**Scheme of Work: Athletics**



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| **Key Stage:** 4 | **YEAR:** **10** | **DURATION:** 6 LESSONS |
| **AIM:** Students will enhance the replication and performance across chosen disciplines. They will work in groups and take on a range of roles and responsibilities to ensure competitions are organised well and there is progress in performance. Students will engage in performing and improving their skills, personal and collective bests in relation to speed, height, distance and accuracy. |
| PRIOR LEARNINGIt is helpful if the pupils have:* Acquired sound technique in chosen events.
* Gained knowledge of all disciplines
* Awareness of strengths and limitations
* Competed adhering to event rules
 | LANGUAGE FOR LEARNING/ICT/CITIZENSHIPStudents will use subject specific relating to running, e.g. stride length, leg & arm action, head position & pacing. Jumping -approach run, acceleration, and momentum. Throwing -grip, stance, release and angle of release. Opportunities for pupils to record results. Watch video/analysis correct technique. Communication; Speaking and Listening. Working together. | RESOURCES* Stopwatches/measuring equipment.
* Cones
* Visual resources/task cards/Team challenge poster
* Flip cameras
* Relay batons
* Shot
* Javelin
* Rakes
* Tape Measures
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| **Key Concepts and Processes:** |
| **Accurate Replication**Students to describe the elements of an effective running, jumping & throwing style. Students will further develop the skills of sprinting, running, jumping and throwing using team tactics and peer assessment to improve scores. Students should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. | **Developing Physical and Mental Capacity**Students to prepare and recover from exercise safely using principle of warm up. To extend knowledge and understanding of athletic event rules and personal records. Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording & calculating times and distances. To improve physical capacity through components of fitness tests related to athletic events. | **Developing Skills/Performance**Students to continue to improve their own personal performance. Develop advanced skills necessary to compete and achieve in all athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, time taken to cover distance. In all events, pupils will demonstrate high quality performances and accurate replication throughout. |
| **Making and Applying Decisions**Opportunities to coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will further 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. Adapt & refine these strategies to the need of an event. To develop the skill of reflection and evaluation to improve own performances.  | **Making Informed Choices About Healthy, Active Lifestyle**Suggest any athletics clubs within the school timetable and promote community links. Devise, implement and monitor their own, and/or others' exercise and fitness programmes based on the principles of safe and effective exercising. Students will understand why regular exercise has a positive effective on their own health, fitness and social wellbeing. Highlight athletic events and the relevant components of fitness needed. | **Evaluating and Improving**Students will gain knowledge of the nature of athletic activities and make effective evaluations of strengths and weaknesses in their own and their team performances. To improve analytical skills and to develop either their own or others performance (self and peer assessment). To develop leadership and officiating skills. Appropriate questioning on teaching points of the skills and processes developed. |
| **Cross Curricular Links:** Literacy (key words), Citizenship (sportsmanship & cooperation ), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests) |

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| **Cross Curricular Links:** Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) |  **Assessment:** Q & A, Formative and summative assessment. |
| **Extension & Enrichment**Out of lessons, at home and in the community, pupils could be encouraged to:• Practice. skills 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• make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines | **Learning Experiences:**In this unit of work students will experience at least 2 different roles, those of a Performer, leader or official. They will be expected to undertake a 2nd role in an activity of their choice across the curriculum. If a student selects the role of a leader they will need to plan and lead warm ups, practices and tactics through the unit of work. Students will inform the teacher in advance so the necessary support and feedback can be given to monitor progress across the unit of work. If a student adopts the role of an official, they will be expected to modify the rules where appropriate to suit the ability of the students; explain decisions and convey information through both verbal and non- verbal communications. Measuring, recording etc. Achievements and progress will be recorded on a team challenge proforma. Other roles such as analysts or coach will also be experienced but not formally assessed and recorded. Students will be expected to complete their booklets throughout the unit of work, and demonstrate competence across, performing, officiating and where appropriate leadership.Using different formats for analysis will also be featured across the unit of work, as and when appropriate. Video analysis, flip cameras, you tube clips, notational analysis & athlete profiles could all be explored across units.Students should complete their performance wheel across P,O & L throughout the unit of work to the necessary standard.**TEAM CHALLENGE**Students work in teams of 4 (5 if they want a leadership role). Each lesson there will be 2 events taking place, taking into consideration the strengths and weaknesses of the team the athletes must select 2 of their team members to perform in one event and two in the other event. I.e) Long Jump and Sprinting. Points are awarded for an amalgamated Long Jump distance and an accumulated score from each of the sprint races. (points for 1st place = 1, 2nd place = 2 etc). The points for the events are kept on the team challenge sheet and are added to each lesson. Over 5 lessons each student will have participated in a ‘heptathlon’. In the last lesson students from the winning team will be awarded for their success with house points and certificates. |
| **Language for learning**Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:* Preparation, *eg warming up, cooling down, plyometric, dynamic stretching.*
* Execution e.g. sprint start, baton, lane, pacemaker, torso, stride, aerobic, anaerobic
* Assessment, *e.g. collecting and analysing data*
* Speaking and listening – through the activities pupils could:

