****Year 9**

**Athletics Scheme of Work**

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| **AIM:** In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a further understanding of fitness and its relationship to performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions organised by themselves and others. In athletic activities, pupils will engage in performing skills and personal and collective bests in relation to speed, height and distance. |

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| **Motor Competence**  Pupils to continue to improve their own personal performance. Pupils will 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, demonstration of accurate technique and related performances will be assessed. | **Rules, Strategies & Tactics**  Pupils will further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform more advanced football skills consistently applying fluency, a greater accuracy and higher quality of technique. Continual development and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently | **Healthy Participation**  Pupils will understand why regular exercise has a positive effective on their own health, fitness and social well being. Suggest any athletics clubs within the school timetable and promote community links. Highlight athletic events and the relevant components of fitness needed. *i.e. coordination, reaction time, speed, balance, power and agility.* |

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| **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) | **Recommended Reading**  Running with the Kenyans: Discovering the Secrets of the Fastest People on Earth  Book by Adharanand Finn  The Guinness Book of Track & Field Athletics: Facts & Feats  Book by Matthews, Peter |

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| **Lesson** | **Core Skill** | **Lesson Objective** | **Teaching Points** | **Suggested Drills** | **Questions to be asked?** |
| 1&2 | Throws | To consolidate the learning of throws and to demonstrate this is a competitive situation. | **Discus:**  **Holding the discus**   1. Spread fingers out with index finger in line with wrist 2. Place fingers first knuckles over the disc   **Release the discus**   1. Palm down 2. Squeeze the discus out (bar of soap) 3. Discus to roll off the index finger   **Javelin:**   1. Side on 2. Straight arm 3. head facing front 4. Pull arm through   **Shot Putt:**   1. Dirty neck/Finger tips 2. Clean palm 3. Usain bolt (High elbow) | **Introduction to Discus**  <https://www.youtube.com/watch?v=BAEIpvi5CB8>  **Introduction to Javelin**  <https://www.youtube.com/watch?v=vZJauZaKzZY>  **Introduction to Shot Putt** <https://www.youtube.com/watch?v=cfwxooD403w> | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)  **At what angle should you release the projectile?**  What role does strength and coordination play in producing an excellent throw?  *Application of knowledge to peer assess.* |
| 3&4 | Jumps | To consolidate the learning of jumps and to demonstrate this is a competitive situation. | **Long Jump:**   1. Speed on approach 2. Jump using one foot on the board 3. In flight arms swing above your head and drive legs up 4. Landing with two feet together   **High Jump:**   1. Approach using a curved run up 2. Drive/Jump off using your outside leg 3. Other leg drives up and over the bar along with the arms. 4. Twist body and land on your back with knees raised. | **Introduction to Long Jump**  <https://www.youtube.com/watch?v=aYaTfHRSvhk>  **How to High Jump**  <https://www.youtube.com/watch?v=wnaYlvlgLm8> | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)  *Application of knowledge to peer assess.*  What components of fitness are needed for a successful jump?  How can you break down the jump into 4 sections? |
| 5&6 | Short Distance Running | To consolidate the learning of sprints and to demonstrate this is a competitive situation. | **100m/200m/400m:**   1. Crouched start and continue through drive phase 2. Long strides with knees driving high 3. Fast pumping arms 4. Head up nice and straight.   **Hurdles:**   1. Driving leg extended over hurdle 2. Heel high and chest low 3. Reach forward with opposite arm 4. Keep head still. | **Sprinting Technique**  <https://www.youtube.com/watch?v=-Ot-dP1xST4>  **Hurdles Tips and Drills**  <https://www.youtube.com/watch?v=uMUEyVJjENw> | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)  *Application of knowledge to peer assess.*  What is the most important part of a sprint race and why?  Which components of fitness are most important for a fast start? |
| 7 | Middle Distance Running | To consolidate the learning of middle distance running and to demonstrate this is a competitive situation. | **800m/1500m:**   1. Upright posture with head still 2. Controlled arm action 3. Keep body relaxed.   **Cross Country:**   1. Upright posture with head still 2. Controlled arm action 3. Keep body relaxed. | **Middle Distance Training**  <https://www.youtube.com/watch?v=XKxJLxOgtKo> | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)  *Application of knowledge to peer assess.*  How can pacing help you in a middle distance race?  What is the most important component of fitness for a 800m race? |
| 8 | Relay | To consolidate the learning of relays and to demonstrate this is a competitive situation. | **Relay:**  **Use sprinting technique from short distance lesson.**   1. Set marker with partner 2. Command words ‘hand’ 3. Downward sweep hand over change | **Baton change overs and tips**  <https://www.youtube.com/watch?v=P7l73zI7eNA> | **Retrieval:**  **Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)  *Application of knowledge to peer assess.*  Explain how teamwork can help you during a relay race?  State 5 rules that apply to the 4x100m race. |