

## Scheme of Work

### Subject: PE

**Year Group: Year 8**  
**Specification: Athletics**  
**Express/Mainstream**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Lit Num SMSC Codes
1	<b>Javelin</b>	<ul style="list-style-type: none"> <li>- Understand and attempt the techniques required to perform a legal throw with a 3-step run up.</li> <li>- Perform with precision the correct throwing action from a running start. – Comment on how each student throw can be developed and improved.</li> <li>- Able to show control and fluency when throwing from a run up. Able to evaluate technique.</li> </ul>	Initial stance, grip and preparation, The approach run to point of release – use of cross-over step, throwing action, release-angle, body position and flight,	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
2	<b>Shot Putt</b>	<ul style="list-style-type: none"> <li>- Understand and attempt the techniques required to perform a legal twisting throw – comment on how the twist will project the shot further.</li> <li>- Perform with precision the established sequence of legs, arms and body. Develop individual warm up for specific event.</li> <li>- Be able to show control, precision and fluency in shot putt. Able to use information gained from analysis of performance to influence and improve their throw.</li> </ul>	Initial stance, grip and preparation, movement across circle, the throwing action, release- angle, body position and flight. Clean palm, dirty neck.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	<b>Watch</b> youtube clips of the three throws you performed in the first 3 lessons. <b>What techniques do they use?</b>	Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
3	<b>Discus</b>	<ul style="list-style-type: none"> <li>- Understand and attempt the techniques required to perform a legal twisting throw.</li> <li>- Show control and fluency from a twisting position. – Comment on how the twist projects the discus further and how we can gain further distance through the motion of low to high.</li> <li>- Develop the half turn. Analyse performance to improve performance. Be able to do specific warm up for discus.</li> </ul>	Initial stance, grip and preparation; preliminary swings; movement across circle; throwing action; release- angle, body position and flight	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop a sense of fair play based on the rules of the game and positive sporting behaviour including how to conduct themselves in competitions and to accept authority

4	<b>Long Jump</b>	<ul style="list-style-type: none"> <li>- Understand and perform the correct technique of take off.</li> <li>- Understand and perform the correct number of steps within the run up to execute the best possible take off on the stronger leg.</li> <li>- Be able to show the correct technique in the air: hang, pike, sail. To know to fall forward and the reasons not to fall backwards.</li> </ul>	Approach run; measure accurately, Take off; closeness to board, sink and lift. Flight, style; hang, hitch kick and sail. Landing; feet together, use of arms and hands.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul> <p>Understanding the basic scoring in Rugby.</p>
5	<b>High Jump</b>	<ul style="list-style-type: none"> <li>- Perform different jumping techniques. To record the height achieved.</li> <li>- Perform the correct technique of the fosbury flop.</li> <li>- To accurately replicate the technique for an effective Fosbury flop. To understand the rules regarding take off and competition. To record the height achieved.</li> </ul>	Approach run; measure accurately, check marks. Take off; gathering of arms, sink position, uncoiling upwards, flight. Style; one of straddle, scissors, fosbury flop, landing.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>	Find out the world records for each of the three jumps. Physically measure it out and see how far it is!	<p>Through the activities in this unit pupils will be given the opportunities to develop:</p> <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul> <p>Understanding the basic scoring in Rugby.</p>
6	<b>Triple jump</b>	<ul style="list-style-type: none"> <li>- Understand and perform the technique of take off with the correct steps.</li> <li>- Understand and perform the technique of hop, step, jump after run up consistently taking off on the strong leg.</li> </ul>	Approach run; measure accurately, Take off; closeness to board, sink and lift. Flight, style; hang, hitch kick and sail. Hop, step, jump. Landing; feet together, use of arms and hands.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> </ul>		<p>Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: <b>warm-up, cool-down, passing, tackling, teamwork, fair play</b></p>
7	<b>Sprint Hurdles</b>	<ul style="list-style-type: none"> <li>- Will perform drive to the hurdle, reaching, reach and pull, landing and run away over smaller than age height.</li> <li>- Will perform the drive to the hurdle, reaching, reach and pull, landing and run away. Isolate lead leg action by running down one side of the hurdle. Do the same with the trail leg over age height hurdles.</li> <li>- Will describe and perform the above and evaluate how other students can improve their own performance as well as themselves. They will be able to perform hurdle heights equivalent to nation cup heights (above their</li> </ul>	Approach, flight over hurdle, leading leg and arm positions, trailing leg, pick up from hurdle, stride pattern	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	Research the height of the hurdles for your age group.	<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>

