



Big Question

AoLE: Health and Wellbeing	Subject: PE	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
What skills do I need to become a competent athlete in athletics?	Pupils will focus on developing the knowledge, techniques, skills, and understanding required for various athletics events (sprints, long jump, shot put, etc.). They will learn and develop techniques specific to each event and improve their understanding of how to perform and compete effectively. They will also develop safe working practices and demonstrate appropriate sporting behaviour.	Basic running techniques and skills. Introduction to jumping and throwing events. Understanding the importance of safety and fair play.

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli.</p> <p>I can engage in regular physical activity and sport with confidence, motivation and commitment.</p> <p>I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.</p>	<p>Evaluate how to optimise performance in various athletics events through strategic and tactical play.</p> <p>Analyse different techniques for running, jumping, and throwing and determine the most effective methods.</p> <p>Assess decisions about techniques used in training and refine them based on performance.</p>
Advancing	<p>I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli.</p> <p>I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</p> <p>I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.</p> <p>I can make considered decisions, taking into account available information, including past experiences.</p>	<p>Apply knowledge of running, jumping, and throwing techniques in practice and competition settings.</p> <p>Recognise the importance of technique and strategy in improving performance in athletics events.</p> <p>Perform basic techniques in running, jumping, and throwing events successfully.</p>
Securing	<p>I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways.</p> <p>I have the confidence and motivation to persevere when faced with physical challenges.</p> <p>I can describe the way in which physical and emotional changes are connected in different contexts.</p>	<p>Demonstrate basic running, jumping, and throwing techniques effectively in isolation.</p> <p>Explain the importance of technique and practice in improving performance.</p> <p>Describe the basic techniques and benefits of different athletics events.</p>



	<p>I can make considered decisions, taking into account available information, including past experiences.</p> <p>I can respect the rights of others and I understand how these impact on myself and others.</p> <p>I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.</p>	
Beginning	<p>I can use and improve basic movement skills in familiar and unfamiliar situations.</p> <p>I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.</p> <p>I can understand that everyone has rights and, with support, I can respect those rights.</p> <p>I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p>I can make decisions based on what I know.</p> <p>I can take part in group decisions and I understand why some decisions need to be made as a group.</p> <p>I can identify and assess risks.</p> <p>I can recognise and follow the rules and norms of different groups and situations in which I take part.</p>	<p>Identify basic techniques for running, jumping, and throwing.</p> <p>Describe fundamental skills and techniques for each athletics event.</p> <p>Recall previous learning about the basic techniques and rules for different athletics events.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Authentic learning experiences:</p> <p>Local Links: Learners have the opportunity to compete with other schools in the local area. Learners are provided with information on local sports teams in the area.</p> <p>National links: Learners are provided with information on national athletics competitions and notable athletes from around the country</p> <p>International links: Learners are provided with information on international athletics competitions and notable athletes from around the world.</p>	<p>Literacy: Contribute to class discussions about athletic techniques and strategies. Review and evaluate performance through written reflections and peer discussions.</p> <p>Numeracy: Measure and record performance times, distances, and other metrics. Analyse data to track progress and set goals.</p>



Assessment (How will we know that students have learnt what we taught them?)

Formative assessment:

Verbal teacher feedback
Teacher observation
Questioning
Self and peer assessment.
Pupil modelling

Summative assessment:

At the end of the unit, learners will participate in a mini-athletics meet where their skills, techniques, and overall performance will be assessed.

Demonstrate a variety of techniques and skills learned through individual events and relays.

Learners can transfer and apply these techniques in practice and competition settings to show improvement and understanding.

Evaluation (To be completed 2024)

Strengths

Areas for Development

Pupil Voice

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