

PEFORMANCE STUDIES (GCSE PE) PRACTICAL SCHEME OF LEARNING OVERVIEW

Year 10 and 11 Netball

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students are required to perform all of the 'core' and 'advanced' skills in competitive situations for GCSE PE. They are required to perform in three sports with the requirements of one team sport, one individual sport and one free choice. Each sport is worth 10% of the GCSE qualification and is marked out of 20.</p> <p>At key stage three, students are taught many of the core skills from the OCR GCSE PE specification. Specifically, through years 7, 8 and 9, students will have been taught the following:</p> <p>Year 7:</p> <ol style="list-style-type: none"> 1) Demonstrate effective netball passing skills so that each pass is used in the right situation. 2) To refine footwork so that I can receive the netball on the move. 3) To demonstrate the ability to evade a defender to receive the ball freely. <p>Year 8:</p> <ol style="list-style-type: none"> 1. To be aware of and demonstrate stage 1 marking (marking the ball) & 2 marking (marking the player) in netball. 2. To demonstrate ability to shoot under pressure and increase scoring percentage. 3. Apply catching on the move using correct footwork and stopping. <p>Year 9:</p>	<p>Students will be required to demonstrate the following 'core' and 'advanced' skills for netball:</p> <p>Core Skills:</p> <ul style="list-style-type: none"> • Footwork (Stopping/Landing/Pivoting) • Dodging • Catching stationary • Passing short distances (chest/overhead/bounce/shoulder) • Shooting (GA/GS only) – Stationary • Rebounds (GK/GD/GA/GS only) • Marking (player with the ball) <p>Advanced Skills:</p> <ul style="list-style-type: none"> • Catching on the run/in the air • Passing mid to long distances (chest/overhead/bounce/shoulder) • Shooting (GA/GS only) – Stepping • Defence – Shadowing/interceptions • Marking player without the ball <p>Decision Making:</p> <ul style="list-style-type: none"> • When to pass/shoot/dodge • Where to pass/shoot/dodge 	<ul style="list-style-type: none"> • <i>Footwork</i> – When a player is stepping, landing and pivoting while in possession of the ball. The landing foot must stay in contact with the floor until the ball is released • <i>Dodging</i> – Is a sudden deceptive move often used to avoid the opponent • <i>Rebounding</i> – Is when a player attempts a goal by shooting but the ball hits the goalpost and bounces back into play • <i>Stage 1 marking</i> – marking the player with the ball • <i>Stage 2 marking</i> – Marking the player without the ball • <i>Stepping shot</i> – Stepping forward and balancing on one foot when shooting in netball to avoid breaking the footwork rule • <i>Interception</i> – Is when a player regains possession of the ball

<p>1) To develop advanced dodging and driving to get free of a defender.</p> <p>2) To develop attacking and defending play around the circle, including rebounds.</p> <p>3) To demonstrate speed, variation and power in passing to move up the court effectively.</p> <p>Students will be required to use the skills learned in this scheme of learning in an internal practical exam at Acle, which is then moderated externally offsite. In addition, students will use their knowledge and understanding of netball in the analysis of performance coursework task if they chose to complete the work on this sport.</p> <p>The skills are taught by firstly securing the 'core skills' before progressing onto the 'advanced skills'. Each lesson develops a skill in isolation before applying it into competitive situations such as matches in order to develop decision making and tactical awareness. It is taught in this way as 'core' skills are normally prerequisites of the 'advanced' skills. This is a continuous scheme throughout years 10 and 11, as students track their mastery of the specification's skills (see assessment below).</p>	<ul style="list-style-type: none"> • Which pass to make • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, shot/penalty • Attacking positioning on the court • Defensive positioning on the court • Defensive ploys – man to man marking • Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game • Awareness of the rules and regulations of the game and their application (including refereeing signals) • Positioning and organisation at set pieces, communication <p>Students are taught the core skills first and develop these through repetition and application in matches until they have 'accuracy, fluency and control'. They are assessed at the end of each scheme of learning on how many they can use in competitive situations with 'accuracy, fluency and control' (see assessment section below). The skills taught in each SOL will depend on the diagnostic assessment that the teacher uses, as this can vary greatly between cohorts. Students will spend a half term learning and developing these netball skills.</p>	<p>during a pass by the opposition</p> <ul style="list-style-type: none"> • <i>Channelling</i> – A strategy used to force the play into an area to be intercepted • <i>Contact</i> – Players can defend a member of the other team who does not have the ball but they cannot touch them or snatch the ball from under their nose • <i>Obstruction</i> – A player who is within 3 feet of an opponent, whether attacking or defending, may not use movements that take the arms away from the body so as to limit the possible movements of an opponent
<p>Challenge and Support:</p> <p>The unit is ambitious for all levels as those that excel and develop the confidence to fully apply their skills can play against like-minded students. Students taking netball as one of their sports will be expected to progress their skills into the school netball team.</p>	<p>Worldwide learning/ links to 21st century:</p> <p>The scheme of learning enables students to understand how top level athletes train and develop skills to become the very best. Students will develop their fitness and take inspiration from world-class athletes when watching video clips of</p>	<p>Cultural capital/ Industry/ Enrichment:</p> <p>Students will have the opportunity to develop netball skills and fitness to benefit them in their future performances. Students are encouraged to further their skills and performance for the school netball team who</p>

<p>Those that may lack confidence or struggle will be given a scaffolded environment. Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted netball players. For example, students will be marked by players of a similar ability to ensure the correct level of challenge, and this is for both higher and lower achievers.</p> <p>Strategies to support and challenge will be used in skill development activities. The use of space will be manipulated for the same activities to increase or decrease challenge.</p> <p>All activities will be grouped by ability to enable students to feel comfortable in their environment. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own netball abilities.</p> <p>Prior learning will take place through students watching introductory videos prior to the lessons to give them a clear visual representation of the skills being taught.</p>	<p>them performing.</p> <p>This scheme of learning is not just for female students, as this is a gender stereotypical view unfortunately reflected in the limited opportunities for male netball participation in society. This links to the learning from the socio-cultural issues scheme of learning.</p>	<p>compete in the Great Yarmouth schools league. In addition, students can attend either the elite training programme on Monday mornings before school or the netball club on a Tuesday after school. These provide students with fantastic experiences and development of social and inter-personal skills within a team or group.</p>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p> <p>Students will work on expressing key values for personal and moral development, encouraged by their teacher:</p> <ul style="list-style-type: none"> • Excellence and Determination – to become the best player they can be and overcome the challenges of acquiring all the skills on the specification • Teamwork and Friendship – when developing skills and performing together as a team • Equality – for gender issues in relation to netball 	<p>Cross curricular links/ literacy/numeracy:</p> <p>Issues regarding equality and the development of sports like netball discussed which relates to theoretical learning from the socio-cultural issues scheme of learning.</p> <p>Students will be required to learn how to score odds and evens to determine which team has centre passes. This may sound like an easy concept, but is a rather difficult mathematical skill to master.</p>	<p>Common misconceptions:</p> <p>Students will need to understand the replaying rule in relation to three actions – this is something that students can often get wrong. They will also need to understand that the ability to perform skills with fluency and consistency is the most vital aspect of performance for assessment.</p>



Assessment timeline:

A diagnostic assessment will take place at the start of the unit to understand which of the core and advanced skills students can perform. The teacher will use the excel spreadsheet as per example below to ascertain which netball skills students are able to perform. The more core and advanced skills students can perform in a competitive situation with accuracy, fluency and control, the higher score they will be awarded (see below). This will inform which skills from the core content list above are taught in the scheme of learning, and this will differ for cohorts.

Teachers will use their own demonstrations and videos to show what a good one looks like (WAGOLL). This will be the visual technical model for students to copy.

Teacher assessment and feedback will be regularly given and this is similar to key stage three whereby the teacher will aim to provide at least one piece of verbal feedback of skill development and/or skill application in matches in order to help students develop. In addition to this, students will continuously self-assess their own ability to perform the listed skills assessment against key skills. They will keep their own version of the assessment checklist for each sport so they can keep check on their skills and work on these in future lessons, in school teams or in their club setting.

At the end of the scheme of learning, a final assessment similar to moderation exercise will take place. This will be a 1 hour assessment whereby students demonstrate the skills one by one and the teacher will observe and record which can and cannot be performed with accuracy, fluency and control. Assessments will inform future planning as the netball skills with low levels of accuracy, fluency and control per cohort can be addressed in future lessons.

Home learning

Students will be required to watch the following videos prior to the corresponding lessons:

- Watching an England Quad Series match - <https://www.youtube.com/watch?v=C4QVv8DPFm0>
- Passing up the court - <https://www.youtube.com/watch?v=P9qu84KmWv4>
- Defending shot and rebounds - https://www.youtube.com/watch?v=sgHd_siUqxg
- Competing for a rebound - <https://www.youtube.com/watch?v=akKC-U1xrF8>
- The difference between marking the player with and without the ball - <https://www.youtube.com/watch?v=4c-bMycWm2A>
- How to shoot using a correct technique – <https://www.youtube.com/watch?v=wGUXLyYXvzU> and <https://www.youtube.com/watch?v=XHsLnwt49oQ>
- Driving and receiving on the move - <https://www.youtube.com/watch?v=zqnZli1EjSA>
- Footwork - https://www.youtube.com/watch?v=rtnDm52t_eM
- Evading a defender - https://www.youtube.com/watch?v=Sc_uw-RWS_Q and <https://www.youtube.com/watch?v=kCiDfmdKA74> and https://www.youtube.com/watch?v=e_I5raj4KvA

- Advanced dodging - <https://www.youtube.com/watch?v=63NmvacCzpl>

These will be used to give the students an understanding of the skills being taught in preparation for the lesson. Some students may also be able to try these skills in their own time and develop the prerequisites in readiness for the lesson.

Feedback

Students will regularly be given verbal feedback and guidance on their performances. Each lesson the teacher will provide at least one piece of feedback on skill development and skill application. Students will also use self and peer-assessment against the skill WAGOLL in lessons and use this to inform their actions for development. They will also use self-check sheets for each sport (see below) which they will continuously refer to in order to understand their current performance grade and where to focus in order to improve it. At the end of the scheme of learning, the teacher will provide the raw score for each student in the sport being assessed.

		GCSE PE MODERATION: NETBALL																										
Skills	Band	1		2		3		4		5																		
	Range	Some Core		Many Core & Few Advanced		Most Core & Some Advanced		All Core & Many Advanced		All Core & Nearly All Adv																		
	Quality (Core)	Inconsistent, Limited ACF		Ltd consistency, Some ACF		Consistent, Good ACF		Consistent, Very Good ACF		Consistent, Excellent ACF																		
	Quality (Adv)	Little success		Ltd consistency, Lack ACF		Some consistency, Good ACF		Some consistency, Very Good ACF		Consistent, Excellent ACF																		
Mark		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20							
Grade		1		2		3		4		5		6		7		8 / 9												
		CORE SKILLS														ADVANCED SKILLS												
Name		Footwork (stopping / Pivoting)	CON/ ACF	Dodging	CON/ ACF	Catching Stationary	CON/ ACF	Passing Short Distance	CON/ ACF	Shooting	CON/ ACF	Rebounds	CON/ ACF	Marking player with ball	CON/ ACF	Catching on run and in air	CON/ ACF	Passing mid-long	CON/ ACF	Shooting (stepping)	CON/ ACF	Shadowing / marking player without ball	CON/ ACF	Interception	CON/ ACF	Decision making/ Tactical Awareness	Mark Band	Mark
Consistency of skill box (CON)																												
In isolation consistently		A																										
In a competitive drill consistently		B																										
In matches consistently		C																										

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Unit:

