

**Physical Education Department**

**Year: Nine 9**

**Topic: Athletics**

**Learning Journey**

**Prior learning:**

***Athletics was taught in years 7 & 8 and so as the Key Stage progresses more advanced techniques are applied to events previously covered. Students should be involved in measuring, timing and peer assessment through observation, feedback and coaching. Reference will be made to the application of physics to give an insight into the development of techniques and technological developments.***

<b>Learning sequence –</b>							<b>Endpoint</b>
<b>Main learning steps</b>	<b>Multi event development on Jumping events including plyometrics drills.</b>  Long Jump Triple jump High jump  Development of approach/run up- take off	<b>Hurdles /Barrier work</b>  Hurdling ‘rhythmic sprinting’ over progressively higher placed barriers.  Hurdling drills looking at lead and trail leg.  Negotiating anything 3-5 barriers	<b>Discus</b> Recap on Grip/ preparation Arm swing to Step back. <i>Chin, knee, toe, make a bow see it GO!!</i>  Application of Angle of release, levers, Centrifugal force (relate to grip) and use of the throwing circle	<b>Sprinting &amp; relay.</b>  With greater emphasis given to the relay 4x 100m  Revisit the upward sweep method, alternate hand exchange, moving to receive the baton.	<b>Middle distance running and pacing.</b>  In the format of a continuous relay  Distances are gradually increased before intervals of rest. An assessment of student’s	<b>Multi event challenge</b>  <b>QuadKids Secondary</b>  4 events -100m, 800m, Vortex Howler throw, Running Long Jump, the time/distances for each event are scored against a standard points table, giving	All students continue their understanding of specific athletic events in terms of their own performance and PBs, they should also know the rules pertaining to the events and progress to more advanced techniques a based on the

	<p>mid-air action and landing. Opportunities should be given to allow peer assessment, feedback, coach and measure.</p>	<p>Application- races over set barriers/ distances.</p>	<p>8 foot 2.5 inches (2.5) and sector 40 degrees.</p> <p><b>With a huge emphasis on safety ....</b> introduce and develop a half turn/ movement across the circle (2.5m) to throw.</p> <p>An assessment should be made as to the safety conditions in place to allow the development of a turn.</p> <p>Reference <b>Force x distance =work</b></p>	<p>Introduce the changeover 20m box and check marks.</p>	<p>aerobic fitness will need to be made to determine the start and finish distance. This can be done over a 70 metre course on the MUGA</p> <p>In groups of 3 or 4s  4 laps 280m  5 laps 350m  6 laps 420m  7 laps 490m  8 laps 560m  9 laps 630m  10 laps 700m</p> <p>Emphasis should be given to the pace you set yourself to complete the distance without stopping.</p> <p>As a substitute the lesson could adapt the multistage</p>	<p>each student a cumulative point score across the 4 events.</p> <p><a href="https://www.quadkids.org/awards/">https://www.quadkids.org/awards/</a></p>	<p>application and understanding of the laws of physics.</p>
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					fitness test, or the Cooper 12 min run.		
<b>Assessment</b>	<p>Reference performances against AAAs school standards</p> <p><a href="https://www.esaa.net/v2/2021/tf/tf21standards.pdf">https://www.esaa.net/v2/2021/tf/tf21standards.pdf</a></p>	Speed and fluid hurdling technique- emphasis on hurdle step over the barrier rather than jump.	<p>Assessment of the half turn technique. Distance achieved using any technique. Reference performances against AAAs school standards</p> <p><a href="https://www.esaa.net/v2/2021/tf/tf21standards.pdf">https://www.esaa.net/v2/2021/tf/tf21standards.pdf</a></p>	Assessment of baton exchange at speed between team members.	<p>Assessment aerobic fitness and pacing.</p> <p>Knowledge of middle-distance events for their age</p> <p>800m &amp; 1500m</p>	Assessment of 4 events, point scored and achievement of bronze, silver or gold standard	Students through experiencing the events work out what technique allows them to achieve their best performance in each event.

**Where will we use these ideas again:**

*Students showing an aptitude in any of the athletics events can be involved in intra school sport day, inter school athletic leagues, District /borough championships. Students choosing GCSE PE. May use athletics as one of their assessed practical activities.*