

PEFORMANCE STUDIES (GCSE PE)
PRACTICAL SCHEME OF LEARNING OVERVIEW
 Year 10 and 11 Athletics

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students are required to perform all of the ‘core’ and ‘advanced’ skills in competitive situations for GCSE PE. They are required to perform in three sports with the requirements of one team sport, one individual sport and one free choice. Each sport is worth 10% of the GCSE qualification and is marked out of 20.</p> <p>At key stage three, students are taught many of the core skills from the OCR GCSE PE specification. Specifically, through years 7, 8 and 9, students will have been taught the following:</p> <p>Year 7:</p> <ol style="list-style-type: none"> 1) 100/200m – Sprint technique 2) 800/1500m – Pacing technique 3) Shot put – Grip, stance and body position, push 4) Javelin – Grip, stance and body position, pull 5) High Jump – Fosbury Flop technique (2 lessons) 6) Long Jump – Approach and take-off <p>Year 8:</p>	<p>Students will be required to demonstrate the following ‘core’ and ‘advanced’ skills for athletics. Students must demonstrate two athletics disciplines for GCSE PE (they are only assessed on their two chosen disciplines). The teacher will ask students to select the two disciplines they would like to pursue then teach those in short blocks.</p> <p>Track Core Skills:</p> <ul style="list-style-type: none"> • Starting, Finishing, Posture, Leg Action, Arm Action, Head Carriage <p>Track Advanced Skills:</p> <ul style="list-style-type: none"> • Starting with use of blocks (where relevant) • Leg action (foot action/cadence) • Bend running (where relevant) • Stride pattern/pacing • Hurdling with either leg (where relevant) <p>Track Decision Making:</p> <ul style="list-style-type: none"> • Pre-race tactics • Changing and adapting your race tactics • Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate) • Timing of kicking for the finish line • When to dip for the finish line • Awareness of the rules and regulations of the event and their 	<ul style="list-style-type: none"> • <i>Starting – Positioning for the beginning of a race</i> • <i>Finishing – Body shape taken to decrease time taken to finish</i> • <i>Posture – Body position whilst running an event</i> • <i>Leg Action – Correct flexion and extension of arm and leg joints whilst running</i> • <i>Head Carriage – Keeping the head level and relaxed as you propel yourself forward during a run</i> • <i>Bend Running – Position taken to lean into the bend when running around the track</i> • <i>Stride Pattern - Stride pattern is always the same with 3 strides between each hurdle, and the same lead leg over each hurdle</i> • <i>Pack – A group of runners in a distance race</i> • <i>Kicking – Is the ability of some athletes to sprint at the end of an endurance-oriented race</i>

