **Physical Components of Fitness**	
17/05/2027	**COMPONENT 2: LEARNING OUTCOME A: Understand how different components of fitness are used in different physical activities** **A2 Components of skill-related fitness** Students will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance. ✓ Power ✓ Agility ✓ Reaction time ✓ Balance ✓ Coordination **Practical lessons - B1 Techniques, strategies and fitness required for different sports**	SENECA: **Skills-related Components of Fitness**	
24/05/2027	**Practical lessons - C1 Planning drills and conditioned practices to develop participants' sporting skills & C2 Drills to improve sporting performance**	Research isolated skills & practices for your chosen sport.	**AR2 ROA**
May Half Term			
07/06/2027	**Practical lessons - C1 Planning drills and conditioned practices to develop participants' sporting skills & C2 Drills to improve sporting performance**	Research the relevant techniques required for your chosen sport.	**AR2 ROA**
14/06/2027	**Practical lessons - C1 Planning drills and conditioned practices to develop participants' sporting skills & C2 Drills to improve sporting performance**	Research relevant conditioned games for your chosen sport.	**AR2 ROA**
21/06/2027	**COMPONENT 2: LEARNING OUTCOME B: Be able to participate in sport and understand the roles and responsibilities of officials**	Research all the relevant officials	**AR2 ROA**

	COMPONENT 2: B1 Practically demonstrate skills, techniques, and tactics in selected sport. • **Effective use of skills and techniques, and the correct application of each component:** For example, rugby conversion, including head position, body position, placement of kicking/non-kicking foot, connection with the ball. • **Effective use of skills, techniques, and tactics:** The use of skills and techniques within conditioned and competitive situations, effective decision-making and selection of skills, techniques, and tactics when under pressure from opponents. • **Isolated practices:** For example, skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault. • **Competitive situations:** For example, full-sided games, with appropriate opposition, with match officials. **Practical lessons - B1 Techniques, strategies and fitness required for different sports**	for your chosen sport.	
28/06/2027	**COMPONENT 2: B2 Officials in Sport** Students will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles. **Roles of officials:** For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, and fourth official. **Responsibilities of officials:** For example, appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals). **Practical lessons - B1 Techniques, strategies and fitness required for different sports**	Research the different roles & responsibilities of officials in your selected sport.	
05/07/2027	**COMPONENT 2: B3 Rules and regulations in sports** Students will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation. Key rules and regulations as stated by the National Governing Body for the sport: • number of players • length of time for play • scoring system • playing area • equipment • starting and restarting play • non-adherence to the rules **Application of the rules/laws of sports in different situations:** For example, when a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, forward pass resulting in a try in rugby. **Practical lessons - C1 Planning drills and conditioned practices to develop participants' sporting skills & C2 Drills to improve sporting performance**	Research the difference between a rule & a regulation.	
12/07/2027	**COMPONENT 2: B3 Rules and regulations in sports** Students will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation. Key rules and regulations as stated by the National Governing Body for the sport: • number of players • length of time for play • scoring system • playing area • equipment • starting and restarting play		

	• non-adherence to the rules **Application of the rules/laws of sports in different situations:** For example, when a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, forward pass resulting in a try in rugby.		