

YEAR 7 PERFORMANCE STUDIES (PE) NETBALL SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Netball is a game highlighted in the National Curriculum that can be used to teach students tactics and strategies to overcome opponents in direct competition. It enables students to partake in a competitive sport that keeps them active for a sustained period of time. At Key Stage 1, students would have developed simple tactics for attacking and defending through a range of team games. They would have also worked on mastering such as running, jumping, throwing and catching, which are all fundamentals for netball. Moving into Key Stage 2 students would have applied these skills into competitive games of netball, mostly in the smaller sided 'high five' format.</p> <p>Year 7 netball at Acle will enable students develop three key skills/concepts. Firstly, students will develop the ability to perform and use the correct types of passing specific to netball. This will be fundamentally based around learning the correct techniques for each pass and then applying these into small-sided games (e.g. 3v3) to maximise the number of exposure students have to competitive situations. A second fundamental part of netball is the footwork rule and students will develop effective footwork to ensure they do not give away free throws in games. Again, many footwork drills will be used to teach the movement skills involved and this will be played in small-sided games to expose students to the ball more, thus increasing their ability to perform. The final key skill/concept developed in year 7 netball is the ability to evade a defender. Students need to be aware of the obstruction rule in netball and this is related to marking. Students will also learn how to mark their opposition player when they have the ball and when they do not have the ball.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</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>These are the three key areas that enable students to play adapted forms of netball. If students cannot apply passing, footwork and marking they are unable to progress into more technical skills and concepts. Development of these skills lay the foundation to move onto learning more skills and game-specific concepts in years 8 and 9.</p> <p>Once acquired, these skills feed into years 8 and 9 by providing transferable skills that are a necessity for the learning of</p>	<p><i>Warm up - Warm up is the process of getting the body ready for exercise.</i></p> <p><i>Technique - In sport, a technique is a skill/ability that you develop through training and practice.</i></p> <p><i>Reaction Time - Reaction time is the time it takes to respond to a stimulus.</i></p> <p><i>Coordination - Coordination is the ability to use two or more body parts together.</i></p> <p><i>Balance - an even distribution of weight enabling someone or something to remain upright and steady</i></p> <p><i>Footwork – incorrect sequencing of feet upon landing</i></p> <p><i>Obstruction - impeding or preventing passage or progress; an obstacle or blockage.</i></p> <p><i>Trajectory - the path followed by a projectile flying or an object moving under the action of</i></p>

<p>These key skills and concepts are taught in this order to provide the tools required to perform in netball matches. It is vital that students can execute passes, and it is equally important for them to demonstrate footwork and marking. Each lesson, new key rules are introduced so students are able to understand why a decision has been made against them.</p>	<p>other skills in netball (see year 8 and 9 key skills/concepts).</p>	<p>given forces.</p> <p><i>Marking – an organised defensive strategy which aims to prevent a member of the opposing team from taking control of the ball.</i></p> <p><i>Minority Sport – a sport with a low participation rate and popularity</i></p>
<p>Challenge and Support:</p>	<p>Worldwide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted netball players in the following ways:</p> <ol style="list-style-type: none"> 1) Use of space (e.g. decreasing size of space or increasing to change the complexity of the task) 2) Ability of opponent (grouping students with players of similar ability to ensure students are able to perform skills to a similar standard) 3) Activity (e.g. adding in a defender, creating 3v2 situations or adding in new rules to highlight key concepts being taught) <p>The scheme of learning caters for all abilities through the three PE-specific differentiation strategies above. There is a range of abilities in a PE class due to netball being a skill that requires high levels of speed, balance, power and coordination, and this scheme of learning is ambitious for all abilities. Higher achievers can have the area they work in reduced to force them to pass more accurately at a higher speed, whilst lower achievers can work on a larger area to give more time that aids progress. 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>Social Issues</p> <p>There are often misconceptions that netball is a sport for females only, but it could be argued that this is embedded through historical stereotyping. All students will take part in netball at Acle and these ideologies are consistently broken down in lessons. Netball is an excellent game that requires skill and fitness which will benefit both males and females.</p> <p>Wider world learning</p> <p>When teaching a new skill, teachers will often refer to clips from the netball super league which is growing in popularity across the world due to the recent Sky Sports coverage. Discussions on the importance of the media in the growth of minority sports will take place so students understand the</p>	<p>Students will have the opportunity to further their skills at the weekly netball club which is provided free of charge by the PE department during the summer term.</p> <p>The school has a partnership with the Thoroughbreds which enables elite players to develop. This takes place before school one hour per week.</p> <p>Students can also play for the school netball team in year 7 as we enter in the Great Yarmouth School League.</p> <p>The UEA Netball programme runs each year. Students get coaching from the players and watch a league match to experience high level netball.</p> <p>Trips to see professional netball take</p>

