# PE Unit Overview Year 13 BTEC

It is our intent in PE to create an inclusive curriculum that provides students with opportunities to succeed in sport and physical activity, providing knowledge and understanding of how to lead a healthy active lifestyle throughout adulthood and to provide a love of learning that inspires a lifelong involvement in sport and physical activity.

Pupils are given the opportunity to excel within a broad curriculum with a focus on improving their motor competence (in warm-ups; skills within lessons – passing etc), knowledge of rules, tactics and strategies while engaging in healthy participation.

The sequencing of our curriculum across KS3 provides opportunities for students to build their confidence, communication, resilience, and leadership skills in the broad number of sports that are offered, and skills that are learnt are transferrable across the different sports. These skills are built upon from year 7 to year 9 where more tactical based skills are learnt alongside the more technical skills.

In year 9, students are also provided with theory knowledge, which not only gives them an understanding of the topics in GCSE PE but also provides them with them with knowledge that they can use in later life with regards to their health and physical resilience.

The knowledge and skills that are learnt both theoretically and physically are continued into GCSE PE and BTEC Sport where the depth and breadth of knowledge is increased throughout KS4 and KS5.

| **Physical Education – Year 13 Btec Sport Term 1** | | | | |
|---|---|---|---|---|
| **What are we learning?** | **Our Intention - What knowledge, understanding and skills will we gain?** | **Evaluation and Assessment Methods** | **Implementation** | **What additional resources are available?** |

| | | | | |
|---|---|---|---|---|
| Unit 3<br>Explore Own Skills to Inform a Career Development Action Plan<br>*Assignment AB*<br><br>Unit 6<br>Impact of Group Dynamics in Teams Sports<br>*Assignment A & B* | Knowledge<br>Building a skills audit<br>Employability skills<br>SWOT analysis<br>Planning personal development<br>SMARTER targets<br>Career development action plan<br>Group processes<br>Cohesion in effective group performance Leadership<br>Understanding<br>How to create a personal skills audit<br>How to create a personal SWOT analysis<br>How to create a personal career development action plan What makes an effective leader How does cohesion in team sports affect performance<br>Skills<br>Create a skills audit showing links to a specific career choice Create a SWOT analysis with a clear option as a focus<br>Create a career development action plan for the next 10 years | Demonstrating exceptional independence on all topics, supported by independent research.<br>Understand the importance of a skills audit and SWOT analysis and be able to make clear links to a sporting career.<br>Create a clear career development action plan that states what qualifications are needed and how to get to the career end goal effectively.<br>Understand the effect that team cohesion can have on a sporting performance. | Learning throughout the previous term on the specific unit will contribute to the assignments undertaken during this term.<br>Knowledge will need to be revised and embedded ahead of assignments. | Btec Sport textbook<br><br>Online resources<br><br>Revise Edexcel GCSE (9-1) Physical Education revision guide<br><br>BBC Bitesize |

| | | | | |
|---|---|---|---|---|
| | | | | |
| **Physical Education – Year 13 Btec Sport Term 2** | | | | |
| **What are we learning?** | **Our Intention - What knowledge, understanding and skills will we gain?** | **Evaluation and Assessment Methods** | **Implementation** | **What additional resources are available?** |

| | | | | |
|---|---|---|---|---|
| Unit 3<br>Job selection processes<br>Recruitment<br>*Assignment CD*<br><br>Unit 6<br>Psychological Skills Training Programmes Designed to Improve Performance<br>*Assignment C* | Knowledge<br>Applying for a job<br>Personal CV<br>Interviews<br>Self-analysis of interview performance<br>Psychological skills<br>Arousal control<br>Imagery<br>Designing a psychological skills training programme<br>Understanding<br>How to write a letter of application How to approach an interview How to design an appropriate and specific skills programme How to reflect on an interview<br>Skills<br>Create a letter of application for a chosen career<br>Prepare for an interview correctly including preparing for questions asked<br>Design a psychological skills programme for a specific performer | Demonstrating exceptional independence on all topics, supported by independent research.<br>Understand how to successfully apply for a job.<br>Be able to prepare successfully ahead of an interview.<br>Create a CV that reflects their own personal skills well and highlights their strengths.<br>Create a psychological skills programme for a specific performer that allows the performer to succeed considering their own needs.<br>Understand the benefits of the skills programme and the importance of the effect it will have on the performer. | Learning throughout the previous term on the specific unit will contribute to the assignments undertaken during this term.<br>Knowledge will need to be revised and embedded ahead of assignments. | Btec Sport textbook<br><br>Online resources<br><br>Revise Edexcel GCSE (9-1) Physical Education revision guide<br><br>BBC Bitesize |

| | | | | |
|---|---|---|---|---|
| | | | | |