

YEAR 8 PERFORMANCE STUDIES (PE) ATHLETICS SCHEME OF LEARNING OVERVIEW

| Rationale and Context of Unit: | Core curriculum content: | Tier 2 & Tier 3 vocabulary explicitly taught: |
|---|---|---|
| <p>Students experienced 8 lessons of athletics in year 7 working on the following disciplines:</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 7) Relay – Upsweep and downsweep <p>Because there is a vast array of disciplines in athletics, it is difficult to cover them all at key stage three. Therefore, students will build upon the previous year’s skills learned in one lesson per event. In year 7, students learned the concepts above, but in year 8 they develop these with more technical aspects. For example, in shot put, students will have learned the basic grip, stance and push. Therefore, in year 8 they will have the necessary skills to further this to a glide technique. Other disciplines follow this progressive approach except for javelin which is replaced by triple jump. This new discipline builds upon the transferable skills learned in both year 7 and 8 long jump.</p> | <p>In year 8 athletics, students will work on the following:</p> <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 8) Relay – Lane discipline and judging distances for communication <p>Students will firstly learn the bridge start technique for sprinting events and add this to their sprinting technique in order to increase their times. They will then learn how to run at the bend and know when to ‘kick’ during a middle distance event so they can outpace competitors. They will then develop the glide technique as mentions in the rationale before learning the basic technique for discus. High jump then looks at the specifics involved in the approach and take-off, whilst the long jump lesson is centred on the flight and landing phases. Students will learn the technique for the hop, skip and jump in triple jump before building upon the relay upsweep and downsweep learned in year 7 to increase the speed of changeovers.</p> | <ul style="list-style-type: none"> • <i>Bridge start – a specific technique used to start a sprint race</i> • <i>Bend running – the stance taken when running at the bends of an athletics track</i> • <i>Stance – the way in which the body is positioned for throwing events</i> • <i>Approach – the fast running action when approaching the long jump pit or high jump mat</i> • <i>Flight – the period of time the body is airborne during a jumping event</i> • <i>Lane discipline – running on one side of the lane when changing over the baton in a relay race</i> |

| Challenge and Support: | | Worldwide learning/ links to 21 st century: | Cultural capital/ Industry/ Enrichment: |
|---|---|--|---|
| <p>The unit is ambitious for all levels as those that excel and develop the confidence to fully apply their skills in a range of athletics events, whilst trying to improve and beat personal scores and targets. It is aimed that this will inspire students to attempt to qualify for the Norfolk School Games in the summer.</p> <p>Those that may lack confidence or struggle will be given a scaffolded environment. Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted athletes in the following ways:</p> <ol style="list-style-type: none"> 1) Use of equipment (e.g. decreasing size of a shot put to learn the technique in a safer way) 2) Ability of opponent (taking this away for less confident students by making the lessons focussed on personal goals, whereas highly competitive students can compete in small groups) 3) Space (e.g. increasing the number of steps in the long jump run up for higher students to allow more acceleration) <p>Higher achievers can have more complex variants of the same activity as per the space example above, whilst students with lower confidence can be supported through strategies such as changing the equipment initially to learn the skill, before then using the correct implement. Similarly, with the use of space example, lower confidence students could have the triple jump boards moved closer to the pit to aid perceived competence. All these strategies will support all learners, regardless of any SEND requirement, to be ambitious about their own athletics performance.</p> | | <p>In year 8 athletics, students will develop their understanding of the rules of 21st century athletics and how these have changed.</p> <p>Global Issues such as doping scandals and gender will be discussed at appropriate times during the scheme. These debates are ubiquitous in 21st century athletics, and usually become a discussion point when students ask why there is a difference between male and female age-specific scores in athletics.</p> | <p>Students will have the opportunity to further their skills at the weekly athletics club which is provided free of charge by the PE department during the summer term.</p> <p>Students can also compete in the county wide Norfolk School Games each summer. They can attempt to qualify for the Norwich Schools East Team at the qualifying event. The PE department will work with all athletes to prepare them for these qualifiers.</p> |
| Historical, Social, Moral, Spiritual, Cultural context: | Cross curricular links/ literacy/numeracy: | Common misconceptions: | |
| <p>Students will develop in these ways through the performance studies values which are key in athletics, for example:</p> <ul style="list-style-type: none"> • Determination: to beat a personal best score or to push past the next age-related time or distance. | <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</p> | <p>The main misconception with athletics is that students feel that they are 'not good at it'. This is something that is addressed by using an individual improvement centred approach whereby students are competing against their own scores, and any improvements through technique</p> | |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> • Courage: to push themselves further in a running event to succeed in decreasing the time taken • Teamwork: working together in the relay to shave off time from an initial run • Respect and equality: Understanding of athletics as personal improvement and celebrating when any student performs their best, without comparison to others. • Excellence: to be the best athlete that their bodies will allow them to be at their favoured event and all events | <p>required to measure and time events independently with the highest accuracy.</p> | <p>development is celebrated. It is vital that the teacher creates this culture from the off-set.</p> <p>Other more specific misconceptions are with the 100m sprint start as students feel it puts them at a disadvantage whereas it improves the speed of acceleration. Students also sometimes do not understand the importance of a measured approach in jumping events, so this is highlighted straight away in those lessons.</p> |
|--|---|---|

