

Meden School Curriculum Planning

Subject	CORE PE	Year Group	7	Sequence No.	N/A	Topic	Athletics
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Retrieval	Core Knowledge	Student Thinking
What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>For Athletics, students will have their own knowledge of the events they regularly participate within outside of school or from primary school.</p> <p>Athletics</p> <ul style="list-style-type: none"> - Running Events – Students should know there are a mixture of sprinting events and long-distance events. They will have practice sprinting and running across different distances. - Jumping Events – students should know the difference between long jump and high jump. They will have experience of completing standing long jumps. - Throwing Events – students should have some knowledge of Javelin and Shot Putt. They may have used adapted versions of equipment like throwing with a tennis ball, beanbag or indoor foam javelin. - Knowledge of their local Athletics clubs (Mansfield Harriers and Sutton Athletics Club) 	<p>Within Year 7, students are introduced to the rules, regulations and scoring for all athletics events.</p> <p>Athletics</p> <p>Running Events</p> <p><u>100m/200m</u></p> <ul style="list-style-type: none"> - Sprint Start – The sprinter must be 1 and ½ feet behind the line. Their hands must be on the line but not over it. 'Take your Marks' – the sprinter should set their sprint start position. 'Set' – the sprinter should rise up ready to push out of the start. 'Go' – the sprinter drives forward over the line. If a sprinter goes over the line before the command 'go', they will be disqualified from the race. - Start Positions – All sprinters start in a staggered formation depending on the lane they are in. This is because the inside lanes of the track cover a shorter distance overall and so the sprinters in these lanes must start further back. - 100m – The sprinter must cover the full 100m distance down the straight of the track. - 200m – The sprinter must cover the bend of the track and the 100m straight of the track. - Lanes – The sprinter must stay in their lane for the whole race. If a performer crosses into another lane, they are disqualified from the race. - Finish – The sprinter should lead with their head as they cross the finish line. This is done by ducking over the line at the end. 	<p>Each week, a key theme will run through all PE lessons linked to real life examples. These will be linked to the particular sport the students are on at the time and will be consistent across the department. The aim will be for students to develop their thinking within the sport, recognise the inequalities within the sport (linked to the topic) and do something about them. A large number of the key themes will come from the CNAT Sport and GCSE PE specification to prepare KS3 students for the option they can take within PE at KS4.</p> <ol style="list-style-type: none"> 1. Physical Activity Government Guidelines and Recommendations - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How? 2. Barriers to Participation for Children and Teenagers 3. Solutions to the Barriers 4. Current Issues in Sport/Sport in the News - Linked to the impact of PE on Mental, Physical or Social Health 5. Physical Benefits of Sport and PE on the Body 6. Social Benefits of Sport and PE on the Body 7. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 8. Popularity of Sport in the UK – what are the current trends for the most popular sport in the UK. Why are they the most popular sports?

