



Big Question

AoLE: Health and Wellbeing	Subject: PE	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How can I develop the skills needed to become a proficient athlete in athletics?	Pupils will build on the skills learned in Year 7, further developing their knowledge and techniques in various athletics events (sprints, middle-distance running, long jump, shot put, relay races, etc.). They will refine their techniques for greater efficiency and performance and deepen their understanding of how to train effectively for different events. Pupils will also explore advanced tactics, such as race strategies and pacing, while continuing to demonstrate safe working practices and good sporting behaviour.	<p>Running, jumping, and throwing techniques learned in Year 7.</p> <p>Basic understanding of how to pace themselves in running events.</p> <p>Experience participating in individual and team-based athletic competitions.</p>

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 reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.</p> <p>I can consider relevant factors and implications when making decisions individually and collectively.</p> <p>I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.</p>	<p>Evaluate advanced tactics and strategies in athletics events, such as pacing in middle-distance races and techniques for maximising efficiency in jumps and throws.</p> <p>Analyse personal performance using video or data analysis, identifying areas for improvement.</p> <p>Assess and refine decisions on technique, training methods, and strategies in relation to long-term goals.</p>
Advancing	<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>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>	<p>Apply advanced running techniques, such as sprint starts and pacing, in competitive situations.</p> <p>Recognise the role of timing and coordination in relay races, particularly with baton exchanges.</p> <p>Perform techniques for maximising distance or height in jumping and throwing events, refining them through practice.</p>
Securing	<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>Demonstrate proficiency in running, jumping, and throwing techniques in isolation and competition.</p> <p>Explain how to adjust your technique based on the conditions (e.g., weather, track surface, competition).</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>I can respect the rights of others and I understand how these impact on myself and others.</p>	<p>Describe the strategies for maintaining stamina in middle-distance races or power in throwing events.</p>
Beginning	<p>I can use and improve basic movement skills in familiar and unfamiliar situations. 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 describe the way in which physical and emotional changes are connected in different contexts.</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>	<p>Identify the differences between short-distance sprints and middle-distance races, and the techniques required for each.</p> <p>Describe basic principles for increasing power and efficiency in throwing and jumping events.</p> <p>Recall and apply fundamental techniques for pacing, sprinting, and field events learned previously.</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 times, distances, and performance metrics in different events. Use data to analyse and improve personal performance, tracking improvement over time. Apply basic statistics to calculate averages, percentages, or the rate of improvement.</p>

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



<p>Formative assessment: Verbal teacher feedback Teacher observation Questioning Self and peer assessment. Pupil modelling</p>	<p>Summative assessment:</p> <ul style="list-style-type: none">• At the end of the unit, learners will participate in a mini-athletics meet (individual and team events) to assess their mastery of skills, techniques, and understanding of rules.• Demonstrate advanced running, jumping, and throwing techniques in a competitive setting.• Learners will showcase an understanding of event-specific strategies, such as pacing in longer races or the correct form for throwing and jumping events. <p>Learners will be expected to:</p> <ul style="list-style-type: none">• Demonstrate mastery of individual athletics techniques through drills and practice.• Apply these techniques in competitive settings to show their ability to adapt and perform under pressure.• Use peer and self-assessment to reflect on their progress and identify areas for improvement.
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Evaluation (To be completed 2024)		
Strengths	Areas for Development	Pupil Voice