



## MAGHULL HIGH SCHOOL – CURRICULUM MAP

Unit: 23 Skill Acquisition in Sport	Pearson BTEC Level 3 National Extended Diploma in Sport				
	Learning Aim C: Explore theories of teaching and learning in sport – How theories of teaching and learning can be applied to the teaching and learning of sports skills		Learning Aim D: Carry out teaching and learning strategies for sports skills – The theory behind the teaching and learning of skills and how these theories can be applied to the teaching and learning of sports skills.		
LESSON TOPIC QUESTION(S)	C1 Behaviourist theories	C2 Cognitive theories	C3 Phases of skill learning		C4 Transfer of learning
<b>Knowledge &amp; Skills development</b>	<p>How behaviourist theories explain how people learn new skills.</p> <ul style="list-style-type: none"> <li>• Classical conditioning: conditioned and unconditioned response.</li> <li>• Operant conditioning:               <ul style="list-style-type: none"> <li>○ relationship of action and consequences</li> <li>○ role of feedback in learning</li> <li>○ reinforcing desirable actions</li> </ul> </li> </ul> <p>Thorndike's laws (laws of exercise, effect and readiness).</p>	<p>How cognitive theories explain how people learn new skills.</p> <ul style="list-style-type: none"> <li>• Closed-loop theory:               <ul style="list-style-type: none"> <li>○ Executive</li> <li>○ Effector</li> <li>○ Feedback</li> <li>○ comparator.</li> </ul> </li> <li>• Open-loop control:               <ul style="list-style-type: none"> <li>○ absence of feedback to impact on performance</li> <li>○ used to control rapid, discrete movements.</li> </ul> </li> <li>• Schema theory:               <ul style="list-style-type: none"> <li>○ knowledge of initial conditions</li> <li>○ response specifications</li> <li>○ sensory consequences</li> <li>○ response outcomes</li> <li>○ recall schema</li> <li>○ recognition schema.</li> </ul> </li> </ul>	<p>How learning new skills goes through different phases and the features of each phase.</p> <ul style="list-style-type: none"> <li>• Cognitive/plan formation phase:               <ul style="list-style-type: none"> <li>○ focus on what to do and how to do it</li> <li>○ performer tries to understand requirements of the skill</li> <li>○ characterised by gross errors</li> <li>○ performer requires demonstrations, instructions and feedback.</li> </ul> </li> <li>• Associative/fixation phase:               <ul style="list-style-type: none"> <li>○ focus is on practising newly acquired skill</li> <li>○ characterised by fewer errors and awareness of how to correct errors</li> <li>○ performer starts to rely on internal feedback</li> <li>○ phase can be lengthy depending on complexity of skill.</li> </ul> </li> <li>• Autonomous/automatic phase:               <ul style="list-style-type: none"> <li>○ skill becomes automatic and performed without thought</li> <li>○ performer's attention switches to the environment</li> <li>○ characterised by consistency, efficiency and few errors</li> <li>○ performer provides feedback to themselves</li> </ul> </li> </ul>		<p>How the learning taken from one task can contribute towards the learning of another task.</p> <ul style="list-style-type: none"> <li>• Types of transfer:               <ul style="list-style-type: none"> <li>○ Positive</li> <li>○ Negative</li> <li>○ Zero</li> <li>○ bilateral transfer.</li> </ul> </li> <li>• How transfer occurs:               <ul style="list-style-type: none"> <li>○ inter-task</li> <li>○ intra-task</li> <li>○ near</li> <li>○ far transfer.</li> </ul> </li> <li>• Transfer and generalisation:               <ul style="list-style-type: none"> <li>○ stimulus generalisation</li> <li>○ response generalisation.</li> </ul> </li> </ul>
LESSON TOPIC QUESTION(S)	D1 Presentation of skills	D2 Types of practice	D3 Styles of teaching	D4 Styles of learning	D5 Methods of guidance

<p><b>Knowledge &amp; Skills development</b></p>	<p>How a task can be analysed and matched with the most appropriate method to facilitate its learning.</p> <ul style="list-style-type: none"> <li>• Analysis of the task: <ul style="list-style-type: none"> <li>○ complex or simple</li> <li>○ number of parts</li> <li>○ performer's skill level.</li> </ul> </li> <li>• Methods of presenting skills to facilitate learning: <ul style="list-style-type: none"> <li>○ part method</li> <li>○ whole method</li> <li>○ progressive part method</li> <li>○ whole-part-whole method.</li> </ul> </li> </ul>	<p>The effect of different types of practice on the rate of skill learning.</p> <ul style="list-style-type: none"> <li>• Factors influencing choice of type of practice: <ul style="list-style-type: none"> <li>○ type of skill</li> <li>○ amount of information to be processed</li> <li>○ environmental factors</li> <li>○ previous experience of performer</li> <li>○ performer's level of motivation.