

PHYSICAL EDUCATION - ATHLETICS - CURRICULUM SEQUENCE GRID

Unit(s) (Tablet in 39week plan)	100M-1500M TRACK, SHOT PUT, JAVELIN, DISCUS, LONG JUMP.	
	Introducing and Developing	Applying, Evaluating and Analysing
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	<p>Applied to all athletics areas – significant individual key terminology highlighted on individual schemes of work. Throwing, hip, knee toe, Sideways on, Angle of release, Body positioning, Jumping, Take off, Landing, Sprinting, Jogging, Pacing, Technique, Distance, Measurement, Timing, Teamwork</p>	<p>Applied to all game areas – significant individual key terminology highlighted on individual schemes of work. Appropriate technique, Analysis of technique, Development of speed, Strategies of running a race, Team strategies , Rules and regulations knowledge, Officiating, timing, Strengths and weaknesses of self and others technique/ performance.</p>
Opportunities for Reading	<p>https://www.britishathletics.org.uk/ https://www.uka.org.uk/ https://www.iaaf.org/competitions/iaaf-world-championships/iaaf-world-athletics-championships-doha-2019-6033/timetable/byday</p>	
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	<p>Significant national sport connections with certain sports. Shot put–USA, POLAND, RUSSIA Javelin –GERMANY, POLAND, UKRAINE Long Jump- UK, USA, FRANCE TRACK-JAMAICA,USA,ETHEOPIA, GHANA, SOUTH AFRICA Discus- USA, GERMANY, RUSSIA, SWITZERLAND</p> <p>Character Education Develop learners love for physical activity, equipping them with skills to be active for the rest of their lives through games as well as skills that will support them for the next stage of their learning beyond their school life. Skills learnt through games that will support character building are; problem solving, leadership skills, developing communication and listening skills, ability to organize others, sharing ideas, improving confidence and resilience, celebrating success and setting targets in defeat, dealing with varied emotions of self and others, developing the ability to become team workers, develop own independence and developing knowledge of the world around them.</p>	
Strategies to engage and maximise	<p>Ensure students are placed into groups/pairs/ Races (ability and/or social) – pre-planned where necessary. Students placed in sets according to ability and gender. Support students struggling with kit issues.</p>	

PHYSICAL EDUCATION - ATHLETICS - CURRICULUM SEQUENCE GRID

<p>achievement of PP learners</p>	<p>Encouragement and praise for effort and success achieved.</p>
<p>Cross Curricular Links (Authentic Connections with other curriculum)</p>	<p>Science: Discussion of basic changes to the body during warm up and exercise, highlighting bones and muscles used during stretches. Effect of exercise on respiratory & circulatory system.</p> <p>Geography: Countries who have achieved recent success in international competitions in this sport.</p> <p>History: Historical start of each sport and competition and its development.</p> <p>English/ Oracy: Opportunities for students to communicate in groups to work as teams for relay. Analysis of performance from peer assessment when analysing technique.</p> <p>Maths: Understanding of track, space, speed, distances and timing, velocity.</p>
<p>Key Assessments</p>	<p>Observations made at the end of 6 week unit of work (each activity area) based upon assessment criteria in y7 and 8 for LC data input.</p>