

YEAR 12 A LEVEL PE SKILL ACQUISITION & SPORTS PSYCHOLOGY OVERVIEW OF YEAR

WEEK	Topic	Topics	Reading	Homework/ recap	Preview
1	A1	Skill : Know definition & characteristics of skilled performance Know Muscular involvement, Environmental influence & Complexity classifications. Apply to different skills	Honeybourne p 144- 150 www.teachpe.com/skill	A1	A2
2	A2	Skill: Know Continuity, Organisation and pacing classifications. Apply to different skills.	Honeybourne Pg 144-150	A2	B1
3	B1	Types of practice: Know key features of Part, Progressive part and whole practice types. Know clear examples of each. Know strengths & weaknesses of each type.	Honeybourne p150-153 www.briamnac	B1 A1	B2
4	B2	Types of practice: Know key features of Massed , Distributed, Fixed and Varied practice types. Be able to give examples of each. Know strengths and weaknesses. Link skill classifications to types of practice	Honeybourne pg 154-158 www/the-sportselite.com/articles/learning.html .	B2 A2	C
5	C1	Transfer of skills: Know definitions of Basic to complex, negative, positive, Bilateral transfer. Know clear examples of each	Honeybourne pg 159 -164 www.brianmac.demon.uk	C1 A1	C2
6	C2	Transfer: Optimising the Know definitions of proactive and retroactive transfer. Know clear examples of each. Know strategies to optimise positive transfer and limit negative.	Honeybourne pg 163-164	C2 A2	D1
7	TEST WEEK 1 ON TOPICS A TO C				
8	D1	Learning Theories Know key characteristics of Operant Conditioning Know clear examples of S-R bonding, Know different types of reinforcement, Know Thorndike's 3 Laws Know strength and weaknesses of OC as a learning method. Know links to part and fixed practice types	Honeybourne pg 165-166	D1 A1	D2

WEEK	Topic	Topics	Reading	Homework/ recap	Preview
9	D2	Learning Theories Know key characteristics of Social (OBSERVATIONAL) Learning theory. Know factors that affect its application including Banduras' factors of Attention retention Motor reproduction and Motivation. Know strengths and weaknesses of the learning method.	Honeybourne -167-168 www.fetchfido.co.uk/games/	D2 A2	D3
10	D3	Learning theories Know key characteristics of Cognitive Learning theory including insight, perception, problem solving and intervening variables. Know strengths and weaknesses of the learning method. Know links to whole and variable practice types	Honeybourne p169-70	D3 B1	E
11	E	Stages of learning: Know the characteristics of Cognitive, Associative and Autonomous stages of learning. Know the benefits of being in autonomous stage for performers.	Honeybourne p 172-173	E C1 C2	F
12	F	Types of guidance: Know definitions of Visual, Verbal, Manual and Mechanical guidance. Know strengths and weaknesses of each guidance type. Know the links between stages of learning and types of guidance.	Honeybourne p 174-176	Revise A to F	
13	TEST WEEK on TOPICS A to F				
14	G1	Types of Feedback Know definitions of positive, Negative, Intrinsic, Extrinsic feedback. Know Knowledge of Results, Knowledge of performance and punishment. Know strengths and weaknesses of each type of feedback. Know the links between stages of learning and types of feedback.	Honeybourne p177-179 www.teachpe.com/ipm	G1 D1 D2	G2
15	G2	Making feedback effective Know strategies to make feedback linked to stages of learning	Honeybourne p180-181	G2 D3	H1