</li> </ul> </li> <li>• Types of practice: <ul style="list-style-type: none"> <li>○ Massed</li> <li>○ Distributed</li> <li>○ variable mental practice.</li> </ul> </li> </ul>	<p>The advantages and disadvantages of different learning styles.</p> <ul style="list-style-type: none"> <li>• Factors affecting choice of learning style: <ul style="list-style-type: none"> <li>○ personality of teacher</li> <li>○ personality of learners</li> <li>○ skill level of learners</li> <li>○ size of group</li> <li>○ type of skill</li> <li>○ time available</li> <li>○ resources available.</li> </ul> </li> <li>• Mosston and Ashworth's (1986) spectrum of learning styles: <ul style="list-style-type: none"> <li>○ Command</li> <li>○ Reciprocal</li> <li>○ guided discover</li> <li>○ problem solving.</li> </ul> </li> </ul>	<p>Different ways that can be used to present information to learners so that content is engaging.</p> <ul style="list-style-type: none"> <li>• Visual forms of learning: <ul style="list-style-type: none"> <li>○ demonstrations and video footage</li> <li>○ using mind maps, diagrams, colour and images</li> <li>○ providing numerical information in charts and diagrams.</li> </ul> </li> <li>• Auditory forms of learning: <ul style="list-style-type: none"> <li>○ responding to verbal guidance</li> <li>○ discussing tactics and strategies.</li> </ul> </li> <li>• Kinaesthetic forms of learning: <ul style="list-style-type: none"> <li>○ using practical activity</li> <li>○ guidance from manuals.</li> </ul> </li> </ul>	<p>How guidance can contribute to learning skills and the different types of guidance available.</p> <ul style="list-style-type: none"> <li>• Factors influencing type of guidance chosen: <ul style="list-style-type: none"> <li>○ personality, motivation and skill level of learners</li> <li>○ learning style of learners</li> <li>○ type of skill being taught</li> <li>○ environmental factors</li> <li>○ stage of learning of learners (cognitive, associate, autonomous).</li> </ul> </li> <li>• Types of guidance: <ul style="list-style-type: none"> <li>○ Visual</li> <li>○ Verbal</li> <li>○ Manual</li> <li>○ Mechanical.</li> </ul> </li> </ul>
<p><b>Assessment / Feedback Opportunities</b></p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Quick Quizzes</b> – On learning theories, phases of learning, and types of practice.</li> <li>• <b>Think-Pair-Share</b> – Discuss teaching styles and match them to skill types.</li> <li>• <b>Micro-Teaching</b> – Short peer-led sessions using different teaching methods.</li> <li>• <b>Exit Tickets</b> – Reflections like “Which guidance type suits beginners best?”</li> <li>• <b>Video Analysis</b> – Identify phases of learning or feedback types in clips.</li> </ul>		<p><b>Summative assessment</b></p> <p><b>Learning Aim C: Presentation on Theories of Learning</b></p> <p>Students will deliver a visually engaging presentation aimed at sports coaches, using video clips and images to support their explanations. The presentation should cover the following:</p> <p><b>a) Explanation of Learning Theories</b></p> <ul style="list-style-type: none"> <li>• Select one behaviourist theory (e.g. Classical or Operant Conditioning) and one cognitive theory (e.g. Closed-loop, Open-loop, or Schema).</li> <li>• Describe the key features of each theory.</li> <li>• Use sport-specific examples to show how each theory supports the learning of new skills.</li> </ul> <p><b>b) Evaluation of Theories</b></p> <ul style="list-style-type: none"> <li>• Provide a personal evaluation of each theory's effectiveness in teaching sports skills.</li> <li>• Discuss advantages and disadvantages of each approach.</li> <li>• Offer a reasoned opinion on which theory is more useful (if applicable), supported by examples.</li> </ul> <p><b>c) Phases of Learning</b></p> <ul style="list-style-type: none"> <li>• Explain the three phases of learning: Cognitive, Associative, and Autonomous.</li> <li>• Describe the characteristics of each phase.</li> </ul>		

