|  |  |  |
| --- | --- | --- |
| **What will we be learning?**   * **Acquiring Movement Skills** | **Why this? Why now?**  This unit is a compulsory for the A level course which will be examined through the H555/01 paper at the end of year 13.  This whole unit will be taught in Year 1 to develop students’ confidence with analysing skills and sports coaching aspects, which will give them excellent grounding when they begin their EAPI in Year 13 | **Key Words:**  Continuum  Positive Transfer  Proprioception  Perception  Motor programme  Feedback  Selective attention  Overlearning  Mental rehearsal  Hierarchical  Sequential  Grooved & overlearned  Kinaesthesis  External feedback  Transfer  Information overload  Perception  Mental rehearsal  Insight learning  Transfer of learning  Optimising transfer  Short Term sensory Store  Short Term Memory  Long Term Memory |
| **What will we learn? Year 1**  This topic will develop students’ knowledge and understanding of the role of skill acquisition in performance of physical activities and sports.  It aims to:   * Develop knowledge and understanding of the principles required in order to optimise the learning of new, and the development of existing, skills. * Develop an understanding of the importance of being able to classify skills in order to select the most suitable approach to the learning of motor skills. * To analyse at the underlying factors required for effective and efficient performance. * Gain a detailed understanding of the impact of the environment and conditions in which new skills are learned on the success of acquiring these motor skills * Explore the different approaches and theories to teaching new skills as well as the guidance and feedback used to support this. Focus will also be placed on enhancing existing skills and the opportunities to transfer between the two. * Through application of knowledge gained from this topic, students will be able to develop their skills in other sporting roles such as coach or leader, as well as directly relating it to their own performance and when undertaking their EAPI. * The teaching of this unit will also include Memory Models, which will be taught in year 1 to help underpin the topics taught and serve as an introduction to Sports Psychology | |
| **What opportunities are there for wider study?**  **Optional Booster sessions**  **PE Review Magazine**  **Careers/degree courses**   * Sports Coaching * PE Teaching / Teaching | |
| **How will I be assessed?**   * Everlearner set assignments/check points/ Home study tasks * Topic tests * End of unit tests * Mock Exams | |

|  |
| --- |
| **What will we learn?**  **2.1 Classification of Skills**  Justification of placement of skills on continua:  • difficulty (simple/complex) • environmental influence (open/closed) • pacing (self-paced/externally paced) • muscular involvement (gross/fine) • continuity (discrete/serial/continuous) • organisation (low/high). |
| **2.1 Types and methods of practice**  Characteristics and uses of each: • part practice • whole practice • whole/part-whole practice • progressive/part practice • massed practice • distributed practice • fixed practice • varied practice |
| * 1. **Transfer of Skills**   Types of transfer: • positive • negative • proactive • retroactive • bilateral • know and understand the ways of optimising the effect of positive transfer • know and understand the ways of limiting the effect of negative transfer. |
| **2.1 Principles and theories of learning movement skills**  Theories of learning:  • operant conditioning • cognitive theory of learning • Bandura’s theory of social/observational learning. |
| * 1. **Stages of Learning**   Characteristics of the stages of learning: • cognitive • associative • autonomous. |
| **2.1 Guidance**  Types and uses of guidance: • verbal guidance • visual guidance • manual guidance • mechanical guidance • advantages and disadvantages of using each type of guidance |
| **2.1 Feedback**  Types and uses of feedback: • intrinsic • extrinsic • positive • negative • knowledge of performance • knowledge of results • advantages and disadvantages of using each type of feedback |
| **2.1 Memory Models**  Atkinson and Shiffren’s multi-store memory model • use of selective attention • Craik and Lockhart’s levels of processing model • relate both models to learning and performing physical activity skills |