BTEC Sport Year 11 Curriculum Map 2026/27

Week Commencing	Lesson topic	HAIL	Assessment
Staff INSET 01/09 Students Return 02/09	**COMPONENT 2: LEARNING OUTCOME A: Understand how different components of fitness are used in different physical activities** **R&R:** 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 **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 - C1 Planning drills and conditioned practices to develop participants' sporting skills & C2 Drills to improve sporting performance**		**External Assessment – Pearson-Set Assignment (PSA) - Component 2** **Task 2 Practical Video Evidence**
07/09/2026	**External Assessment – Pearson-Set Assignment (PSA) – Component 2**	Research the physical components of fitness for your chosen sport.	
14/09/2026		Research the skill-related components of fitness for your chosen sport.	
21/09/2026		Research the positive/negative impact of the components of fitness for your chosen sport.	
28/09/2026		Research an elite performer in the team sport of your choice.	
05/10/2026		Research isolated skills & practices for your chosen sport.	
12/10/2026		Research the relevant techniques required for your chosen sport.	**Task 4 Practical Video Evidence (Leadership)**
19/10/2026		Research relevant conditioned games for your chosen sport.	

October Half Term			
02/11/2026	**External Assessment – Pearson-Set Assignment (PSA) – Component 2**	Research all the relevant officials for your chosen sport.	**Core Mocks**
09/11/2026		Research the different roles & responsibilities of officials in your selected sport.	**Core Mocks**
16/11/2026		Research the difference between a rule & a regulation.	**External Assessment – Pearson-Set Assignment (PSA) - Component 2** **Task 4b Practical Video Evidence**
23/11/2026		Research rules & regulations for your chosen sport.	
30/11/2026		Research rules and regulations around: **Length of time of play**	
07/12/2026		Research rules and regulations around: **Scoring systems**	**07/12/2025 - Deadline for mark submission/upload of learner work for sampled learners**
14/12/2026	**<u>COMPONENT 3: LEARNING OUTCOME A: Explore the importance of fitness for sports performance</u>** **A1 The importance of fitness for successful participation in sport** Students 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: • aerobic endurance – events/sports lasting more 30 minutes • muscular endurance – events/sports lasting more 30 minutes • muscular strength – activities requiring force, e.g., throwing events • speed – activities requiring fast movement, e.g., sprinting • flexibility – activities requiring a wide range of movement around a joint, e.g., gymnastics, martial arts • body composition – low body fat, e.g., gymnastics, high muscle mass, e.g., sprinters • power – activities requiring explosive movement e.g., gymnastics, basketball • agility – activities requiring quick changes of direction, e.g., dodging the opposition in a team game, freestyle skiing o reaction time – any activity where a quick decision or response to a stimulus is needed balance – an activity requiring the control of the distribution of weight or to remain upright and steady • coordination – any activity requiring the movement of two or more body parts and can include the use of sporting equipment, e.g., hand, eyes, and tennis racquet to connect with the tennis ball. **Practical Lesson - B1 Importance of fitness testing and requirements for administration of each fitness test.**	Choose a sport and identify the **five most important fitness components** needed for successful performance. Explain why each is important, using examples from the sport.	
Christmas Break			
04/01/2027	**A2 Fitness training principles: The basic principles of training 'FITT':** Students need to be able to understand the principles of training and how they can be applied to training programmes: • frequency: the number of training sessions completed over a period of time, usually per week • intensity: how hard an individual will train • time: how long an individual will train for	Research six fitness tests, e.g., **Cooper 12-minute run, sit-up test, press-up test, Illinois agility test, 30m sprint and sit-and-reach**. For	

