


Bilton School – Planning for progress over time. Basketball

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

	Year 7				Year 8				Year 9				Year 10				Year 11			
	Big Picture- Understand basic skills and rules of the game of Basketball, including conditioned games to develop the sense of outwitting an opponent.				Big picture- Develop positional and tactical play to outwit opponents during direct competition.				Big Picture- To develop knowledge of rules and set plays to outwit opponents.				Big Picture- To master skills, techniques and tactics and strategies to overcome opponents. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.				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 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
	L2 – Shooting – Lay-up	L4 – Assessment Lesson 1	L6 - Dribbling	L8 – Assessment Lesson 2	L2 – Shooting – Lay-up	L4 – Assessment Lesson 1	L6 – Dribbling – both hands	L8 – Assessment Lesson 2	L2 – Shooting – Lay-up and reverse	L4 – Assessment Lesson 1	L6 – Dribbling – both hands, change of direction	L8 – Assessment Lesson 2	L2 – Shooting – Lay-up and reverse, weak hand	L4 – Assessment Lesson 1	L6 – Dribbling – both hands, change of direction, crossover, change of direction	L8 – Assessment Lesson 2	L2 – Shooting – Lay-up and reverse, weak hand	L4 – Assessment Lesson 1	L6 – Dribbling – both hands, change of direction, crossover, change of direction	L8 – Assessment Lesson 2
	L1 – Passing – Chest and Bounce	L3 – Shooting – Set Shot	L5 – Rebounding	L7 – Footwork – Pivot	L1 – Passing – Chest, bounce, javelin	L3 – Shooting – Set Shot, jump shot	L5 – Rebounding	L7 – Footwork – Pivot and stop	L1 – Passing – Chest, bounce, javelin and overhead	L3 – Shooting – Set Shot, jump shot	L5 – Rebounding and boxing out	L7 – Footwork – Pivot and stop	L1 – Passing – Chest, bounce, javelin and overhead	L3 – Shooting – Set Shot, jump shot	L5 – Rebounding and boxing out	L7 – Footwork – Pivot and stop	L1 – Passing – Chest, bounce, javelin and overhead	L3 – Shooting – Set Shot, jump shot	L5 – Rebounding and boxing out	L7 – Footwork – Pivot and stop
End Points Progress and assessment	At the end of the year 7 basketball unit students will be able to begin to demonstrate : <ol style="list-style-type: none"> 1. Passing – using the chest and bounce pass 2. Shooting – set shot and lay up 3. Rebounding to keep possession 4. Dribbling – moving with the ball in multiple directions 5. Pivoting off stronger foot 6. Defending skills– start to develop basic defensive principles 7. Position-specific skills and techniques – 5 positions Leadership roles: When officiating call out the following infringements in a conditioned game <ol style="list-style-type: none"> 1. Basic rules – double dribble, travelling, contact 				At the end of the year 8 basketball unit students will have improved their ability by demonstrating : <ol style="list-style-type: none"> 1. Passing – decision making for correct use of pass, introduction of javelin pass. 2. Shooting – set shot and lay up including drive into the basket 3. Rebounding to keep possession in defence and attack 4. Dribbling – moving with the ball in multiple directions using both hands 5. Pivoting off stronger and weaker foot 6. Defending skills–demonstrate clear defensive structures such as man to man, ½ and full court press 				At the end of the year 9 basketball unit students will be able to competently demonstrate : <ol style="list-style-type: none"> 1. Passing – a wide range of successful passing with correct decision making on choice of pass. 2. Shooting – set shot and lay up (off both hands) including drive into the basket 3. Rebounding to keep possession in defence and attack into counterattack 4. Dribbling – moving with the ball in multiple directions using both hands 5. Pivoting off stronger and weaker foot using disguise to outwit opponent. 				At the end of the year 10 basketball unit students will be able advanced at demonstrating the following: <ol style="list-style-type: none"> 1. Passing – a wide range of successful passing with correct decision making on choice of pass. 2. Shooting – set shot and lay up (off both hands) including drive into the basket – accuracy of footwork 3. Rebounding to keep possession in defence and attack into counterattack 4. Dribbling – moving with the ball in multiple directions using both hands with disguise and evasion. 				At the end of the year 11 basketball unit students will have mastered the ability to demonstrate: <ol style="list-style-type: none"> 1. Passing – consistently use a wide range of successful passing with correct decision making on choice of pass. 2. Shooting – consistently use correct shot type with success. 3. Consistently win rebounds in attack and defence. 4. Dribbling – consistently use evasive skills to dribble in the correct moments to move up the court. 5. Pivoting off stronger and weaker foot using disguise to outwit opponent. 6. Defending skills–decision making on which defensive 			