<ol style="list-style-type: none"> 1) 100/200m – Sprint start technique 2) 800/1500m – Bend running and kicking to finish 3) Shot – Glide technique 4) Discus - Grip, stance and body position, sling 5) High Jump – Approach and take-off specifics 6) Long Jump – Flight and landing 7) Triple Jump – Hop, skip, jump technique <p>Year 9:</p> <ol style="list-style-type: none"> 1) 100/200m – Drive phase and dip finish 2) Shot – 180 degree turn and glide technique 3) Javelin – Cross step technique 4) Discus – Use of body to increase distance 5) High Jump – Flight and arm action 6) Long Jump – Measuring approach and falling landing 7) Triple Jump – Measuring approach and incorporating transferable long jump techniques learned previously <p>Students will be required to use the skills learned in this scheme of learning in an internal practical exam at Acle, which is then moderated externally offsite. In addition, students will use their knowledge and understanding of athletics in the analysis of performance coursework task if they chose to complete the work on this sport.</p>	<p>application (including officials commands/signals)</p> <p>Throwing Core Skills:</p> <ul style="list-style-type: none"> • Initial stance, grip, throwing action, release phase, recovery phase/follow through <p>Throwing Advanced Skills:</p> <p>Travel:</p> <ul style="list-style-type: none"> • Use of cross step/glide (where applicable) • Rotational throws (where applicable) <p>Release phase:</p> <ul style="list-style-type: none"> • Appropriate angle of release • Efficient transition between technical phases of the movements <p>Throwing Decision Making:</p> <ul style="list-style-type: none"> • Pre-event tactics • Tactics for qualifying throws <p>Changing and adapting your throwing tactics:</p> <ul style="list-style-type: none"> • Consideration of weather conditions • Check mark adjustments (Javelin only) • Awareness of the rules and regulations of the event and their application (including officials commands/signals) <p>Jumping Core Skills:</p> <ul style="list-style-type: none"> • Approach • Synchronisation of arm and leg action • Take off/pole plant • Flight • Landing <p>Jumping Advanced Skills:</p>	<ul style="list-style-type: none"> • <i>Release Phase – The point at which the implement being thrown is released from the hand.</i> • <i>Cross Step/Glide – a technique used for javelin and Shot Put events</i> • <i>Synchronisation – strides and arms moving in opposite directions and fluently</i> • <i>Elevation – Producing a high hip height and a large vertical impulse</i>
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<p>The skills are taught by firstly securing the ‘core skills’ before progressing onto the ‘advanced skills’. Each lesson develops a skill in isolation before applying it into competitive situations such as matches in order to develop decision making and tactical awareness. It is taught in this way as ‘core’ skills are normally prerequisites of the ‘advanced’ skills. This is a continuous scheme throughout years 10 and 11, as students track their mastery of the specification’s skills (see assessment below).</p>	<p>Approach:</p> <ul style="list-style-type: none"> • Hitting appropriate speed for takeoff • Efficient transition between technical phases of the movements <p>Flight:</p> <ul style="list-style-type: none"> • Appropriate elevation <p>Landing:</p> <ul style="list-style-type: none"> • Movement of the body beyond initial point of contact (long jump and triple jump) <p>Jumping Decision Making:</p> <ul style="list-style-type: none"> • Pre-event tactics • Tactics for qualifying jumps/Entry height and the choice of when to ‘pass’ on a height/round <p>Changing and adapting your jump tactics:</p> <ul style="list-style-type: none"> • Consideration of weather conditions • Appropriate distance/number of steps chosen for run up • In competition check mark adjustment • Awareness of the rules and regulations of the event and their application (including officials commands/signals) <p>Students are taught the core skills first and develop these through repetition and application in matches until they have ‘accuracy, fluency and control’. They are assessed at the end of each scheme of learning on how many they can use in competitive situations with ‘accuracy, fluency and control’ (see assessment section below). The skills taught in each SOL will depend on the diagnostic assessment that the teacher uses, as this can vary greatly between cohorts. Students will spend a half term learning and developing these athletics skills.</p>	
Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>The nature of athletics naturally challenges students to their highest ability. Students will develop different aspects of each discipline in order to build up</p>	<p>Athletics is a sport that is in the public eye for both the right and wrong reasons. Students will</p>	<p>Athletics lends itself to the concept of ‘minimal gains’. Students will understand</p>

the confidence to fully apply their skills in competition. For example, in long jump, students will work on the approach, take-off, flight and specialist landing in separate lessons in order to build up the full performance.

When competing, students will be competing against similar ability students, but mostly against their own personal best scores, which enables students to feel comfortable in their environment.

Prior learning will take place through students watching introductory videos prior to the lessons to give them a clear visual representation of the disciplines being taught. Students will also use iPads to watch back their performance and compare this to the perfect models of professional athletes.

start to understand what it takes to be a top athlete, but with links to the theoretical side of the course, will be able to relate to the current doping crisis in world athletics.

Students will know all of the training that takes place for top athletes to be the very best. They will be able to link the psychological aspects such as mental preparation techniques and the physical training content such as components of fitness and principles of training to their athletics.

how small steps will lead to overall gains in performance in athletics, and this concept is transferable into an employment setting.

Students can apply their skills at the school's athletics club which runs through the summer terms. They can also train and submit scores for the Norwich East team for the Norfolk School Games. If successful they can compete at the games at UEA and represent the partnership.

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>In athletics at GCSE level, an atmosphere is created whereby students encourage and respect others. Teacher will make lessons about individual improvement in order for students to beat their personal best score. This links to the performance studies values of equality and respect. Students will understand the diversity of abilities in the group and encourage all to succeed. Students will be pushed to display excellence in their performances and take inspiration from the level of training that athletes endure to become Olympians.</p>	<p>The concept of energy transfer is heavily discussed and utilised in athletics, especially in throwing events. In addition, understanding of speed and acceleration is necessary for all events.</p> <p>In athletics students are continuously timing and measuring events, sometimes considering hundredths and thousandths of seconds in track events and millimetres in jumping and throwing events. Students are required to measure and time events independently with the highest accuracy.</p>	<p>Throwing events – students need to understand the concept of movement during throwing events. This will enable them to score higher at GCSE level.</p> <p>The concept of training throughout the year for track and field events – the long winter and autumn period makes fitness gains decrease and it is vital for students to know that training through the winter is necessary to keep the specific components of fitness high so they score highly in the year 11 assessments.</p>
Assessment timeline:		
<p>A diagnostic assessment will take place at the start of the unit to understand which of the core and advanced skills students can perform. The teacher will use the excel spreadsheet as per example below to ascertain which athletics skills students are able to perform. The more core and advanced skills students can perform in a competitive</p>		

situation with accuracy, fluency and control, the higher score they will be awarded (see below). This will inform which skills from the core content list above are taught in the scheme of learning, and this will differ for cohorts.

