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| **Date** | **Factor** | **Lesson Content** | **Outcomes** | **Notes** |
| Week 1  19/8 | Physical (Fitness) | Factors Impacting Performance   * During Performance * Factors Impacting other Factors | **Factors Impacting on Performance**  **Potential impacts of mental, emotional, social and physical factors on performance and performance development process**   * Team or group performance and performance development process * potential impact of one factor upon other(s) in performance and performance development process |  |
| Week 2  26/8 | Physical (Fitness) | Standardised Test  Interpret the quantitative Information  Theory – Appropriateness of the methods for collecting data | **Methods of collecting information to analyse factors impacting on performance**  **Application of recognised tests or analytical tools for collecting information**   * using analytical tools across all four factors   **Appropriateness of methods for collecting information**   * Required protocols and organisational considerations exist to ensure information collection methods are reliable, valid, practical * Methods are suitable for the activity, factor and context where information is being collected * Methods enable useable information to be collected * Methods enable ease of interpretation * Quantitative information gathered   **Key Planning Information**  **Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development**   * characteristics of each type of information * appropriateness of each type of information * using a combination of qualitative and/or quantitative information to identify immediate and future development needs when planning performance development * interpreting the information to draw conclusions, identify and diagnose strengths or development needs and patterns or trends * identify priorities for performance development across all four factors * establish the starting point for development planning |  |
| Week 3  2/9 | Physical (Fitness) | Introduce Approaches  Principles of Training  Plan PDP (in practical)  Theory – Plan PDP  Introduce target setting | **Performance Development Process**  **Approaches to meet performance development goals**   * Approaches that are appropriate for Physical Factor   **Production and implementation of Personal Development Plans (PDPs)**   * Use of relevant performance development principles (PoT) * Implementation of the Approaches   **Key Planning Information**  **Purpose of specific performance development planning**   * Address priorities that have been identified * Select appropriate approaches for performance development   **Performance Development Goals**   * goals based on information collected when identifying and prioritising performance development needs |  |
| Week 4  9/9 | Physical (Fitness) | Session 1  Session 2  Theory – Expand on Target Setting | **Key Planning Information**  **Performance Development Goals**   * short, medium and long-term goal setting * impact of goals on performance development process * use of goal setting as a means of monitoring and evaluating performance development process | Homework Sampling – Swap 3 jotters across classes |
| Week 5  16/9 | Physical (Fitness) | Session 3  Session 4  Theory - | **Recording, Monitoring and Evaluating Performance Development**  **Adapting performance development plans**   * adapting development sessions * if approaches being used are not achieving performance goals * if performance goals have been achieved sooner than planned * resetting performance goals to allow for future progression |  |
| Week 6  23/9 | Physical (Fitness) | Re-test  Catch up  Theory – Target setting and Re-test as method of monitoring/evaluating | **Recording, Monitoring and Evaluating Performance Development**  **Evaluation of the performance development process**   * progress identified from evidence of recording and monitoring methods, tests or tools * interpreting results to draw conclusions and inform future development needs * impact on performance development process * impact on overall performance   **Factors Impacting Performance**  **Potential impacts of mental, emotional, social and physical factors on performance and performance development process**   * subsequent impact (positive or negative) of all factors on performance at the completion of PDP | Plan October Unit Test/Marking Scheme |
|  |  | **September Weekend** |  | Holiday |
| Week 7  1/10 |  | Revision periods (classroom) |  | October Unit Test |
| Week 8  7/10 | Physical (Skill)  Emotional | Factors Impacting Performance  Physical (Skill)  Emotional  Theory - Command Words and FIP | **Factors Impacting on Performance**  **Potential impacts of mental, emotional, social and physical factors on performance and performance development process**   * individual performance and performance development process * potential impact of one factor upon other(s) in performance and performance development process | Cross-marking of October Tests – Split papers and moderate |
|  |  | **October Week** | Key revision topics: Physical fitness Cycle of Analysis, Factors Impacting Performance, Target Setting, Principles of Training | In-service day: Moderate practical performances |
| Week 9  22/10 |  | One off Performance Preparation  Discuss criteria/expectations  Theory – Scenarios/October Test Feedback |  | Complete Interim Report |
| Week 10  28/10 |  | **One-off Performances**  **WB 4/11** |  | Interim Report Issued  One-off performances WB 4/11 |
| Week 11  4/11 | Physical (Skill)  Emotional | Methods of gathering information – analytical tools  Video Analysis in conjunction with GOS/FOS (Qualitative and Quantitative)  PPW (Emotional)– Quantitative  Questionnaires (Emotional)– Qualitative and Quantitative  Theory – Review benefits and limitations of each as discussed in practical.  Introduction to Model Performers | **Methods of collecting information to analyse factors impacting on performance**  **Application of recognised tests or analytical tools for collecting information**   * using analytical tools across all four factors   **Appropriateness of methods for collecting information**   * required protocols and organisational considerations exist to ensure information collection methods are reliable, valid and practicable * methods are suitable for the activity, factor and context where information is being collected * methods enable useable information to be collected * methods enable ease of interpretation * qualitative (subjective) and/or quantitative   **Use of Model Performer**   * use of model performance and model performer to exemplify required standards and characteristics across all four factors * use of model performance and model performer as a:   — motivational aid  — comparison tool  — basis of data collection criteria  — means to provide feedback |  |
| Week 12  11/11 | Physical (Skill)  Emotional | Approaches to Develop Performance  Physical (Skill)  Emotional  Theory – Plan PDP | **Performance Development Process**  **Approaches to meet performance development goals**   * approaches that are appropriate for each of the four factors   **Key Planning Information**  **Purpose of specific performance development planning**   * address priorities that have been identified * select appropriate approaches for performance development * consideration of the time allocation for the Personal Development Plan (PDP) * maintenance of strengths across all four factors * specificity in relation to:   — the overall aims of the Personal Development Plan (PDP)  — the performer, i.e. strengths and development needs identified  — the performer’s role, responsibility, position in the activity   * nature, type of activity, environment and demands of the activity | Homework Sample |
| Week 13  18/11 | Physical (Skill)  Emotional | Session 1  Session 2  Theory – Recording, Monitoring and Evaluating  Training Diary and Re-test | **Performance Development Process**  **Production and Implementation of PDP**   * Experience of creating and implementing PDP over a minimum of 3 sessions for at least two factors * Implementation of the approaches * Use of relevant performance development principles   **Recording, Monitoring and Evaluating Performance Development**  **Purpose and value of recording, monitoring and evaluating performance development**   * recording — keeping accurate records in a format which captures progress (or otherwise) being made throughout the implementation of the Personal Development Plan (PDP) * monitoring — checking records containing details of progress, leading to consideration of changes and adaptations during the performance development process * evaluating — making informed decisions based on evidence recorded from the monitoring process to judge the effectiveness of the performance development process |  |
| Week 14  25/11 | Physical (Fitness)  Emotional | Session 3  Re-test  Theory – Evaluating effectiveness of PDP | **Recording, Evaluating and Monitoring Performance Development**  **Recording and monitoring methods, tests or tools**   * characteristics of these methods, tests or tools * application of the method, test or tool — set-up, protocols and timing * appropriateness of the method * reliability, validity and practicability of the selected method * interpreting results to draw conclusions and inform adaptations   **Evaluation of Performance Development Process**   * progress identified from evidence of recording and monitoring methods, tests or tools * interpreting results to draw conclusions and inform future development needs * impact on performance development process * impact on overall performance   **Future Performance Development Planning**   * extending or reprioritising the focus of the Personal Development Plan (PDP) * establishing next performance development goals   **Factors Impacting Performance**  **Potential impacts of mental, emotional, social and physical factors on performance and performance development process**   * subsequent impact (positive or negative) of all factors on performance at the completion of PDP | Meeting to plan December Unit Test/Marking Scheme |
| Week 15  2/12 | Physical (Fitness)  Emotional | Catch-up on sessions  Revision |  |  |
| Week 16  9/12 | Social | Lesson 1 - Factors Impacting Performance  Lesson 2 – Methods of gathering information  PPW – Quantitative  Social Questionnaire – Qualitative  **Theory – December Unit Test**  **Key revision areas:**  Physical Skill and Emotional Cycle of Analysis  Model Performers (Video and PPW)  Methods of Recording, Monitoring and Evaluating, Scenarios | **Factors Impacting Performance**  **Potential impacts of mental, emotional, social and physical factors on performance and performance development process**  positive and negative impact of factors on:  — team or group performance and performance development process   * potential impact of one factor upon other(s) in performance and performance development process * subsequent impact (positive or negative) of all factors on performance at the completion of a Personal Development Plan (PDP)   **Methods of collecting information to analyse factors impacting on performance**  **Application of recognised tests or analytical tools for collecting information**   * using analytical tools across all four factors | December Unit Test |
| Week 17  16/12 | Social | Lesson 1 - Methods of gathering information (continued)  PPW - Quantitative  Social Questionnaire – Qualitative  Lesson 2 – Approaches to develop performance | **Key Planning Information**  **Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development**   * characteristics of each type of information * appropriateness of each type of information * using a combination of qualitative and/or quantitative information to identify immediate and future development needs when planning performance development * interpreting the information to draw conclusions, identify and diagnose strengths or development needs and patterns or trends * identify priorities for performance development across all four factors * establish the starting point for development planning   **Performance Development Process**  **Approaches to meet performance development goals**  - approaches that are appropriate for each of the four factors | Cross-marking December Unit Test |
|  |  | **Christmas Holidays** |  |  |
| Week 18  6/1 | Mental  Physical Tactics | Factors Impacting Performance   * During Performance (team – discuss individual examples through theory) * Factors impacting other factors | **Factors Impacting Performance**  **Potential impacts of mental, emotional, social and physical factors on performance and performance development process**   * positive and negative impact of factors on:   — team or group performance and performance development process   * potential impact of one factor upon other(s) in performance and performance development process * subsequent impact (positive or negative) of all factors on performance at the completion of a Personal Development Plan (PDP) |  |
| Week 19  13/1 | Mental  Physical Tactics | Methods of Gathering Information  Mental – PPW (Quant)  Questionnaire (Qual and Quant)  Physical – Video/Observation Schedule/**Feedback**  Theory –  Feedback  Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development | **Methods of collecting information to analyse factors impacting on performance**  **Feedback:**   * receiving:   — listening, respect   * accepting:   — trust, interpreting the information, tool for motivation, implementation of recommended changes as a result of feedback   * giving:   — appropriateness and types of feedback, quantity and depth   * timing of feedback:   — immediate, delayed, continuous (before, during and after implementation of Personal Development Plan (PDP) or performance)  **Key Planning Information**  **Interpretation of qualitative and quantitative information to allow identification if strengths and prioritise areas for development**   * characteristics of each type of information * appropriateness of each type of information * using a combination of qualitative and/or quantitative information to identify immediate and future development needs when planning performance development * interpreting the information to draw conclusions, identify and diagnose strengths or development needs and patterns or trends * identify priorities for performance development across all four factors * establish the starting point for development planning | Complete Full Reports |
| Week 20  20/1 | Mental  Physical Tactics | Approaches to Develop Performance  Lesson 1 – Physical Tactics  Lesson 2 – Mental  Theory – Plan PDP | **Performance Development Process**  **Approaches to meet performance development goals**  Approaches that are appropriate for Physical Factor  **Production and implementation of PDP’s**  Use of relevant performance development principles (PoT)  Implementation of the Approaches  **Key Planning Information**  **Purpose of specific performance development planning**   * address priorities that have been identified * select appropriate approaches for performance development * consideration of the time allocation for the Personal Development Plan (PDP) * maintenance of strengths across all four factors * specificity in relation to:   — the overall aims of the Personal Development Plan (PDP)  — the performer, ie strengths and development needs identified  — the performer’s role, responsibility, position in the activity   nature, type of activity, environment and demands of the activity  **Performance Development Goals**   * goals based on information collected when identifying and prioritising performance development needs | Full Reports Issued |
| Week 21  27/1 | Mental  Physical Tactics | PDP Session 1  PDP Session 2  Theory – Appropriateness of approaches etc/Scenarios | **Performance** **Development Process**  **Production and implementation of PDP’s**   * experience of creating and implementing a Personal Development Plan (PDP) over a minimum of three sessions for at least two factors * implementation of the approaches * use of relevant performance development principles   **Recording, Monitoring and Evaluating Performance Development**  **Adapting performance development plans**   * adapting development sessions * if approaches being used are not achieving performance goals * if performance goals have been achieved sooner than planned * resetting performance goals to allow for future progression | Homework Sampling |
| Week 22  3/2 | Mental  Physical Tactics | PDP Session 3  Re-test  Theory – Collate results, effectiveness of recording, monitoring and evaluating, future development needs | **Recording, Monitoring and Evaluating Performance Development**  **Evaluation of the performance development process**   * progress identified from evidence of recording and monitoring methods, tests or tools * interpreting results to draw conclusions and inform future development needs * impact on performance development process * impact on overall performance   **Future performance development planning**   * extending or reprioritising the focus of the Personal Development Plan (PDP) * establishing next performance development goals   **Factors Impacting Performance**  **Potential impacts of mental, emotional, social and physical factors on performance and performance development process**   * subsequent impact (positive or negative) of all factors on performance at the completion of PDP |  |
|  |  | **February Weekend** |  | In service day: Plan prelim/marking scheme  Moderate one-off performances\* |
| Week 23  12/2 |  | Catch-up/Revision | Key revision areas from last block:  Social, Physical Tactics and Mental Cycle of Analysis, Feedback (with video), Model Performers (PPW) |  |
| Week 24  17/2 | Prelim Preparation | Revision |  | Moderate one-off performances |
| Week 25  24/2 | Prelim Preparation | Revision/One-off Performance |  |  |
| Week 26  2/3 |  | **One-off Performances** |  |  |
| Week 27  9/3 |  | Revision |  |  |
| Week 28  16/3 |  | Revision |  | Complete Interim Report |
| Week 29  23/3 |  | Revision |  | Interim Report Issued |
| Week 30  30/3 |  | Revision |  |  |

Physical (Fitness) = 6 weeks

Physical (Skill) and Emotional = 6 weeks (including one revision/catch-up week)

Physical (Tactics) and Mental = 6 weeks (including one revision/catch-up week)

Social = 2 weeks