

## PEFORMANCE STUDIES (GCSE PE)

### SPORTS PSYCHOLOGY SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In the key stage three curriculums, students will have very little explicit experience of sports psychology. However, in physical education they will have experienced guidance and feedback from their teachers and peers which is pertinent to this scheme of learning.</p> <p>Firstly, the characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Students will also develop their knowledge and understanding of the psychological factors that can affect performers. Students will develop their knowledge and understanding of how movement skills are learned and performed in physical activities. They will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Students will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice. Teaching the content in this order enables</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Know the definition of motor skills</li> <li>- understand and be able to apply examples of the characteristics of skilful movement</li> <li>- know continua used in the classification of skills, including simple to complex skills (difficulty continuum) and open to closed skills (environmental continuum)</li> <li>- be able to apply practical examples of skills for each continuum along with justification of their placement on both continua</li> <li>- understand and be able to apply examples of the use of goal setting</li> <li>- understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed)</li> <li>- be able to apply the SMART principle to improve and/or optimise performance</li> <li>- know mental preparation techniques and be able to apply practical examples to their use</li> <li>- understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Closed skill - Skills that are performed in a predictable environment. E.g. a Player taking a line out in Rugby.</i></li> <li>• <i>Complex skill - A skill which requires a lot of focus and decision making to perform.</i></li> <li>• <i>Feedback - Information that is given to a performer either during or after their performance with the aim of improving future performances.</i></li> <li>• <i>Guidance - Given to aid the learning of a skill. Visual: use of demonstrations that allow the performer to 'see' the skill Verbal: the coach will explain the technique Manual: the coach will physically manipulate the athlete through the skill Mechanical: use of apparatus or aids that assist the performer.</i></li> <li>• <i>Open Skill - These are affected by the environment and are predominantly perceptual as they must be adapted to suit the environment. These skills are usually externally paced. E.g. a pass within a game situation in football.</i></li> <li>• <i>Simple skill - Consists of basic movement actions that are not difficult to perform with few decisions to make. E.g. A chest pass, a straight up and down jump</i></li> <li>• <i>Skilful movement - A fluent and coordinated movement which is efficient, technically accurate and aesthetically pleasing</i></li> <li>• <i>Skills continua - A method of categorising skills along a continuum that acknowledged that whilst they are all different they can all be classified according to their level of difficulty.</i></li> </ul>

<p>students to develop their understanding of how athletes develop their performance.</p> <p>Students will go on to apply this understanding in the examination paper 2 and also in the analysing and evaluating performance coursework task.</p>	<p>us (visual, verbal, manual, mechanical).</p> <ul style="list-style-type: none"> <li>- understand types of feedback and be able to apply practical examples to their us (intrinsic, extrinsic, knowledge of performance, knowledge of results, positive, negative)</li> <li>- Know and understand how to apply this to exam style questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>SMART Targets (Goal Setting) - Specific - A target to achieve Measurable - something quantitative you can use Achievable - something that can be done by the performer Recorded - a training programme record Timed - to be achieved in a certain amount of time</i></li> </ul>	
<p><b>Challenge and Support:</b></p>	<p><b>Worldwide learning/ links to 21<sup>st</sup> century:</b></p>	<p><b>Cultural capital/ Industry/ Enrichment:</b></p>	
<p>This scheme of learning is ambitious for all students. Throughout each lesson the Emerging, Developing, Secure and Mastered criteria is aimed at the highest achievers to score level 9 grades at GCSE PE theory. Throughout the course, students are required to apply their understanding to sporting contexts and in each lesson, the Mastered task is application of knowledge to a sporting scenario and/or exam questions.</p> <p>Lessons contain regular and quick extension tasks to challenge more able students whilst students who may require support to access learning are provided with sentence starters and key words, which keeps motivation high.</p> <p>Throughout the lessons, the content is covered and assessed at a low stakes level through mini whiteboards and mass question/answer sessions whereby every student is required to answer. Tasks are short and concise to hold students attention and allows the teacher to ascertain knowledge and understanding. This supports students who may become overwhelmed with longer drawn out tasks, whilst more able students are supplemented with extension tasks.</p>	<p>Students will learn about the technological advancements for feedback in 21<sup>st</sup> century sport. They will understand how athletes really on visual aids such as video analysis develop their performance.</p> <p>Mental health and anxiety has become more prominent and understood in 21<sup>st</sup> century Britain. Students will understand what anxiety is and how athletes use preparation techniques to decrease the effects of this. Students will be able to transfer these into a general life setting.</p> <p>Goal setting (SMART Targets) are a technique used in sports, but are now increasingly used more in a business setting. Students will know how to set SMART Targets which can also be used in life within or beyond school.</p>	<p>This unit of learning will be useful for students wishing to study psychology at college. The scheme looks at anxiety, mental preparation and arousal. The learning that takes place will also be useful for students moving into a coaching or performing career due to the emphasis on how people learn and feedback. The use of technology to analyse performance will also be critical in many different sporting roles.</p> <p>Goal setting (SMART Targets) are a technique used in sports, but are now increasingly used more in a business setting. Students will know how to set SMART Targets which can also be used in an employment setting.</p>	

