

Key Stage 3 PE – Year 9 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	<p>Sprinting: 100m technique and sprint start</p> <p>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.</p>	<p>Sprint Start:- What do we need to execute a successful sprint start? Pupils to demonstrate a basic sprint start setup. Either a standing sprint start or crouch start, which creates explosive power.</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 100m Highlight school & world records. • Highlight sprint start – how to measure out. 	<p>Students to analyse their partners performance.</p> <p>Give feedback to other students</p> <p>Think about their own performance and how it can be improved</p>	<p>Cooperation: An athlete sees others as partners in the sporting event or contest. The contest is seen as an opportunity for personal growth and skill development.</p> <p>Integrity: Being fair and honest in performances and outcomes.</p> <p>Resilience Athletes develop confidence in their ability to recover and overcome hardships. Being willing and open to new experiences, opportunities, training, and techniques, but also being conscientious of who you are as an athlete. Creating an optimistic mindset can go a long way.</p>	<p>Co-ordination and good running technique with speed and power, which can be used in many other sports, especially invasion games.</p> <p>Maths – Time keeping</p>
2	<p>Long Jump</p> <p>What does a successful LJ technique look like? Pupils to demonstrate a basic two legged knee drive</p>	<ul style="list-style-type: none"> • Warm up – Group pulse raiser and stretches with a focus on increasing the range of movement/dynamic stretching. • In pairs on the grass, take 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 12/15 step run up. • Competition-distances recorded by non-participants 	<p>Students to analyse each others performance.</p> <p>Give feedback to other students</p> <p>Think about their own performance and how it can be improved</p>	<p>Cooperation: An athlete sees others as partners in the sporting event or contest. The contest is seen as an opportunity for personal growth and skill development.</p> <p>Integrity: Being fair and honest in performances and outcomes.</p> <p>Resilience: Athletes develop confidence in their ability to recover and overcome hardships. Being willing and open to new experiences, opportunities, training, and techniques, but also being conscientious of who you are as an athlete. Creating an optimistic mindset can go a long way.</p>	<p>To help with co-ordination, jumping in other athletic events such as triple jump and high jump.</p> <p>Maths – keeping score of the measurements</p>

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

Values

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

Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	
5	<p>Sprinting: 200m</p> <p>What makes a successful 200m runner? Pupils will be able to demonstrate a basic bend 'sprint' technique.</p>	<p>Crouch Start:- What do we need to execute a successful sprint start? Pupils to demonstrate a crouch 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: An athlete sees others as partners in the sporting event or contest. The contest is seen as an opportunity for personal growth and skill development.</p> <p>Integrity: Being fair and honest in performances and outcomes.</p> <p>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.</p> <p>Maths – keeping score</p>
6	<p>Javelin</p> <p>What is the most effective Javelin grip? Pupils will demonstrate a basic throw where the javelin lands tip first</p>	<ul style="list-style-type: none"> • Warm up – Group pulse raiser and stretching • Mobility of the shoulders. • Q & A on javelin knowledge. • Throw a vortex and retrieve. • Partner to attempt to throw further. No run up. • 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.</p> <p>Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation: An athlete sees others as partners in the sporting event or contest. The contest is seen as an opportunity for personal growth and skill development.</p> <p>Integrity: Being fair and honest in performances and outcomes.</p> <p>Independence: To be independent and confident.</p> <p>Communication</p>	<p>Throwing technique and accuracy to help in other athletic throwing events and other sports.</p> <p>Maths – keeping score of measurements</p>
7	<p>High jump</p> <p>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.</p>	<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.</p> <p>Give feedback to other students Analyse their own performance and explain ways in which they can improve.</p>	<p>Cooperation: An athlete sees others as partners in the sporting event or contest. The contest is seen as an opportunity for personal growth and skill development.</p> <p>Integrity: Being fair and honest in performances and outcomes.</p> <p>Independence Communication</p>	<p>Co-ordination, running technique and skills.</p> <p>Maths – keeping score of measurements</p>

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

Values

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

Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	
9	Discus - 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: An athlete sees others as partners in the sporting event or contest. The contest is seen as an opportunity for personal growth and skill development. 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: An athlete sees others as partners in the sporting event or contest. The contest is seen as an opportunity for personal growth and skill development. Integrity: Being fair and honest in performances and outcomes. Independence: Communication</p>	<p>Communication, team work and trust working together.</p> <p>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: An athlete sees others as partners in the sporting event or contest. The contest is seen as an opportunity for personal growth and skill development. Integrity: Being fair and honest in performances and outcomes. 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>
	Is a 300/400m 400m race a sprint or 'pacing' event? Pupils will successfully execute a timed 300m with basic bend	<ul style="list-style-type: none"> • Focus on different ways of running the 300m and 400m • Reduce distance of race and concentrate on pace 	<p>Students to officiate their own event.</p>	<p>Cooperation: An athlete sees others as</p>	<p>Co-ordination and good running technique with</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=2jRvH	<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)