

Athletics Curriculum map

Year 7	Year 8	Year 9	KS4
<p>Sprints PE(1)100m technique Reaction time. Linear motion. Fast arms, fast legs. (1)</p> <p>Sport: False start (2) anaerobic,</p> <p>Health (3) Anaerobic and aerobic exercise Reaction time</p> <p>(4) Character: Determination Curiosity Kindness and positivity Inclusion</p>	<p>Sprints PE Sprinting technique (1) 3-point start. Linear motion. High knees. (1,)</p> <p>Sport: Sprint start, false starts and finish (2)</p> <p>Health To know the difference between aerobic and anaerobic exercise (3)</p> <p>To know a biproduct of each (3)</p> <p>(4) Character Determination Curiosity Kindness and positivity Inclusion</p>	<p>Sprints PE Relay Sprint start. Linear motion. Relaxed shoulders. Tall running. Baton changeover (1)</p> <p>Sport: Experiment with the best relay changeover and strategically plan who should run what leg of the race (2)</p> <p>Health: To know the difference between aerobic and anaerobic exercise</p> <p>Know the energy sources for each (3)</p> <p>(4) Character Determination Curiosity Kindness and positivity Inclusion</p>	<p>Sprints-Relay PE: Sprint start. Linear motion. Combine all aspects covered in the 100m race.</p> <p>Sport: Experiment with the upsweep and down sweep technique. Strategically plan the relay and who will run what leg (1,2)</p> <p>Health:To be know the scientific formulas for anaerobic and aerobic (3)</p> <p>To be able to link each energy system to different athletic events (3)</p> <p>Anaerobic thresholds and comparisons of sprints to normative data (3)</p> <p>(4) Character Determination Curiosity Kindness and positivity Inclusion</p>
<p>Long distance running</p>	<p>Long distance running</p>	<p>Long distance running</p>	<p>Long distance running</p>

<p>Running technique (1) Pacing(2)</p> <p>Health (3) Anaerobic and aerobic exercise (3)</p> <p>Character (4) Determination Curiosity Kindness and positivity Inclusion</p>	<p>Pacing (1,2,3) Adopting technique at the end of race. Threshold and spilt pacing (1,2)</p> <p>Health To know the difference between aerobic and anaerobic exercise (3)</p> <p>To know a biproduct of each (3)</p> <p>Character (4) Determination Curiosity Kindness and positivity Inclusion</p>	<p>Competitive running with goals to achieve (1,2,3) ● Training & Preparation for event (1,2,3)</p> <p>Health To know the difference between aerobic and anaerobic exercise</p> <p>Know the energy sources for each (3)</p> <p>Character (4) Determination Curiosity Kindness and positivity Inclusion</p>	<p>Training and preparation for an event</p> <p>Health To be know the scientific formulas for anaerobic and aerobic (3)</p> <p>To be able to link each energy system to different athletic events (3)</p> <p>Anaerobic thresholds and comparisons of sprints to normative data (3)</p> <p>Character (4) Determination Curiosity Kindness and positivity Inclusion</p>
<p>Shott putt</p> <p>Perform the basic technique of throwing the shot putt- elbow high see it fly, clean palm dirty neck (1)</p> <p>if the athlete's hand drops away from the neck during the putting action or if it is put from behind the line of the</p>	<p>Shott putt</p> <p>Perform the shot putt action, gaining power form approach- side step approach (1)</p> <p>If the athlete's hand drops away from the neck during the putting action or if it is put from behind the line of the shoulder or if it is thrown like a ball. (2)</p>	<p>Shot putt</p> <p>Perform the shot putt action, gaining power form apply speed to the approach (1)</p> <p>If the athlete's hand drops away from the neck during the putting action or if it is put from behind the line of the</p>	<p>Shot putt Refine techniques with a shuffle. Ability to analyse one's technique using peer assessment and give them feedback. (1,2,3)</p> <p>If the athlete's hand drops away from the neck during the putting action or if it is put from behind the line of the</p>

