

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
											L2 Catching Whilst Stationary	L2 Shooting – Standing Shots	L2 Defending - Blocking	L2 Goalkeeping Skills	L2 Assessment Lesson 2	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
											L1 Passing Whilst Stationary	L1 Footwork – Running Pass	L1 Assessment Lesson 1	L1 – Evasion- Break Throughs	L1 Rules and Game Play	L1 Passing stationary and on the move	L1 Footwork running pass and shot	L1 Assessment Lesson 1	L1 Evasion breakthroughs and feints with the ball	L1 Rules and Game Play	L1 Passing stationary and on the move, short and long	L1 Footwork running pass and shot and dribble	L1 Assessment Lesson 1	L1 Evasion breakthroughs and feints with and without the ball	L1 Rules and Game Play	L1 Passing stationary and on the move, short and long both hands	L1 Footwork running pass and shot and dribble	L1 Assessment Lesson 1	L1 Evasion breakthroughs and feints with and without the ball	L1 Rules and Game Play	L1 Passing stationary and on the move, short and long both hands	L1 Footwork running pass and shot and dribble	L1 Assessment Lesson 1	L1 Evasion breakthroughs and feints with and without the ball	L1 Rules and Game Play
<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 														

	<p>Leadership Roles: (officiating and therefore effectively understanding the application and sanctioning of the following rules)</p> <ol style="list-style-type: none"> 1. Travelling 2. Time in a stationary position 3. Double dribble 4. Goal area rule 	<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. Putting the ball down <p>Leadership Roles: (officiating and therefore effectively understanding the application and sanctioning of the following rules)</p> <ol style="list-style-type: none"> 1. Travelling 2. Time in a stationary position 3. Double dribble 4. Goal area rule 5. Contact 	<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. <p>Leadership Roles: (officiating and therefore effectively understanding the application and sanctioning of the following rules)</p> <ol style="list-style-type: none"> 1. Travelling 2. Time in a stationary position 3. Double dribble 4. Goal area rule 5. Contact 	<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. <p>Leadership Roles: (officiating and therefore effectively understanding the application and sanctioning of the following rules)</p> <ol style="list-style-type: none"> 1. Travelling 2. Time in a stationary position 3. Double dribble 4. Goal area rule 5. Contact 	<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. <p>Leadership Roles: (officiating and therefore effectively understanding the application and sanctioning of the following rules)</p> <ol style="list-style-type: none"> 1. Travelling 2. Time in a stationary position 3. Double dribble 4. Goal area rule 5. Contact
Key Vocabulary/ Literacy	<p>Ball Familiarisation: bounce pass, roll pass, dribbling</p> <p>Fundamental skills: Passing on the move, passing, receiving, W shape, fingers spread, elbows bent, weight on front foot, nose over toes.</p> <p>Phases of play: <i>6 phases of play – see lesson ideas</i></p> <p>Attacking and defending: forward run, retreat, transition, recover, fast break.</p>	<p>Ball Familiarisation: bounce pass, roll pass, dribbling</p> <p>Fundamental skills: elbow over shoulder, piston motion, the high arm,</p> <p>Defensive Phase: Around the D, formations: 6-0, 5-1, goal scoring opportunities, defensive unit</p> <p>Attacking Phase: Circulation around the D, pressure, penetration, ball recirculation.</p> <p>Shooting: Jump Shot, Wing Shot, preparation, execution, follow through.</p> <p>Breaking through the defence: Feinting, Breaking through</p>	<p>Play and rules recap: Return to defence, counter attack, one bounce, three steps, running with the ball.</p> <p>Attacking overload: possession, centre, wide, pivot, diamond</p> <p>Defending: Blocking, stealing, intercepting, tackling, contact.</p> <p>Decision making: pressure, forcing errors, protecting the middle of the goal, gaining success.</p> <p>Positional understanding: goalkeeper, pivot, left half, wingers, right half, centre.</p>	<p>Roles: goalkeeper, pivot, left half, wingers, right half, centre.</p> <p>Ball Familiarisation: bounce pass, roll pass, dribbling</p> <p>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</p> <p>Attacking Phase: Circulation around the D, pressure, penetration, ball recirculation.</p> <p>Defensive Phase: Around the D, formations: 6-0, 5-1, goal scoring opportunities, defensive unit</p> <p>Positional understanding: goalkeeper, pivot, left half, wingers, right half, centre.</p>	<p>Roles: goalkeeper, pivot, left half, wingers, right half, centre.</p> <p>Ball Familiarisation: bounce pass, roll pass, dribbling</p> <p>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</p> <p>Attacking Phase: Circulation around the D, pressure, penetration, ball recirculation.</p> <p>Defensive Phase: Around the D, formations: 6-0, 5-1, goal scoring opportunities, defensive unit</p> <p>Positional understanding: goalkeeper, pivot, left half, wingers, right half, centre.</p>
Connected Knowledge <i>Connectives to??????</i> <i>Theme/topic/year group?</i> <i>Cross-curricular themes?</i>	<p>V CERT Health and Fitness</p> <p>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>BTEC Sport Level 3</p> <p>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>Unit 4 – Practical sports performance</p> <p>A Level PE</p> <p>Types of joint, movement available at a joint, names of bones, names of muscles,</p>	<p>V CERT Health and Fitness</p> <p>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>BTEC Sport Level 3</p> <p>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>Unit 4 – Practical sports performance</p> <p>A Level PE</p>	<p>V CERT Health and Fitness</p> <p>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>BTEC Sport Level 3</p> <p>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>Unit 4 – Practical sports performance</p> <p>A Level PE</p>	<p>V CERT Health and Fitness</p> <p>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>BTEC Sport Level 3</p> <p>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>Unit 4 – Practical sports performance</p> <p>A Level PE</p>	<p>V CERT Health and Fitness</p> <p>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>BTEC Sport Level 3</p> <p>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>Unit 4 – Practical sports performance</p> <p>A Level PE</p>

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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 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.
Spiritual, Moral, Social and cultural.	<p>Use of the imagination and creativity in their learning</p> <p>Willingness to reflect on their experiences, both within and outside of school</p> <p>Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives</p> <p>Showing understanding of the consequences of their actions</p> <p>Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively</p> <p>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.</p> <p>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.</p> <p>Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions.</p> <p>Tolerance of different cultures and religions</p> <p>Mutal respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values.</p> <p>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>				