 collaborate with others to share information and ideas, and solve problems |

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| **Performing at maximum levels - Athletics** |
| A significant part of this unit of work is to develop students understanding of strategy:**The role of a Performer**Students will continue to improve their own personal performance within a team situation. They will develop the skills necessary to compete and achieve in a choice of athletic events. They will gain further experience of a variety of agilities including - jumping events, aiming for height/distance; throwing events, aiming for distance; running disciplines, time taken to cover distance. In all events, pupils will demonstrate an improved understanding of teamwork, self-management and effective participation. Students will be able to describe the elements of an effective running, jumping & throwing style. They will use peer assessment techniques to improve performance and personal best. They will understand that different events demand different skill types and be able to adapt their skills to the needs of the event.**The role of a leader**1. Students who have selected this activity to demonstrate their effectiveness in the role of a leader should demonstrate competence in leading athletics related warm ups, drills and tactics in competitive situations. They require the organisational, inter-personal skills and knowledge to develop their own and their peer’s performance.
2. Their body language, use of voice and encouragement should all be recognised and commented upon. The checklist in their booklets should also be completed throughout the unit, allowing the student to clearly identify their own strengths and areas for improvement.

 **The role of an Official**1. Although a recognised qualification is not essential, if the student has completed a recognised awards it must be acknowledged. A clear understanding of the rules is required for the higher bands, recognising all regulations, with clear understanding of running rules (starts, lanes, change overs, etiquette), jumps and throws (what constitutes a no jump, no thro . When officiating, the student should also explain their decisions where appropriate, demonstrating authority and control of the demands of the situation.
2. The officiating check list in the students booklet should be completed on more than one occasion to demonstrate what went well and even better if. Students should be able to demonstrate progress and be given extended opportunities to develop their officiating furthermore through inert house sport should they wish.
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**Athletics Vocabulary**

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| **Word** | **Example sentence** | **Meaning** |
| athlete | Jessica Ennis and Carl Lewis are two of the greatest athletes of all time. | a person who is skilled in track and field events; a sportsperson |
| athletics | Many people compete in athletics meetings while they are in school. | the sport of competing in track and field events |
| baton | The worst mistake a relay runner can make is to drop the baton. | a short stick or tube passed from runner to runner in a relay race |
| bell lap | The bell rang and I knew I only had the 400 metres of the bell lap to go. | the final lap in a distance race, signalled by the ringing of a bell |
| discus | The discus throw is one of the oldest events in athletics. | a heavy, thick-centered disk; the sport of throwing the discus |
| false start | She moved forward before the starting gun went off, and a false start was declared. | failed start of a race, usually caused by a runner moving forward before the starting gun is fired |
| field | Some athletes prefer track events while others prefer the field events. | an area of open land; events in athletics that involve throwing, jumping and vaulting |
| foul | If a long jumper's foot goes over the takeoff board, the jump will be called a foul. | an unfair or illegal act, e.g. foul throw, foul jump |
| heptathlon | Women who compete in the heptathlon have to spend a lot of time training for all the different events. | a women's athletic competition combining 7 track and field events |
| high jump | Most athletes who compete in the high jump are very tall and slim. | sport in which competitors jump over a bar that is raised until only one competitor can jump over it |
| hurdles | The hurdles used in women's races are 10 cm lower than those used in the men's events. | upright frames, normally placed in a series, that athletes jump over; a race over such frames |
| javelin | Officials must be sure that javelin throwers have plenty of room in which to compete. | a lightweight, spear-like object; the sport of throwing the javelin |
| lane | Most running tracks have 8 lanes, allowing up to 8 runners to compete in a race. | each of a number of parallel strips marked on a running track for athletes to run along |
| lap | A 400-metre race is one lap of an outdoor track, or two laps of an indoor track. | one circuit of, or one time around, a running track or a racetrack |
| long jump | Carl Lewis was a champion sprinter, but he was also a four-time Olympic champion in the long jump. | an athletic event in which competitors jump as far as possible along the ground in one leap |
| marathon | Not many people become marathon runners because it is such a difficult race. | a long-distance running race of 26 miles and 385 yards (42.195 km) |
| middle-distance | Many of the world's best middle-distance runners come from Northern Africa. | a race distance of between 800 and 5,000 metres |
| relay | The relay races are some of the few events in athletics which are team sports, not individual sports. | race between teams of runners in which each team member in turn covers part of the total distance |
| record | The main goals for top athletes are Olympic medals, world titles, and world records. | the best performance in a sporting event that has been officially measured and noted |
| shot put | Many of the world's best competitors in shot put come from Northern and Eastern Europe. | an athletic contest in which a very heavy metal ball is thrown as far as possible |
| sprint | One of the sprint races that always creates a lot of interest is the 100 metres. | a short, fast race run over a distance of 400 metres or less |
| starting blocks | Before the race, the sprinters sqatted down and positioned their feet in the starting blocks. | small rigid blocks for bracing a runner's feet at the start of a race |
| track | An athletics track is usually oval in shape, 400 metres long, and it usually has 8 running lanes. | a prepared circuit for athletes to run on; the sport of running on such a track |
| track and field | "Track and field" is the term used in North America, while "athletics" is used in most other places. | athletics events that take place on a running track and on a field often enclosed by the track |
| triple jump | Most people who are good at the triple jump are tall and lean, and most are also good at sprinting. | an event in which competitors leap as far as possible by performing a hop, a step and a jump |