<p>shoulder or if it is thrown like a ball. (2) Health (3) Anaerobic and aerobic exercise (3) Character(4) Determination Curiosity Kindness and positivity Inclusion</p>	<p>Not allowed to pause once they step in the throwing circle (2) Health To know the difference between aerobic and anaerobic exercise (3) To know a biproduct of each (3) Character (4) Determination Curiosity Kindness and positivity Inclusion</p>	<p>shoulder or if it is thrown like a ball. (2) Not allowed to pause once they step in the throwing circle (2) Adjust technique to improve their throwing distance- self and peer assessment (2) Health To know the difference between aerobic and anaerobic exercise Know the energy sources for each (3) Character (4) Determination Curiosity Kindness and positivity Inclusion</p>	<p>shoulder or if it is thrown like a ball. (2) Not allowed to pause once they step in the throwing circle (2) Use video analysis to improve their throwing distance (2) Health To be know the scientific formulas for anaerobic and aerobic (3) To be able to link each energy system to different athletic events (3) Anaerobic thresholds and comparisons of sprints to normative data (3) Character (4) Determination Curiosity Kindness and positivity Inclusion</p>
<p>Javelin Health and safety of Javelin. How to walk with a javelin and put it into the ground. Perform the correct Javelin technique in a standing position e.g.</p>	<p>Javelin Perform the correct Javelin technique reaching a 45 degree position Add in the step over into the throw. (1,2)</p>	<p>Javelin Perform the Javelin throw with accuracy after the run up. Looking at body position and power (1,2,3)</p>	<p>Javelin Perform the crossover and throw the javelin correctly (1) Analyse techniques using peer assessment and the</p>

<p>grip and starting position (1,2)</p> <p>A throw is legal only if the tip of the javelin lands within the sector, and the tip strikes the ground before any other part of the javelin. (2)</p> <p>Health (3) Anaerobic and aerobic exercise (3)</p> <p>Character:(4) Determination Curiosity Kindness and positivity Inclusion</p>	<p>Be able to identify foul throws.</p> <p>Legal throw The javelin must be kept over the upper shoulder Feet must be behind the foul line (2)</p> <p>Health To know the difference between aerobic and anaerobic exercise (3)</p> <p>To know a byproduct of each (3)</p> <p>Character (4) Determination Curiosity Kindness and positivity Inclusion</p>	<p>Legal throw The javelin must be kept over the upper shoulder Feet must be behind the foul line (2) Scoring correctly in Javelin (2)</p> <p>Health To know the difference between aerobic and anaerobic exercise</p> <p>Know the energy sources for each (3)</p> <p>Character (4) Determination Curiosity Kindness and positivity Inclusion</p>	<p>ability to give feedback (1) Scoring correctly and being able to organise a Javelin competition (2)</p> <p>Health (3)</p> <p>To be know the scientific formulas for anaerobic and aerobic (3)</p> <p>To be able to link each energy system to different athletic events (3)</p> <p>Character (4) Determination Curiosity Kindness and positivity Inclusion</p>
<p>Long Jump</p> <p>Perform the correct technique for an effective, standing long jump. (1) Understand a no jump (2)</p> <p>Health Anaerobic and aerobic exercise (3)</p>	<p>Long jump</p> <p>Perform with the correct technique and record the distance achieved (1,2)</p> <p>Health To know the difference between aerobic and anaerobic exercise (3)</p>	<p>Long Jump</p> <p>Perform the long jump effectively after working out striding pattern. (1,2)</p> <p>Understand the rules regarding take-off and landing. (1,2)</p> <p>Health To know the difference between</p>	<p>Long Jump</p> <p>Understand the components of fitness involved in jumping events and the meaning of 'plyometrics training'. (1,2,3)</p> <p>Health Health To be know the scientific formulas for</p>

Character (4) Determination Curiosity Kindness and positivity Inclusion	To know a biproduct of each (3) Character (4) Determination Curiosity Kindness and positivity Inclusion	aerobic and anaerobic exercise Know the energy sources for each (3) Character (4) Determination Curiosity Kindness and positivity Inclusion	anaerobic and aerobic (3) To be able to link each energy system to different athletic events (3) Character (4) Determination Curiosity Kindness and positivity Inclusion
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Key Concepts

The following character qualities will be reinforced throughout the

Sprinting Key concepts

Key concepts: (referenced by a number above for lessons)

These will be taught through relay and have been referenced in the curriculum map. The knowledge in these 3 areas will develop over time.

1: Motor competence- students will develop coordination in order to run as efficiently as possible when sprinting. They will also develop reaction time as they react to either the gun or whistle. 1

2: Rules, strategies & tactics- students will develop an understanding of the rules in sprinting. No to react too quickly (false start) Not to run out of lane (DQ) Dip at the finish line to gain the best possible position and time. Run race in stages:- Drive, Max Velocity and Maintenance. 2.

