

IMPLEMENTATION

Bilton School – Planning for progress over time- AS Level Psychology, Acquisition of Skill and Sociocultural Factors

Intent — For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer's performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

| | Tern | Term 1 | | | | | | | | Term 2 | | | | | | | | | | Term 3 | | | | | | | | Term 4 | | | | | | | | m 5 | | | | | | Term 6 | | | |
|-----------|-----------------------------|-------------------------|---|---|--|--|----------|---|---|---|--------------------|------------|--|---|---|--|--|---|---|---|----------|------------|---------------------------------|---|--|---|----------------------------------|----------------------------|--|--|--|--|--|--|--|-------------------------|-------------|------------------------|---|------------------------|---|--|--|------------------------|---|
| | 31/08/20 | 7/9/20 | 00/0/11 | 14/9/20 | 21/9/20 | 28/9/20 | 0=1010= | 5/10/209 | 00/01/01 | 12/10/20 | 19/10/20 | Holiday- 1 | | 2/11/20 | 9/11/20 | 16/11/20 | 23/11/20 | 30/11/20 | 7/12/20 | 00/00/07 | 02/27/47 | Holiday- 2 | 4/1/21 | 11/1/21 | 18/1/210 | 25/1/21 | | 1/2/21 | 8/2/21 | Holiday- 1 | 22/2/21 | 1/3/21 | 8/3/21 | 15/3/21 | 22/3/21 | 29/3/21 | Holiday- 2 | 19/4/21 | 26/4/21 | 3/5/21 | 10/1/04 | 10/5/21 | 17/5/21 | Holiday- 1 | ong- stop at |
| | L2 Classification of skills | L2 Types and methods of | nractica 12 Transfer of skill1 s | | L2 Learning Theories | L2 Stages of learning, guidance | ò | L2 Individual differences - | DEVISION of tonics so far | topics so | DIRT OF ASSESSMENT | | | LZ- Individual differences- Arousal | L2 Individual differences- | L2- Recap of individual | DIRT OF ASSESSMENT | 12-Group and team dynamics | . NFA | T-147-6-40-01-01-01-01-01-01-01-01-01-01-01-01-01 | | | L1 Stages of learning, guidance | L1 Individual differences- | ASSESSMENT | L2- Individual differences- | Arousal | L2 Individual differences- | L2- Recap of individual differences | | L2 Classification of skills | L2 Types and methods of | L2 Transfer of skill1 s | L2 Learning Theories | L2 Stages of learning, guidance | edboot b Individua | Dorconality | Revision- soc cultural | Revision- soc cultural | Revision- soc cultural | | Revision- soc cultural | Revision- soc cultural | Revision- soc cultural | Sport n different sports g taking in sport e.g. lance Armstr |
| | L1 classification of skills | L1 Types and methods of | nractice 11 Transfer of chills | | L1 Learning Theories | L1 Stages of learning, guidance |) Joe | L1 Stages of learning, guidance | and tandhack | Lt individual differences- attitudes | ASSESSMENT | | | L1- Individual Differences- Motivation | L1 individual differences-Anxiety | L1 Individual Differences- Social | ASSESSMENT | 11 Group and team dynamics | ۵ | 0 1 | | | L1 Pre- industrial | L1 Pre Industrial | L1 Pre Industrial | L1 Post 1850- Industrial Britain | | Post 1850- | L1 Post 1850- Industrial Britain | | L1 20 th Century | L1 21st century | L1 21st century | L1 Globalisation | L1 Modern Olympic Games | L1 Modern Olympic Games | | L2 Revision skill acq | L2 Revision skill acq | L2 Revision skill aca | - Clisto acionada C | L2 Revision skill acq | L2 Revision skill acq | L2 Revision skill acq | AS PE Bridge project- Drugs in Si Popular drugs to take in How athletes hide this Major incidents of drug incidents on Netflix |
| End Point | | • | how Under prace exan Know Skills Under Know Know Know diffe | be all ersta this ersta tice mple www. who and ersta w so w so w hoerent / will lying werin | ble to bl | f hall o: class s to cype app s me bly and of le indi oort e pe able ics t cam | If te | atio er to er to o pro t by lluat ning ual d amm s dev dds do t rracti estice | 1 stu ns copic neth action trar e le | uder of sk cs nods cal nsfer arni arend ped by- exa | of r of ing | r | | able 1. acqu 2. and 3. tech 4. cult 5. and 6. tech The exam | e to: Devuisiti Be a thec Kno Devural Be a thec Kno App mple Anso | elop I on ar ble to ories i www.mo ees elop I areas ble to ories i www.mo ies | know eas. o eva n skii rre ac know o eva n soc ple to topic | luate Il acquidvance | key to uisition ed exa e of so key to ltural ed exa his by graction | ppics n am cio- ppics am | pe | | • | NEA Know devel diffe period Under mea glob Know under polit the Cover They do the Appl prace Answ | should who who who had a restar and a restar | ion id how is affectic gar rears. ioe ablor copics examp g exam | k t has v cted mes e to to oles | 5 | th te ar th tr | eas. Be eorie Kr Chnie De eas. Be eorie Kr Chnie Kr Ap Ar Ar | e able es in prown ques evelope able es in some ques vill be oplyinnswer | to evaluate to eva | aluate ology odvano wledg aluate cultur odvano to do ics to cam q | e of pse key to ced ex e of so e key to all ced ex this by practiouestio | opics am ocio-c opics am y- cal ex | and ultura and | ıl | | psy Be top psy Kno exa De soo Be top soo Kno | am te | ogical to ev nd th ogy ore a chnic know Itura to ev nd th Itura ore a | al areal valuation de la valua | eas. te ke es in nced lge of eas. te ke es in nced | y f | |

• The vast majority of lessons will always have a past paper question to consolidate the knowledge just learned. These will always be sprung on students throughout to test 'stickability'.

• Low stakes tests will allow teacher to monitor live progress and careful plan for misconceptions and re-teach if needed.

| Key Vocabulary/ Literacy | Each topic will have clearly defined key vocabulary that derrises from the specification that students will need to demonstrate their knowledge off and be able to change their answer depending on the question command word. AO1 25%. AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 25%. AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 20%. AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. AO4 30%. AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. |
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| Connected | Links to GCSE PE / VCERT Sport: Classification of skills. How skills are learnt. |
| Knowledge | Links to Core PE, years 7-11: How do we learn and remember skills? Different practice methods put into practice. Different types of guidance shown in practice. Links to stages of learning. |
| Connectives to | Links to Psychology: Memory models and theories of learning. |
| ?????? | |
| Theme/topic/year | |
| group? | |
| Cross-curricular | |
| themes? | |
| Impact | The impact of this curriculum will be: |
| | Students able to build on prior learning and demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity. |
| | Students will be able to apply this knowledge to relevant situations relating to all theory consumed. |
| | Students will be able to use all knowledge gained from across the schools curriculums to analyse and evaluate factors that underpin performance. |
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