		age).				
8	Introduction to sprinting 100/200m	<ul style="list-style-type: none"> <li>- To improve the consistency of their sprinting. Understand correct technique.</li> <li>--Show control and fluency when running with correct posture, arm action and leg action. Analyse performance of self and others.</li> <li>- To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed.</li> </ul>	Position at start, arm and leg actions, posture and head carriage, Finish; use of body.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>
9	Middle distance 800m timed race	<ul style="list-style-type: none"> <li>- To improve the consistency of their sprinting and sustained running</li> <li>to prepare and recover from exercise safely and effectively and to know the principles used to recognise that different types of activity require different types of fitness.</li> <li>- To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during a long distance race. To evaluate self-performance against previous bests.</li> </ul>	Position at start, arm and leg actions, posture and head carriage, Finish; use of body.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	<p>What are the methods of training? Which method is best suited to middle distance running?</p>	<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> <p>Leading a warm up (leadership)</p>
10	Middle distance 1500m timed race	<ul style="list-style-type: none"> <li>- to improve the consistency of their sprinting and sustained running</li> <li>- to prepare and recover from exercise safely and effectively and to know the principles used to recognise that different types of activity require different types of fitness.</li> <li>- To accurately replicate and maintain an effective running technique. To understand how to pace a race reflecting on own ability. To understand the role of heart and lungs and their importance during a long distance race. To evaluate self-performance against previous bests.</li> </ul>	Position at start, arm and leg actions, posture and head carriage, Finish; use of body.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> <p>Leading a warm up (leadership)</p>
11	<b>Hammer</b>	<ul style="list-style-type: none"> <li>- Basic understanding of discus, shot and javelin throws. Therefore, an understanding of safety in and around the circle/cage area.</li> <li>- Will understand safety aspects involved in hammer throwing. Pupils will perform the hammer technique. All pupils will be given a measurement so they can assess their standards. Differentiation by weight,</li> </ul>	Initial stance, grip and preparation; preliminary swings; movement across circle; throwing action; release- angle, body position and flight	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	<p>There are two circle in the cage. Which one is hammer and which is discus? Can</p>	<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul>

		development to next task and grouping. - Be able to explain the teaching points to a good hammer throw. Perform the throw to a level one standard.		<ul style="list-style-type: none"> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	you list other rules around the circle/cage?	Leading a warm up (leadership)
12	Relay	<p>- Pupils understand how to maintain baton speed during change over.</p> <p>-Develop drill for practicing relay. Pupils understand and perform Down sweep and Upsweep. Understanding of changing hands at each hand over is crucial to make it a quicker change over.</p> <p>- Pupils understand how to maintain baton speed during change over. Develop drill for practicing relay. Pupils demonstrate Down sweep and Upsweep Pupils organise competition Pupil to analyse each other. Pupils understand and apply tactics within the relay race. Pupils look at running positions and tactics.</p>	<p>Start, method of baton change and placement of runners.</p> <p>Plan who should run in which order and why they should run in that order.</p>	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> <p>Leading a warm up (leadership)</p>
13	Sprint Start and timed race 100/200m/400m	<p>- To improve the consistency of their sprinting. Understand the correct start technique.</p> <p>-Show control and fluency when running with correct posture, arm action and leg action. Demonstrate correct starting position. Analyse performance of self and others.</p> <p>- To accurately replicate sprinting technique adjusting small elements to improve overall performance. To use a sprint start to create power/speed. To understand the different phases of a race and why they are used. To realise how athletics can promote a healthy lifestyle.</p>	Position at start, arm and leg actions, posture and head carriage, Finish; use of body.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	Discuss if you think 100m, 200m and 400m are all sprint races?	<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> <p>Leading a warm up (leadership)</p>
14	Assessment	Excellent in one area, very good in two areas, good over three areas.	Measurements of each and assessed to standards.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> <p>Leading a warm up (leadership)</p>