****Year 8**

**Athletics Scheme of Work**

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| **AIM:** In this unit, pupils begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy. |

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| **Motor Competence**  Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain further 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. | **Rules, Strategies & Tactics**  Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain further 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. | **Healthy Participation**  Pupils will understand why regular exercise has a positive effective on their own health, fitness and social well being. Understand the effect exercise has on heart rate and performance implications. Suggest any athletics clubs within the school timetable and promote community links. To understand the type of fitness athletes need to perform at a high level.*.* |

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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**  The Way of the Runner: A Journey Into the Fabled World of Japanese Running  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 refine my throwing technique and demonstrate throwing in practice and competitive situations | **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)  *Application of knowledge to peer assess.*  *How can strength help you during a throw?*  *What role does coordination play when throwing an object?* |
| 3&4 | Jumps | To refine my jumping technique and demonstrate jumping in practice and competitive situations | **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 is the most important part of a jump and why> |
| 5&6 | Short Distance Running | To refine my sprinting technique and demonstrate sprinting in practice and competitive situations | **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.*  How can reaction time help you win a sprint race? |
| 7 | Middle Distance Running | To refine my running technique and demonstrate running in practice and competitive situations | **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.*  Can you explain how your heart and lungs play an important role in a middle distance race? |
| 8 | Relay | To refine my relay technique and demonstrate relay in practice and competitive situations | **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 the baton change works when done well. |