

Key Stage 3 PE – Year 7 Athletics

Enquiry Question:

Am I better at track or field events?



Background

Students will have a basic understanding of the game and an experience of the skills required

Why we teach it

Sport that is played competitively in local, County and National competitions.
Popular within our school community (student voice); aspirations of Academy.

Values

- Learn transferable skills
- BEST: Teamwork
- BEST: Bravery: Understanding their strengths and weaknesses and show resilience

Lesson	Title	Activities	Independent Learning	SMSC Links (Personal Development)	Transferable Skills
1	Sprinting: 100m technique and sprint start 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 understand how athletics can promote a healthy lifestyle.	Sprint Start:- What do we need to execute a successful sprint start? Pupils to demonstrate a basic sprint start setup. <ul style="list-style-type: none"> • Warm up – Group pulse raiser and stretches. • Work in pairs to develop their running style. Pupils able to identify good and bad technique – focus on arms/legs/head. • Timed races + record personal bests 100m Highlight school & world records. • Highlight sprint start – how to measure out. 	Students to analyse their partners performance. Give feedback to other students Think about their own performance and how it can be improved	Cooperation Integrity Resilience	Co-ordination and good running technique with speed and power, which can be used in many other sports, especially invasion games. Maths – Time keeping
2	Long Jump: What does a successful LJ technique look like? Pupils to demonstrate a basic two legged knee drive	<ul style="list-style-type: none"> • Warm up – Group pulse raiser and stretches with a focus on increasing the range of movement/dynamic stretching. • Small teams or pairs, place 4 hoops even distance apart. Hop into each hoop. • Progress to taking off 1 foot landing 2 foot. Teaching points; run up, take off, hang time, landing. • Break skill down into parts, demo, practice at side of pit. • Encourage pupils to measure run up, focus on 11/13 step run up. • Competition-distances recorded by non-participants 	Students to analyse each others performance. Give feedback to other students Think about their own performance and how it can be improved	Cooperation Integrity Resilience	To help with co-ordination, jumping in other athletic events such as triple jump and high jump. Maths – keeping score of the measurements
3	Shot putt:How do we generate speed/power in the Shot Put? Pupils will be able to demonstrate a basic standing shot put technique	<ul style="list-style-type: none"> • Warm up – gradual pulse raiser + stretches, ensure to include upper body. • Highlight safety points. • Pairs; 1 performer, 1 to coach/help. Begin with tennis ball, progress to shot. • Teaching points; dirty fingers, clean palms, leg muscles for power, low body position, 45 degree release. • Distances recorded with cone. Competition-distances recorded by non-participants • Take measurement at the end. Highlight world record with cone. 	Students to analyse each others performance. Give feedback to other students Think about their own performance and how it can be improved	Cooperation Integrity Resilience	Throwing technique and accuracy to help in other athletic throwing events and other sports. Maths – keeping score of the measurements
4	Hurdles :What are the key components to have a successful hurdle technique over the first flight? Pupils will be able to demonstrate a successful lead leg drive on 3 flights of hurdles	<ul style="list-style-type: none"> • Warm up – SAQ ladders – quick feet and stretches. • Discuss hurdling technique. Discuss lead leg. Explore use of right or left lead. • Replace ladder with small hurdles. • Use partner to run alongside normally. • Maintain pace over flight. • Teaching points; head position, leading leg, trailing leg, stay low. • 4 lanes, differentiated, varying height. • Discuss stride pattern, 3 steps. • Sprint races timed. • Highlight world record. 	Students to analyse each others performance. Give feedback to other students Think about their own performance and how it can be improved	Cooperation Integrity Resilience	Co-ordination and good running technique with speed and power, which can be used in many other sports, especially invasion games. Maths – Time keeping

Key Stage 3 PE

Enquiry Question:
What are the positions in netball?



Background

Students will have a basic understanding of the game and an experience of the skills

Why we teach it

Sport that is played competitively in local, County and National competitions. Popular within our school community (student voice); aspirations of Academy

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Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
5	Sprinting: 200m: What makes a successful 200m runner? Pupils will be able to demonstrate a basic bend 'sprint' technique.	<p>Sprint Start:- What do we need to execute a successful sprint start? Pupils to demonstrate a basic sprint start setup.</p> <ul style="list-style-type: none"> • Warm up – Group pulse raiser and stretches. • Work in pairs to develop their running style. Pupils able to identify good and bad technique – focus on arms/legs/head. • Timed races + record personal bests 200m Highlight school & world records. • Highlight sprint start – how to measure out. • Sprint Start:- What do we need to execute a successful sprint start? Pupils to demonstrate a basic sprint start setup. 	<p>Students to officiate their own event.</p> <p>Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation Integrity Independence Communication</p>	<p>Co-ordination and good running technique with speed and power, which can be used in many other sports, especially invasion games. Maths – keeping score</p>
6	Javelin: What is the most effective Javelin grip? Pupils will demonstrate a basic throw where the javelin lands tip first	<ul style="list-style-type: none"> • Warm up – throw a shuttlecock and retrieve. • Partner to attempt to throw further. No run up. • Dynamic stretches. Q & A on javelin knowledge. • Reinforce safety points. Peer evaluation. • Practice analysing partner's performance. • T.P's; power position, whip javelin through in straight line, 45 degree release & transfer linear speed into arm power. • Practice throws using 3/5 stride run up. Recorded distances with cone. • Measure best at the end. • Highlight world record. 	<p>Students to officiate their own event. Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation Integrity Independence Communication</p>	<p>Throwing technique and accuracy to help in other athletic throwing events and other sports. Maths – keeping score of measurements</p>
7	High jump: How do we progress from a scissor kick to Fosbury Flop. Pupils will be able to demonstrate a basic run-up and taking off on the correct foot.	<ul style="list-style-type: none"> • Warm up – Student led pulse raiser + stretches. • Watch high jump technique intro clip. • Recap 1 foot take off in pairs. • Recap run up/take off –scissors. Fosbury technique - arc approach, take off phase-arm usage, clearing bar (body bend) and landing. • Pupil demo. Why are some pupils successful? High Jump competition. 3 lives. • Heights recorded by non-participants. 	<p>Students to officiate their own event. Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation Integrity Independence Communication</p>	<p>Co-ordination, running technique and skills. Maths – keeping score of measurements</p>
8	800m: What does the term 'pace' mean? Why is this important in an 800m race? Pupils will be able to successfully pace a self selected time	<ul style="list-style-type: none"> • Group pulse raiser + stretches. • Discuss role of heart & lungs during 800m. • In groups of 4. Set a pace for 200m time based on the following standards; bronze (87 sec), silver (62 sec), gold (52 sec) & platinum (45 sec) standard. • 4 pupils to relay run 800m (4x200m) at the set pace. Pupils must achieve as close to that time as possible and not quicker/slower. • Final individual 800m timed race 	<p>Students to officiate their own event.</p> <p>Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation Integrity Independence Communication</p>	<p>Stamina – can be used in other sporting competitions. Maths – Time keeping</p>

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9	Discuss What are the main teaching points for a standing throw in discus? Pupils will be able to demonstrate a standing throw and having some success with the flight of the discus	<ul style="list-style-type: none"> • Introduce a basic 'half-turn'. • Roll the discus off 'throwing finger' and use smaller/lighter discus. • Highlight world record. 	<p>Students to officiate their own event.</p> <p>Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation Integrity Independence Communication</p>	<p>Throwing technique and accuracy to help in other athletic throwing events and other sports. Maths – keeping score of the measurements</p>
10	Relay: Upsweep and down sweep To accurately replicate sprinting technique and demonstrate knowledge of change over skills. To understand rules regarding sprint relay and adhere to them. To make decisions about pupils strengths and placement in the relay teams legs.	<ul style="list-style-type: none"> • In 4's warm up – one to lead gradual pulse raiser and stretches. • Practice change over. T.P's; down sweep/upsweep, maintain baton speed, change over & communication. • Pupil's demo of good work. • 4x100m races – Accelerate before changeover. • Highlight world record. 	<p>Students to officiate their own event.</p> <p>Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation Integrity Independence Communication</p>	<p>Communication, team work and trust working together. Maths – Time keeping</p>
11	Triple Jump: What are the three phases of a triple jump? Pupils will complete the three phases from a standing position.	<ul style="list-style-type: none"> • Warm up – discuss plyometric training. • Perform 2 footed jumps over small hurdles and jog back. • Increase height of hurdles. 3's- Place 3 hoops even distance apart. Technique saying- "SAME, OTHER, TOGETHER". • First landing is same as take off foot, next is other foot, then together landing. • Teaching points; run up, take off, use of arms, landing in pit • Practice from side of pit in 3's with 3 side run up. • Experiment with full jump + measure run up. Record personal best distance. • Highlight world record. 	<p>Students to officiate their own event.</p> <p>Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation Integrity Independence Communication</p>	<p>To help with co-ordination, jumping in other athletic events such as long jump and high jump. Maths – keeping score of the measurements</p>
12	300m: Is a 300m race a sprint or 'pacing' event? Pupils will successfully execute a timed 300m with basic bend running technique	<ul style="list-style-type: none"> • Focus on different ways of running the 300m. • Reduce distance of race and concentrate on pace • Highlight world record. 	<p>Students to officiate their own event.</p> <p>Give feedback to other students</p> <p>Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation Integrity Independence Communication</p>	<p>Co-ordination and good running technique with speed and power, which can be used in many other sports, especially invasion games. Maths – Time keeping</p>

