

Physical Education – A Level Psychology

Content (Intent) Psychology	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Term 1-6 (Y12) Skill Acquisition</p>	<p>Links to basic skill acquisition studied for paper 2 at GCSE</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Develop knowledge of skill application topics. • Develop application of these topics to exam questions and identification of their application in sporting scenarios. • Develop evaluation and analytical skills. • Develop ability to research topics and present them to their peers. <p>Assessment:</p> <ul style="list-style-type: none"> • Half term tests • Regular exam questions at the end of each topic. • Marking each others work to understand the requirements of a mark scheme. • Creation of revision resources • Student research • Presentations • Examinations • Use of exemplars • Practical experiments 	<ul style="list-style-type: none"> • Knowledge of the role of skill acquisition in performance of physical activity and sport. • Knowledge of the optimisation of the learning of new skills and the development of existing ones. • Knowledge of the skill classification continua. • Knowledge of theories of teaching new skills and methods of skill transfer. • Knowledge of different types of feedback and guidance.
<p>Terms 7-10 (Y13) Sports Psychology</p>	<p>New information</p>	<ul style="list-style-type: none"> • Develop knowledge of sports psychology topics. • Develop application of these topics to exam questions and 	<ul style="list-style-type: none"> • Knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.

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		<p>identification of their application in sporting scenarios.</p> <ul style="list-style-type: none"> • Develop evaluation and analytical skills. • Develop ability to research topics and present them to their peers. <p>Assessment:</p> <ul style="list-style-type: none"> • Half term tests • Regular exam questions at the end of each topic. • Marking each others work to understand the requirements of a mark scheme. • Creation of revision resources • Student research • Presentations • Examinations • Use of exemplars • Practical experiments 	<ul style="list-style-type: none"> • Knowledge of the individual differences affecting performers in physical activity and sport and group and team dynamics in sport. • Knowledge of the importance of goal setting in sports performance; the role of attribution in motivating performers; confidence and self-efficacy in sport; • Knowledge of leadership in sport and stress management in physical activities and sports to optimise performance.
<p>Terms 11 (Y13) Revision</p>			

Resources and/or activities to support learning