

	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?
Michaelmas 1	Aspects of personality	<p>To understand the different schools of thought based on nature vs nurture.</p> <p>To be able to state the equation for interactionist perspective on personality.</p> <p>State how sports coaches can use their knowledge of this theory to get the best from their performers.</p>	<p>Understanding of the nature vs nurture debate in the development of personality. Trait, social learning.</p> <p>Interactionist perspective. Hollander, Lewin. How knowledge of interactionist perspective</p>	<p>Subject specific vocabulary (see Knowledge column)</p> <p>Command words: Analyse Separate information into components and identify their characteristics.</p> <p>Apply Put into effect in a recognised way.</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 (Aspects of personality)</p>
Michaelmas 1	Attitudes	<p>Knowledge of the Triadic model and its three components in relation to an attitude object.</p> <p>Knowledge of how to change an attitude.</p>	<p>Triadic model. Components of an attitude. Formation of attitudes.</p> <p>Changing attitudes through cognitive dissonance and persuasive communication.</p>	<p>Calculate Work out the value of something.</p> <p>Compare Identify similarities and or differences.</p> <p>Finish a task by adding to given information.</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 (Attitudes)</p>

Michaelmas 1	Arousal	<p>Knowledge of the three theories of arousal - Drive theory, inverted U theory, catastrophe theory and zone of optimal functioning theory.</p> <p>State situations where the theories are evident in sport.</p>	<p>Theories of arousal (Drive theory, inverted U theory). Practical applications of theories of arousal and their impact on performance.</p> <p>Theories of arousal (catastrophe theory and zone of optimal functioning theory). Practical applications of theories of arousal and their impact on performance.</p> <p>Characteristics of peak flow experience.</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>	
Michaelmas 1	Anxiety	<p>Knowledge of types of anxiety. Somatic, cognitive, competitive trait and competitive state.</p> <p>How do we measure anxiety? What are the issues surrounding this?</p>	<p>Types of anxiety. Somatic, cognitive, competitive trait and competitive state.</p> <p>Advantages and disadvantages of using observations, questionnaires and physiological measures to test anxiety.</p>	<p>Explain Set out purposes or reasons.</p> <p>Identify Name or otherwise characterise.</p> <p>Illustrate Present clarifying examples.</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 (Anxiety)</p>

Michaelmas 1	Aggression	<p>To be able to distinguish between Aggression and Assertion in sport. Evaluate theories of why we act aggressively.</p> <p>State strategies to control aggression.</p>	<p>Difference between aggression and assertive behaviour. Theories of aggression (Instinct theory, frustration aggression hypothesis).</p> <p>Theories of aggression (social learning theory and aggressive cue theory). Strategies to control aggression.</p>	<p>Interpret Translate information into recognisable form.</p> <p>Justify Support a case with</p> <p>Outline Set out main evidence. characteristics.</p> <p>Suggest Present a possible case/solution.</p> <p>State 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 (Aggression)</p>
Michaelmas 1	Motivation	<p>Define and understand the different types of motivation.</p>	<ul style="list-style-type: none"> <li>• Intrinsic</li> <li>• Extrinsic</li> <li>• Tangible</li> <li>• Intangible</li> </ul>		<p>Continuous formative assessment in lessons.</p> <p>Q&amp;A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Motivation)</p>

Michaelmas 1	Achievement motivation theory	<p>Atkinson's model of achievement motivation.</p> <p>Characteristics of personality components of achievement motivation.</p> <p>Strategies to develop approach behaviours leading to improvements in performance.</p> <p>Impact of situational component of achievement motivation.</p> <p>Achievement goal theory.</p>	<p>Need to achieve (Nach) and Need to avoid failure (Naf).</p> <p>Incentive value and probability of success.</p> <p>Impact of outcome orientated goals and task orientated goals.</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 (Achievement motivation theory)</p>
Michaelmas 2	Social facilitation	<p>Define and distinguish between Social facilitation and inhibition.</p> <p>Evaluation apprehension.</p>	<p>Social facilitation and inhibition.</p> <p>Zajonc's model.</p> <p>Strategies to eliminate the adverse effects of social facilitation and social inhibition.</p> <p>Evaluation apprehension.</p>		<p>Continuous formative assessment in lessons.</p> <p>Q&amp;A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative</p>

					assessment (Social facilitation)
Michaelmas 2	Group dynamics	<p>Group formation.</p> <p>Cohesion.</p> <p>Steiner's model of potential and actual productivity, faulty group processes.</p> <p>Ringelmann effect and social loafing.</p> <p>Strategies to improve cohesion, group productivity and overcome social loafing to enhance team performance.</p>	<p>Tuckman's model.</p> <p>Task and social.</p> <p>Including cooperation and coordination.</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 (Group dynamics)</p>
Michaelmas 2	Importance of goal setting	<p>Benefits of types of goal setting.</p> <p>Principles of effective goal setting.</p>	<p>Outcome goals, performance related goals, process goals.</p> <p>SMARTER (specific, measurable, achievable, realistic, time bound, evaluate, re-do).</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 (Importance of goal setting)</p>

Michaelmas 2	Attribution theory	<p>Attribution process. Weiner's model and its application to sporting situations.</p> <p>Link between attribution, task persistence and motivation</p> <p>Could link to Nach and Naf with task persistence Self-serving bias. Attribution retraining.</p> <p>Learned helplessness. Strategies to avoid learned helplessness leading to improvements in performance.</p>	<p>Define and explain attribution.</p> <p>Interpret and give examples using Weiner's model.</p> <p>General and specific.</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 (Attribution theory)</p>
Michaelmas 2	Self-efficacy and confidence	<p>Characteristics of self-efficacy, selfconfidence and selfesteem.</p> <p>Bandura's model of self-efficacy.</p> <p>Vealey's model of self-confidence. Effects of home field advantage.</p>	<p>Performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal.</p> <p>Relationship between trait sport confidence, competitive orientation, the sport</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 (Self-</p>

		Strategies to develop high levels of self-efficacy leading to improvements in performance.	situation and state sport confidence.		efficacy and confidence)
Michaelmas 2	Leadership	<p>Characteristics of effective leaders.          Styles of leadership.          Types of leader - Prescribed and emergent leaders.</p> <p>Leadership styles for different sporting situations.          Theories of leadership in different sporting situations</p>	<p>Understanding and explaining:           Fiedler's contingency theory and Chelladurai's multi-dimensional 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 (Leadership)</p>
Michaelmas 2	Stress management	<p>Explanation of the terms 'stress' and 'stressor'.</p> <p>Effects of cognitive and somatic techniques on the performer.          Use of warm up for stress management.</p> <p>Explanation of cognitive techniques.</p> <p>Explanation of somatic techniques</p>	Making links between stress management and anxiety.		<p>Continuous formative assessment in lessons.</p> <p>Q&amp;A</p> <p>Online knowledge tests (BOOST)</p> <p>End of unit summative assessment (Stress management)</p>

