



Topic Name	Term	Skills Developed	Next link in curriculum	Other Notes
<p><u>Skill Acquisition</u> Classification of skills</p>	Autumn	<ul style="list-style-type: none"> Develop an understanding of the importance of being able to classify skills of a range of different continua; <ul style="list-style-type: none"> Simple-complex (difficulty) Open-closed (environmental) Self-paced-externally paced (pacing) Gross-fine (muscular involvement) Discrete-serial-continuous (continuity) Low-high (organisation) Be able to place a range of sports and skills on each continua and justify placement of skill. 	<ul style="list-style-type: none"> Types and methods of practice – once skills are classified it is easier to select the most suitable approach to the learning of the motor skill. Motivation, Arousal and Anxiety Exam style questions EAPI Social facilitation and social inhibition 	
Types and methods of practice	Autumn	<ul style="list-style-type: none"> Develop an understanding of the different types and methods of practice. Understand that skills can be taught using a range of different methods; <ul style="list-style-type: none"> Whole Whole-part-whole Progressive part Part Massed Distributed Fixed Varied Know the difference between each method of practice and when they should be used. 	<ul style="list-style-type: none"> Classification of skills Principles and theories of learning Exam style questions EAPI 	



Transfer of skills	Autumn	<ul style="list-style-type: none"> • Know and understand that skill development can be affected by the transfer of skills. Some skills can positively aid the learning of a new skill but some skills can hinder the learning of a new skill. • Know the definitions and characteristics of the five types of transfer; <ul style="list-style-type: none"> - Positive - Negative - Bilateral - Retroactive - Proactive • Know and understand ways of optimising the effect of positive transfer and limiting the effect of negative transfer 	<ul style="list-style-type: none"> • Exam style questions • EAPI 	
Principles and theories of learning movement skills	Autumn	<ul style="list-style-type: none"> • Develop knowledge and understanding of three theories of learning and their impact on the learning of movement skills. <ul style="list-style-type: none"> - Operant conditioning - Cognitive theory of learning - Bandura's theory of social and observational learning 	<ul style="list-style-type: none"> • Types and methods of practice • Exam style questions • EAPI 	
Stages of learning	Autumn	<ul style="list-style-type: none"> • Know that there are three stages of learning and each stage has different characteristics. Develop understanding of identifying which stage of learning a performer is in. The three stages of learning are <ul style="list-style-type: none"> - Cognitive - Associative - Autonomous 	<ul style="list-style-type: none"> • Types and methods of practice • Guidance • Feedback • Motivation, Arousal and Anxiety • Exam style questions • EAPI • Social facilitation and social inhibition 	



Guidance	Spring	<ul style="list-style-type: none"> • Develop understanding of the importance of using guidance when teaching skills. • Know the different types of guidance and what the benefits and drawbacks to each type is. <ul style="list-style-type: none"> - Visual - Verbal - Mechanical - Manual 	<ul style="list-style-type: none"> • Stages of learning • Exam style questions • EAPI 	
Feedback	Spring	<ul style="list-style-type: none"> • Develop understanding of the importance of using feedback when teaching skills. • Know the different types of feedback and what the benefits and drawbacks to each type is. <ul style="list-style-type: none"> - Intrinsic - Extrinsic - Positive - Negative - Knowledge of performance - Knowledge of results 	<ul style="list-style-type: none"> • Stages of learning • Exam style questions • EAPI 	
<u>Sports Psychology</u> Individual Differences	Spring/Summer	<u>Personality</u> <ul style="list-style-type: none"> • Develop knowledge and understanding of how personality can affect performers in sport. • Understand that there are different types of personality (type A, type B, extrovert, introvert, stable and unstable) • Be able to explain how personalities are formed using three theories; trait, social learning and interactionist. 	<ul style="list-style-type: none"> • Exam style questions • EAPI • Motivation, Arousal and Anxiety • Social facilitation and social inhibition 	Use of Eysneck personality test



		<p><u>Attitude</u></p> <ul style="list-style-type: none">• Develop knowledge and understanding of how attitudes can affect performers in sport.• Know the definition of an attitude and the factors which affect attitudes being formed• Develop knowledge of the three components of an attitude and the methods which can be used to change an attitude (persuasive communication and cognitive dissonance).	<ul style="list-style-type: none">• Exam style questions• EAPI• Personality	Triadic model of attitude
		<p><u>Motivation, Arousal and Anxiety</u></p> <ul style="list-style-type: none">• Develop understanding of what is meant by motivation and how intrinsic and extrinsic motivation play a key role in sport.• Develop knowledge of the impact of arousal on performance, using the three following theories;<ul style="list-style-type: none">- Drive theory- Inverted U theory- Catastrophe theory• Know the definition of anxiety and how state and trait anxiety can affect a performer in sport.• Develop an awareness of what is meant by the zone of optimal functioning and what this means for a performer.	<ul style="list-style-type: none">• Exam style questions• EAPI	



		<p><u>Aggression</u></p> <ul style="list-style-type: none"> • Develop knowledge and understanding of how aggression can affect performers in sport. • Be able to explain aggression using a range of theories; <ul style="list-style-type: none"> - Instinct - Social learning - Frustration-aggression hypothesis - Aggressive cue hypothesis 	<ul style="list-style-type: none"> • Exam style questions • EAPI 	
		<p><u>Social facilitation</u></p> <ul style="list-style-type: none"> • Be able to define social facilitation and social inhibition. • Develop understanding of how an audience affect <ul style="list-style-type: none"> - Introverts and extroverts - Beginners and experts - Simple and complex skills - Gross and fine skills • Understand the term evaluative apprehension and know strategies to minimise social inhibition 	<ul style="list-style-type: none"> • Exam style questions • EAPI • Personality • Stage of learning • Classification of skills 	
Group and team dynamics in sport	Summer	<ul style="list-style-type: none"> • Understand the term 'group' and how groups are formed using stages of group development (forming, storming, norming, performing) • Understand Steiner's model of group effectiveness and what effect it has on group and team dynamics. • Develop knowledge of the terms social loafing and the Ringlemann effect and how they affect dynamics. 	<ul style="list-style-type: none"> • EAPI • Exam style questions 	



Goal Setting	Summer	<ul style="list-style-type: none">• Know the importance of goal setting for performers• Understand the term 'SMART' and how performers can use it in their training programmes.	<ul style="list-style-type: none">• EAPI• Exam style questions	
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