<b>Historical, Social, Moral, Spiritual, Cultural context:</b>	<b>Cross curricular links/ literacy/numeracy:</b>	<b>Common misconceptions:</b>
<p>Students will develop an understanding of what anxiety is and management techniques to help control this. Not only is this useful on a personal note, but students can use this to help others in their lives within or beyond school.</p>	<p>Students will regularly be asked to read aloud and share their ideas and thoughts in group discussions. In addition, students will complete extended writing pieces of work to apply their understanding of each lesson’s content to a sporting setting. Students will also look at data and be able to understand graphs for the ‘inverted U’ hypothesis of arousal.</p>	<p>Students can often become confused with the different types of feedback. Students can also find classifying skills extremely difficult. To address both of these, the teacher will use many examples for students to give answers on whiteboards to check and reinforce understanding.</p>
<b>Assessment timeline:</b>		
<p>For formative assessment purposes, every lesson is structured using Emerging, Developing, Secure and Mastered criteria. These guide the lesson content that gets progressively harder throughout the lesson. After each, a progress check takes place on mini whiteboards. This enables the teacher to ascertain learning and intervene if required for individuals or the class.</p> <p>When setting tasks in lessons, the resources include WAGOLLS to assist students in structuring their work. These WAGOLLS include sentence starters and key words.</p> <p>At the end of the scheme of learning, students will complete a revision lesson. This will be all whiteboard work covering the content of the scheme through questioning and answering. Students will complete a self-assessment sheet throughout the lesson to note down topic areas they need to develop before the end of unit assessment.</p> <p>The final lesson of the unit will see students completing an end of unit assessment. The assessment will consist of exam style questions of various lengths and will last for 1 hour. The scores from this assessment is used to inform tracking alongside the practical data from students’ performances in their three sports.</p> <p>For students that significantly perform below their ALPs target grade, the teacher will complete a small number of coaching sessions before a re-test is completed to ensure that students do not fall behind in any topics.</p>		
<b>Home learning</b>		
<p>Lesson 4 – Students will complete a set of exam questions on the covered content            Lesson 6 – Students will revise thoroughly for their end of unit assessment</p>		

## Feedback

Lessons 1, 2, 3, 4 and 5 contain a detailed written 'apply it' task. The teacher will mark this piece of work and give next steps if understanding is not correct. For correct responses praise or an extension task may be given.

In lessons 1, 2, 3 and 5, students will complete exam style questions and will mark their peers work in green pen using the mark scheme. They will provide a mark, what went well and even better if.

Students will complete an end of unit assessment for the final lesson of the scheme. The assessment will consist of exam style questions of various lengths and will last for 1 hour. The teacher will give a percentage score and level (based on the previous exam cohort national averages) along with highly specific and individualised feedback 4 for each child. This will contain next steps for students to act upon and address either knowledge or exam technique.

## Length of unit (duration indicated in hours)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Unit:

**Note – Above is in hours as some lessons are two hours long. There 4 x 1hour and 3 x 2 hour lessons in this scheme of learning**