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| **WEEK** | **LEARNING OBJECTIVES** | **TASK EXAMPLES** | **POINTS TO NOTE/****DIFFERENTIATION** |
| 1  | **Sprint running (100/200/300) & Long Jump**To accurately replicate sprinting technique from a sprint start. To improve overall performance/recorded times. To use peer assessment to improve performance. To understand the different phases of a race. To appreciate how athletics can promote a healthy and active lifestyle. To accurately replicate the technique for long/triple jump. To perform and record the distance achieved. To adhere to the competition rules. To use bounding techniques and basic ‘plyometric training’. To set an achievable goal and meet it. | Warm up – Student led pulse raiser + stretches. SAQ ladders + sprint 10m. Paired drill. Work in pairs to develop their running style. T.P’s; Develop idea of body control. Pupils able to identify good and bad technique –Timed races (100, 200, 300m). Highlight school & world records. What factors may affect performance? *Fatigue, stride frequency/length.* How might pupils improve elements of a race? *I.e. bend running.* Discuss bounding & plyometric 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 reinforces technique. Measure run up with cone. Pupils to set and attempt to achieve a set distance goal. Competition-distances recorded by non-participants. Reinforce safety points. Peer evaluation. Analyse partners*Two members of the team do sprints 2 members of the team long jump. The two sprinters run 100m, 200m, 300, in heats record place each time 1 point = 1st 2 points = 2nd etc.* | Events to be performed in any order. All lessons start with athletics related warm-up and re-cap work of previous lesson.***IN EACH LESSON STUDENTS WORK IN TEAMS OF 4. 2 STUDENTS SELECT TO PERFORM IN ONE ACTIVITY AND 2 IN THE OTHER.***Make learning as active as possibleGive opportunities to plan tactical and strategic ideasDifferentiated tasks for varying ability Video to analyse performance |
| 2 | **Middle distance running – 800m & Foam Javelin**To accurately replicate and maintain an effective running technique. To use the skill of pacing to complete an 800m race to best of potential. To record and organise pupils times. To evaluate self-performance against previous bests. To perform and accurately replicate the technique for javelin using a 3 or 5 stride run up. To develop teamwork and communication skills through peer coaching. To record distance achieved. To understand all javelin competition rules. | Student led pulse raiser + stretches. Perform 4 different paced 200m. Pace required for a bronze (87 sec), sliver (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). Q & A on javelin knowledge. Reinforce safety points. Analyse partners performance- suggest ways to throw further. 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. |
| 3 | **Triple jump & Shot Put**To accurately replicate the technique for long/triple jump. To perform and record the distance achieved. To adhere to the competition rules. To use bounding techniques and basic ‘plyometric training’. To set an achievable goal and meet it. To perform and accurately replicate the glide technique for shot put. To correctly record distance achieved. To understand all competition shot put rules. To breakdown, adapt and refine individual elements of the full technique.  | Student led pulse raiser + stretches. 3’s- Place 3 hoops even distance apart. Discuss bounding & plyometric 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 reinforces technique. Measure run up with cone. Pupils to set and attempt to achieve a set distance goal. Competition-distances recorded by non-participants. Reinforce safety points. Peer evaluation. Analyse partners performance- suggest ways to throw further. Teaching points; grip, leg muscles for power, low body position, 45 degree release. Demo glides technique. Pupils to use one of 3 techniques learnt over the past 3 years. Distances recorded with cone. Rules of shot-cant cross line, out back of circle. Take best attempt-measure. Highlight school + world record.  |
| 4 | **High jump & Target Throw**To accurately replicate the fosbury flop technique. To understand the rules regarding take off and competition. To record the height achieved. To use ICT to help improve performance. To develop the ability to be a reflective learner. | Warm up – Student led pulse raiser + stretches. Watch high jump technique intro clip. Recap run up/take off –scissors. Fosbury technique; arc approach, take off phase-arm usage, shape over bar (body bend). Use flip camera to allow pupil to watch on screen. Why are some pupils successful? High Jump competition. 3 attempts at each height. Results recorded by non-participants. |
| 5 | **TEAM CHALLENGE**To work as a team to run 5000 meters.To accurately replicate sprinting technique from a sprint start. To improve overall performance/recorded times. To use peer assessment to improve performance. To understand the different phases of a race | Student led warm –up. Students work in teams of 4 or 5 numbered 1,2,3,4, 5 placed around the track at relay points (if 5 5th person waits at start line for baton to be passed). Run 100metres each continuously. Wait at next point and continue the relay until all 5 athletes have completed 5 runs each. See athletics poster. |
| 6 | **COMPLETE BOOKLETS GO THROUGH GRADES**Students review their progress using the booklets and wagon wheel identifying strengths and weaknesses in the specific roles selected – performer, athlete, official. | Students review their progress in the specified role using the booklet and wagon wheel to plot their grades and set targets. |