

SUBJECT: A Level PE Skill Acquisition



KS5 CURRICULUM PLAN 2020-21

KS4 Knowledge and key skills: From GCSE PE - Skill Classification / Feedback Types / Types of Guidance / Applying A02 Examples to a variety of sports. A03 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/Megative/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. Baddley & Hitch working memory model. Strategies to improve 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 A02 Criteria. Justifying why you would place a certain skill on a continuum, using key terminology to justify placements. This is for A03 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 - A03 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 A03 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