



KS3 Athletics - Scheme of Work

Pillar 1. Motor competence – knowledge of the range of movements that become increasingly sport and physical activity-specific

Pillar 2. Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities

Pillar 3. Healthy participation – knowledge of safe and effective participation

FMS - Fundamental movement skills (movement patterns, footwork, skill related fitness)

Year 7	Year 8	Year 9												
<p><u>Motor Competence (1. 3)</u></p> <p>Skills should be developed initially in isolation so students can cement the motor competence of the skills. Events should be individualised in nature to increase student confidence. Conditioned competition and modifications can be added to ensure the correct skills are being developed.</p> <table border="1" data-bbox="203 624 1003 1129"> <thead> <tr> <th data-bbox="203 624 353 767">Event</th> <th data-bbox="353 624 577 767">Track 100/200m 300/400m 800/1500m</th> <th data-bbox="577 624 792 767">Throw Shot Javelin Discus</th> <th data-bbox="792 624 1003 767">Jump High jump Long jump</th> </tr> </thead> <tbody> <tr> <td data-bbox="203 767 353 963">Core Skills</td> <td data-bbox="353 767 577 963"> <ul style="list-style-type: none"> . Starting/finishing . Posture . Arm & leg action . Head carriage </td> <td data-bbox="577 767 792 963"> <ul style="list-style-type: none"> . Stance . Grip . Throwing action . Release phase . Follow through </td> <td data-bbox="792 767 1003 963"> <ul style="list-style-type: none"> . Approach . Arm & leg action . Take off . Flight . Landing </td> </tr> <tr> <td data-bbox="203 963 353 1129">Advanced Skills</td> <td data-bbox="353 963 577 1129"> <ul style="list-style-type: none"> . Foot strike/stride pattern . Cadence / pacing . Bend running </td> <td data-bbox="577 963 792 1129"> <ul style="list-style-type: none"> . Angle of release . Transitions </td> <td data-bbox="792 963 1003 1129"> <ul style="list-style-type: none"> . Take off speed . Transitions </td> </tr> </tbody> </table> <p>Healthy Participation - Students should be able to discuss the importance of a BHAL.</p>	Event	Track 100/200m 300/400m 800/1500m	Throw Shot Javelin Discus	Jump High jump Long jump	Core Skills	<ul style="list-style-type: none"> . Starting/finishing . Posture . Arm & leg action . Head carriage 	<ul style="list-style-type: none"> . Stance . Grip . Throwing action . Release phase . Follow through 	<ul style="list-style-type: none"> . Approach . Arm & leg action . Take off . Flight . Landing 	Advanced Skills	<ul style="list-style-type: none"> . Foot strike/stride pattern . Cadence / pacing . Bend running 	<ul style="list-style-type: none"> . Angle of release . Transitions 	<ul style="list-style-type: none"> . Take off speed . Transitions 	<p><u>Rules, strategies and tactics (1.2.3)</u></p> <p>Once the skills are being performed with appropriate speed, accuracy and technique, we now need to add decision making and tactical awareness plus knowledge of rules.</p> <p><u>Core/Advanced skills developed with increased competition:-</u></p> <p>Track</p> <ul style="list-style-type: none"> . Pre/during race tactics (changing & adapting) . Positioning (eg. running in a pack, when to lead?) . Timing of kick & dip <p>Throw</p> <ul style="list-style-type: none"> . Tactics for qualifying throws . Changing & adapting tactics (eg. weather) <p>Jump</p> <ul style="list-style-type: none"> . Tactics for qualifying jumps/entry heights . Changing & adapting tactics (eg. weather, distance/step count for run up) <p><i>*Awareness of rules / regulations and performance standards (including hand signals)</i></p> <p>Healthy Participation - Physical, Social and Mental well being importance.</p>	<p><u>Examination PE, Competition participation (3)</u></p> <p>April - July Students' core and advanced skills, knowledge, tactics and will be challenged in realistic sporting situations. Officiating, (hand signals) and sport leadership will be developed. Competition as an individual and as a team.</p> <p>Examination - Introducing BTEC/GCSE fitness, anatomy/physiological content to support transition into KS4.</p> <p>Participation pathway - Challenge misconception/restricted understanding as to importance of participation in lifelong PA. Metacognitive approach to learning to highlight soft employability skills. Teamwork, resilience and empathy.</p> <p><i>* Introduction to triple jump</i> <i>*Awareness of rules / regulations and performance standards (including hand signals)</i></p> <p>Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body.</p>
Event	Track 100/200m 300/400m 800/1500m	Throw Shot Javelin Discus	Jump High jump Long jump											
Core Skills	<ul style="list-style-type: none"> . Starting/finishing . Posture . Arm & leg action . Head carriage 	<ul style="list-style-type: none"> . Stance . Grip . Throwing action . Release phase . Follow through 	<ul style="list-style-type: none"> . Approach . Arm & leg action . Take off . Flight . Landing 											
Advanced Skills	<ul style="list-style-type: none"> . Foot strike/stride pattern . Cadence / pacing . Bend running 	<ul style="list-style-type: none"> . Angle of release . Transitions 	<ul style="list-style-type: none"> . Take off speed . Transitions 											
<p>FMS Development <u>Skill related fitness/Training methods</u> Cardiovascular endurance/continuous Strength/interval Coordination/circuit</p>	<p>FMS Development <u>Skill related fitness/Training methods</u> Speed/interval Power/plyometric</p>	<p>FMS Development <u>Skill related fitness/Training methods</u> Muscular Endurance/fitness suite Muscular Strength/ circuit Fitness testing (for examination students)</p>												

Year 10	Year 11	Sixth Form
<p>Pathway 1 Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC.</p> <p>Pathway 2 Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation</p> <p>Pathway 3 Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.</p> <p>Opportunities within Athletics; . Sprinting, middle distance, long distance track events . Throwing events . Jumping event</p> <p>At the end of each unit, students should be aware of rules (and officiating), regulations, tactics and performance standards of each event.</p>	<p>Pathway 1 Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC.</p> <p>Pathway 2 Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation.</p> <p>Pathway 3 Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.</p> <p>Opportunities within Athletics; . Sprinting, middle distance, long distance track events . Throwing events . Jumping event</p> <p>At the end of each unit, students should be aware of rules (and officiating), regulations, tactics and performance standards of each event.</p>	<p>Core PE/Enrichment</p> <p>Lifelong participation in both competitive and recreational settings.. Opportunity for intra/area/county/national fixtures if appropriate, including Sports Day and tutor sporting events alongside enrichment wider opportunities.</p> <p>Examination PE BTEC Extended Diploma (3 A Level) BTEC Extended Certificate (1 A level) Pearsons approved assignment briefs (adapted)</p> <p>A Levels PE SOW on G drive for 2 year course</p>
<p>Healthy Participation</p> <p>Grouping to maximise students physical, mental and social well being. Pathways for lifelong participation in physical activity and sport, competitive or social therefore reducing inequalities</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>	<p>Healthy Participation</p> <p>Grouping to maximise students physical, mental and social well being. Pathways for lifelong participation in physical activity and sport, competitive or social therefore reducing inequalities</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>	<p>Healthy Participation</p> <p>Staff deliver to their strengths, group needs, facilities and season.</p> <p>Students should still be wearing sporty clothes and enjoying either competitive or social side to PA</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>