Year 12 Curriculum Grid
A LEVEL PE

EPCHS
Physical Education Department
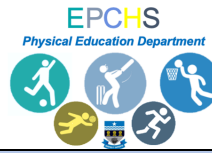
Year/Term	Unit	Intent	Skills
Overall	Skill Acquisition	This unit focuses on how skill is acquired and the impact of psychological factors on performance. Students should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. Students should be able to understand and interpret graphical representations associated with skill acquisition theories.	
Autumn	Skill, skill continuums and transfer of skills	• Characteristics of skill • Use of skill continua • Justification of skill placement on each continua • Transfer of learning • Understanding of how transfer of learning impacts on skill development	• Analysing • Evaluating • Thinking Critically • Learning independently • Communicating effectively • Debating • Researching • Writing extensively • Comparing • Working in groups
	Impact of skill classification on structure of practice for learning	• Methods of presenting practice • Types of practice • Understanding how knowledge of skill classification informs practice structure (presentation and type) to allow learning/development of skills	
	Principles and theories of learning and performance	• Stages of learning and how feedback differs between the different stages of learning • Learning plateau	
Spring	Principles and theories of learning and performance	• Cognitive theories • Behaviourism • Social learning • Constructivism • Understanding of how theories of learning impact on skill development	• Analysing • Evaluating • Thinking Critically • Learning independently • Communicating effectively • Debating • Researching • Writing extensively

			• Comparing • Working in groups
	Use of Guidance and feedback	• Methods of guidance • Understanding the different purposes and types of feedback • Understanding of how feedback and guidance impacts on skill development	
	Memory Models: General information processing model, to include:	• Input • Decision making • Baddeley and Hitch, working memory model memory system • Output • Feedback	
Summer	Memory Models: Efficiency of information processing model, to include:	• Application of Whiting's information processing model to a range of sporting contexts • Applied understanding of information processing terms within a sporting context • Definitions of and the relationship between reaction time, response time, movement time • Factors affecting response time • Definitions of anticipation • Strategies to improve response time • Schmidt's schema theory • Application of schema theory in sporting situations • Strategies to improve information processing	• Analysing • Evaluating • Thinking Critically • Learning independently • Communicating effectively • Debating • Researching • Writing extensively • Comparing • Working in groups
Overall	**Sports Psychology**	**In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.** **Students should be able to understand and interpret graphical representations associated with sport psychology theories.**	
Summer	Aspects of personality	• Understanding the nature vs nurture debate in the development of personality • Interactionist approach	• Analysing • Evaluating • Thinking Critically

		• How knowledge of interactionist perspective can improve performance	• Learning independently • Communicating effectively • Debating • Researching • Writing extensively • Comparing • Working in groups
	Attitudes	• Triadic model	
	Arousal	• Theories of arousal • Practical applications of theories of arousal and their impact on performance • Characteristics of peak flow experience	