

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Physical Education Scheme of Learning

### Year 9- Athletics

#### Intent – Rationale

Students will further enhance replication and performance across all disciplines. Students to gain a further understanding of fitness and its relationship to performance. Students will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. Students will engage in performing skills and personal and collective bests in relation to speed, height and distance.

<p><b>Sequencing – what prior learning does this topic build upon?</b></p> <ul style="list-style-type: none"> <li>• Acquired sound technique in events.</li> <li>• Gained knowledge of relay racing</li> <li>• Awareness of strengths and limitations</li> </ul>	<p><b>Sequencing – what subsequent learning does this topic feed into?</b></p> <ul style="list-style-type: none"> <li>• Year 10 Athletics – further refining skills</li> </ul>
<p><b>What are the links with other subjects in the curriculum?</b></p> <ul style="list-style-type: none"> <li>• Literacy (key words), PSHE(sportsmanship &amp; cooperation ), Science (muscle names, bodily functions and healthy lifestyle consequences).</li> </ul>	<p><b>What are the links to SMSC, British Values and Careers?</b></p> <ul style="list-style-type: none"> <li>• GB4 a, b, f, g</li> </ul>
<p><b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b></p> <ul style="list-style-type: none"> <li>• Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links</li> </ul>	<p><b>What are the opportunities for developing mathematical skills?</b></p> <ul style="list-style-type: none"> <li>• Maths (measuring distances, collating data &amp; comparing recordings against other bests)</li> </ul>

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Physical Education Scheme of Learning Year 9 – Athletics

### Intent – Concepts

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

#### Know

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.

#### Apply

Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance.

#### Extend

Able to replicate techniques to a high level and confidently compete in a wide range of events showing a sound knowledge of the relationship between fitness, technique and strategy. Can work independently on own training programme and monitor own performance. Can adapt and modify technique through analysis of their own and others performance.

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

**What opportunities are available for assessing the progress of students?**

# KESTEVEN AND SLEAFORD HIGH SCHOOL

<ul style="list-style-type: none"> <li>• aerobic and anaerobic exercise, eg improving stamina, strength and/or suppleness</li> <li>• training programmes, eg interval, pyramid, repetitions and sets, fartlek, cross-training</li> <li>• health-based and performance-based programmes, eg judging, officiating, feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Be as specific as possible here. What will be assessed.?</li> </ul>
--	--

## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
<b>Sprint running technique (100/200/400m)</b>	To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed.	To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.	Warm up – Student led. Reaction time. Line on belly/back, react to ‘go’ command, sprint 10m. Work in pairs to develop their running style. Paired drill. Pupil A to place cone short distance behind them. Partner B jogs towards cone, once B reaches marker, A goes. B to catch. T.P’s; Develop idea of body control. Pupils able to identify good and bad technique –Timed races recorded and organised by pupils (100, 200, 400m). Highlight school & world records.
<b>Middle distance running – 800m</b>	To accurately replicate and maintain an effective running	To understand the role of heart and lungs and their importance	Student led pulse raiser + stretches. Discuss role of heart &

## KESTEVEN AND SLEAFORD HIGH SCHOOL

	technique. To understand how to pace a race reflecting on own ability.	during an 800m. To evaluate self performance against previous bests.	lungs during 800m. Perform 4 different paced 200m. Pace required for a bronze (87 sec), silver (62 sec), gold (52 sec) & platinum (45 sec) standard. 2 groups either side of track. 1 pupil to pace using stopwatch. T.P's; develop pacing ability. 800m timed. 4 ability races pupils to choose race to compete in 1. Highlight world record (1.41min)
<b>Jumping - triple jump</b>	To accurately replicate the technique for an effective triple jump. To perform and record the distance achieved. To understand the rules regarding take off and landing.	To understand the components of fitness involved in jumping events and the meaning of 'plyometrics training'.	Student led pulse raiser + stretches. 3's- Place 3 hoops even distance apart. Technique saying- "SAME, OTHER, TOGETHER". First landing is same as take off foot, next is other foot, then together landing. Discuss plyometrics training. Teaching points; run up, take off, use of arms, landing in pit. Practice into side of pit. Pupils analyse good and bad technique. Teacher reinforce's technique. measure run up. Competition-distances recorded by non-participants.
<b>Throwing – shot putt</b>	To perform and accurately replicate the shuffle technique for shot putt. To record distance achieved in relation to previous	To understand the main phases that form the full technique and begin to refine individual elements.	Warm up – Student led pulse raiser + stretches. Tug of war. Reinforce safety points. Peer evaluation. Practice analysing

## KESTEVEN AND SLEAFORD HIGH SCHOOL

	years bests. To understand the rules regarding the shot putt event.		partners performance. Teaching points; grip, leg muscles for power, low body position, 45 degree release. Demo shuffle technique to create more power. Distances recorded with cone. Rules of shot-cant cross line, out back of circle. Take best attempt-measure. Highlight school + world record.
<b>Throwing - javelin</b>	To perform and accurately replicate the technique for javelin. To incorporate the use of a run up and understand what effective this has on performance.	To record distance achieved in relation to previous best. To fully understand the rules regarding the javelin throw.	Warm up – Student led pulse raiser + stretches. Q & A on javelin knowledge. Reinforce safety points. Peer evaluation. Practice analysing partners performance. T.P's; power position, whip javelin through in straight line, 45 degree release & transfer linear speed into arm power. Practice throws using 3/5 stride run up. Recorded distances with cone. Measure best at the end. Highlight school + world record.
<b>High jump</b>	To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and competition. To record the height achieved. To self assess own	To understand the components of fitness involved in high jump.	Warm up – Student led pulse raiser + stretches. Watch high jump technique intro clip. Recap 1 foot take off in pairs. Recap run up/take off –scissors. Fosbury technique; arc approach, take off

## KESTEVEN AND SLEAFORD HIGH SCHOOL

	performance using video playback/time delay.		phase-arm usage, clearing bar (body bend) and landing. Use time delay within dartfish to allow pupil to clear bar and watch on screen. Pupil demo. Why are some pupils successful? High Jump competition. 3 lives. Heights recorded by non-participants.
--	--	--	--