Key Stage 3 History

What were the experiences of enslaved Africans?



Ms Folorunsho

Background

This enquiry focuses on the experiences of enslaved Africans through their resistance, in order to give back agency and minimise embedding the idea of passive victimisation. This enquiry tells a deeper version of the Transatlantic slavery: how it started, the changes it brought and its legacy on transforming the ideas of race as well as its impact in Britain, Africa and Caribbean.

Why we teach it

- Understand the construction of race
- Understand the legacy of the slave trade in Britain
- So students can see the construction of race
- Opportunity for critical reflection so that students can personally develop my learning from Transatlantic slavery & reflect upon it.

Values

- **BA BEST Habits- Justice, individual liberty , empathy, respect , tolerance & courage.**
- The Past is a diverse place
- Britain exists in a global context
- The past explains the present e.g BLM Movement

Lesson	Title	Activities	Home Learning	Learning Points
1	What was West Africa like before European slavers arrived?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/01-AFRICA?csf=1&web=1&e=2lRvH	<ol style="list-style-type: none"> 1. Act on feedback from previous assessment 2. Research 1 African Kingdom 	
2	How did the Transatlantic Trade enslave African people?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/02-TRANSLANTIC%20TRADE?csf=1&web=1&e=BSBjXB		
3	How did enslaved Africans resist their treatment in the Middle passage?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/03-MIDDLE%20PASSAGE?csf=1&web=1&e=Oc3PgD	Scholarship reading from historian Adrian Lordshaughn Explain three reasons why the transatlantic slave trade fuelled Britain's industrial revolution	
4	What was life like on Plantations ?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/04-%20LIFE%20ON%20PLANTATIONS?csf=1&web=1&e=pGRcfM		
5	How did enslaved Africans resist slavery in Jamaica?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/05-RESISTANCE?csf=1&web=1&e=9VYiCE	1.Revisit learning by completing quiz (enquiry 1 &2)	
6	How and why did slavery come to an end?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/06-ABOLITION%20%26%20LEGACY?csf=1&web=1&e=tnCrnl	<ol style="list-style-type: none"> 1. Revise for assessment 2. What was the legacy(impact) of the Transatlantic Slave Trade? 	
Assessment		Write an account analysing the various ways in which enslaved Africans resisted enslavement	Conceptual Focus	Analytical narrative (i.e. analysis of causation/consequence/chronology)

Additional Reading

- Black and British: A Short, Essential History: A Short Essential History by David Olusoga
- Black and British: A Forgotten History
- Sugar in the Blood: A Family's Story of Slavery and Empire

Key Takeaway

- **Origins**- Various African countries had a thriving economy and rich culture before slavery
- **Places**-Britain, Caribbean, America & Africa were all involved and therefore all involvement must be studied
- **Abolition**- Complex interweaving of factors

Next Enquiry Question

This will help students understand how ex-slaves transitioned into society after abolition & the 13th Amendment. It will also offer further understanding in terms of some of the challenges African Americans face in 1950's/60's America.

Wider Curriculum Links

- Unit 2- migration: Thematic study (forced migration) (KS4)
- Elizabeth 's exploration unit 3 (KS4)
- Slavery's fuel of the Industrial revolution (KS3)
- African American Civil Rights & reconstruction (KS5)