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16	H1	Personality Know the Trait & Social learning theories of personality Know the strengths and weaknesses of each theory. Know which activities are favoured by introvert/extrovert personalities and why.	Honeybourne p184-186	H1 E A1	H2
17	H2	Personality Know the Interactionist theory. Know the comparative strengths and weaknesses. Know Hollander's theory (concentric ring)	Honeybourne p186-189	H2 B1 B2	I1
18	I1	Attitudes Know different definitions of attitude. Know the Triadic model of attitude. Know the factors affecting formation of attitudes including significant others & past experiences	Honeybourne p 189-191	I1 F C1	I2
19	I2	Attitudes Know theories of how to challenge/change attitude including Cognitive Dissonance theory and Persuasive communication theory. Know the limitations of each theory and factors affecting their effectiveness.	Honeybourne p192-194	Revise all of G to I	
20	J1	Motivation: Know definitions of motivation Know the difference between Intrinsic and extrinsic motivation and the advantages and disadvantages of each. Know the definition of arousal Know the Drive theory of arousal and how it predicts impact on learners at the cognitive and autonomous stages of learning.	Honeybourne p 194-6	J1 D1 D2	J2
21	J2	Motivation: Know the Inverted 'U' theory of arousal, its strengths and weaknesses. Know the Catastrophe Theory' of arousal, its strengths and weaknesses.	Honeybourne p196-198	J2 D3 H1	K
22	K	Anxiety: Know definitions of Anxiety, Trait anxiety, State anxiety and Competitive Trait Anxiety Know what the SCAT Test measures and how. Know the difference between Somatic & Cognitive anxiety Know how what Cue utilisation is and how it is affected by arousal/ anxiety levels.	Honeybourne p198-200	K E1 H2	L1

WEEK	Topic	Topics	Reading	Homework/ recap	Preview
23	L1	Aggression in Sport Know definitions of Aggression & Assertion Know theories of aggression including Instinct Theory and Frustration-Aggression hypothesis. Know strengths and weaknesses of each.	Honeybourne p200-202	L1 E2 I1	L2
24	L2	Aggression in Sport Know the Aggressive cue Hypothesis and Social Learning theory of aggression. Know strengths and weaknesses of each. Know Strategies to eliminate aggression	Honeybourne p202-3	L2 I2 F1	M1
25	M1	Social Facilitation (Audience Affects): Know different categories of 'Others present' Know Zajonc's theory of social facilitation/inhibition, its strengths and weaknesses. Know Cottrell's theory of Evaluation Apprehension.	Honeybourne p203-4	M1 J1 A1	M2
26	M2	Audience Affects: Know Home/away effects on performance Know factors which can impact on level of audience affect- experience, skill-type, personality. Know strategies to minimise Social Inhibition	Honeybourne p204-6	Revise all J to M	
27	UCAS PREDICTION EXAMS ON ALL TOPICS STUDIED SO FAR				
28	N1	Groups & Teams: Know definition and characteristics of a group Know the 4 Stages of group formation. Know definitions of Team Cohesion	Honeybourne p209-11	N1 A2	N2
29	N2	Group /Team Performance: Know Steiner's model of group performance Know the causes of faulty processes. Know strategies to reduce faulty processes/increase cohesion.	Honeybourne p211-13	N2 B1 B2	O1
30	O1	Goal Setting: Know the functions of Goal setting Know how to set SMART goals Know types of Goal (Outcome/product, Performance & Process goals) Know the strengths and limitations of each.	Honeybourne P213-6	O1 C2 C3	O2

WEEK	Topic	Topics	Reading	Homework/ recap	Preview
31	O2	Goal Setting: Know the different time phasing of goals (Short, Medium , Long Term) Know the benefits and limitations of each. Know other Factors affecting goal setting	Honeybourne P216-8	Revise All from A to O	

Support & Challenge

Support is provided for the retention of AO1 knowledge by frequent recapping of key definitions and technical terminology during starter tasks and contrast tasks. Cyclical re-visiting of key concepts and terminology within independent study also helps the less able students to retain key knowledge. More challenging concepts such as learning theories are learnt and re-visited first in their basic forms and later refined and developed to encourage confidence in using these concepts. Where possible theory is illustrated and reinforced with practical activities to aid the more kinaesthetic learner/ those who learn best with concrete operations. For all learners the relating of theory to practice helps develop AO2 knowledge and provides a clear context for new theory and can provide a 'hook'. To develop answering longer response questions (and particularly AO3 knowledge) writing frames are developed at class level and utilised giving students the confidence to tackle 6 & 10 mark questions. Nationally it has been recognised that Paper 2 (and 3) provide a real completion challenge to students within the 60 minutes allowed. Frequent practice of answering under timed conditions is integrated into lessons and during frequent test weeks. The most able students are signposted to extension reading of journals such as 'Elite Performance' and 'Sport Psychology' and required to integrate this into class discussion and refinement of ideas. 'Interleaving' – quickly and concisely switching from one topic to another is demanded of students increasingly as the course progresses to prepare students for the demands of the three papers.