	2. Leadership of team and begin to analyse performance to make changes during and in-between games	7. Position-specific skills and techniques – 5 positions and characteristics of each Leadership roles: When officiating call out the following infringements in a conditioned game 1. Basic rules – double dribble, travelling, contact 2. Leadership of team and begin to analyse performance to make changes during and in-between games	6. Defending skills–competent with clear defensive structures such as man to man, ½ and full court press. Introduction to zonal defences 7. Position-specific skills and techniques – 5 positions and characteristics of each. Begin to select players appropriately for each position. Leadership roles: When officiating call out the following infringements in a conditioned game 1. Basic rules – double dribble, travelling, contact 2. Leadership of team and analysing performance to make changes during and in-between games	5. Pivoting off stronger and weaker foot using disguise to outwit opponent. 6. Defending skills–decision making on which defensive structure to use depending on team and opponents. 7. Position-specific skills and techniques – 5 positions and characteristics of each. Selection of players appropriately for each position. Leadership roles: When officiating call out the following infringements in a conditioned game 1. Basic rules – double dribble, travelling, contact 2. Leadership of team and analysing performance to make changes during and in-between games	structure to use depending on team and opponents. Ability to change structure if not working. 7. Position-specific skills and techniques – 5 positions and characteristics of each. Selection of players appropriately for each position. Leadership roles: When officiating call out the following infringements in a conditioned game 1. Basic rules – double dribble, travelling, contact 2. Leadership of team and analysing performance to make changes during and in-between games
Key Vocabulary/ Literacy	Possession Movement Teamwork Rebounding Rules Regulations Hand Signals Evaluation/ Analysis	Possession Movement Teamwork Rebounding Rules Regulations Hand Signals Evaluation/ Analysis	Possession Movement Teamwork Rebounding Rules Regulations Hand Signals Evaluation/ Analysis	Possession Movement Teamwork Rebounding Rules Regulations Hand Signals Evaluation/ Analysis	Possession Movement Teamwork Rebounding Rules Regulations Hand Signals Evaluation/ Analysis
Connected Knowledge within PE	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.	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.	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.	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.	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.
Cultural values	<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 	<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- 	<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. <p>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?</p>	<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 	<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. <p>Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise.</p>

IMPLEMENTATION

	<p>participating and socialising through team sports.</p> <ul style="list-style-type: none"> 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. 	<p>curricular activities – taking part in school competitions to earn points towards house totals.</p> <p>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.</p>		<p>safety and wellbeing – through healthy competition in competitive team sports.</p>	
Spiritual, Moral, Social and cultural.	<p>Use of the imagination and creativity in their learning Willingness to reflect on their experiences, both within and outside of school Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives Showing understanding of the consequences of their actions Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively Willingness to participate in, and respond to sporting opportunities</p>				
British values	<p>Physical education will be a valuable tool, pupils will learn the importance of the British values and how it can help shape their lives within the school community and leading into later life. Democracy – Pupils will learn to work as a team and cooperate with each other to be successful. Allowing freedom of speech, whilst upholding the school values. Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions. Tolerance of different cultures and religions Mutal respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values. Individual liberty – Pupils learn about their own rights, as well as the rights of others. Learn about responsible decision making and the impact this will have on others.</p>				
Impact	<p>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. assessment</p>				