	• type: how an individual will train by selecting a training method to improve a specific component of fitness. **Practical Lesson - B2 Fitness test methods for components of physical fitness – Aerobic Endurance and flexibility.** ○ Flexibility - https://www.brianmac.co.uk/sitreach.htm ○ Aerobic endurance - https://www.brianmac.co.uk/beep.htm **B4 Interpretation of fitness test results**	each, explain what it measures and how it is conducted.	
11/01/2027	**Component 3 Revision – Knowledge Organisers, revision tasks & examination questions (extended response questions)**	**Revision**	**Full mocks**
18/01/2027	**Component 3 Revision – Knowledge Organisers, revision tasks & examination questions (extended response questions)**	**Revision**	**Full mocks**
25/01/2027	**Mock external assessment - Component 3**	**Revision**	**Full mocks**
01/02/2027	**A2 Fitness training principles: Additional principles of training 'SPARRIV':** Students need to be able to understand the principles of training and how they can be applied to training programmes: • specificity - training should meet the needs of the sport, or physical/skill-related fitness goals to be developed • progressive overload – to progress, training needs to be demanding • adaptation - changes to the body due to increased training loads • reversibility - if training stops, or the intensity of training is lowered, fitness gains from training are lost • rest and recovery – to allow the body to recover and adapt • individual differences/needs - training should meet the needs of an individual • variation - altering types of training to avoid boredom and maintain motivation to train. **Practical Lesson - B2 Fitness test methods for components of physical fitness – Muscular endurance, muscular strength, and body composition.** ○ Strength - https://www.brianmac.co.uk/grip.htm ○ Muscular endurance - https://www.brianmac.co.uk/pressuptst.htm ○ Body Composition - https://www.brianmac.co.uk/fatcent.htm **B4 Interpretation of fitness test results**	Explain **FITT** and the principles of **overload, progression, specificity, reversibility, and recovery**. Give a practical example of how each could be applied to a fitness programme.	**Learning Checkpoint - LAB**
08/02/2027	**A3 Exercise intensity and how it can be determined:** Students 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: • intensity − be able to measure heart rate (HR) and apply HR Intensity to fitness training methods • know about target zones and training thresholds - be able to calculate training zones and apply HR max to training (HR max = 220 – age in years) • be able to calculate 60–85% HR max and know that this is the recommended training zone for cardiovascular health and fitness. **Practical Lesson - B2 Fitness test methods for components of physical fitness – Speed.** ○ Speed - https://www.brianmac.co.uk/30accel.htm **B3 Fitness test methods for components of skill-related fitness - balance, coordination, and reaction time.** **B4 Interpretation of fitness test results**	Imagine you are planning a fitness programme for a footballer, basketball player or another performer. Select appropriate fitness tests and **justify why each test would be suitable**.	
February Half Term			

22/02/2027	**A3 cont.: Exercise intensity and how it can be determined:** • know that the Borg (6-20) Rate of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity • know about the relationship between RPE and heart rate where: RPE x 10 = HR (bpm) • calculate 1RM for strength and 15RM for muscular endurance • technology to measure exercise intensity: heart rate monitors, smart watches, apps. **Practical Lesson – B3 Fitness test methods for components of physical fitness – Agility and power.** o Agility - https://www.brianmac.co.uk/illinois.htm o Anaerobic power - https://www.brianmac.co.uk/sgtjump.htm **B4 Interpretation of fitness test results**	**Examination Practice:** Components of Fitness	**Learning Checkpoint - LAA**
01/03/2027	**Component 3: Learning Outcome C - Investigate different fitness training methods** **C1 Requirements for each of the following fitness training methods** Students should know how to carry out fitness training safely and effectively as part of a training programme. • Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise. • Cool down after taking part in the fitness training method – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length. • 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. **Practical Lesson - C2 Fitness training methods for physical components of fitness – Aerobic endurance:** • continuous training – steady pace and moderate intensity for a minimum period of 30 minutes • Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain • interval training – work period followed by a rest or recovery period • circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance.	**Examination Practice:** Principles of Training	
08/03/2027	**C2 Fitness training methods for physical components of fitness & C3 Fitness training methods for skill-related components of fitness:** Students should be able to suggest and justify appropriate physical fitness training methods that could be used for specific sports participants for different ages and different sporting abilities. • **Flexibility training**: • static • ballistic • Proprioceptive Neuromuscular Facilitation (PNF) technique • **Muscular strength training:** • free weights and fixed resistance machines – high loads and low repetitions • **Balance:** use of specific training exercises that require balancing on a reduced size base of support. • **Coordination:** use of specific training exercises using two or more body parts together. • **Reaction time:** use of specific training exercises to practice quick responses to an external stimulus. **Practical Lesson - C2 Fitness training methods for physical components of fitness – Muscular Endurance:** • circuit training – using body resistance exercises or weights with low loads and high repetitions.	**Examination Practice:** Fitness Testing	

	C4 Additional requirements for each of the fitness training methods: Advantages and disadvantages – to include number of people that can take part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport.		