<ul style="list-style-type: none"> - Knowledge of role models within the sport from the Olympics – Usain Bolt, Mo Farah, Jessica Ennis 	<p>800m/1500m</p> <ul style="list-style-type: none"> - Start – All runners start on the curved bend of the track after the 100m finish line. All runners find a space on the curved line. The start is a standing start and does not require a sprint start position. ‘Take your marks’ – runners find a space on the line. ‘Set’ command is not needed as they are not asked to do a sprint start. ‘Go’ – runners set off onto the track. - Lanes – runners do not need to stay in a lane like a sprint event. They start spread out across the lanes but then should aim to make their way to the inside lane by 100m into the race. - 800m – runners will cover 2 full laps of the track. A bell will ring as the runners enter their final lap. - 1500m – runner will cover 3 and $\frac{3}{4}$ laps of the track. A bell will ring as the runners enter their final lap. - Finish – The runners should try to include a sprint finish to the end of their race and apply a duck over the line similar to that within a sprint start. <p>Relay</p> <ul style="list-style-type: none"> - Positioning – Four runners each complete 100m and are positioned around the 400m track for their start position. Runner 1 will start at the start of the 400m point. Runner 2 at the 300m start. Runner 3 at the 200m start. Runner 4 at the 100m start. - Baton Changeover – Runners have a designated area in which the baton must be changed over. The runner receiving the baton should start to move forward as the other runner approaches them. They should not move too far ahead though or they will be outside of the changeover area which results in disqualification. - Start – The first runner must start in a sprint start position. All other runners will remain in an upright start position ready to take over with the baton. - Finish - The final runner should try to include a sprint finish to the end of their race and apply a duck over the line. 	<ol style="list-style-type: none"> 9. Emerging/Growing Sports in the UK – which sports are new to the UK? How can we make them more popular? 10. National Governing Bodies – What is their role within a sport? What are the key NGB’s for each sport? 11. Major Sporting Events – What are they? When and where do they occur? 12. Olympic Creed and Olympic Values 13. Current Issues in Sport/Sport in the News – Linked to new sports, growing sports or a major sporting event occurring 14. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 15. Sporting Values – Excellence – Linked to Role Models and demonstrating excellence within a sport 16. Sporting Values - Tolerance and Respect 17. Sporting Values – Fair play 18. Sporting Values – Teamwork and Inclusion 19. Sporting Values - Citizenship 20. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 21. Performance Enhancing Drugs – What are they and why are they taken? 22. Gamesmanship and Deviance 23. Sportsmanship and Success of Teams 24. Current Issues in Sport/ Sport in the News – linked to examples of athletes demonstrating sportsmanship, gamesmanship or taking performance enhancing drugs 25. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 26. Money in Sport – Wage disparity between certain sports and genders. Amateur vs professional sport
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the minimum starting height. Elimination will be after 3 consecutive foul jumps at any height.

Throwing Events

Safety – In all throwing lessons, students are introduced to the routine for throwing and collecting a throwing implement. Students will throw from a specific throw line and will only throw on the teacher’s command. Students will then only collect when the teacher instructs, to ensure all implements have landed safely. All students must walk to collect their equipment and walk back to the throw line with the equipment without throwing it back to their partner.

Javelin

- **Grip** – The javelin must be held with the front part (part with the metal head) facing forward. The tail of the javelin should point behind the thrower. The javelin must be held in one hand using the cord grip.
- **Throw Line** – The thrower must ensure their feet are behind the line when the throw occurs. If their foot goes over the line, the throw would be classed as a foul.
- **Landing** - As the throw occurs, the metal head should be the point that hits the ground first. If the tail of the javelin hits the floor first, it would be classed as a foul throw. If the metal head hits the floor first and then lands flat or the javelin lands flat this is classed as a good throw that can be measured.
- **Collection** – Students must approach the javelin from the side. They must carry the javelin back to the throw line in an upright position holding the grip.
- **Measuring** – The thrower gets three attempts at the throw where the furthest throw would be counted as their best attempt. The throw is measured from the throw line to where the javelin has stuck in the ground or where it landed.

	<p>Shot Putt</p> <ul style="list-style-type: none">- Grip – The shot must be held in the fingers (not the palm) of one hand. It should be held pressed into the neck of the thrower on the same side of the body as the hand they are holding it with.- Throw Line – The thrower must ensure their feet are behind the line when the throw occurs. If their foot goes over the line, the throw would be classed as a foul.- Landing - As the throw occurs, students should aim to push the shot outwards so it travels forward in a straight line and land on the floor.- Collection – Students must carry the shot with two hands back to the throw line. They must not throw the shot to their partner waiting at the safety line.- Measuring – The thrower gets three attempts at the throw where the furthest throw would be counted as their best attempt. The throw is measured from the throw line to where the shot first lands in the ground. It is not measured at where the shot finally lands as often it will bounce and roll forwards.	
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