Assessment timeline:

Athletics is a highly independent sport and students will be competing against their own personal improvement. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress (see examples above). The teacher with a demonstration will always provide the WAGOLL for students to replicate. This will allow students to see the model that they are trying to achieve for each skill or task. Coaching cards will also be used regularly in athletics for students to replicate key techniques. Each lesson the teacher will grade students on the EDSM age-related athletics score to enable the teacher to derive a head and hands level for the skills and concepts. The heart level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.

The key times and distances will be used for students to aim for:

| YEAR 8 | | 100m | 200m | 300m | 800m | 1500m | High Jump | Long Jump | Triple Jump | Discus | Javelin | Shot |
|--------|---------------|-------|--------|---------|---------|---------|-----------|-----------|-------------|--------|---------|--------|
| Boys | Mastered | 15.0s | 31.6s | 53s | 3m 05s | 6m 15s | 1.24m | 3.80m | 8.50m | 17m | 19m | 6.80m |
| | Secure | 16.5s | 34.0s | 1m | 3m 25s | 6m 40s | 1.12m | 3.65m | 8.25m | 15m | 15m | 6.05m |
| | Developing | 18s | 38.5s | 1m 12s | 3m 50s | 7m 05s | 1.08m | 3.45m | 7.90m | 12.5m | 12.5m | 5.65m |
| | Emerging | <18s | >38.5s | >1m 12s | >3m 50s | >7m 05s | >1.08m | >3.45m | >7.90m | >12.5m | >12.5m | <5.65m |
| | Not Accessing | DNC | DNC | DNC | DNC | DNC | DNC | DNC | DNC | DNC | DNC | DNC |

| YEAR 8 | | 100m | 200m | 300m | 800m | 1500m | High Jump | Long Jump | Triple Jump | Discus | Javelin | Shot |
|--------|---------------|--------|--------|------|---------|---------|-----------|-----------|-------------|--------|---------|--------|
| Girls | Mastered | 16.0s | 35.0s | N/A | 3m 20s | 7m 26s | 1.12m | 3.50m | N/A | 13.00m | 14.00m | 5.70m |
| | Secure | 17.5s | 39.5s | N/A | 3m 45s | 7m 55s | 1m | 3.30m | N/A | 11.00m | 11.75m | 5.05m |
| | Developing | 19.5s | 42.5s | N/A | 4m 10s | 8m 25s | 0.88m | 3.0m | N/A | 8.75m | 9.25m | 4.55m |
| | Emerging | >19.5s | >42.5s | N/A | >4m 10s | >8m 25s | <0.88m | <3.0m | N/A | <8.75m | <9.25m | <4.55m |
| | Not Accessing | DNC | DNC | DNC | DNC | DNC | DNC | DNC | DNC | DNC | DNC | DNC |

Home learning

In preparation for lessons, students will be required to watch YouTube clips which demonstrates the following:

1. Using the bridge start technique - <https://www.youtube.com/watch?v=YwbPv91e6AY>
2. Shot put glide technique - <https://www.youtube.com/watch?v=khk9L3Pbp0g>
3. Discus basic technique - <https://www.youtube.com/watch?v=y9cb6pTFidY>
4. High jump technique - <https://www.youtube.com/watch?v=XEwgyzynR7w>
5. Long jump – measuring approach - <https://www.youtube.com/watch?v=kje73MttWC8>
6. Triple jump basic technique - <https://www.youtube.com/watch?v=YxWg1B3EAIE>

Feedback

Lesson feedback from the teacher will be purely verbal and specific to the lesson objective. Teachers will observe students performing skills in both the skill development section and application to the event. **The teacher should aim to provide one piece of feedback on skill development or/and one on the full event performance every**

lesson for every child. This will vary due to the size of groups and nature of the activity. Students will be providing regular peer feedback on skills developed throughout the scheme.

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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |