

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michelmas 1	Skill and ability.	Definitions of skill and ability.	Basic recall of the definitions of each.	Subject specific vocabulary (see Knowledge column)	Continuous formative assessment in lessons. Q&A Online knowledge tests (BOOST) End of unit summative assessment (Unit 4)
	Skill classifications.	<p>Basic definition of the following skill classifications:</p> <ul style="list-style-type: none"> • basic/complex • open/closed • self-paced/externally paced • gross/fine. <p>Students should be taught to choose and justify the appropriate classifications in relation to sporting examples. The justifications must include reasoned judgements.</p>	<p>Understand how a continua line works.</p> <p>Knowledge of each continua extreme, eg closed.</p> <p>Application of each point of the continua lines to sporting examples.</p> <p>Full justifications for the choices of where skills fall.</p>	<p>Command words:</p> <p>Analyse</p> <p>Separate information into components and identify their characteristics.</p> <p>Apply</p> <p>Put into effect in a recognised way.</p>	

	Definitions of types of goals.	<p>Basic definitions of the following types of goals:</p> <ul style="list-style-type: none"> • performance goals (personal performance/no social comparison) • outcome goals (winning/ result). <p>Appropriate performance and/or outcome targets for sporting examples. Teaching should include application to varying examples.</p>	<p>The names of the goal types.</p> <p>Explanation of these goal types.</p> <p>Application of the goal types to sporting examples.</p> <p>Evaluation of these goal types to various level of performers as shown below.</p>	<p>Calculate</p> <p>Work out the value of something.</p> <p>Compare</p> <p>Identify similarities and or differences.</p> <p>Complete</p> <p>Finish a task by adding to given information.</p>	
	The use and evaluation of setting performance and outcome goals in sporting examples.	<ul style="list-style-type: none"> • performance and outcome goals can be combined. However, it is generally accepted to avoid outcome goals as they rely on factors that cannot be controlled, eg other performers. • beginners prefer to avoid outcome goals because failure can demotivate/winning may be an unrealistic goal. Students should be encouraged to provide reasoned conclusions to justify their explanations. 	See above.	<p>Consider</p> <p>Review and respond to given information.</p> <p>Define</p> <p>Specify meaning.</p> <p>Describe</p> <p>Set out characteristics.</p> <p>Discuss</p> <p>Present key points about different ideas or strengths and</p>	

				weaknesses of an idea.	
	The use of SMART targets to improve and/or optimise performance.	<ul style="list-style-type: none"> • specific • measureable • accepted • realistic • time bound. 	<p>Know the names.</p> <p>Explain what they mean.</p> <p>Apply them to varying examples, ie what could a SMART target be for?</p>	<p>Evaluate</p> <p>Judge from available evidence.</p> <p>Explain</p> <p>Set out purposes or reasons.</p>	
	Basic information processing model.	<p>The role of each stage (input, decision making, output and feedback) of the model.</p> <p>Input – information from the display (senses), selective attention.</p> <p>Decision making – selection of appropriate response from memory.</p> <p>Output – information sent to muscles to carry out the response.</p> <p>Feedback – received via self (intrinsic) and/or others (extrinsic).</p> <p>Draw (in a box format) and/or explain the stages of a basic model of information processing.</p> <p>Students should be taught to apply the basic information processing model to skills from sporting examples.</p> <p>Students do need to be taught to differentiate between the use of short term memory and long</p>	<p>Know the names of the stages.</p> <p>Be able to identify the stages on a diagram (including memory).</p> <p>Be able to explain the stages for basic skills.</p> <p>Be able to explain the stages for a variety of skills.</p> <p>Be able to evaluate the importance of each stage.</p>	<p>Identify</p> <p>Name or otherwise characterise.</p> <p>Illustrate</p> <p>Present clarifying examples.</p> <p>Interpret</p> <p>Translate information into recognisable form.</p> <p>Justify</p> <p>Support a case with evidence.</p> <p>Outline</p> <p>Set out main characteristics.</p> <p>Suggest</p>	

		term memory. This should be in a box and a written format.		Present a possible case/solution. State Express clearly and briefly.	
	Identify examples of, and evaluate, the effectiveness of the use of types of guidance, with reference to beginners and elite level performers.	<p>Evaluation of the use of the following types of guidance with specific links to:</p> <ul style="list-style-type: none"> • visual (seeing) • verbal (hearing) • manual (assist movement – physical) • mechanical (use of objects/ aids). <p>Students need to be taught to be able to choose and justify which types of guidance are appropriate for beginners and/or elite level performers. This should include examples of how the guidance can be given, eg visual via demonstration.</p>	<p>Know the types of guidance.</p> <p>Explain the types of guidance.</p> <p>Link the types of guidance to the stages of learning, providing reasoned conclusions.</p>		
Michaelmas 2	Identify examples of, and evaluate, the effectiveness of the use of types of feedback, with reference to beginners and elite level performers.	<p>Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers:</p> <ul style="list-style-type: none"> • positive/negative • knowledge of results/knowledge of performance • extrinsic/intrinsic. <p>Students need to be taught what each type of feedback entails and be able to choose and justify</p>	<p>Know the types of feedback.</p> <p>Explain the types of feedback.</p> <p>Link the types of guidance to the stages of learning, providing reasoned conclusions.</p>		

