

YEAR 9 PERFORMANCE STUDIES (PE) ATHLETICS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In year 8, students developed the following skills and concepts in athletics:</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>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 8, students learned the concepts above, but in year 9 they develop these with more technical aspects. For example, in javelin, students will have learned the basic grip, stance and pull. To build upon this, in year 9, they will have the necessary skills to further this to a cross over technique. Similarly, students learned the triple jump technique, but in year 9 will incorporate the approach and other transferable skills from long jump. Other disciplines also follow this progressive approach by building upon the transferable skills learned in both year 7 and 8.</p>	<p>The year 9 scheme of learning will be centred around the following disciplines:</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 over 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 8. Relay – Refinement of skills to increase speed of changeover <p>Students will firstly build upon the bridge start technique to focus on the drive phase and dip finish of sprint disciplines. The shot put lesson will move onto a full 180 degree turn and glide, whilst the javelin will progress to the cross over step approach. Discus will build upon the grip, stance and sling to look at how the body can be used to increase distance. Long jump and triple jump develop measured approaches and landings, whilst the high jump looks at maximising the flight phase. Finally, relay technique is refined.</p>	<ul style="list-style-type: none"> • <i>Drive phase – the position taken whilst accelerating in sprint events</i> • <i>Dip Finish – the body position taken to get the shoulders over the line before the rest of the body</i> • <i>Glide technique – the movement of the feet to increase forwards momentum and increase distance in shot</i> • <i>Fight – the time between take-off and landing in jumping events. Key body positions are required in different events</i> • <i>Approach – the movement towards the jump. Again, different techniques are required here for different events</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. using foam javelins to learn the cross over step technique in a safer way, before then using javelins) 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 length of the changeover period for the relay to support improvement before reducing down to the correct length) <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>Athletics is a global sport which is competed across the globe. Students will be show world records to take inspiration from and understand some of the issues in world athletics at present.</p>	<p>Throughout this unit students will be developing team working skills when working together in activities such as relay. In addition, in athletics students will be providing feedback to their peers which improve communication with others.</p> <p>Students will use skills when competing for their house at Sports Day.</p> <p>Students will be able to try their hardest to overcome their personal best in athletics and further their performance at the weekly athletics club.</p> <p>Students can also try out for the Norfolk School Games. To do this they need to perform high enough to get into the Norwich East SSP squad via the qualifying event.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:	
<p>Students will demonstrate the Acle PE values throughout the unit of athletics and some examples are below:</p> <ul style="list-style-type: none"> - Teamwork to decrease their teams time in the relay 	<p>In athletics, students will often be using coaching cards in which they are required to interpret and then peer or self assess against the information, thus developing literacy skills.</p>	<p>Throwing events – students will often lose technique when moving to more complex movements. Skills will be developed slowly with small steps to</p>	

Home learning

Prior to the lessons, students will be required to view the following videos to prepare for learning the key skills:

- Sprint drive phase - <https://www.youtube.com/watch?v=b23i9MRqjf8>
- Sprint foot strike - <https://www.youtube.com/watch?v=-Ot-dP1xST4>
- Full shot put technique - <https://www.youtube.com/watch?v=khk9L3Pbp0g>
- Javelin cross over - https://www.youtube.com/watch?v=klN2iBYr_GI
- Long jump falling landing - <https://www.youtube.com/watch?v=r55-fvNIKJU>

Feedback

Lesson feedback from the teacher in athletics 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:																													