

Handball

Intent-

- Use a range of tactics to overcome opponents in Handball.
- To develop the knowledge and understanding to be able to analyse students own and a peers performance.

<p>• Impact</p>	<p>Year 7</p> <p>Big Picture- Introduce basic skills in handball, focusing on ball familiarisation, fundamental skills, phases of play, attacking and defending in game situations and applying them all to a game situation.</p>					<p>Year 8</p> <p>Big picture- Embed skills previously covered in year 7 by looking at progressing each student’s first touch, range of passing, type of movement shown off the ball, decision making and communication skills.</p> <p>Introduce tactical awareness by introducing the first 4 principles of play.</p> <p>Applying skills and tactics to a game situation.</p>					<p>Year 9</p> <p>Use a range of tactics to overcome opponents in a team sport.</p> <p>Big Picture- To master skills covered in both year 7 and 8, including; First touch, passing and movement off the ball.</p> <p>Embed the principles of play within the tactical approach to the game.</p> <p>Introduce the 5th principles of play; Set pieces.</p> <p>Apply skills and tactics to a game situation.</p>					<p>Year 10</p> <p>Big Picture- To Master the skills learnt in years 7-9 and analyse the performance of peers’ in a Sport Education model lesson.</p> <p>To Master the principles of play and apply them within the Sport Education model style lesson.</p>					<p>Year 11</p> <p>Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality.</p>				
	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
	L1 Passing Whilst Stationary	L1 Footwork – Running Pass	L1 Assessment Lesson 1	L1 – Evasion- Break Throughs	L1 Rules and Game Play	L2 Catching stationary and on the move	L2 Shooting – standing and jump shots	L2 Defending blocking and tackling	L2 Goalkeeping skills shot stopping an d putting the ball down	L2 Assessment lesson 2	L2 Catching stationary and on the move using two hands	L2 Shooting – standing, jump and dive shots	L2 Defending blocking, tackling, interceptions and stealing.	L2 Goalkeeping skills shot stopping an d putting the ball down	L2 Assessment lesson 2	L2 Catching stationary and on the move using two hands and one hand	L2 Shooting – standing, jump and dive shots	L2 Defending blocking, tackling, interceptions and stealing.	L2 Goalkeeping skills shot stopping an d putting the ball down	L2 Assessment lesson 2	L2 Catching stationary and on the move using two hands and one hand	L2 Shooting – standing, jump and dive shots	L2 Defending blocking, tackling, interceptions and stealing.	L2 Goalkeeping skills shot stopping an d putting the ball down	L2 Assessment lesson 2
<p>End Point</p>	<p>At the end of the year 7 Handball unit students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate passing – whilst stationary 2. Demonstrate Catching – Whilst stationary 3. Demonstrate Footwork skills– Running Pass 4. Demonstrate Evasion skills– Break throughs 5. Demonstrate Shooting skills– Standing Shots 6. Demonstrate Defending skills– Blocking 					<p>At the end of the year 8 Handball unit students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate some Passing skills– stationary and on the move 2. Demonstrate some catching skills - Whilst stationary and on the move 3. Demonstrate some Footwork skills - Running Pass and shot 4. Demonstrate some Evasion skills – Break throughs and feints with the ball 					<p>At the end of the year 9 Handball unit students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a wide range of Passing skills - stationary and on the move, short and long 2. Demonstrate a wide range of Catching skills - Whilst stationary and on the move using two hands 3. Demonstrate a wide range of Footwork skills - Running Pass, shot and dribble 4. Demonstrate a wide range of Evasion - Break throughs and 					<p>At the end of the year 10 Handball unit students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate all Passing skills- stationary and on the move, short and long with both hands 2. Demonstrate all Catching skills - Whilst stationary and on the move both two and one handed 3. Demonstrate all Footwork skills - Running Pass, shot and dribble 4. Demonstrate all Evasion skills- Break throughs and 					<p>At the end of the year 11 Handball unit students will be able to do the following:</p> <ol style="list-style-type: none"> 1. Consistently demonstrate all Passing skills- stationary and on the move, short and long with both hands 2. Consistently demonstrate all Catching skills - Whilst stationary and on the move both two and one handed 3. Consistently demonstrate all Footwork skills- Running Pass, shot and dribble 4. Consistently demonstrate all Evasion skills - Break throughs and feints with and without the ball 				

	<ol style="list-style-type: none"> 7. Demonstrate Goal keeping skills – Shot stopping using hands, legs trunk. 8. Perform position-specific skills and techniques 9. Skills and techniques with timing and application. 10. Influence on the performance and motivation of self and others. 11. Communicate during a game. 12. Awareness 13. Tactical changes in response to the opposition’s actions. 14. Attempts to dominate opponents. 	<ol style="list-style-type: none"> 5. Demonstrate some Shooting skills - Standing Shots and Jump shots 6. Demonstrate some Defending skills - Blocking and tackling 7. Demonstrate some Goal keeping skills - Shot stopping using hands, legs trunk. Putting the ball down 8. Perform position-specific skills and techniques 9. Skills and techniques with timing and application. 10. Influence on the performance and motivation of self and others. 11. Communicate during a game. 12. Awareness 13. Tactical changes in response to the opposition’s actions. 14. Attempts to dominate opponents. 	<p>feints with and without the ball</p> <ol style="list-style-type: none"> 5. Demonstrate a wide range of Shooting skills - Standing Shots, Jump shots and dive shots 6. Demonstrate a wide range of Defending skills - Blocking, tackling intercepting and stealing. 7. Demonstrate a wide range of Goal keeping skills - Shot stopping using hands, legs trunk. Putting the ball down. Long and Short Shots. 8. Perform position-specific skills and techniques 9. Skills and techniques with timing and application. 10. Influence on the performance and motivation of self and others. 11. Communicate during a game. 12. Awareness 13. Tactical changes in response to the opposition’s actions. 14. Attempts to dominate opponents. 	<p>feints with and without the ball</p> <ol style="list-style-type: none"> 5. Demonstrate all Shooting skills - Standing Shots, Jump shots and dive shots 6. Demonstrate all Defending skills - Blocking, tackling intercepting and stealing. Zonal and Man to Man marking 7. Demonstrate all Goal keeping skills - Shot stopping using hands, legs trunk. Putting the ball down. Long and Short Shots and fast attacks. 8. Perform position-specific skills and techniques 9. Skills and techniques with timing and application. 10. Influence on the performance and motivation of self and others. 11. Communicate during a game. 12. Awareness 13. Tactical changes in response to the opposition’s actions. 14. Attempts to dominate opponents. 	<ol style="list-style-type: none"> 5. Consistently demonstrate all Shooting skills- Standing Shots, Jump shots and dive shots 6. Consistently demonstrate all Defending skills- Blocking, tackling intercepting and stealing. Zonal and Man to Man marking 7. Consistently demonstrate all Goal keeping skills - Shot stopping using hands, legs trunk. Putting the ball down. Long and Short Shots and fast attack. 8. Perform position-specific skills and techniques 9. Skills and techniques with timing and application. 10. Influence on the performance and motivation of self and others. 11. Communicate during a game. 12. Awareness 13. Tactical changes in response to the opposition’s actions. 14. Attempts to dominate opponents.
Progress and Assessment	<p>Head</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>Heart</p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</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 <p>Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</p>	<p>Head</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>Heart</p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies 	<p>Head</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>Heart</p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies 	<p>Head</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>Heart</p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</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 <p>Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</p>	<p>Head</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>Heart</p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p>Hands</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 <p>Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</p>

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Key Vocabulary/ Literacy	Ball Familiarisation: bounce pass, roll pass, dribbling Fundamental skills: Passing on the move, passing, receiving, W shape, fingers spread, elbows bent, weight on front foot, nose over toes. Phases of play: <i>6 phases of play – see lesson ideas</i> Attacking and defending: forward run, retreat, transition, recover, fast break.	Ball Familiarisation: bounce pass, roll pass, dribbling Fundamental skills: elbow over shoulder, piston motion, the high arm, Defensive Phase: Around the D, formations: 6-0, 5-1, goal scoring opportunities, defensive unit Attacking Phase: Circulation around the D, pressure, penetration, ball recirculation. Shooting: Jump Shot, Wing Shot, preparation, execution, follow through. Breaking through the defence: Feinting, Breaking through	Play and rules recap: Return to defence, counter attack, one bounce, three steps, running with the ball. Attacking overload: possession, centre, wide, pivot, diamond Defending: Blocking, stealing, intercepting, tackling, contact. Decision making: pressure, forcing errors, protecting the middle of the goal, gaining success. Positional understanding: goalkeeper, pivot, left half, wingers, right half, centre.	Roles: goalkeeper, pivot, left half, wingers, right half, centre. Ball Familiarisation: bounce pass, roll pass, dribbling Fundamental skills: Passing on the move, passing, receiving, W shape, fingers spread, elbows bent, weight on front foot, nose over toes, elbow over shoulder, piston motion, the high arm Attacking Phase: Circulation around the D, pressure, penetration, ball recirculation. Defensive Phase: Around the D, formations: 6-0, 5-1, goal scoring opportunities, defensive unit Positional understanding: goalkeeper, pivot, left half, wingers, right half, centre.	Roles: goalkeeper, pivot, left half, wingers, right half, centre. Ball Familiarisation: bounce pass, roll pass, dribbling Fundamental skills: Passing on the move, passing, receiving, W shape, fingers spread, elbows bent, weight on front foot, nose over toes, elbow over shoulder, piston motion, the high arm Attacking Phase: Circulation around the D, pressure, penetration, ball recirculation. Defensive Phase: Around the D, formations: 6-0, 5-1, goal scoring opportunities, defensive unit Positional understanding: goalkeeper, pivot, left half, wingers, right half, centre.
Connected Knowledge <i>Connectives to??????</i> <i>Theme/topic/year group?</i> <i>Cross-curricular themes?</i>	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. Unit 4 – Practical sports performance 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.	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. Unit 4 – Practical sports performance 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.	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. Unit 4 – Practical sports performance 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.	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. Unit 4 – Practical sports performance 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.	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. Unit 4 – Practical sports performance 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.
Links to Character and Culture	<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- 	<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. 	<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.

	<ul style="list-style-type: none"> 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"> 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. 			
Links to other Subjects	<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.