		which types of feedback are appropriate for beginners and/or elite level performers.			
	Arousal	Definition of arousal.	Simple recall definition.		
	Inverted-U theory	<p>The shape of the 'inverted-U' placed appropriately in a graph depicting y axis (performance level – low to high) and x axis (arousal level – low to high).</p> <p>Students should be taught to draw an inverted- U graph with both x and y axis appropriately labelled.</p> <p>Describe the inverted-U graph.</p> <p>The relationship between arousal level and performance level, eg when under aroused, performance level is low/under or over arousal causing low performance levels.</p>	<p>Draw an inverted U on graph paper including the axes labelled.</p> <p>Explain the stages of the inverted U (before optimum point, optimum point and after optimum point).</p>		
	How optimal arousal levels vary according to the skill being performed in a physical activity or sport.	<p>Link appropriate arousal level (high/low) to gross/fine skills in sporting actions.</p> <p>Link skills (not sports) to an appropriate arousal level, eg a tackle in rugby will need a high arousal level.</p>	<p>Using knowledge from above.</p> <p>Apply the inverted U to varying practical skills – does it need high, medium, low?</p> <p>Encourage students to justify their answers.</p>		
	How arousal can be controlled using stress management	<p>Knowledge of the following stress management techniques:</p> <ul style="list-style-type: none"> • deep breathing • mental rehearsal/visualisation/ imagery 	<p>Name the techniques.</p> <p>Explain the techniques.</p>		

	techniques before or during a sporting performance	<ul style="list-style-type: none"> positive self-talk. <p>Students should be taught to explain how these techniques are carried out.</p>	Apply the techniques to when/how they could be used in sporting examples.		
	Understand the difference between direct and indirect aggression with application to specific sporting examples.	<p>Definition of direct and indirect aggression. Students should be taught to know the meaning of the terms direct and indirect aggression, and be able to suggest examples of direct/ indirect aggression in sport.</p>	<p>Understand and explain the terms direct and indirect aggression.</p> <p>Provide sporting examples of when these occur.</p> <p>Justify the choices.</p>		
	Understand the characteristics of introvert and extrovert personality types, including examples of sports which suit these particular personality types.	<p>Characteristics of an introvert:</p> <ul style="list-style-type: none"> shy/quiet thoughtful enjoy being on their own/ loner. <p>Tend to play individual sports when:</p> <ul style="list-style-type: none"> concentration/precision (fine skill) is required low arousal is required. <p>Characteristics of an extrovert:</p> <ul style="list-style-type: none"> enjoy interaction with others/sociable/aroused by others 	<p>Knowledge of the terms introvert and extrovert.</p> <p>Explain the characteristics of an introvert/ extrovert.</p> <p>Apply the sporting choices of a typical introvert/ extrovert.</p> <p>Justify the choices.</p>		

		<ul style="list-style-type: none"> enthusiastic/talkative prone to boredom when isolated/by themselves. <p>Tend to play team sports when:</p> <ul style="list-style-type: none"> there is a fast pace concentration may need to be low gross skills are used. 			
	Definition of intrinsic and extrinsic motivation, as used in sporting examples.	<p>Intrinsic is from within – for pride/self-satisfaction/personal achievement.</p> <p>Extrinsic is:</p> <ul style="list-style-type: none"> from another source/person tangible – certificates/ trophies, medals intangible – praise/ feedback/applause. <p>Students should be taught to explain appropriate examples of intrinsic and extrinsic motivation linked to sporting examples.</p>	<p>Knowledge of the terms.</p> <p>Explanation of the types of motivation.</p> <p>Evaluate the worth or significance of both types, using practical examples (see the box below).</p>		
	Evaluation of the merits of intrinsic and extrinsic motivation in sport.	<p>Link to the box above:</p> <ul style="list-style-type: none"> intrinsic is generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic. performer can become reliant on extrinsic. Intrinsic is more likely to lead to continued effort and participation. 	See above.	<p>Subject specific vocabulary</p> <p>Command words</p> <p>SAMS</p> <p>Hodder textbook, chapter 4</p>	

		<ul style="list-style-type: none">• extrinsic rewards may result in feelings of pride/self-satisfaction.			
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