	<ul style="list-style-type: none"> <li>• <b>Concept Maps</b> – Link theories to teaching strategies and skill development.</li> <li>• <b>Self-Assessment Grids</b> – Rate and reflect on teaching strategy choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Use examples to show how a performer would execute a skill at each stage and what changes in performance would be expected.</li> </ul> <p><b>Assessment Criteria Covered</b></p> <ul style="list-style-type: none"> <li>• <b>C.P5</b> – Describe two contrasting theories of teaching and learning.</li> <li>• <b>C.P6</b> – Explain the three phases a sports performer experiences when learning a new skill.</li> <li>• <b>C.M3</b> - Analyse how selected theories of skill learning can be used when teaching skills to sports performers.</li> <li>• <b>C.D2</b> – Evaluate the effectiveness of selected behaviourist and cognitive theories of learning when teaching skills to sports performers.</li> </ul> <p><b>Learning Aim D: Demonstrating Teaching and Learning Strategies</b></p> <p><b>1. Planning</b></p> <ul style="list-style-type: none"> <li>• Create a plan to teach sports skills tailored to different performers.</li> <li>• Include analysis of the skill, methods of learning, types of practice, teaching styles, and learning preferences (visual, auditory, kinaesthetic)</li> </ul> <p><b>2. Practical Demonstration</b></p> <ul style="list-style-type: none"> <li>• Deliver a session using varied teaching methods and practice types.</li> <li>• Adapt your approach to suit individual needs and learning styles.</li> <li>• Show how your plan is applied in practice.</li> </ul> <p><b>3. Evaluation</b></p> <ul style="list-style-type: none"> <li>• Reflect on your delivery choices and their effectiveness.</li> <li>• Justify your strategies based on performer needs, task demands, and environment.</li> <li>• Suggest improvements or alternative approaches.</li> </ul> <p><b>Assessment Criteria Covered</b></p> <ul style="list-style-type: none"> <li>• <b>D.P7</b> – Produce a plan showing how a skill can be taught to meet the needs of different sports performers.</li> <li>• <b>D.P8</b> – Demonstrate the use of different types of teaching and learning strategies to develop sports skills.</li> <li>• <b>D.M4</b> – Demonstrate the effective use of teaching and learning strategies appropriate to specific situations when developing sports skills.</li> <li>• <b>D.D3</b> – Evaluate the effectiveness of your use of teaching and learning strategies to develop selected sports skills.</li> </ul>
<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Classical Conditioning</li> <li>• Operant Conditioning</li> <li>• Thorndike's Laws (Exercise, Effect, Readiness)</li> <li>• Closed-loop Theory</li> <li>• Open-loop Control</li> <li>• Schema Theory (Recall &amp; Recognition)</li> <li>• Cognitive, Associative, Autonomous Phases</li> <li>• Transfer of Learning (Positive, Negative, Zero, Bilateral)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Practice Types (Massed, Distributed, Variable)</li> <li>• Teaching Styles (Command, Reciprocal, Guided Discovery, Problem Solving)</li> <li>• Learning Styles (Visual, Auditory, Kinaesthetic)</li> <li>• Guidance Types (Visual, Verbal, Manual, Mechanical)</li> </ul>
<b>Literacy/Reading opportunities</b>	<ul style="list-style-type: none"> <li>• <b>Textbook Reading:</b> Pearson BTEC Sport texts on learning theories and teaching strategies</li> <li>• <b>Academic Articles:</b> Research on behaviourist and cognitive approaches in sport</li> <li>• <b>Reflective Writing:</b> Evaluation of teaching sessions and strategy effectiveness</li> <li>• <b>Presentation Preparation:</b> Structuring and scripting theory-based presentations.</li> <li>• <b>Glossary Development:</b> Building understanding of technical terms through vocabulary tasks</li> <li>• <b>Diagram Annotation:</b> Labelling models such as Schema Theory or skill learning phases</li> </ul>
<b>Cross Curricular Themes</b>	<ul style="list-style-type: none"> <li>• <b>Psychology:</b> Understanding behaviourist and cognitive learning processes</li> <li>• <b>Biology:</b> Exploring motor control and feedback mechanisms</li> <li>• <b>ICT:</b> Using video analysis and digital tools for feedback and guidance</li> <li>• <b>English:</b> Developing written and verbal communication through presentations and evaluations</li> <li>• <b>Maths:</b> Analysing performance data, feedback effectiveness, and learning curves</li> </ul>
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	<ul style="list-style-type: none"> <li>• <b>Respect &amp; Tolerance:</b> Adapting teaching to diverse learning needs and styles</li> <li>• <b>Resilience:</b> Managing errors and setbacks during skill acquisition</li> <li>• <b>Responsibility:</b> Reflecting on teaching choices and their impact on learners</li> <li>• <b>Citizenship:</b> Promoting inclusive coaching and teamwork</li> <li>• <b>RSE:</b> Supporting personal growth, confidence, and communication in sport</li> <li>• <b>British Values:</b> Encouraging fairness, equality, and respect in coaching environments</li> </ul>
<b>Career Opportunities</b>	<ul style="list-style-type: none"> <li>• Sports Coach</li> <li>• PE Teacher</li> <li>• Sports Psychologist</li> <li>• Performance Analyst</li> <li>• Talent Development Officer</li> <li>• Rehabilitation Specialist</li> <li>• Occupational Therapist</li> <li>• Youth Sport Coordinator</li> <li>• Coach Educator</li> </ul>