

KESTEVEN AND SLEAFORD HIGH SCHOOL

Physical Education Scheme of Learning Year 7- Athletics

Intent – Rationale

Students will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, students will engage in performing and improving their skills and personal bests in relation to speed, distance and height.

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| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? |
| <ul style="list-style-type: none"> Experienced running, jumping and throwing in an athletic form. Demonstrated basic technique | <ul style="list-style-type: none"> Year 8 unit of athletics |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? |
| <ul style="list-style-type: none"> Literacy (key words), PSHE (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences). | <ul style="list-style-type: none"> GB4 a, b, f, g SO1 C4 |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? |
| <p>Pupils will be able to understand and use words relating to running, e.g. stride length leg and arm action, head position and pacing. Jumping e.g. approach run, acceleration, and momentum. Throwing e.g. grip, stance, release and angle of release.</p> | <ul style="list-style-type: none"> Maths (measuring distances, collating data & comparing recordings against other bests). |

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Physical Education Scheme of Learning

Year 7 – Athletics

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Can accurately replicate techniques for running, jumping and throwing activities. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.

Apply

Good replication of skills across all 3 areas and applies a reasonable knowledge of the underpinning principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness levels.

Extend

Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Can suggest and undertake an appropriate training programme for specific events.

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

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| <ul style="list-style-type: none"> • running, eg stride length and cadence, leg and arm action, head position, pacing • throwing, eg grip, stance, release and follow-through, angle of release • jumping, eg approach run, acceleration, maintaining momentum, take off and lift, arm action | <ul style="list-style-type: none"> • Opportunities for peer feedback and teacher assessment |
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Intent – Concepts

| Lesson title | Learning challenge | Higher level challenge | Suggested activities and resources |
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| Introduce running style (100/200/400m) | To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. | To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness involved in short distance races. | Warm up – Student led. Discuss type of fitness needed- speed, power & reaction time. SAQ ladders. Both feet in each, side stepping. 10 metre team relays. T.P's; movement of arms, hip to shoulder, leg movement, pick knees up, stride length & stride frequency. Paired 30 metre sprints – focus on arms / legs / head. Highlight sprint start technique + how to measure out. Discuss standards –Timed races (100, 200, 400m). Highlight world record. |

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| <p>Introduce pace running – 800m</p> | <p>To accurately replicate basic technique for an effective paced race. To perform an 800m race refining ability to pace the performance to sustain 2 laps.</p> | <p>To understand components of fitness involved in longer distance races.</p> | <p>Whistle run warm up–30 seconds, get back to teacher, stretches. Perform 4 different paced ½ laps to highlight pace required for a bronze (87 sec), silver(72 sec), gold(52 sec) & platinum(45 sec) performance. 2 groups. T.P's; pacing ability, don't go off to quick. 800m timed. 4 ability races- pupils to choose race to compete in. Highlight world record.</p> |
| <p>Jumping- long jump</p> | <p>To accurately replicate the technique for an effective long jump. To perform and record distance achieved. To understand the rules regarding take off and landing.</p> | <p>To understand the components of fitness involved in jumping events.</p> | <p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Small teams. Place 4 hoops even distance apart. Hop into each hoop. Progress to taking off 1 foot landing 2 foot. Teaching points; run up, take off, hang time, landing. Break skill down into parts, demo, practice at side of pit, measure run up. Competition-distances recorded by non-participants</p> |
| <p>Throwing – shot putt</p> | <p>To accurately replicate the technique for an effective shot putt. To perform and record distance achieved. To understand the rules regarding throwing and ball landing.</p> | <p>To understand the fitness needs of throwing events. To develop the ability to recognise good performances.</p> | <p>Warm up – Student led pulse raiser + stretches. Discuss shot putt fitness components. Tug of war, 2 teams. Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with tennis</p> |

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| | | | <p>ball, progress to shot. Teaching points; dirty fingers, clean palms, leg muscles for power, low body position, 45 degree release. Distances recorded with cone. Take measurement at the end. Highlight world record with cone.</p> |
| Throwing - javelin | <p>To accurately replicate the technique for an effective javelin throw. To perform the event and record distance achieved. To understand and appreciate the need to make decisions about refinement of technique after each throw.</p> | <p>To understand the rules regarding the throw and landing.</p> | <p>Warm up – Student led pulse raiser + stretches. Discuss javelin knowledge. Highlight safety points. Pairs; 1 performer, 1 to coach/help. Begin with shuttle cocks, progress to javelin. Teaching points; stance make a bow see it go, whip through, bring javelin through in straight line & 45 degree release. Practice throws, tp's emphasized. Distances recorded with cone. Measure best at the end. Highlight world record.</p> |
| Hurdles | <p>To perform the event and record time achieved. To accurately replicate an effective hurdling technique.</p> | <p>To understand and appreciate the need to make decisions about refinement of technique to maintain speed throughout.</p> | <p>Warm up – Student led pulse raiser + stretches. SAQ ladders – quick feet. Replace with small hurdles. Discuss lead leg. Explore use of right or left lead. Use partner to run alongside normally. Maintain pace over flight. Teaching points; head position, leading leg, trailing leg,</p> |

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| | | | stay low. 4 lanes, differentiated, varying heights Discuss stride pattern, 3 steps. Sprint races timed. Highlight world record. |
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