



### Subject: Year 9 Athletics

#### Overarching Topic:

Why is this topic being studied at this time?

How does it fit into the wider subject curriculum?

#### Overview

**Intent:** Our intent is to build upon the foundations laid in years 7 and 8, with the same overarching theme of pride featuring throughout. The progressive approach remains, but there are extra opportunities for good-natured competition, as the students will have two years of experience in the events. Students will be encouraged to demonstrate respect at all times and will be challenged as to the importance of this. The notion of inclusivity is one of the key principles and students will reflect upon the true meaning of this. The final two principles of determination will be built upon through good-natured competition, where students are required to work out what is required to be successful, as well as how to accept defeat with pride and reflect upon their performance.

**Ultimate questions:** This unit extends upon the knowledge and skills that have been covered in the previous two years. Students are encouraged to revisit core aspects of athletics, with a real focus on mastering the skills and techniques that were introduced in years 7 and 8. This is an essential aspect as some of the skills and techniques involved can be potentially dangerous, meaning that it is imperative these are revisited by all students. This module continues to build on the key facets of Physical Education that were introduced in years 7 and 8; acquiring and developing skills, selecting and applying appropriate skills and tactics and evaluating and improving their own and other performances.

#### Joining Up

#### **Looking ahead:**

- ‘How do I master core athletics techniques and how can I perform these regularly in competition?’ - students will revisit some key techniques used in a number of athletics events and will be encouraged to refine their technique and execute these skills in differing competitive environments.
- ‘What are training methods and how do I apply them to different events?’ – students will be encouraged to take part in a number of athletic events, deploying a range of different training methods in order to improve a range of components of fitness. Successfully implementing the correct training method will serve to perform to a good standard in contrasting events.
- ‘How do I become more like a professional coach and how can I help others to improve their performance?’ – students will be encouraged to reflect on a range of performances and come up with differing ideas of how to improve performances in numerous

	<p>situations, for both themselves and others.</p> <p><b>Looking back:</b>  Lessons are built upon the foundations covered in the previous year, with new content introduced acting as scaffolding to allow students to climb to the top of the subject area and become a true athlete.</p>		
	<b>Critical</b>	<b>Core</b>	<b>Pinnacle</b>
<p><b>The Big Questions</b>  (What questions will students be able to answer upon mastery of the topic?)</p>	<p><b>Developing skills in physical activity</b></p> <p>What are the key skills you need to be successful in athletic events?</p> <p>How do you prepare and recover from exercise safely and effectively?</p> <p>How do you safely participate in dangerous activities (e.g. javelin, discus and shotput)?</p>	<p><b>Developing physical and mental capacity</b></p> <p>How can you measure your progress over time?</p> <p>What are effective methods of training?</p> <p>How can you improve your performance over a long period of time?</p>	<p><b>Evaluating and improving performance</b></p> <p>How can you identify areas of strength and those that require development?</p> <p>What activities can you undertake to improve your performance in certain areas of physical fitness?</p> <p>If competing across a variety of events, how can you tactically plan your competition to ensure you are successful?</p>
<b>The Key Skills/ Techniques</b>	<b>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</b>		
	<b>Skill/Technique</b>	<b>How will this skill be developed?</b>	
	<p><b>Developing skills in physical activity</b></p> <p>To plan for and make use of advanced techniques: running, jumping and throwing</p>	<p>Teach pupils to refine existing techniques in chosen events, eg make good use of the hips and legs in throwing events, improve technical aspects of the last three strides in jumping events, and 'breathing' techniques in sprint events, plus mental rehearsal and visualisation.</p> <ul style="list-style-type: none"> <li>Help pupils to extend and refine fluency in sequences of movement in order to improve control, accuracy and consistency, eg use of rotation in discus throwing, accurate run ups in jumping events, quick starts and pick ups in sprinting, smooth change-overs in relays, steady, relaxed striding in</li> </ul>	

		<p>middle and long distance events.</p> <ul style="list-style-type: none"> <li>• Help pupils to focus their practice and distribute it so that they improve but do not become too fatigued.</li> </ul>
	<p><b>Developing physical and mental capacity</b></p> <p>To recognise and evaluate the impact fitness has on performance, and activity has on fitness</p>	<ul style="list-style-type: none"> <li>• Teach them how to take the initiative and work with others to develop and improve performance. To solve a problem they should consider alternatives, structure plans and organise group activity.</li> <li>• Teach pupils how to select a programme that they can follow through to improve technique and performance. Teach them how to collect information and results, and analyse and interpret them.</li> <li>• Recognise quality and effectiveness and describe it accurately</li> <li>• Devise solutions to enhance and improve the quality of their individual and team's performance</li> <li>• Solve a problem, consider alternatives, structure plans and organise group activity</li> </ul>
	<p><b>Evaluating and improving performance</b></p> <p>To improve their ability to analyse and develop their own and others' performance as a result of analysis To develop leadership and more advanced collaborative skills</p>	<p>Teach pupils to be clear about what they want to achieve, setting themselves and others targets.</p> <ul style="list-style-type: none"> <li>• Help pupils to investigate the range of information required to analyse performance and progress. Teach them ways of interpreting the information.</li> <li>• Teach pupils to identify areas in which they perform well, and areas of performance or knowledge, which require improvement. Help them to recognise strengths and weaknesses in themselves and others. Teach them how to make the most of strengths and diminish weaknesses</li> </ul>
	<p><b>Making informed choices about healthy, active lifestyles</b></p> <p>To monitor exercise and fitness levels for themselves and/or others related to performance in athletic activities and events To devise, implement and monitor their own, and/or others', exercise and fitness programmes based on the principles of safe and effective exercising</p>	<p>Teach pupils different ways of keeping a record of their progress and how to analyse and use the recorded information. Help them to evaluate progress and to adapt a programme to meet an individual's needs.</p> <ul style="list-style-type: none"> <li>• Help pupils to devise programmes, which will help condition them, give them power and strength or stamina, or better technique. Investigate how they use these principles for specific events. Investigate the impact of different training programmes, eg pyramids, intervals, etc, on stamina and performance over longer distances.</li> <li>• Help pupils to gain the confidence to pursue an athletic activity outside school that suits their particular strengths.</li> </ul>

