

YEAR 9 PERFORMANCE STUDIES (PE) NETBALL 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 be aware of and demonstrate marking the player with 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>The skills chosen in netball further build on what was learned in year 7 and 8 netball. Students learned different types of marking in year 8, therefore in year 9 students will improve advanced dodging techniques to counter improved marking ability. The acquisition of shooting skills will be utilised in year 9 when attacking play around the circle will be improved. The skill of catching on the move in year 8 will also be a pre-requisite of developing speed, variation and power of passing to move up the court effectively.</p>	<p>In year 9 netball, the scheme of learning will be centred around the following key concepts and skills:</p> <ol style="list-style-type: none"> 1. To develop advanced dodging and driving to get free of a defender. 2. To develop attacking and defending play around the circle, including rebounds. 3. To demonstrate speed, variation and power in passing to move up the court effectively. <p>Firstly, students will develop advanced dodging such as the double dodge and the roll dodge in order to get free of defenders and receive the ball more regularly. Students will then progress onto developing attacking and defending skills around the circle. Students will know the roles of each position and how players such as WA and C are vital for attacking and repositioning a shooter for a shot. Finally, students will work on movements to get the ball up the court fast and create more goal opportunities. They will use quick fire passing, fast sprinting and catching in the air on the move to achieve this.</p>	<ul style="list-style-type: none"> • <i>Banding – banding is one of the words associated with netball terms used to describe the dividing strips which segregate the court playing area.</i> • <i>Centre court – the centre court is the middle third of the court playing area.</i> • <i>Clearing – clearing defines a player's movement to clear a space using a change of pace, allowing a teammate, or themselves to drive into and occupy.</i> • <i>Court linkage – court linkage is a term used to describe the players' use of ball-passing in the empty spaces on the court</i> • <i>Cues – the players use cues to each other signalling the best time to pass the ball.</i> • <i>Dodging – the netball dodge is a sudden deceptive move often used to avoid the opponent.</i> • <i>Double marking – double marking is when two players guard and try to prevent the opposition receiving the ball.</i> • <i>Dummy run – when a player fakes a pass, deceiving the opposition through movement, creating space for a fellow teammate to receive the ball.</i> • <i>Feed – in the sports terminology of netball, a 'feed' is a ball pass made to the shooters who are in the shooting zone or circle</i> • <i>Horizontal banding – horizontal banding in netball terminology refers to when you are passing the ball to your teammates and moving horizontally across the court</i> • <i>Repositioning – repositioning is when a player moves to another position having already passed the ball</i> • <i>Sprint dodge – in netball terminology a sprint dodge means</i>

		<p><i>making space behind your defender so your teammates can pass the ball easier over their head</i></p> <ul style="list-style-type: none"> • <i>Transverse lines – the two transverse lines divide the netball court into three thirds which are called a centre third (in the middle) and a goal third either side of the centre third.</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 students of similar ability. This also gives them a platform to join the school netball team (both male and female) and compete against other schools. 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 when developing advanced dodging techniques) 2) Ability of opponent (grouping students with players of similar ability to ensure students are able to perform skills to a similar standard when developing tactics around the circle) 3) Activity (e.g. adding in defenders for some groups when developing speed and movement up the court) <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 speed and movement up the court, students can be forced into greater distances to stretch and minimal distances to support initially. 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>Netball popularity and participation has increased in the last 5 years due to the increase of media coverage through Sky Sports. Students will be able to apply the new rules which have been introduced to create a more exciting game for spectators. Students will also understand how media coverage in the 21st century can impact sports both positively and negatively.</p>	<p>Communication and teamwork is vital in netball and these are soft employability skills which are largely developed throughout the scheme of learning.</p> <p>Students have ample opportunities to extend their skills in netball at Acle Academy. We hold a weekly netball club for all students to attend and an elite player programme before school once per week for our most able players and participate in the Great Yarmouth Schools Leagues at every year group.</p>
Historical, Social, Moral, Spiritual, Cultural context:		Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>The PE department plans to create teaching atmospheres and scenarios with opportunities to develop their key values. Netball is a great sport to do this in the</p>		<p>In this scheme of learning students will be developing the speed, power</p>	<p>By the time students reach year 9 they will have a very good understanding of the</p>

<p>following ways:</p> <ul style="list-style-type: none"> • Determination to overcome and dodge away from a stronger defender to receive the ball. • Inspiration from the various clips and images of England netballers which are used to show certain skills and strategies • Friendship and teamwork when performing game strategies • Courage to sprint into space and receive passes continuously when moving the ball up the court 	<p>and variation of their passing. This will require application of angles and judging distances. There is also much key terminology for students to understand in year 9 netball (see above). These are technical terms relating to the sport.</p>	<p>game and its rules. However, in the lower years the size and speed of students would always lead to higher success. As students begin to level out in their grown rates, more tactical understanding increases in value. Therefore, students are coached different strategies to overcome all opponents in netball.</p>
<p>Assessment timeline:</p>		
<p>At the beginning of the scheme of learning, an initial 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. By this stage, students should know their preferred positions and the teacher will try to group accordingly against players of similar 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>		
<p>Home learning</p>		
<p>Prior to the lessons, students will be required to view the following videos to prepare for learning the key skills:</p> <ul style="list-style-type: none"> • Advanced dodging - https://www.youtube.com/watch?v=63NmvacCzpl • Passing up the court - https://www.youtube.com/watch?v=P9qu84KmWv4 • Defending shot and rebounds - https://www.youtube.com/watch?v=sgHd_siUqyg • Competing for a rebound - https://www.youtube.com/watch?v=akKC-U1xrF8 		
<p>Feedback</p>		
<p>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.</p>		

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.

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:																													