

Netball

Intent- For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out and school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

Implementation	Year 7					Year 8					Year 9					Year 10					Year 11				
	Big Picture- Introduce the basic skills and rules of the game of netball, applying these skills into conditioned games to develop the sense of outwitting an opponent. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big picture- Embed skills previously covered in Year 7. Introduce positional and tactical play to outwit opponents during direct competition. Applying skills and tactics to a game situation.					Big Picture- To master skills covered in both year 7 and 8. Embed the position and tactics play to outwit opponents during direct competition. Introduce rules and umpiring and set play. Applying skills and tactics to a game situation.					Big Picture- To master skills learnt in Year 7-9 and to analyse the performance of peers. To master the skills and tactics of the game.					Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5
	L2 Passing and Catching - Chest and bounce pass whilst stationary	L2 Movement on Court	L2 Defending the Player	L2 Evasion skills – holding space	L2 Assessment Lesson	L2 Passing and Catching - Chest and bounce pass whilst stationary	L2 Evasion skills - Holding Space and dodging	L2 Game play focusing on holding space in D for	L2 Marking Space	L2 Assessment Lesson	L2 Footwork – Pivot, landing and running pass	L2 Evasion – Holding space and dodging	L2 Attacking play- centre pass set play	L2 Defending, assessing whether to mark,	L2 Assessment Lesson	L2 Catching skills – Tow and One handed on the move	L2 Footwork – pivot, landing and running pass	L2 Rules and umpiring	L2 Defending, assessing whether to mark,	L2 Assessment Lesson	L2 Catching skills – Tow and One handed on the move	L2 Footwork – pivot, landing and running pass	L2 Rules and umpiring	L2 Defending, assessing whether to mark,	L2 Assessment Lesson
	L1 Passing and Catching - Chest Pass whilst stationary	L1 Footwork- Pivoting	L1 Assessment Lesson 1	L1 Defending the Ball	L1 Creating space	L1 Passing and Catching - Chest Pass whilst on the	L1 Footwork – pivot and landing	L1 Assessment Lesson 1	L1 Defending – defending the player and the pass	L1 Shooting skills – two handed and one handed	L1 Passing Skills – chest, bounce shoulder on the	L1 Rules and Umpiring	L1 Assessment Lesson 1	L1 Defending – Players, the pass and denying space	L1 Shooting – Tow handed, one handed and forward	L1 Passing Skills – Chest, bounce, shoulder and	L1 Rules and Umpiring	L1 Assessment Lesson 1	L1 Defending – The Player, the pass or denying space	L1 Shooting – two handed, one handed, forward and	L1 Passing Skills – Chest, bounce, shoulder and	L1 Rules and Umpiring	L1 Assessment Lesson 1	L1 Defending – The Player, the pass or denying space	L1 Shooting – two handed, one handed, forward and
End Point	At the end of the year 7 netball unit students will be able to begin to demonstrate : <ol style="list-style-type: none"> 1. Passing – using the chest pass 2. Catching – Whilst stationary 3. Footwork skills– Pivoting 4. Evasion skills– holding space 5. Shooting skills– Two handed 6. Defending skills– Player to Player 7. Position-specific skills and techniques 8. Timing of skills. 9. Influence on performance and motivation of self and others. 10. Communicate during a full sided game. 					At the end of the year 8 netball unit students will have improved their ability by demonstrating : <ol style="list-style-type: none"> 1. Some Passing skills– chest pass and bounce pass 2. Some catching skills - Whilst stationary and on the move 3. Some Footwork skills – Pivot and Landing 4. Some Evasion skills – holding space and dodging 5. Some Shooting skills - Two handed and One handed. 6. Some Defending skills - Player to Player and defending the pass 7. Position-specific skills and techniques 					At the end of the year 9 netball unit students will be able to competently demonstrate : <ol style="list-style-type: none"> 1. A wide range of Passing skills - chest, bounce ad shoulder pass 2. A wide range of Catching skills - Whilst stationary and on the move using two hands 3. A wide range of Footwork skills – Pivot, landing and running pass. 4. A wide range of Evasion - holding space and dodging 5. A wide range of Shooting skills - Two handed and One handed forward step shot. 					At the end of the year 10 netball unit students will be able advanced at demonstrating the following: <ol style="list-style-type: none"> 1. All Passing skills- chest, bounce, shoulder and two-handed overhead pass. 2. All Catching skills - Whilst stationary and on the move both two and one handed 3. All Footwork skills - Pivot, landing and running pass. 4. All Evasion skills- holding space and dodging 5. All Shooting skills - Two handed and One handed forward and backward step shot. 					At the end of the year 11 netball unit students will have mastered the ability to demonstrate: <ol style="list-style-type: none"> 1. Consistently demonstrate all Passing skills- chest, bounce, shoulder and two-handed overhead pass. 2. Consistently demonstrate all Catching skills - Whilst stationary and on the move both two and one handed 3. Consistently demonstrate all Footwork skills- Pivot, landing and running pass. 4. Consistently demonstrate all Evasion skills - holding space and dodging 				

