MAGHULL HIGH SCHOOL – CURRICULUM MAP

Unit: 23 Skill Acquisition in Sport	**Pearson BTEC Level 3 National Extended Diploma in Sport** **Learning Aim A: Investigate the nature of skilled performance –** The characteristics of skilled performance and the contribution of skills and abilities to its production. **Learning Aim B: Examine ways that sport performers process information for skilled performance** – How information processing models explain the process of the production of skilled performance.						
LESSON TOPIC QUESTION(S)	**A1** Learning and performance	**A2** Characteristics and classification of skills	**A3** Characteristics and classification of abilities	**B1** Information processing models	**B2** Perception	**B3** Decision making and reaction time	**B4** Types of feedback
Knowledge & Skills development	The learning process and the difference between learning and performance. • Learning and performance: ○ measuring learning ○ measuring performance ○ performance plateaus. • Learning curves: ○ linear ○ negatively accelerated ○ positively accelerated ○ S-shaped.	Different ways that skills can be classified and what a skilful performance looks like. • Qualities of a skilled performance: ○ Fluency ○ control o ○ economy and efficiency of movement ○ consistency of outcome ○ energy expenditure meets demands of task. • Types of skill in sport: cognitive, perceptual, motor. • Effect of environment on skill	Different types of abilities and how they contribute to a skilled performance. • Differences between abilities and skills: ○ natural level of skill ○ nature versus nurture ○ stable versus unstable ○ how abilities contribute to the performance of skills. • Psychomotor abilities: ○ reaction time ○ coordination ○ balance. • Gross motor abilities: ○ strength ○ speed	How information is taken from the environment, organised and used to make decisions and produce a response in the form of skilled movement. • Simple model: ○ input stage ○ central stage ○ output stage. • Expanded information processing model: ○ Input ○ stimulus identification (perception) ○ response selection (decision making) ○ response programming (action)	How the brain receives information from the environment and organises the information. • Features of a stimulus that affect perception: ○ familiarity of stimulus ○ speed ○ loudness ○ colour and brightness. • Individual factors impacting on perception: ○ attention level ○ arousal level ○ attentional capacity.	Decision making and reaction time are influenced by a range of factors. • Factors affecting reaction time and decision making: ○ number of stimulus-response alternatives (Hick's law) ○ stimulus-response compatibility ○ practice ○ anticipation ○ psychological refractory period.	The different types of feedback, the value of each type and when they should be given. • Types of feedback: ○ knowledge of results (KR) ○ knowledge of performance (KP) ○ continuous and terminal feedback ○ extrinsic and intrinsic feedback ○ positive and negative feedback.

		classification: open and closed skills. • Precision of movement and skill classification: gross and fine. • Distinctiveness of beginning and ending of movement and skill classification: discrete, continuous, serial. • Timing and pacing of skills and their classification: self-paced and externally-paced.	○ flexibility • Perceptual abilities: ○ decision making ○ interpreting information	○ output.			
Assessment / Feedback Opportunities	***Formative Assessment*** • **Interactive Quizzes**: Short quizzes after each topic (e.g. skill classification, abilities, feedback types) to check understanding of concepts such as open vs. closed skills, types of feedback, and stages of information processing. • **Think-Pair-Share**: Students discuss examples of skilled performance or how specific abilities contribute to skill execution.	***Summative assessment*** ***Task 1 – Portfolio Part 1: Skilled Performance and Abilities*** Students will create an informative portfolio aimed at sports coaches, using two high-level sports performers to illustrate key concepts. The portfolio should include images and video clips to enhance understanding. ***Key Components:*** • ***Skilled Performance Analysis:*** ○ Discuss how each athlete demonstrates qualities of skilled performance (e.g. efficiency, control, consistency). ○ Use visual examples to support analysis. • ***Skill and Ability Classification:*** ○ Explain different types of skills (e.g. cognitive, perceptual, motor) and their classifications (open/closed, gross/fine, etc.). ○ Differentiate between skills and abilities. ○ Describe types of abilities: perceptual, psychomotor, gross motor. • ***Relationship Between Skills and Abilities:*** ○ Break down a sport into its component skills. ○ For each skill, explain which abilities are required and how they contribute to performance.				

	• **Skill Acquisition Timeline Activity:** Students create visual timelines showing how a performer develops skills over time, including learning curves (e.g. linear, positively accelerated) and performance plateaus. • **Mini Presentations**: Students present on a chosen elite athlete, focusing on their skill set, classification of skills and abilities, and how feedback or information processing models apply to their performance. • **Exit Tickets**: Quick written reflections at the end of lessons to assess learning and misconceptions.	○ Justify the importance of each ability using examples and visuals. ***Assessment Criteria Covered:*** • **A.P1** – Discuss the qualities of skilled performers. • **A.P2** – Explain the characteristics of skills and abilities. • **A.M1** – Assess how abilities contribute to the production of sports skills. ***Task 2 – Portfolio Part 2: Information Processing and Feedback*** This section introduces coaches to theories of information processing and the role of feedback in skill acquisition. ***Key Components:*** • ***Information Processing Models:*** ○ Explain both the simple model (input → decision → output) and the expanded model (input → perception → decision making → action → output). ○ Describe each stage and how it contributes to skilled performance. ○ Evaluate strengths and limitations of each model. ○ Use sport-specific examples and visuals to illustrate concepts. • ***Feedback in Sport:*** ○ Describe different types of feedback: intrinsic, extrinsic, knowledge of results (KR), knowledge of performance (KP), positive, negative, continuous, terminal. ○ Discuss when each type is most beneficial. ○ Use examples to show how feedback improves performance in different contexts. ***Assessment Criteria Covered:*** • **B.P3** – Explain information processing models in sport. • **B.P4** – Describe types of feedback and their application. • **B.M2** – Evaluate the usefulness of information processing models. • **B.M3** – Assess the impact of feedback on skilled performance.
Key Vocabulary	• **Learning vs. Performance –** understanding the distinction between acquiring a skill and demonstrating it. • **Skill –** learned ability to bring about pre-determined results with maximum certainty and efficiency. • **Ability –** innate traits that underpin skill development. • **Psychomotor Skills –** coordination, balance, reaction time. • **Perceptual Skills –** interpreting sensory information to make decisions. • **Gross/Fine Motor Skills –** large vs. precise movements. • **Open/Closed Skills –** influenced by environment vs. stable conditions. • **Serial/Discrete/Continuous Skills –** based on movement structure. • **Information Processing –** input, decision-making, output. • **Feedback Types –** intrinsic, extrinsic, KR, KP, positive, negative. • **Hick's Law –** reaction time increases with number of choices.	
Literacy/Reading opportunities	• **Textbook Reading** – Pearson BTEC Sport texts on skill acquisition and psychology. • **Case Studies** – analysis of elite athletes' skill development and decision-making. • **Research Articles** – exploring cognitive theories and motor learning.	

	• **Glossary Tasks** – building understanding of technical terms. • **Structured Writing** – producing analytical reports and reflective evaluations. • **Reading Comprehension** – interpreting diagrams and models (e.g., information processing).
Cross Curricular Themes	• **Psychology** – cognitive processes, perception, attention, arousal. • **Biology** – muscular and nervous systems involved in movement. • **ICT** – using performance analysis software and video feedback tools. • **Maths** – interpreting data from learning curves, reaction time studies. • **English** – developing written communication through assignments and evaluations.
Personal Development (Including British Values, RSE, Citizenship)	• **Resilience and Growth Mindset** – managing performance plateaus and setbacks. • **Respect and Tolerance** – recognising individual differences in learning styles and abilities. • **Responsibility and Integrity** – applying feedback constructively and ethically. • **Teamwork and Fair Play** – understanding roles and responsibilities in sport. • **Healthy Relationships (RSE)** – promoting body confidence and mental wellbeing through sport. • **Citizenship** – contributing positively to group activities and respecting rules.
Career Opportunities	• Sports coach • Performance analyst • PE teacher • Sports psychologist • Physiotherapist • Talent development officer • Rehabilitation specialist