

	TOPIC	LEVELS/GRADES	SMSC	LITERACY	ASSESSMENTS
A U T U M N	<p><b>Sports Psychology</b></p> <ul style="list-style-type: none"> <li>• Skill and ability</li> <li>• Classifications of skill</li> <li>• Types of goals</li> <li>• Smart targets</li> <li>• Information processing</li> <li>• Guidance and feedback</li> </ul>	<p>Grade 1/2: You can identify and demonstrate basic knowledge associated to this unit of work.</p> <p>Grade 3/4: You can describe and demonstrate more challenging knowledge associated to this unit of work.</p> <p>Grade 5/6: You can explain and demonstrate key knowledge associated to this unit of work.</p> <p>Grade 7/8: You can analyse and evaluate whilst demonstrating a range of knowledge associated to this unit of work.</p> <p>Grade 9: You perform all aspects of the unit to the highest level of knowledge and in some</p>	<p>Students will enjoy using new skills and implementing new knowledge to develop their creativity.</p> <p>Students will learn what is right and wrong within the sporting environment and how these learnt qualities and ideals can transfer across their life.</p> <p>Students will use a range of social skills when working with others and appreciate others viewpoints. They will also develop their understanding of the rule of law across activities and use democracy to solve conflict whilst remaining</p>	<p>Skill, ability, trait, basic skill, complex skill, open skill, closed skill, self-paced skill, externally paced skill. Gross movement skill, fine movement skill, performance goals, outcome goals, SMART targets, information processing, intrinsic feedback, kinaesthetic feedback, extrinsic feedback, guidance, feedback.</p>	<p>End of term test including multiple choice, short questions and longer questions focusing on written communication.</p>

		cases perform above and beyond the criteria.	respectful and being tolerant.  Students will appreciate the cultural influences which have developed sport so they can celebrate diversity across sport and furthermore society.		
	<p><b><u>Sports Psychology</u></b></p> <ul style="list-style-type: none"> <li>• Arousal</li> <li>• Aggression</li> <li>• Personality types</li> <li>• Motivation</li> </ul>	<p>Grade 1/2: You can identify and demonstrate basic knowledge associated to this unit of work.</p> <p>Grade 3/4: You can describe and demonstrate more challenging knowledge associated to this unit of work.</p> <p>Grade 5/6: You can explain and demonstrate key knowledge associated to this unit of work.</p> <p>Grade 7/8: You can analyse and evaluate whilst demonstrating a</p>	<p>Students will enjoy using new skills and implementing new knowledge to develop their creativity.</p> <p>Students will learn what is right and wrong within the sporting environment and how these learnt qualities and ideals can transfer across their life.</p> <p>Students will use a range of social skills when working with others and appreciate others</p>	<p>Arousal, deep breathing, mental rehearsal, visualisation, positive self-talk, aggression, direct aggression, indirect aggression, introvert, extrovert, motivation, intrinsic motivation, extrinsic motivation.</p>	<p>End of term test including multiple choice, short questions and longer questions focusing on written communication.</p>

		<p>range of knowledge associated to this unit of work.</p> <p>Grade 9: You perform all aspects of the unit to the highest level of knowledge and in some cases perform above and beyond the criteria.</p>	<p>viewpoints. They will also develop their understanding of the rule of law across activities and use democracy to solve conflict whilst remaining respectful and being tolerant.</p> <p>Students will appreciate the cultural influences which have developed sport so they can celebrate diversity across sport and furthermore society.</p>		
S P R I N G	<p><b><u>Socio-Cultural Influences</u></b></p> <ul style="list-style-type: none"> <li>• Social groups</li> <li>• Factors affecting performance</li> <li>• Commercialisation of physical activity</li> <li>• Media/sponsorship</li> <li>• The impact of technology</li> <li>• Ethical conduct by performers</li> <li>• Drugs</li> <li>• Spectator behaviour</li> </ul>	<p>Grade 1/2: You can identify and demonstrate basic knowledge associated to this unit of work.</p> <p>Grade 3/4: You can describe and demonstrate more challenging knowledge associated to this unit of work.</p>	<p>Students will enjoy using new skills and implementing new knowledge to develop their creativity.</p> <p>Students will learn what is right and wrong within the sporting environment and how these learnt qualities and ideals</p>	<p>Role model, commercialisation, media, sponsorship, etiquette, sportsmanship, gamesmanship, contract to compete, stimulants, narcotic analgesics, anabolic steroids, peptide hormones, erythropoietin (EPO) diuretic drugs, blood doping, beta</p>	<p>End of term test including multiple choice, short questions and longer questions focusing on written communication.</p>

		<p>Grade 5/6: You can explain and demonstrate key knowledge associated to this unit of work.</p> <p>Grade 7/8: You can analyse and evaluate whilst demonstrating a range of knowledge associated to this unit of work.</p> <p>Grade 9: You perform all aspects of the unit to the highest level of knowledge and in some cases perform above and beyond the criteria.</p>	<p>can transfer across their life.</p> <p>Students will use a range of social skills when working with others and appreciate others viewpoints. They will also develop their understanding of the rule of law across activities and use democracy to solve conflict whilst remaining respectful and being tolerant.</p> <p>Students will appreciate the cultural influences which have developed sport so they can celebrate diversity across sport and furthermore society.</p>	<p>blockers, home-field advantage, hooliganism.</p>	
	<p><b><u>Health, Fitness and Well-Being</u></b></p> <ul style="list-style-type: none"> <li>Physical, emotional and social health and well-being and fitness</li> <li>Consequences of a</li> </ul>	<p>Grade 1/2: You can identify and demonstrate basic knowledge associated to this unit of work.</p>	<p>Students will enjoy using new skills and implementing new knowledge to develop their creativity.</p>	<p>Physical health and well-being, mental health and well-being, social health and well-being, fitness, sedentary</p>	<p>End of term test including multiple choice, short questions and longer questions focusing on written communication.</p>

	<p>sedentary lifestyle</p> <ul style="list-style-type: none"> <li>• Somatotypes</li> <li>• Energy use</li> <li>• A balanced diet</li> <li>• Maintaining water balance</li> </ul>	<p>Grade 3/4: You can describe and demonstrate more challenging knowledge associated to this unit of work.</p> <p>Grade 5/6: You can explain and demonstrate key knowledge associated to this unit of work.</p> <p>Grade 7/8: You can analyse and evaluate whilst demonstrating a range of knowledge associated to this unit of work.</p> <p>Grade 9: You perform all aspects of the unit to the highest level of knowledge and in some cases perform above and beyond the criteria.</p>	<p>Students will learn what is right and wrong within the sporting environment and how these learnt qualities and ideals can transfer across their life.</p> <p>Students will use a range of social skills when working with others and appreciate others viewpoints. They will also develop their understanding of the rule of law across activities and use democracy to solve conflict whilst remaining respectful and being tolerant.</p> <p>Students will appreciate the cultural influences which have developed sport so they can celebrate diversity across sport and</p>	<p>lifestyle, obese, somatotype, ectomorph, mesomorph, endomorph, calorie, balanced diet, nutrition, hydration, dehydration, rehydration.</p>	
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			furthermore society.		
S U M M E R	<u>Revision</u>			N/A	N/A