

|        | Topic  | Knowledge:<br>By the end of the unit students will know:   | Skills:<br>What skills will students have developed by the end of this unit?   | Key terms:<br>What new key terms and vocabulary will be learnt in this unit?   | Summative Assessment:<br>How will pupils be assessed in this unit?  |
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| Lent 1 | Skill, skill continuums and transfer of skills                       | <p>To know the characteristics of skill.<br/>To be able to classify skills on different skill continua.</p> <p>To name and describe the different types of transfer of learning.<br/>Give examples of each type of transfer from a sporting context<br/>To understand how transfer of learning impacts on skill development.</p> | <p>Characteristics of skill. Use of skill continua. (Open – closed. Discrete – serial – continuous. Gross – fine).<br/>Self-paced – externally paced.<br/>High – low. Simple – complex).<br/>Justification of skill placement on each of the continua.</p> <p>Transfer of learning. (Positive, Negative, Zero, Bilateral).<br/>Understanding of how transfer of learning impacts on skill development.</p> | <p>Subject specific vocabulary (see Knowledge column)</p> <p>Command words:<br/>Analyse<br/>Separate information into components and identify their characteristics.<br/>Apply<br/>Put into effect in a recognised way.<br/>Calculate<br/>Work out the value of something.</p> | <p>Continuous formative assessment in lessons.</p> <p>Q&amp;A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Skill, skill continuums and transfer of skills )</p> |
| Lent 1 | Impact of skill classification on structure of practice for learning | <p>Be able to describe the three different methods of presenting a practice.<br/>Link each method of presenting a practice</p>   | <p>Methods of presenting practice (Whole, Progressive part, Whole– part–whole).<br/>Understanding how knowledge of skill</p>   | <p>Compare<br/>Identify similarities and or differences.<br/>Finish a task by adding to given information.</p>   | <p>Continuous formative assessment in lessons.</p> <p>Q&amp;A</p>   |

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|        |   | <p>to a given skill learning situation. Evaluate the factors to consider in deciding how to present a practice (Including skill classification).</p> <p>Be able to name and describe the four types of practice methods.</p> <p>Link each type of practice to a given skill learning situation.</p> <p>Evaluate the factors to consider in deciding how to present a practice (Including skill classification).</p> | <p>classification informs practice structure (presentation and type) to allow learning/ development of skills.</p> <p>Types of practice. (Massed, Distributed, Variable, Mental practice). Understanding how knowledge of skill classification informs practice structure (presentation and type) to allow learning/ development of skills.</p> | <p>Consider Review and respond to given information.</p> <p>Define Specify meaning.</p> <p>Describe Set out characteristics.</p> <p>Discuss Present key points about different ideas or strengths and weaknesses of an idea.</p> <p>Evaluate Judge from available evidence.</p> | <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Impact of skill classification on structure of practice for learning)</p> |
| Lent 1 | Principles and theories of learning and performance | <p>Stages of learning and how feedback differs between the different stages of learning.</p> <p>Learning plateau.</p> <p>Cognitive theories.</p>  | <p>Cognitive, associative, autonomous.</p> <p>Causes and solutions.</p>   | <p>Explain Set out purposes or reasons.</p> <p>Identify Name or otherwise characterise.</p>   | <p>Continuous formative assessment in lessons.</p> <p>Q&amp;A</p> <p>Online knowledge tests (BOOST)</p>  |

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|        |                              | <p>Behaviourism.</p> <p>Social learning.</p> <p>Constructivism.</p>   | <p>Insight learning (Gestalt).</p> <p>Operant conditioning (Skinner). Social learning. Observational learning (Bandura). Constructivism.</p> <p>Social development theory (Vygotsky).</p>                                 | <p>Illustrate<br/>Present clarifying examples.</p> <p>Interpret<br/>Translate information into recognisable form.</p> <p>Justify<br/>Support a case with</p>  | <p>End of unit summative assessment (Principles and theories of learning and performance)</p>  |
| Lent 2 | Use of guidance and feedback | <p>Be able to name and describe the four types of guidance. Link each method of guidance to a given skill learning situation.</p> <p>Be able to name and describe the six methods of feedback. Link each type of feedback to a given skill learning situation. Evaluate the factors to consider on deciding on which feedback is most</p> | <p>Understand the different purposes and types of feedback (knowledge of performance, knowledge of results, positive and negative, intrinsic, extrinsic). Understanding of how feedback impacts on skill development.</p> | <p>Outline<br/>Set out main evidence. characteristics.</p> <p>Suggest<br/>Present a possible case/solution.</p> <p>State<br/>Express clearly and briefly.</p> | <p>Continuous formative assessment in lessons.</p> <p>Q&amp;A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Use of guidance and feedback)</p> |

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|                    |                                      | appropriate and how feedback impacts on skill development.  |   |  |  |
| Lent 2             | General information processing model | <p>Input.</p> <p>Decision making.</p> <p>Baddeley and Hitch, working memory model, memory system.</p> <p>Output and feedback.</p>   | <ul style="list-style-type: none"> <li>• Senses</li> <li>• Receptors</li> <li>• Proprioception</li> <li>• Perception</li> <li>• DCR process</li> <li>• Selective attention</li> </ul> <p>Short and long term Memory</p> <p>Functions and characteristics of components of working memory model.</p> |  | <p>Continuous formative assessment in lessons.</p> <p>Q&amp;A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (General information processing model)</p> |
| Lent 2 & Trinity 1 | Efficiency of information processing | <p>Application of Whiting's information processing model to a range of sporting contexts.</p> <p>Applied understanding of information processing terms within a sporting context.</p> | <ul style="list-style-type: none"> <li>• Environment</li> <li>• Display</li> <li>• Sensory organs</li> <li>• Perceptual mechanism</li> <li>• Translatory mechanism</li> <li>• Effector mechanism</li> <li>• Muscular system output data</li> </ul>  |  | <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Efficiency of information processing)</p>   |

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|  |  | <p>Definitions of and the relationship between reaction time, response time, movement time.</p> <p>Anticipation and how it affects reaction time.<br/>Factors affecting response time.<br/>Strategies to improve response time.</p> <p>Schmidt's schema theory.<br/>Application of schema theory in sporting situations.</p> <p>Strategies to improve information processing.</p> | <ul style="list-style-type: none"> <li>• Feedback data</li> <li>• Simple reaction time</li> <li>• Choice reaction time</li> <li>• Temporal and spatial Hick's law.<br/>Psychological refractory period.<br/>Single channel hypothesis.</li> <li>• Recall</li> <li>• Recognition</li> <li>• Initial conditions</li> <li>• Response specifications</li> <li>• Sensory consequences</li> <li>• Response outcomes</li> </ul> <p>Input – selective attention decision making process – chunking, chaining, response time, schema.</p> |  |  |
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| Trinity 1 | 'overspill' time for Section A,B,C due to any lost learning time. Revisit misconception topics. |  |  |  |  |
| Trinity 2 | Work Experience<br>Mock Exam Revision<br>NEA  |  |  |  |  |