Teachers will use their own demonstrations and videos to show what a good one looks like (WAGOLL). This will be the visual technical model for students to copy.

Teacher assessment and feedback will be regularly given and this is similar to key stage three whereby the teacher will aim to provide at least one piece of verbal feedback of skill development and/or skill application in matches in order to help students develop. In addition to this, students will continuously self-assess their own ability to perform the listed skills assessment against key skills. They will keep their own version of the assessment checklist for each sport so they can keep check on their skills and work on these in future lessons, in school teams or in their club setting.

At the end of the scheme of learning, a final assessment similar to moderation exercise will take place. This will be a 1 hour assessment whereby students demonstrate the skills one by one and the teacher will observe and record which can and cannot be performed with accuracy, fluency and control. Assessments will inform future planning as the athletics skills with low levels of accuracy, fluency and control per cohort can be addressed in future lessons.

Home learning

Students will be required to watch the following videos prior to the corresponding lessons:

Sprint

- Sprint technique - <https://www.youtube.com/watch?v=tKOkYrflrW0>
- Using the bridge start technique - <https://www.youtube.com/watch?v=YwbPv91e6AY>
- Sprint drive phase - <https://www.youtube.com/watch?v=b23i9MRqjf8>
- Sprint foot strike - <https://www.youtube.com/watch?v=-Ot-dP1xST4>

Javelin

- Javelin - <https://www.youtube.com/watch?v=MS2QJtM1cRE>
- Javelin cross over - https://www.youtube.com/watch?v=klN2iBYr_GI

Shot Put

- Shot put - <https://www.youtube.com/watch?v=wM6SAweFLcg>
- Shot put glide technique - <https://www.youtube.com/watch?v=khk9L3Pbp0g>

High Jump

- High Jump - https://www.youtube.com/watch?v=ezWwBYISW_w
- High jump technique - <https://www.youtube.com/watch?v=XEwgyzynR7w>

Long Jump and Triple Jump

- Long jump - <https://www.youtube.com/watch?v=WkpPI29jDI4>
- Long jump – measuring approach - <https://www.youtube.com/watch?v=kje73MttWC8>
- Long jump falling landing - <https://www.youtube.com/watch?v=r55-fvNIKJU>
- Triple jump technique - <https://www.youtube.com/watch?v=YxWg1B3EAIE>

These will be used to give the students an understanding of the skills being taught in preparation for the lesson. Some students may also be able to try these skills in their own time and develop the prerequisites in readiness for the lesson.

Feedback

Students will regularly be given verbal feedback and guidance on their performances. Each lesson the teacher will provide at least one piece of feedback on skill development and skill application. Students will also use self and peer-assessment against the skill WAGOLL in lessons and use this to inform their actions for development. They will also use self-check sheets for each sport (see below) which they will continuously refer to in order to understand their current performance grade and where to focus in order to improve it. At the end of the scheme of learning, the teacher will provide the raw score for each student in the sport being assessed.

OCR		GCSE PE MODERATION: ATHLETICS																								
Band	1	2		3				4				5														
Skills	Range	Some Core		Many Core & Few Advanced		Most Core & Some Advanced				All Core & Many Advanced				All Core & Nearly All Adv												
Quality (Core)	Inconsistent, Limited ACF	Ltd consistency, Some ACF		Consistent, Good ACF				Consistent, Very Good ACF				Consistent, Excellent ACF														
Quality (Adv)	Little success	Ltd consistency, Lack ACF		Some consistency, Good ACF				Some consistency, Very Good ACF																		
Mark	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
Grade	1			2		3				4				5				8 / 9								
Track						CORE SKILLS														ADVANCED SKILLS						
Name	Discipline	Score		Starting	CON/ACF	Finishing	CON/ACF	Posture	CON/ACF	Leg action	CON/ACF	Arm Action	CON/ACF	Head Carriage	CON/ACF	Use of blocks	CON/ACF	Leg action (foot strike/ cadence)	CON/ACF	Bend Running	CON/ACF	Stride Pattern/Pacing	CON/ACF	Decision making/ Tactical Awareness	Mark Band	Mark

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													