



Big Question

AoLE: Health and Wellbeing	Subject: PE	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How can I enhance my skills and performance to become a high-performing athlete in athletics?	In Year 9, pupils will further refine and enhance their techniques in a range of athletics events (sprints, middle-distance running, hurdles, long jump, shot put, relay races, etc.). They will focus on improving their personal bests through more targeted and individualised training. There will be an emphasis on advanced performance analysis, including biomechanics and the role of fitness components (e.g., strength, endurance, flexibility). Pupils will also learn to take on leadership roles, including organising and managing events, coaching peers, and demonstrating an understanding of the broader context of athletics (nutrition, mental resilience, etc.).	<p>Refined running, jumping, and throwing techniques developed in Year 8.</p> <p>Introduction to race strategies, pacing, and the importance of physical fitness in athletic performance.</p> <p>Experience in individual and team-based athletic events with some tactical awareness.</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 on past experiences to anticipate and prepare for future scenarios.</p> <p>I can make informed decisions individually and collectively, considering relevant factors and implications.</p> <p>I exercise my own rights and respect those of others, recognizing when rights are infringed.</p>	<p>Evaluate advanced training programs, making strategic decisions to improve specific aspects of athletic performance (e.g., speed, strength, endurance).</p> <p>Analyse personal performance through video feedback, biomechanical analysis, and fitness data to identify key areas for refinement and improvement.</p> <p>Assess your ability to coach others, demonstrating how to transfer knowledge and skills in running, jumping, and throwing techniques.</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 techniques in sprinting, middle-distance running, and field events, refining your performance through regular self-assessment and peer feedback.</p> <p>Recognise how to use mental strategies, such as visualisation and goal-setting, to improve competitive performance.</p> <p>Perform with consistency and focus, demonstrating an ability to maintain high performance even under pressure in competitive settings.</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 correct techniques for sprinting, jumping, and throwing, showing control and precision in practice and competition.</p> <p>Explain how different fitness components relate to performance in athletics, and describe how to improve them through targeted training.</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 how to manage and improve your performance using specific feedback from coaches or peers.</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 fundamental techniques and strategies for sprinting, middle-distance running, jumping, and throwing events.</p> <p>Describe the impact of physical preparation (e.g., warming up, cooling down, hydration) on performance in athletics.</p> <p>Recall previous learning about technique and rules, applying this to improve your performance in practice and competition.</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 an athletics competition (individual and team events), where they will demonstrate mastery of advanced techniques and strategies.• Learners will demonstrate leadership by organizing and managing elements of the athletics meet (e.g., helping run events, setting up equipment, leading warm-ups).• They will also be assessed on their ability to coach or support their peers during the event. <p>Learners will be expected to:</p> <ul style="list-style-type: none">• Demonstrate advanced athletic skills and techniques during individual events (sprints, jumps, throws, etc.).• Apply strategic thinking in competitive situations, making decisions about pacing, positioning, and technique.• Show leadership in helping organize, manage, or support athletics events.• Use performance data or analysis tools (e.g., video) to reflect on and improve their own and others' performance.
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Evaluation (To be completed 2024)		
Strengths	Areas for Development	Pupil Voice