	<p>11. Awareness and use of environmental conditions to benefit performance.</p> <p>12. Tactical changes in response to the opposition's actions.</p>	<p>8. Timing of skills.</p> <p>9. Influence on performance and motivation of self and others.</p> <p>10. Communicate during a full sided game.</p> <p>11. Awareness and use of environmental conditions to benefit performance.</p> <p>12. Tactical changes in response to the opposition's actions.</p>	<p>6. A wide range of Defending skills - Player to Player, defending the pass and denying space</p> <p>7. Position-specific skills and techniques</p> <p>8. Timing of skills.</p> <p>9. Influence on performance and motivation of self and others.</p> <p>10. Communicate during a full sided game.</p> <p>11. Awareness and use of environmental conditions to benefit performance.</p> <p>12. Tactical changes in response to the opposition's actions.</p>	<p>6. All Defending skills - Player to Player, defending the pass and denying space</p> <p>7. Position-specific skills and techniques</p> <p>8. Timing of skills.</p> <p>9. Influence on performance and motivation of self and others.</p> <p>10. Communicate during a full sided game.</p> <p>11. Awareness and use of environmental conditions to benefit performance.</p> <p>12. Tactical changes in response to the opposition's actions.</p>	<p>5. Consistently demonstrate all Shooting skills- Two handed and One handed forward and backward step shot.</p> <p>6. Consistently demonstrate all Defending skills- Player to Player, defending the pass and denying space</p> <p>7. Position-specific skills and techniques</p> <p>8. Timing of skills.</p> <p>9. Influence on performance and motivation of self and others.</p> <p>10. Communicate during a full sided game.</p> <p>11. Awareness and use of environmental conditions to benefit performance.</p> <p>12. Tactical changes in response to the opposition's actions.</p>
Progress and Assessment	<p><u>Head</u></p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down skills into preparation, execution and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down skills into preparation, execution and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down skills into preparation, execution and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down skills into preparation, execution and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport <p><u>Heart</u></p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> The use of freeze-frames to assess student's ability to break down skills into preparation, execution and recovery where appropriate. Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport <p><u>Heart</u></p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.
Key Vocabulary/ Literacy	<p>Passing: bounce, shoulder, overhead and chest pass.</p> <p>Positions: Goalkeeper, goal defence, wing defence, wing attack, centre, goal attack, goal shooter.</p> <p>Footwork, pivot.</p>	<p>Passing: bounce, shoulder, overhead and chest pass.</p> <p>Positions: Goalkeeper, goal defence, wing defence, wing attack, centre, goal attack, goal shooter.</p> <p>Footwork, pivot.</p> <p>Defence: blocking, marking, 1:1, zone.</p> <p>Attack: Dodge</p>	<p>Passing: bounce, shoulder, overhead and chest pass.</p> <p>Positions: Goalkeeper, goal defence, wing defence, wing attack, centre, goal attack, goal shooter.</p> <p>Footwork, pivot.</p> <p>Defence: blocking, marking, 1:1, zone.</p> <p>Attack: Dodge, centre pass.</p>	<p>Passing: bounce, shoulder, overhead and chest pass.</p> <p>Positions: Goalkeeper, goal defence, wing defence, wing attack, centre, goal attack, goal shooter.</p> <p>Footwork, pivot.</p> <p>Defence: blocking, marking, 1:1, zone.</p> <p>Attack: Dodge, centre pass.</p>	<p>Passing: bounce, shoulder, overhead and chest pass.</p> <p>Positions: Goalkeeper, goal defence, wing defence, wing attack, centre, goal attack, goal shooter.</p> <p>Footwork, pivot.</p> <p>Defence: blocking, marking, 1:1, zone.</p> <p>Attack: Dodge, centre pass.</p>