3:Healthy participation- students will develop their speed and power through participating in Sprinting. Lessons will increase HR in the short term and this will have a positive impact on health in the LT. For some students participation in lessons will encourage students to attend the athletics extra-curricular club and also

represent the school in the Town Championships. Learners will understand that sprinting is an anaerobic activity.

Long distance running

LDR Key concepts: (referenced by a number above for lessons)

These will be taught through LDR and have been referenced in the curriculum map. The knowledge in these 3 areas will develop over time.

1. Motor competence- students will develop coordination when performing different exercises. The following components of fitness will also be developed through participating in lessons:

- Muscular strength.
- Muscular endurance.
- Aerobic endurance.
- Balance..
- Speed.

2. Rules, strategies & tactics- students will develop an understanding of the rules and teaching points to perform a running technique both safely and correctly. Students will also develop their knowledge and understanding of how to develop different components of fitness through a variety of training methods and strategies aimed at achieving personal goals. This will also include understanding the importance of pacing throughout an event like this.

3. Healthy participation- students will develop a number of different components of fitness through participating in Athletics lessons. Lessons will increase HR in the ST and this will have a positive impact on health in the LT. For some students participation in lessons will encourage students to attend extra curricular clubs at school and even play sports outside of school. All clubs will develop fitness levels but some will focus on fitness, such as the fitness suite and running club whilst also

representing the school in the Town Championships.

Shott Putt

Key concepts: (referenced by a number above for lessons)

These will be taught through relay and have been referenced in the curriculum map. The knowledge in these 3 areas will develop over time.

Motor competence- students will develop hand-eye coordination in order to transfer weight from the back to the front in a shot putt throw. They will also develop the ability to balance when transitioning along with their explosive strength.

Rules, strategies & tactics- students will develop an understanding of the rules in shot putt. They must know to rest the shot close to the neck, and keep it tight to the neck throughout the motion. The shot must be released above the height of the shoulder, using only one hand. The ball is to be put (i.e. pushed), not thrown with an overhead motion. At no time may the shot move behind the plane of the shoulders.

Learners will understand a no throw and also be able to tactically work out what distance they need to throw to win a competition.

Healthy participation- students will develop their muscular strength and power through participating in shot putt. Lessons will increase muscular strength and power which will have a positive impact on health in the LT. For some students participation in lessons will encourage students to attend the athletics extra-curricular club and also represent the school in the Town Championships.

Javelin

Key concepts: (referenced by a number above for lessons)

These will be taught through relay and have been referenced in the curriculum map. The

knowledge in these 3 areas will develop over time.

Motor competence- students will develop hand-eye coordination in order to transfer weight from the back to the front in a shot putt throw. They will also develop the ability to balance when transitioning along with their explosive strength.

Rules, strategies & tactics- students will develop an understanding of the rules in shot putt. They must know to rest the shot close to the neck, and keep it tight to the neck throughout the motion. The shot must be released above the height of the shoulder, using only one hand. The ball is to be put (i.e. pushed), not thrown with an overhead motion. At no time may the shot move behind the plane of the shoulders.

Healthy participation- students will develop their muscular strength and power through participating in shot putt. Lessons will increase muscular strength and power which will have a positive impact on health in the LT. For some students participation in lessons will encourage students to attend the athletics extra-curricular club and also represent the school in the Town Championships.

Long jump

Key concepts: (referenced by a number above for lessons)

These will be taught through relay and have been referenced in the curriculum map. The knowledge in these 3 areas will develop over time.

1. Motor competence- students will develop coordination in order to judge the distance before they take off, ideally as close to the line as possible. They will also develop the ability to balance when transitioning through the 'hop, step, jump'.

2. Rules, strategies & tactics- students will develop an understanding of the rules in triple jump. They must know how to take off and land correctly. If this is not performed in this sequence, their landing could cause a fault.

3. Healthy participation- students will develop their speed and power through participating in long jump. Lessons will increase HR and this will have a positive

impact on health in the LT.

Learners will also develop their understanding of long jump as an anaerobic activity

For some student's participation in lessons will encourage students to attend the athletics extra-curricular club and also represent the school in

the Town Championships.

Character

The following character concepts will be weaved into the lesson: Determination, curiosity, kindness and positivity and inclusion.