

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

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students experienced 8 lessons of netball in year 7 working on the following:</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>The areas of development focussed on in this scheme of learning have been carefully planned to build upon existing skills from the year 7 scheme of learning. Students learned how to evade a defender in year 7, so in year 8 students learn how to mark both the player with or without the ball correctly. Students then spend lessons learning to shoot. This is a vital skill which is not covered in year 7, and this will increase the number of goals scored in matches. Finally, students build upon passing skills by working on the move in competitive situations so that students can pass and receive in space more effectively, this improving efficiency in a game. Teaching the skills above in this order develops confidence and a perceived competence in a very technical sport. Students will use skills in small sided contexts before progressing to 7 aside.</p>	<p>In year 8 netball, students will work on the following:</p> <ol style="list-style-type: none"> 1. To be aware of and demonstrate marking the player on the ball & marking the player off the ball 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>This scheme of learning initially builds upon the learning of evading defenders in year 7. Students are required to mark students who are trying to evade them, so when teaching this students will still need to evade in practices. They will develop two key skills: marking the player on the ball and marking the player without the ball. Following on from this students will learn the correct shooting technique in order to increase the goals scored in matches. Students will finish the scheme by developing catching and landing on the move. This is a vital aspect of netball and will enable slick, fast flowing passing which will lead to many goal scoring opportunities to arise.</p>	<ul style="list-style-type: none"> • <i>Stage 1 marking – stopping the player who has the ball from passing to an opponent</i> • <i>Stage 2 marking – stopping the player without the ball from receiving the ball</i> • <i>Peripheral vision – vision as it occurs outside the point of fixation, i.e. away from the centre of gaze.</i> • <i>Lateral movement – movement to the side</i> • <i>Driving pathway – the space the receiving player is moving into</i> • <i>Flexion – reducing the angle of the joint</i> • <i>Extension – increasing the angle of the joint</i>

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<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. This also gives them a platform to join the school netball team (both male and female) and compete against other schools.</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 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>Higher achievers can have the area they work in increased to force them to mark more accurately at a higher speed and over greater distances, whilst lower achievers can work on a smaller area. Similarly, when developing catching and landing on the move, students can be forced into greater distances to stretch and minimal distances to support initially. Students can also change distances of shots of have more difficult markers. 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>Key netball rules sheets will be used to help students when umpiring small-sided netball games. Students will also have the opportunity to progress their skills through officiating application matches.</p>	<p>Students will be exposed to many clips of Super League and National level matches to show the game and specific skills. The demands of fitness levels and the training completed by top athletes in the 21st century will be highlighted.</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. The power of the media and both the positive and negative effects on sport will be discussed. Netball is a sport which has benefited greatly from the media.</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 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. Selected students will be invited to attend these training sessions.</p> <p>Students can also play for the school netball team in year 8 as we enter in the Great Yarmouth School League. Some year 8 students may be selected to represent the year group above to further challenge them.</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 place – e.g. netball world cup trip.</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Students will develop in these ways through the performance studies values which are key in netball, for example:</p> <ul style="list-style-type: none"> • Determination: to develop shooting skills and increase success rate. • Courage: to mark their opponent throughout the practices and matches, even if they may be faster or stronger. • Teamwork: working together in 7 aside matches and each individual playing their part in the team. • Respect: Fair play and Sportsmanship during informal and formal competitive games. • Excellence: to be the best player they can be by increasing the range of skills they can perform well. <p>In year 8, students have the opportunity to umpire more and they are taught the importance of umpiring astutely and fairly to ensure enjoyment for all.</p>	<p>Judging distances is vital in netball when passing to a player on the move and shooting, and this is a subconscious mathematical skill that students will develop through the activities in this scheme. Similarly, students will need to understand spacing in order to effectively move into space to receive the ball.</p>	<p>Chest passing when shooting – students can often shoot like this. It is really important to teach a tall shooting arm and power generation from the knees.</p> <p>Obstruction when marking the shooter – students must be made aware of obstruction when marking a shooter, and the decisions that an umpire may make.</p> <p>The difference between obstruction and contact when marking a player off the ball.</p> <p>Passing the ball into space when a player is moving – students often pass to the player where they start. However, it is vital to teach them to pass into the space they are moving into. Judging distances is vital here.</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 teacher to derive a <u>head</u> and <u>hands</u> level for the skills and concepts. The <u>heart</u> level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.</p>		
Home learning		
<p>Students will be required to watch YouTube clips which demonstrates the following:</p> <ol style="list-style-type: none"> 1. The difference between marking the player with and without the ball - https://www.youtube.com/watch?v=4c-bMycWm2A 2. How to shoot using a correct technique – https://www.youtube.com/watch?v=wGUXLyYXvzU and https://www.youtube.com/watch?v=XHsLnwt49oQ 		

3. Driving and receiving on the move - <https://www.youtube.com/watch?v=zqnZli1EjSA>

These will be in preparation for teaching this content in lessons.

Feedback

Lesson feedback from the teacher 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.** There will also be numerous opportunities for peer feedback in lessons.

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:																													