

YEAR 9 PERFORMANCE STUDIES (PE) BASKETBALL SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In year 8 basketball, students developed the following key concepts and skills:</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>The progression of skills in year 9 have been carefully chosen to build upon previous year's learning. In year 7 and 8, students developed basic shooting techniques and dominant hand lay ups. Therefore, to add to these skills, the hook shot and non-dominant hand lay-ups are learned. More game-specific skills and strategies such as decision making and defensive plays are also developed in year 9 which will enable students to use their skills learned in previous years.</p>	<p>In year 9 basketball, the scheme of learning will be centred around the following key concepts and skills:</p> <ol style="list-style-type: none"> 1. Be able to learn advanced shooting techniques such as the hook shot and use of non-dominant hand lay-up technique. 2. Be able to demonstrate awareness of which pass to make and where to run to create pass/ dribble or shoot during a game context. 3. Effectively implement appropriate use of defensive plays such as zone defence and full/ half court press. <p>Firstly, students will spend two to three lessons learning how to perform a hook shot and the non-dominant hand lay-up. This will provide them with more shooting options, and therefore score more baskets in matches. Students will then consider decision making and apply this in games. Students will know when to pass or shoot in order to create more attacking opportunities. Finally, students will develop theoretical understanding if team shape in defence such as zone defence and half court press.</p>	<ul style="list-style-type: none"> • <i>Charge – this penalty, which results in a turnover, occurs when an offensive player with the ball runs into a stationary defensive player and knocks him or her over.</i> • <i>Fast Break – an offensive action where a team attempts to advance the ball and score as quickly as possible after a steal, blocked shot or rebound.</i> • <i>Lay-Up – a shot taken close to the hoop, usually when a player is moving toward the basket.</i> • <i>Man-to-Man – a defensive strategy in which each player on the defensive team guards one person on the opposing team</i> • <i>Press – a defensive strategy where the defenders guard the opposing team the full length of the court instead of waiting on the opposite side for the offense to come across</i> • <i>Screen – an offensive strategy in which a player without the ball stands in the way of a defensive player. The offensive player must remain stationary during the process, or a moving screen will be called and the result will be an offensive foul and a turnover</i> • <i>Turnover – when the offensive team loses possession of the ball by way of an offensive foul, steal or out-of-bounds violation.</i> • <i>Zone Defence - defensive strategy in which players guard a specific zone or area of the court instead of a specific player on the opposing team.</i>

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 8 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 learn how basketball is a sport accessible to all. In many areas of the UK and America the game is played and provides opportunities for young people. Students will understand the size of the game in America and the global status and financial size of the NBA in the 21st Century.</p>	<p>Student will have the opportunity to develop their skills further at a weekly basketball club. In addition, the PE department will organise friendly games with schools when year groups express an interest in starting a school team.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:	
<p>Basketball is a high intensity sport which most students really enjoy and thrive in. It is also a sport which can be used as a medium to develop many of the department’s key values. For example, the global superstars produced in the NBA will be used to provide inspiration due to a number coming from poverty and low income families. They will also be required to develop small team working skills and show determination and courage to learn difficult skills such as the hook shot.</p>	<p>Basketball is a very technical game and by year 9, students will be using the shot clock, accumulation of fouls and also the three second rule. Therefore, students will be required to estimate timings whilst focussing on their performance.</p>	<p>By year 9, it is hoped that students will be moving away from the misconception that teams shoot at every opportunity. Through the plays taught, students will hopefully work the ball into correct shooting opportunities instead of hastily shooting on sight. Teachers will use conditions on matches to coach this.</p>	
Assessment timeline:			
<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 than every student progresses quicker through the unit of work. The key skills and components</p>			

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 if 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 to 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 student has demonstrated across the unit.

Home learning

Prior to the lessons, students will be required to view the following videos to prepare for learning the key skills:

- Hook shot - <https://www.youtube.com/watch?v=tioiW5Ng67s>
- Zone defence - <https://www.youtube.com/watch?v=dQs2Vg7Wmu8>
- Half court press - <https://www.youtube.com/watch?v=wfe5NHimjVI>

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:																													