15/03/2027	**C6 The effects of long-term fitness training on the body systems**
	Students should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness.
	• Aerobic endurance training:
	  ○ adaptations to the cardiovascular and respiratory systems
	  ○ cardiac hypertrophy
	  ○ decreased resting heart rate
	  ○ increased strength of respiratory muscles
	  ○ capillarisation around alveoli.
	• Flexibility training:
	  ○ adaptations to the muscular and skeletal systems
	  ○ increased range of movement permitted at a joint
	  ○ increased flexibility of ligament and tendons
	  ○ increased muscle length.
	• Muscular endurance training:
	  ○ adaptations to the muscular system
	  ○ capillarisation around muscle tissues
	  ○ increased muscle tone.
	• Muscular strength and power training:
	  ○ adaptations to the muscular and skeletal systems
	  ○ muscle hypertrophy
	  ○ increased tendon and ligament strength
	  ○ increased bone density.
	• Speed training:
	  ○ adaptations to the muscular system
	  ○ increased tolerance to lactic acid.
	
	Practical Lesson - C2 Fitness training methods for physical components of fitness – Speed:
	• acceleration sprints – pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximal sprint
	• interval training – work period followed by a rest or recovery period. For speed short, high intensity work periods, increasing the number of rest periods and increasing work intensity (compared to aerobic endurance training)
	• resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands.
	C5 Provision for taking part in fitness training methods:
	• Public provision – advantages and disadvantages.
	• Private provision – advantages and disadvantages.
	• Voluntary provision – advantages and disadvantages.
		Examination Practice: Training Methods	**Learning Checkpoint - LAC**

22/03/2027	**D3 Motivational techniques for fitness programming**
	• Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour.
	• Types of motivation:
	  ○ intrinsic
	  ○ extrinsic.
	• Principles of setting goals to increase and direct motivation.
	• Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER):
	  ○ short-term goals (set over a short period of time, between one day and one month)
	  ○ long-term goals (what they want to achieve in the long term, and the best way of doing this).
	• Influence of goal setting on motivation:
	  ○ provide direction for behaviour
	  ○ maintain focus on the task in hand.
	• Benefits of motivation on the sports performer:
	  ○ increase participation
		Examination Practice: Extended Written response questions – 6-mark questions	

	○ maintain training and intensity ○ increased fitness ○ improved performance. **Practical Lesson - C3 Fitness training methods for skill-related components of fitness – SAQ:** • Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills. **D1 Personal information to aid fitness training programme design** • Aims – details of what they would like to achieve for the selected sport. • Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training. • Lifestyle and physical activity history. • Attitudes, the mind and personal motivation for training.		
Easter Break			
12/04/2027	**Component 3 Revision – Knowledge Organisers, revision tasks & examination questions (extended response questions)** **Practical Lesson - C3 Fitness training methods for skill-related components of fitness – Plyometrics:** • plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping. **D2 Fitness programme design** • 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.	**Examination Practice:** Extended Written response questions – 6-mark questions	**Mock external assessment - Component 3**
19/04/2027	**Component 3 Revision – Knowledge Organisers, revision tasks & examination questions (extended response questions)**	Revision	
26/04/2027	**Component 3 Revision – Knowledge Organisers, revision tasks & examination questions (extended response questions)**	Revision	
03/05/2027	SUMMER EXAMINATIONS		**External Assessment**
10/05/2027	SUMMER EXAMINATIONS		
17/05/2027	SUMMER EXAMINATIONS		
24/05/2027	SUMMER EXAMINATIONS		
May Half Term			
07/06/2027	SUMMER EXAMINATIONS		
14/06/2027	SUMMER EXAMINATIONS		