



Topic Name	Term	Skills Developed	Next link in curriculum	Other Notes
<u>Skill Acquisition</u> Classification of skills	Autumn	- Develop an understanding of the importance of being able to classify skills of a range of different continua; - 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.	- 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	- Develop an understanding of the different types and methods of practice. Understand that skills can be taught using a range of different methods; - 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.	- Classification of skills - Principles and theories of learning - Exam style questions - EAPI	



Transfer of skills	Autumn	• 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; - Positive - Negative - Bilateral - Retroactive - Proactive • Know and understand ways of optimising the effect of positive transfer and limiting the effect of negative transfer	• Exam style questions • EAPI	
Principles and theories of learning movement skills	Autumn	• Develop knowledge and understanding of three theories of learning and their impact on the learning of movement skills. - Operant conditioning - Cognitive theory of learning - Bandura's theory of social and observational learning	• Types and methods of practice • Exam style questions • EAPI	
Stages of learning	Autumn	• 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 - Cognitive - Associative - Autonomous	• Types and methods of practice • Guidance • Feedback • Motivation, Arousal and Anxiety • Exam style questions • EAPI • Social facilitation and social inhibition	



Curriculum Map – Year 12 PE: Psychological factors affecting performance (2026-27)

Guidance	Spring	- 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. - Visual - Verbal - Mechanical - Manual	- Stages of learning - Exam style questions - EAPI	
Feedback	Spring	- 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. - Intrinsic - Extrinsic - Positive - Negative - Knowledge of performance - Knowledge of results	- Stages of learning - Exam style questions - EAPI	
<u>Sports Psychology</u> Individual Differences	Spring/Summer	<u>Personality</u> - 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.	- Exam style questions - EAPI - Motivation, Arousal and Anxiety - Social facilitation and social inhibition	Use of Eysneck personality test



		<u>Attitude</u> • 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).	• Exam style questions • EAPI • Personality	Triadic model of attitude
		<u>Motivation, Arousal and Anxiety</u> • 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; - 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.	• Exam style questions • EAPI	



		<u>Aggression</u> • Develop knowledge and understanding of how aggression can affect performers in sport. • Be able to explain aggression using a range of theories; - Instinct - Social learning - Frustration-aggression hypothesis - Aggressive cue hypothesis	• Exam style questions • EAPI	
		<u>Social facilitation</u> • Be able to define social facilitation and social inhibition. • Develop understanding of how an audience affect - 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	• Exam style questions • EAPI • Personality • Stage of learning • Classification of skills	
Group and team dynamics in sport	Summer	• 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.	• EAPI • Exam style questions	



Goal Setting	Summer	• Know the importance of goal setting for performers • Understand the term 'SMART' and how performers can use it in their training programmes.	• EAPI • Exam style questions	
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