

Curriculum Map – Sport

<p>What is the aim of the curriculum?</p> <p>How does it demonstrate ambition for students?</p>	<p>The aims of our curriculum is to The BTEC Level 2 Tech Award in Sport is designed to give learners a strong foundation in both the practical and theoretical aspects of sport and physical activity. It aims to develop knowledge of fitness components, training methods, and how the body responds to exercise, while also building key skills such as communication, leadership, and evaluation. Learners apply their understanding to real-life scenarios and reflect on their own performance and that of others. The course supports personal development and prepares students for further study at Level 3 or future employment in the sport and fitness industry.</p> <p>BTEC Tech Award in Sport (Level 2) is designed to complement the National Curriculum by providing learners with a vocational and practical introduction to the sport and physical activity sector. Its aims are to develop students' understanding of the benefits of sport on physical, mental, and social wellbeing, while also building knowledge of fitness training, sports performance, and leadership. Through applied learning and real-life scenarios, students develop essential transferable skills such as communication, teamwork, and self-management. The course supports progression to further education and employment by preparing learners for Level 3 qualifications or entry-level roles within the sport and fitness industry.</p> <p style="text-align: center;">-</p>
<p>How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?</p>	<p>The BTEC Sport Tech Award Level 2 curriculum is designed with flexibility, enabling teachers to plan delivery that suits the needs of their learners. Each component is broken into manageable sections, allowing time for new content to be introduced gradually, practiced through practical and written tasks, and revisited through ongoing assessment and feedback. The internally assessed components give teachers the opportunity to identify and address individual knowledge gaps early, using formative assessment to inform planning. Learners have multiple opportunities to consolidate their understanding through peer and self-evaluation, practical application, and scenario-based learning. This structure supports a spiral approach, where key concepts are revisited throughout the course to deepen understanding and improve retention.</p>

How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?	<p>The BTEC Sport Tech Award Level 2 curriculum is structured in a progressive way, where each component builds on the last to develop a deeper understanding of sport and physical activity. Students begin by exploring the benefits of participation in sport and the impact on health and wellbeing (Component 1), then move on to developing their own practical performance and leadership skills (Component 2). Finally, they apply their knowledge to plan and deliver training programmes that improve fitness and performance (Component 3). This step-by-step structure allows students to connect theory with practice, reinforce key concepts over time, and build transferable skills such as analysis, communication, and problem-solving. The cumulative learning approach prepares students for Level 3 study, including BTEC Nationals in Sport, A-level PE, or sport-related apprenticeships, by laying a strong foundation of applied knowledge and practical experience.</p>
How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)	<p>The BTEC Sport Tech Award Level 2 curriculum is designed to link classroom learning to real-world careers in sport, helping students understand how the knowledge and skills they develop apply beyond school. Through practical tasks, scenario-based assignments, and exposure to industry roles such as coaches, personal trainers, fitness instructors, officials, and sports scientists, learners gain insight into a wide range of career paths. The curriculum also encourages reflection on personal strengths and areas for development, helping students identify which roles may suit them best. In addition, each component supports progression by developing key employability and academic skills, preparing learners for further study at Level 3 (such as BTEC Nationals in Sport or A-level PE) or vocational routes like apprenticeships in coaching, fitness, or health-related fields. By making these links explicit, the curriculum meets Gatsby Benchmark 4 by showing how sport education connects directly to future careers.</p>

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7						
	8						
	9						
	10	Component 1 Preparation	Component 1 Preparation	Component 1 Coursework January - May	Component 1 Coursework January - May	Component 2 Preparation	Component 2 Preparation
	11	Component 2 Coursework	Component 2 Coursework	Component 3 Preparation	Component 3 Preparation	Component 3 Preparation – May exam	
What key threshold concepts /core skills / themes are covered each half term?	7						
	8						
	9						
	10	1. Types and Provision of Sport and Physical Activity 2. Barriers and Solutions to Participation 3. Participation Influences 4. Role of the Participant and Influencer 5. Benefits of Participation in Sport and Physical Activity	1. Types and Provision of Sport and Physical Activity 2. Barriers and Solutions to Participation 3. Benefits of Participation in Sport and Physical Activity	Students to complete Component 1 in exam conditions.	Students to complete Component 1 in exam conditions. Submission of Component 1.	Learning Aim A: 1. Attributes for Performance 2. Role of the Performer 3. Influence of Attributes on Performance Learning Aim B: Demonstrate practical performance in sport 1. Application of Skills in Context 2. Performance Under Pressure	1. Reflection and Self-Awareness 2. Use of Feedback 3. Goal Setting for Improvement 4. Planning for Development
	11						

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						3. Reflection and Self-Awareness	
	11	Students to complete Component 2 in exam conditions.	Students to complete Component 2 in exam conditions. Submission of Component 2.	Learning Aim A: 1. Components of Fitness 2. Importance of Fitness for Performance 3. Fitness Demands of Different Sports Learning Aim B: Investigate fitness testing to determine fitness levels 4. Purpose of Fitness Testing 5. Fitness Testing Protocols 6. Interpreting Results	1. Principles of Training 2. Fitness Training Methods 3. Training Programme Design 4. Suitability and Safety in Fitness Training 5. Application of Knowledge to an Individual 6. Justifying Choices and Planning Progression 7. Evaluation and Adjustments	Revision of all learning aims.	