<p>Connected Knowledge within Physical Education</p>	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 7 Core PE Netball How to defend the ball/player. The netball positions on the court and their role. Understand the basic rules. Small sided conditioned games. V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 8 Core PE Netball Understand key defensive and attacking tactics. Understand what makes an effective attacking performer. V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 9 Core PE Netball Apply defensive tactics. Apply attacking tactics. Be able to apply the rules in a game situation. V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 10 Core PE Netball Apply and understand advanced defensive tactics. Apply and understand advanced attacking tactics. Be able to apply the rules in a game situation V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>
<p>Links to Character and Culture</p>	<ul style="list-style-type: none"> Develop understanding of the importance of maintaining good health and diet. The three different types of health. Explore what the term 'wellbeing' means. The different types of wellbeing. Develop an understanding around factors which can impact on mental health and wellbeing, such as the social benefits of participating and socialising through team sports. Encourage to get involved with wellbeing events and charity events at school or within the wider community including extra-curricular clubs – socialising with others in sport outside of sport, setting goals to improve and achieve, to boost self-esteem. 	<ul style="list-style-type: none"> Articulating informed and balanced opinions whilst participating as part of a team, while being respectful to all – other members of a sports team may have a difference in opinion, how you manage that is essential towards success. Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities – taking part in school competitions to earn points towards house totals. Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a team – weight loss, feeling better about yourself, boosting self-esteem, self-confidence. 	<ul style="list-style-type: none"> Forming an informed opinion, while showing respect for other's beliefs and values who are part of your team or just participating in the same sport as you. Understand what positive relationships are – building relationships through team sports. What is the common link – between relationships with team mates in sport and those you interact with in or outside of sport? 	<ul style="list-style-type: none"> Understand about positive relationships and wellbeing – how does this translate over to sport? Encouraging relationships that foster trust and respect – working with others that you wouldn't normally choose to, in order to achieve a common goal in sport. Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports. 	<ul style="list-style-type: none"> Demonstrate an understanding of what is meant by 'good' health and physical & mental wellbeing and the role that exercise and physical activity can play in maintaining it. Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise.
<p>Links to other Subjects</p>	<ul style="list-style-type: none"> Year 7 Science Topic – Lungs and the respiratory system – both will be covered in Term 1 Block 3 (in home learning tasks and embedded into LO's for practical lessons) 	<ul style="list-style-type: none"> Year 8 science topic – Energy Systems both will be covered in Term 2 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Year 8 Science Topic – Skeletal System + Muscular System – both will be covered in Term 3 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Joint Year 8 Respiratory homework project with science 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Spiritual, Moral, Social and cultural.	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so 	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so 	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so 	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so 	<ul style="list-style-type: none"> Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so
British Values	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. 	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. 	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. 	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them. 	<ul style="list-style-type: none"> Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.
Cultural Capital	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. 	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. 	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. 	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions. 	<ul style="list-style-type: none"> Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.

Impact: Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE with Use a range of tactics to overcome opponents in a team sport.