

YEAR 8 PERFORMANCE STUDIES (PE) BASKETBALL SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Basketball is delivered as one of the key invasion games as identified by the National Curriculum. Basketball is a great sport for the students to learn because it is so highly technical, meaning that the pupils have to acquire and develop a number of significantly different individual skills in order to be successful but also be able to transfer those skills into direct competition against others.</p> <p>The Year 8 unit of basketball looks to build upon the fundamental skills acquired during year 7. The focus of year 7 was predominantly on ball familiarisation, correct technique for dribbling and passing and being able to shoot effectively. All fundamental to be able to play the game to a basic level. In year 8 the focus switches, with the emphasis placed more on the refinement and advancement of technique and the improvement of tactical understanding of the game in order to outscore your opponents.</p> <p>Students still need to be able to transfer skills from the previous year's unit and equally transfer skills from other units of work. The principals for invasion games remain the same and many of the prerequisites for the delivered skills are movements and actions that the students are familiar with from other sports.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> 1) To learn how to perform a dominant hand layup and apply into match contexts. 2) Be able to understand the concept of rebounding and apply to a game situation. 3) To learn concept of fake and drive and cross over step when beating an opponent <p>These three key skills and concepts build upon the foundations that were laid during the unit studied during year 7. Perfecting 'Lay-Up' technique builds upon the students' ability to shoot effectively and efficiently in and around the basket to make them score more freely. Rebounding makes the students understand more defensive tactics and positioning. This makes it more difficult for the opposition to score. The ability to 'drive' and 'cross over' builds upon the students' ability to be comfortable in possession of the basketball and improving their dribbling skills around the court.</p>	<p>Warm up - Warm up is the process of getting the body ready for exercise.</p> <p>Technique - In sport, a technique is a skill/ability that you develop through training and practice.</p> <p>Reaction Time - Reaction time is the time it takes to respond to a stimulus.</p> <p>Coordination - Coordination is the ability to use two or more body parts together.</p> <p>Balance - an even distribution of weight enabling someone or something to remain upright and steady</p> <p>Lay up - a shot with one hand from a point close to the basket, in which a player shoots the ball toward the basket, often off the backboard.</p> <p>Rebound - When a player grabs a missed shot that bounces off the backboard or the rim. Either an offensive player or a defensive player can grab a rebound.</p>

Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more able and gifted students in the following ways:</p> <ol style="list-style-type: none"> 1) Ability of opponent/partner – Students will be grouped with those of similar ability to ensure best completion of tasks and that the standard of challenge for each student remains constant and achievable. 2) Differentiated activities – All activities delivered can be made more complicated or simplified to best suit the ability of those completing them. 3) Use of equipment – Modified equipment to help development – smaller, lighter basketball etc. <p>This unit looks to build upon and extend the key skills acquired during the year 7 basketball scheme. Students will have a solid understand and command of the fundamental requirements to be successful at the sport. The scheme is designed to continue to challenge the students existing skills, ensuring that they continue to develop whilst also allowing them to developing new techniques that are needed to master new movements and actions within the sport.</p>	<p>Students will be taught about the importance of teamwork in basketball as well as other important and relevant issues such as;</p> <ul style="list-style-type: none"> - Respect for opponents - Respect for officials - Sportsmanship - Fair play - Equality - Togetherness <p>Students attention will also be drawn to the media and the coverage of the NBA and the WNBA and how the growth and popularity of a sport is so dependent upon media coverage and support.</p>	<p>Students have the opportunity to further develop their skills at a weekly basketball club which is provided free of charge by the PE department.</p> <p>Students can also participate in extracurricular fixtures against other schools in order to put their newly developing skills into practice in competitive situations against students from other schools.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Basketball is no different from all of the other professional sports played globally. It has a strict system of rules and regulations and relies heavily on the moral and ethical code of the people who play the game. The students are taught about fair play and sportsmanship in all of the units that they study and its importance in sports. Students are taught to compete to the best of their ability in all lessons and to value to effort and application of others. The Pupils are taught to respect the integrity of the rules and</p>	<p>Basketball is a well-covered well developed global sport due to its extensive media coverage.</p> <p>Many of the social and moral aspects discussed in Character and Culture such as fairness, respect, tolerance, teamwork are relevant in all aspects of sport.</p>	<p>Students often think that the game of basketball mirrors that of netball and do not understand that the games and very mush unique with many different components require vastly different skill sets.</p> <p>Students also often think that because they see a great deal more basketball on the</p>

<p>regulations of game whilst respecting both their opponents and the officials at all times.</p> <p>Students are encouraged to work together during group activities and work with individuals and groups of students that they would not necessarily always work with in order to broaden their social interactions.</p> <p>In addition to the above, the Performance Studies Key Values are particularly important in basketball and play a key part in the unit;</p> <ul style="list-style-type: none"> • Inspiration: Awareness of the player pathway to National standard through routes into local clubs. Awareness of international examples through use of video demonstration to highlight key concepts and skills. • Excellence: Basketball club and fixtures for high ability students and those wanting to participate to a greater level than just that of the standard PE lesson. <p>Respect: Fair play and Sportsmanship during all lessons and competitive situations and matches.</p>	<p>Numeracy is relevant to the scoring of games and the recording and registering of fouls against individuals and teams during competition.</p>	<p>television, as the media exposure of the sport is much greater, they believe their skill level and understanding of the game to be far higher than it actually is.</p> <p>This is addressed quickly in year 7 by teaching the students the fundamentals of the rules and regulation and encouraging them from the outset to officiate and umpire their own matches as soon as possible, so that they gain a better understanding of the game and how it is played.</p>
<p>Assessment timeline:</p>		
<p>At the beginning of the unit students participate in conditioned games with less rules so that the teacher can get a better understanding of the skill set and ability of the class. This will enable the class to be split into ability groups to ensure that every student progresses quicker through the unit of work. The key skills and components needed to play the game will be assessed from lesson to lesson formatively by the teacher in charge of the class. Teachers will provide extension tasks or increase the complexity of activities for the higher ability students within the groups to ensure that everyone makes sufficient progress. Teacher will always provide the WAGOLL for students so that they are aware of what they are aspiring to replicate. The final lesson of the unit will be match based to enable the teacher to derive Head and Hands grades for the block. The students Heart grade will be a lesson by lesson average of the attitude and application that the student has demonstrated across the unit.</p>		
<p>Home learning</p>		
<ul style="list-style-type: none"> • Watching a live NBA match on the TV • Lay Up - https://www.youtube.com/watch?v=q4lqeXob_qg • Rebounding - https://www.youtube.com/watch?v=fvu-QCVfBzU • Fake and drive - https://www.youtube.com/watch?v=zE4LpglnEGQ • Familiarising yourself with the fundamental rules and regulations of the games – rules provided by teacher 		

- Mini whiteboard test on knowledge of rules

Feedback

Feedback from the teacher in basketball 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
Unit:																													