

To develop the understanding and application of technical and tactical demands of sport. This involves analysing, observing and reviewing sports performance.

**SMSC and British Values**

Resilience, group discussions, respect for others opinions, independent learning, peer and self reflection and analysis

**Work Related Learning:**

Gaining knowledge to assist in a sports coaching/ teaching , sports science career.

**Numeracy links:**

- Percentages- success rates
- Heart rate and performance indicator
- Distances
- Angles in relation to specific technique
- Counting and Addition.

# Unit 26- Technical and Tactical Demands of Sport



Pass	Merit	Distinction
<b>Learning aim A: Examine the technical skills and tactical components of sport that contribute to effective performance.</b>		
<b>A.P1</b> Explain the technical skills required for successful sport performance in contrasting sports.	<b>A.M1</b> Analyse the technical and tactical components of contrasting sports and how they combine to affect performance.	<b>A.D1</b> Evaluate technical and tactical components and the importance of their combination in different situations of different sports.
<b>A.P2</b> Explain the tactical components required for successful sport performance in contrasting sports.		
<b>Learning aim B: Investigate methods to measure technical and tactical performance in sport</b>		
<b>B.P3</b> Explain methods of measuring technical and tactical performance.	<b>B.M3</b> Analyse methods of measuring technical and tactical performance, comparing against produced measurement tools and protocols.	<b>B.D2</b> Evaluate methods of measuring technical and tactical performance, ideal models and benchmarks, justifying against selection of produced measurement tools and protocols.
<b>B.P4</b> Explain ideal models and benchmarks for performance in a selected sport.	<b>B.M4</b> Analyse ideal models and benchmarks, comparing against produced measurement tools and protocols.	
<b>B.P5</b> Produce a measurement tool and protocol to gather observational data on technical and tactical performance for both elite and non-elite developing athletes.		
<b>Learning aim C: Explore the technical and tactical performance at different stages of the performance continuum</b>		
<b>C.P6</b> Collect observational data through assessment of a performance of an elite and a non-elite developing athlete, using own produced measurement tools and protocols.	<b>C.M5</b> Analyse the collected observational data of an elite and non-elite developing athlete, making recommendations for development of each athlete.	<b>C.D3</b> Evaluate the collected observational data, justifying the recommendations made for the development of each athlete.
<b>C.P7</b> Explain the collated observational data of an elite and non-elite developing athlete.		

**Command Words:**

Define, explain, justify, compare and contracts, evaluate

**Key Vocabulary**

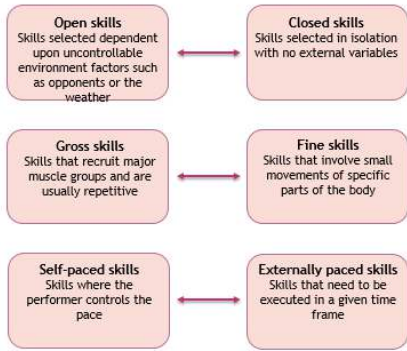
- Skills
- Tactics
- Strategies
- Game plans
- Skill Classification
- Fundamental motor skills
- Ability
- Continuums
- Transferable skills
- Attacking and defensive
- Video analysis
- Observational check lists
- Tally charts
- Notational analysis
- Rating charts
- Benchmarks
- Ideal model
- SMARTER targets

**Wider experiences and opportunities:**

- All students will be encouraged to view elite footage and analysis looking scenarios which demonstrate tactical and technical excellence.
- Opportunities to have access to outside speakers and businesses which look at performance analysis.

# Unit 26- Subject specific knowledge

## Skill classification



## Learning Aim B

**Video Analysis**

**Notational Analysis**

**Movement Analysis**

**Tally Charts**

**Rating Scales**

**Checklists**

**FIFA REFORM CHECKLIST FOR FIFA PRESIDENTIAL CANDIDATES**

	YES	NO	WON'T SAY
Executive term limits:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishment of a compensation committee with external membership:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary disclosure:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-executive directors on the executive committee:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adoption of best practice anti-corruption protocols:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adoption of best practice conflict of interest guidelines:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater financial disclosure at all levels of FIFA and its member organisations:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater transparency in anti-corruption investigations, proper due process:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater adoption of democratic procedures in various FIFA election processes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B: Investigate methods to measure technical and tactical performance in sport**

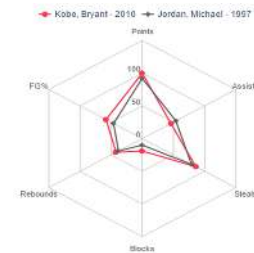
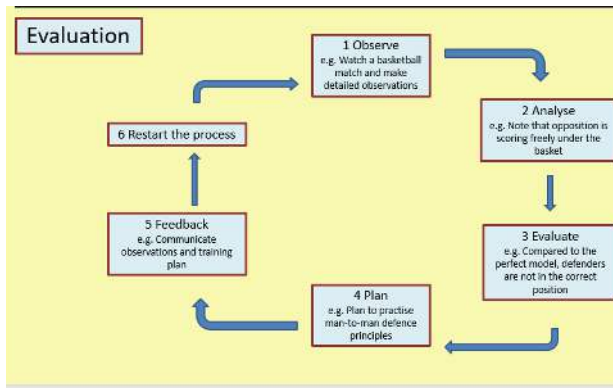
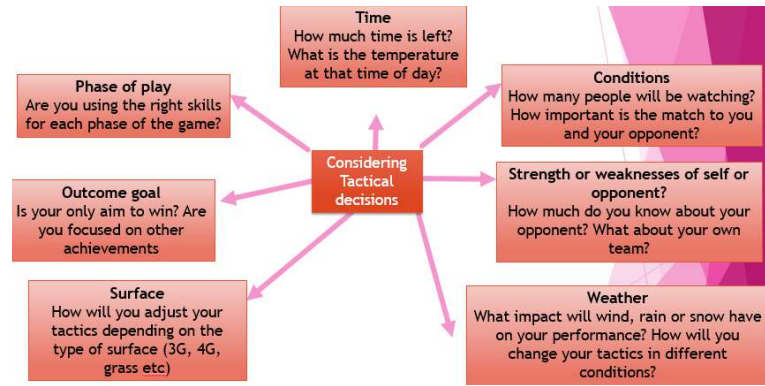
- B1 Measuring technical and tactical performance
- B2 technical and tactical ideal models and benchmarks
- B3 Producing measurement tools and protocols

## Learning Aim A

**A: Examine the technical skills and tactical components of sport that contribute to effective performance**

A1 technical skills in sport  
A2 Tactical components in sport  
A3 Application and importance of technical and tactical skills in effective performance

## Learning Aim C



**C: Explore the technical and tactical performance at different stages of the performance continuum**

- C1 Assessing and developing
- C2 Assessing and development of non-elite sports performance