Key netball rules sheets will be used to help students when umpiring small-sided netball games.	influence of media in sport.	place – e.g. netball world cup trip.
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Fair play and respect key moral concepts that can be taught through netball. Students are consistently taught to demonstrate complete fair play and respect to both officials and students. Students always shake hands at the end of matches and thank students for officiating. Students are taught to be honest about decisions if they have been given incorrectly and this is something noticeable when Acle students travel to play other schools in fixtures.</p> <p>Netball is also a very social sport and students are encouraged to work with students they would not necessarily work with. They then develop the ability to work in a team with a range of people, preparing them for later education and life.</p> <p>In addition to the above, the performance studies values are key in netball, for example:</p> <ul style="list-style-type: none"> • Inspiration: Awareness of the player pathway to National standard. Use of video of England netballers to highlight key skills/concepts • Excellence: Netball club/fixture opportunities for high ability netballers. House competition netball for all abilities. • Respect: Fair play and Sportsmanship during informal and formal competitive games. • Determination: Setting a classroom ethos of pushing oneself. 	<p>Netball is a well-developed sport due to the media coverage on Sky Sports.</p> <p>Trajectory of passing and angles of movement are both mathematical problems that the students have to overcome to be able to succeed at netball. These are consistently discussed and drawn upon in lessons to help students become better netball players.</p>	<p>Students often come to Acle with misconceptions on key rules which may have been adapted in many different ways in primary school. An example of this is starting and restarting the game in addition to footwork. This is addressed in year 7 by gradually introducing rules each lesson and applying these in each conditioned game. To increase students’ understanding, they take ownership of refereeing to apply their knowledge and understanding.</p>
Assessment timeline:		
<p>At the beginning of the scheme of learning, an initial ‘high 5’ mini tournament will take place to establish ability levels in the class. This will enable the teacher to place individuals into groups to work with so they can progress at the correct level. This is usually based on the key components of fitness required for netball and also passing and catching ability. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress (see examples above). The teacher with a demonstration will always provide the WAGOLL for students to replicate. This will allow students to see the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will be match based to enable the</p>		

teacher to derive a head and hands level for the skills and concepts. The heart level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.

Home learning

- Watching an England Quad Series match - <https://www.youtube.com/watch?v=C4QVv8DPFm0>
- 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_l5raj4KvA
- Reading of a set of fundamental netball rules provided by the teacher will be a home learning task
- Mini whiteboard test will be used to assess students' knowledge of rules

Feedback

Feedback from the teacher in netball will be purely verbal and specific to the lesson objective. Teachers will observe students performing skills in both the skill development section and conditioned game section of each lesson. **The teacher should aim to provide one piece of feedback on skill development or/and one on the conditioned game every lesson for every child. This will vary due to the size of groups and nature of the activity.**

Due to the nature of the skill development tasks, peer feedback will be incorporated frequently. Often students are feeding to their partner(s) and this provides an excellent opportunity for them to give details on what went well and what could be improved. The students will also use reciprocal teaching cards and key coaching points provided by the teacher for this feedback.

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: