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| **Athletics Key Stage 3 Scheme of Work** | | |
| **Aims:**  In this unit pupils 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, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances. | | |
| PRIOR LEARNING It is helpful if the pupils have:   * Experienced running, jumping and throwing in an athletic form. * Demonstrated basic technique | LANGUAGE FOR LEARNING/ICT/CITIZENSHIP 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. Opportunities for pupils to record results. Watch video/analysis correct technique. Communication; Speaking and Listening.  Cooperation; Working together. | RESOURCES  * Stopwatches/measuring equipment. * Cones * Visual resources/task cards * Video/ICT software * Relay batons * Shot * Javelin * Hurdles |
| **Key Concepts and Processes:** | | |
| **Performing at maximum levels**  Pupils will perform in activities in which success is measured by personal best scores or times and in competition by direct comparison with others’ scores or times. They will record these scores in their assessment booklet to track their progress across the key stage. | **Developing Physical and Mental Capacity**  Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognise that different types of activities require different type of fitness. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques. Understand the physics of speed, linear motion, angles and drag. | **Developing Skills/Performance**  Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed. |

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| **Making and Applying Decisions**  **Making and Applying Decisions**  Pupils will develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective competitive performance. Adapt & refine these strategies to the need of an event. To encourage the ability to become a reflective leaner | **Evaluating and Improving**  **Evaluate and Improve**  Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of peer assessment worksheets for events. Self assessment through use of video analysis. Success criteria conveyed through modelling & video recordings. Appropriate questioning on teaching points of the skills and processes developed. | | **Leadership and Officiating**  **Leadership/officiating**  Students will be given opportunities to develop both roles through leading warm ups, deciding on tactics, coaching their peers by providing clear and accurate feedback and designing practices to develop techniques.  Students will develop their understanding of the rules and develop their knowledge through being given the opportunity to officiate in singles and doubles games. Understanding both basic and more advanced rules to include setting, lets and errors in both codes. |
| **Cross Curricular Links:** Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | | **Assessment:** Q & A, Formative and summative assessment. Video analysis, notational analysis, | |

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| **Student Outcomes**  **Level 5 students:** Can perform basic techniques at sub-max  Levels. Works towards performing in line with national averages,  Recognises strengths and areas for development in their work,  understand why regular exercise has a positive effect on their own health,  fitness and social wellbeing and know where and how to become  involved in regular physical exercise; use information gained from  feedback to improve performance in personal  technique; contribute effectively to team decisions.  **Level 6 – students:** Can perform a range of techniques accurately without  fatigue. Performs inline with/above national averages for their age / school.  Understands how different components of fitness are related to performance  Can compare performances make observations about the quality of  performance and feedback accordingly. Take part in regular exercise and  understands the components of fitness required in athletics, be able to  formulate a plan based on observation and on the strengths and weaknesses of  the opposition; identify strengths and weaknesses in individual performance. | **Level 7+ – students:**  Can accurately replicate advanced techniques at maximum levels  Performs / competes at district standard Can plan ways to improve  other students work and understand why fitness is relative to  performance and how it can be developed. Accurately evaluates  performances explaining how improvements can be applied, can design  and implement practices and exercises to improve performance; can  coach another athlete and select the focus for development of technique;  is conversant with a variety of analytical tools to provide quality feedback  on a performance. Demonstrates competence in all roles as a performer,  official and leader.  **Level 8**  Demonstrates precision, control and fluency across numerous events  Performs at County or National standard demonstrating high quality  Outcomes. Uses their understanding of training methods and can apply  principles of training accurately. Offers detailed analysis when  comparing performances to the perfect model. |
| **Learning Experiences across the key stage** | |
| **Year 7: Objectives:**  1-3. Introduce running style (100/200/relay)  To be able to perform the basic technique for an effective sprint race. Understand the three stages of a sprint start technique and peer assess performance. (ready/set/go). 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. (PML/E/I/DS)  <https://www.youtube.com/watch?v=fzGAsBWav5A>  <https://www.youtube.com/watch?v=oLMMTGTND2Y>  <https://www.youtube.com/watch?v=sa4ugNsmUfU>  4. Accurately replicate the correct shot put technique through demonstrating the correct preparation/execution and recovery stages. Peer assess performance and feedback accordingly, using task cards. Measure and record distances thrown and aim for a Gold,Silver,Bronze award. (PML/E/I/DS) <https://www.youtube.com/watch?v=rfeD7kDOMWo>  5.To accurately replicate the stride long jump technique (8-12 strides) <https://www.youtube.com/watch?v=5v9p5jBN_Hg>  Effectively demonstrate the below jumping elements;(Run-up-Preparation for take-off-Take-off-Flight Landing) Analysis of students own and others’ jumping techniques, highlighting strengths and areas of improvement. (PML/E/I/DS)  6.Throwing – Javelin. Accurately replicate the correct javelin technique through demonstrating the correct preparation/execution and recovery stages. Peer assess performance and feedback accordingly, using task cards. Measure and record distances thrown and aim for a Gold,Silver,Bronze award, (PML/E/I/DS) <https://www.youtube.com/watch?v=9J3TQXto_S8>  Teachers should use the English Schools standards (Gold, silver and bronze) every lesson. | |
| **Year 8 Objectives:**   1. To accurately replicate the hurdling technique. Effectively demonstrate the drive, reach and the landing phases. Peer assess performance to highlight strengths and areas of improvement using the task card. (PML/E/I/DS) <https://www.youtube.com/watch?v=jcL8Te2W2n0> 2. Middle distance running – 800m. To accurately replicate basic technique for an effective 800m race. To understand the need to pace the race in order to sustain 2 laps. To develop components of fitness involved in 800m. To evaluate performance of self and others and suggest ways technique may be improved. (PML/E/I/P&M) <https://www.youtube.com/watch?v=Z5RaKb8wuTc> 3. Accurately replicate the correct shot put technique through demonstrating the correct preparation/execution and recovery stages Peer assess performance and feedback accordingly, using task cards.Measure and record distances thrown and aim for a Gold,Silver,Bronze award, (PML/E/I) <https://www.youtube.com/watch?v=rfeD7kDOMWo> 4. Throwing – Javelin. Accurately replicate the correct javelin technique through demonstrating the correct preparation/execution and recovery stages. Understand the difference between a standing throw and 3 stride approach. Peer assess performance and feedback accordingly, using task cards. Measure and record distances thrown and aim for a Gold,Silver,Bronze award. (PML/E/I) <https://www.youtube.com/watch?v=9J3TQXto_S8> 5. Jumping - triple jump. To accurately replicate the technique for an effective triple jump. To perform and record the distance achieved. To understand the rules regarding take off, flight and landing. To understand the components of fitness involved in jumping events and the meaning of ‘plyometrics training’. (PML/E/I/DS) <https://www.youtube.com/watch?v=n6_Q563nGh0> 6. High jump. To demonstrate an effective approach- take off – landing. To understand which fitness components are crucial to high jump. Evaluate own and others technique comparing against English schools standards. (PML/E/I/DS) <https://www.youtube.com/watch?v=sPWqimEgXO8>   Teachers should use the English Schools standards (Gold, silver and bronze) every lesson. | |
| **Year 9 Objectives:**  Students will be introduced to the English Schools Secondary Award Scheme where they can gain both individual and combined events awards, with badges being available at each level (gold, silver, bronze) for the following;  A Combined events award can be gained for completion of either three, four or five events with athletes expected to complete at least one run, one jump and one throw. Points are required as follows to secure a Combined Events award.   |  |  |  |  | | --- | --- | --- | --- | |  | BRONZE | SILVER | GOLD | | 3 EVENTS - TRIATHALON | 3 | 6 | 9 | | 4 EVENTS - QUADRATHLON | 4 | 7 | 11 | | 5 EVENTS – PENTATHALON | 5 | 9 | 14 | | |
| See the laminated copies of the BOYS and Girls scores to work out the points for each student. For further details on the scheme – award scheme calculators, badges and certificates are on the following website [www.esaa.net](http://www.esaa.net).  Students will keep track of their own points scored in their assessment booklet. House points can be awarded throughout the course of the unit. Ie, lesson winner / overall winner of track / overall winner of throws / overall winner of combined events.  **(based on the ability in each group, activities can be chosen by the teacher – the below is an example of events you could use as part of the competition)**  **(PML/P&M will be the main focus of assessment)**  **Lessons 1-3 will evaluate which their best 3,4 or 5 events are.**  Lesson 1 – To understand the award scheme and scoring system. To opt whether to complete a triathalon, quadrathlon or a pentathalon based on ability. Recap the key teaching points of the following track events 100 & 200 (the middle distance runners can opt to run 400 & 800m also) (E/I main focus)  Lesson 2 – Recap the key teaching points of the following field events shot, discus and javelin. To be fully aware of all safety points of these throwing events. Demonstrate an effective preparation, execution and recovery. (E/I main focus)  Lesson 3 – Recap the key teaching points of the long jump and tripple jump. Demonstrate an effective approach, take off and landing. (E/I main focus)  **Individual Competition Stage: All events in BOLD wll be teacher led and health and safety points will be reiterated to students before and during each throwing event.**  Lesson 4 – 100m & 200m & **shot**  The students will run the track events themselves and experience the following roles – timekeeper, technique coach, organiser, race starter, score recorder, equipment monitor. The shot put will be teacher led in the middle of the track, however students will also assist in the running of the event and experience the following roles – technique coach, marker, distance recorder, safety marshal, equipment monitor.  Lesson 5 – Tripple Jump & **discus**  The students will run the jumping event themselves and experience the following roles – technique coach, marker, distance recorder, safety marshal, equipment monitor.  The discus will be teacher led and take place on the field next to the long jump pits, however students will also assist in the running of the event and experience the following roles – technique coach, marker, distance recorder, safety marshal, equipment monitor.  Lesson 6 – **Javelin** & long jump  The students will run the jumping event themselves and experience the following roles – technique coach, marker, distance recorder, safety marshal, equipment monitor.  The javelin will be teacher led and take place on the field next to the long jump pits, however students will also assist in the running of the event and experience the following roles – technique coach, marker, distance recorder, safety marshal, equipment monitor.  All scores, times, distances will be recorded in their assessment booklet and added together – they will then be able to work out whether they achieved a bronze, silver or gold award at the end of the unit. | |
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**Extension & Enrichment**Out of lessons, at home and in the community, pupils could be encouraged to:

• practice skills at breaks and lunchtimes and at home

• take part in school sport, either competitively or socially

• join clubs in the community and/or use local facilities

• watch live and recorded matches to appreciate high-quality performance

• search the internet to find information about sports and opportunities to take part in sports, *eg www.english.sports.gov.uk*

# Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

• success criteria, throwing, running, jumping, sprints, hurdles, analysis, observation, evaluating.

Speaking and listening – through the activities pupils could:

• solve a problem, consider alternatives, structure plans and organise group activity