

KESTEVEN AND SLEAFORD HIGH SCHOOL

Physical Education Scheme of Learning

Year 10 GCSE – Term 6

Intent – Rationale

Students develop their understanding of sports psychology. They know how to differentiate between different skills and the factor that affect decision making, relating this to sporting examples. Students will know why different performers need different forms of guidance and feedback, being able to understand the learning process and relate this to sporting examples.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 10 theory – understanding sporting examples	<ul style="list-style-type: none"> Written NEA
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> PSHE – what type of learner are you? Psychology A level 	<ul style="list-style-type: none"> SO
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links 	<ul style="list-style-type: none">

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Physical Education Scheme of Learning Year 10 GCSE – Term 6

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Know the difference between skill and ability. Know the two types of goals and SMART acronym. Know the information processing model. Know the difference between guidance and feedback. Know the different types of guidance and different types of feedback. Know the definition of arousal. Know how to plot the inverted U for different sporting examples. Know the different types of aggression and personality. Know the different forms of motivation.

Apply

Be able to explain the skill continua. Be able to explain how arousal can affect performance. Apply the forms of motivation in sporting examples. Explain the types of goals and SMART acronym. Apply the SMART acronym. Explain each part of the model. Apply the model to a sport

Extend

Justify where a skill lies on the continuum. Give examples of different skills on the continua and justify their position. Justify which types of guidance/ feedback is appropriate for beginners and/or elite level performers. Analyse why different levels of arousal are needed depending on the type of skill and the level of the performer. Be able to evaluate the most appropriate level of arousal for different sporting examples using the inverted U. Analyse which sports would be best suited to different personalities. Evaluate the suitability of different forms of motivation for performers

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

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Ability

Inherited, stable traits that determine an individual's potential to learn or acquire a skill.

Aggression

1. Calculate maximum heart rate (220 bpm) minus age: $220 - \text{age}$
2. Work at 60-80% of maximum heart rate.

A deliberate intent to harm or injure another person, which can be physical or mental (see direct and indirect aggression).

Arousal

A physical and mental (physiological and psychological) state of alertness/readiness, varying from deep sleep to intense excitement/alertness.

Closed skill

A skill which is not affected by the environment or performers within it. The skill tends to be done the same way each time.

Direct aggression

Aggressive act which involves physical contact with others, eg a punch.

Extrovert

Sociable, active, talkative, out-going personality type usually associated with team sports players.

Feedback

Information a performer receives about their performance. Feedback can be given during and/or after performance.

Goal setting (SMART goals)

A method to increase motivation and reduce anxiety. Goals should be SMART:

- specific – specific to the demands of the sport/muscles used/movements used

- Formative assessment in low stakes assessment activities; this informs staff for planning
- Summative assessment at end of units to give overview of topic

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- measurable – it must be possible to measure whether they have been met
- accepted – they must be accepted by the performer and others involved, eg coach
- realistic – they are actually possible to complete
- time bound – over a set period of time.

Goal types (performance goals and outcome goals)

Performance goals

Personal standards to be achieved.

Performers compare themselves against what they have already done or suggest what they are going to do. There is no comparison with other performers.

Outcome goals

Focus on end result/winning.

Guidance

A method to convey information to a performer. Guidance methods:

- visual (seeing)
- verbal (hearing)
- manual (assist movement – physical)
- mechanical (use of objects/aids).

Indirect aggression

Aggression which does not involve physical contact. The aggression is taken out on an object to gain advantage, eg hitting a tennis ball hard during a rally.

Information processing

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Making decisions. Gathering data from the display (senses), prioritising the most important stimuli to make a suitable decision.

Mental rehearsal/visualisation/imagery

Cognitive relaxation techniques involving control of mental thoughts and imagining positive outcomes.

Motivation (intrinsic motivation and extrinsic motivation)

The drive to succeed or the desire (want) to achieve something/to be inspired to do something. This can be:

- intrinsic – the drive that comes from within (eg for pride, satisfaction, a sense of accomplishment, self-worth)
- or • extrinsic – the drive to perform well or to win in order to gain external rewards (eg prizes, money, praise).

Open skill

A skill which is performed in a certain way to deal with a changing or unstable environment, eg to outwit an opponent.

Positive self-talk

Developing cognitive positive thoughts about your own performance.

Self-paced skill

The skill is started when the performer decides to start it. The speed, rate or pace of the skill is controlled by the performer.

Skill

A learned action/learned behaviour with the intention of bringing about pre-determined results, with maximum certainty and minimum outlay of time and energy.

Skill classification

Categorisation of sporting skills in accordance with set continua. These include:

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- simple/complex continua
- open/closed continua
- self-paced/externally-paced continua
- gross/fine continua.

Tangible

Something that can be seen and touched, eg a trophy.

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
<i>Skill and Ability</i>	Know the difference between skill and ability.	Justify where a skill lies on the continuum	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016
<i>Classification of skill</i>	Be able to explain the skill continua	Give examples of different skills on the continua and justify their position	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016
<i>Goal setting</i>	Know the two types of goals and SMART acronym	Explain the types of goals and SMART acronym Apply the SMART acronym	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016
<i>Information Processing</i>	Know the information processing model	Explain each part of the model Apply the model to a sport	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016
<i>Guidance & Feedback</i>	Know the difference between guidance and feedback. Know the different types of guidance	Justify which types of guidance/ feedback is	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016

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	and different types of feedback	appropriate for beginners and/or elite level performers.	
Assessment	Demonstrate understanding of sports psychology. Know where successful answers have been achieved.	Analyse examination answers and identify where improvements can be made to increase attainment.	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016
Arousal	Know the definition of arousal Be able to explain how arousal can affect performance	Analyse why different levels of arousal are needed depending on the type of skill and the level of the performer.	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016
Inverted U	Know how to plot the inverted U for different sporting examples	Be able to evaluate the most appropriate level of arousal for different sporting examples using the inverted U.	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016
Aggression & Personality	Know the different types of aggression and personality Explain how aggression and personality can affect performance	Analyse which sports would be best suited to different personalities	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016
Motivation	Know the different forms of motivation. Apply the forms of motivation in sporting examples	Evaluate the suitability of different forms of motivation for performers	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016
Assessment	Demonstrate understanding of sports psychology. Know where successful answers have been achieved.	Analyse examination answers and identify where improvements can be made to increase attainment.	T:\KSHS\Departments\Curriculum\PE\AQA GCSE course from 2016