

SUBJECT: A Level PE Skill Acquisition



KS5 CURRICULUM PLAN

KS4 Knowledge and key skills: From GCSE PE - Skill Classification / Feedback Types / Types of Guidance / Applying AO2 Examples to a variety of sports. AO3 Justifying reasons for choices.

| YEAR 12 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|------------------|--|--|--|--|--|---|
| TOPIC | Skill Acquisition | Learning & Performance 1 | Learning & Performance 2 | Information Processing 1 | Information Processing 2 | Analysis of Performance NEA |
| Knowledge | Characteristics of Skill. Classifying Skills on continuums Open/Closed, Gross/Fine, Self-Paced/Ex Paced, Discrete/Serial/Continuous, High Organisation / Low organisation, Simple/Complex. Transfer of Learning including all 4 types: Positive/Negative/Bilateral/Zero. Types of Practice: Massed/Distributed/Varied/Mental. 3 Presentation of Practice's | Learning & Performance definitions. 3 stages of learning; Cognitive / Associative / Autonomous. Definition of a Plateau. Causes of a plateau and strategies to overcome a plateau. 6 Types of Feedback and how the aid performance. Types of guidance and how they aid performance. | Learning Theories: Explaining all 4 Learning Theories: Operant Conditioning / Insight Learning / Bandura Observational learning / Constructivism Theory - Vygotsky. Being able to give advantages and disadvantages of each learning theory and give examples of how they would be used to teach skills. | Information Processing models. Perceptual Mechanism - DCR process/Display. Explaining Selective Attention and how to improve it. Translatory mechanism, use of the memory system to retrieve skills. Baddeley & Hitch working memory. Effector mechanism and feedback loop. | Reaction Time / Movement Time / Response Time definitions. Factors that affect response time. Strategies to improve response time. Examples of sports / skills / situations that require excellent reaction time with justification. Explaining Theories of Reaction Time - Single Channel Hypothesis / Psychological Refractory Period / Hicks Law / Schema Theory. | Introduction of NEA Coursework Analysis and Evaluation criteria and expectations. |
| Skills | Applying knowledge of characteristics of skill to a variety of sports for AO2 Criteria. Justifying why you would place a certain skill on a continuum, using key terminology to justify placements. This is for AO3 Criteria. Learning to consider a number of factors before adopting a type or presentation of practice. Decision making on what style to adopt. | Interpreting learning curve graphs. Analysing the rate of learning overtime. Applying knowledge of strategies to overcome learning plateau's in a variety of sports. Evaluating the best type of guidance to use when teaching certain skills - AO3 Criteria. Evaluating the best type of feedback and justifying how it will improve performance. | Compare and contrast the learning theories. Preparing for command word questions on Discuss / Evaluate. Selecting the best learning theory in the best situation, drawing upon knowledge from Autumn Term 1 & 2. Considering all factors of the performer, task and environment. Weighing up and arguing a case. | Applying AO2 Selective Attention to a range of sporting examples. Giving strategies to improve selective attention in certain sports. Applying sports skills to Whiting's Model. Evaluating AO3 Whiting's model for a Cognitive Stage Learner & Autonomous stage learner. Strategies to improve info processing at all stages. | Applying reaction time definitions to sporting examples e.g., 100m sprint start. Interpreting reaction time data on graphs to identify Hicks Law / Psychological refractory period. Evaluating how reaction time can determine the level of performance. Schema Theory application to a variety of skills, analysing all 4 stages of the Schema Theory. | Analysis of Performance - Choosing a performance to analyse. Movement Analysis & Evaluation of performance. |
| Key Vocab | Aesthetically Pleasing / Consistent / Efficient / Discrete / Serial / Continuous / Transfer / | Cognitive / Associative / Autonomous / Plateau / Learning Curve / Evaluate | Vygotsky - Constructivism / Bandura - Observational learning / Operant Conditioning | Whiting's Model / Perceptual, Translatory, Effector Mechanism. Selective Attention. | Single Channel Hypothesis / Psychological Refractory Period / Hicks Law | Movement Analysis / Sub Routines / Fully Competitive Situations |
| YEAR 13 | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| TOPIC | Personality; Achievement Motivation; Attitudes | Arousal; Anxiety, Aggression | Motivation; Social Facilitation; Group | Goal Setting; Attribution; Confidence | Leadership; Stress Management | |
| Knowledge | Nature v Nurture: Trait theory, Social Learning Theory, Interactionist perspective. Atkinson's model of achievement motivation - characteristics, impact of situational component, achievement goal theory, strategies to develop approach behavior. Triadic model of attitudes. | Theories of arousal, practical applications of theories. Peak flow. Types of anxiety (somatic, cognitive, competitive trait, competitive state). Measuring anxiety. | Intrinsic, extrinsic, tangible and intangible motivation. Social facilitation and inhibition & strategies to eliminate adverse effects, Zajonc's model; evaluation apprehension. Group formation and cohesion. Steiner's model. Ringelmann effect/social loafing. Strategies to improve cohesion. | Importance of goal setting, the benefits and principles of goal setting (outcome, task, process, performance). SMARTER. Attribution process, Weiner's model, links between attribution, task persistence & motivation. Self serving bias; attribution retraining; learned helplessness. Self efficacy (Vealey, Bandura). | Characteristics of effective leaders; styles of leadership. Prescribed & emergent leaders. Fielder's contingency theory, Chelladurai's multi-dimensional model. Stress management. Cognitive techniques (7) and somatic techniques (4) for the performer. Revision. | Revision and exam preparation. |
| Skills | | | | | | |
| Key Vocab | Nature, nurture, traits, social learning, interactionist. NACH. NAFF. Cognitive. Behavioural. Affective. | Arousal, Drive. Inverted U. Catastrophe. ZOF. Peak flow. Somatic. Cognitive. Competitive trait/state. Aggression. Assertion. | Intrinsic, extrinsic, intangible, tangible. Social facilitation, inhibition. Evaluation apprehension. Cohesion. Social loafing. | Outcome, task, process, performance. SMARTER. Attribution. Learned helplessness. Self-efficacy. | Autocratic, democratic, laissez-faire. Prescribed. Emergent. | |

Key Knowledge Transfer