

YEAR 8—TERM 3 & 4 BASETBALL

Why do we study these topics?

- Transferrable skills from other invasion games: Netball, football, Handball etc.
- **Basketball has growth in popularity, both in the UK and especially across Europe. Major Football teams (Barcelona + Real Madrid) have their own Basketball teams.**
- Opportunities for teamwork and leadership skills to develop.
- Build resilience for a GROWTH mind-set, i.e. learning to win and lose with dignity.
- **Listening to student voice, many pupils have expressed an interest in Basketball.**
- Further development of pupils health and fitness due to high scoring and fast paced nature of the game.
- Etiquette of game, shaking hands, fair play, not diving—respecting others and being a good citizen despite high physicality.
- Anticipate a positive learning curve & early success. This is due to pupils having already gain spatial awareness skills from Football, Netball, Handball etc.

Head, heart and hands model used to make students more aware of their technical and

How do/will these topics benefit students in their real lives?

- Opportunities to join external clubs to benefits lifelong health and wellbeing.
- K+U of a rapidly growing industry for future jobs **especially for women.**
- Ability to become reflective learners & coaches
- Ability to develop physical strength and resilience.

Cultural capital offer:

- Pupils learn to abide by rules. Understand how to deal with physical conflict. Negotiate for positions / roles.
- Preparation for Portsmouth Schools Basketball league (Sept to Dec 2020)

Links to other curriculum areas:

Biology—Physiological effects of warm up Cells and body systems—year 7+8.
History—Origin of the sport/ commonwealth .

Key Skills required:

- Demonstrate how to pass, dribble and shoot the Basketball.
- To use either hand when dribbling.
- Select the most appropriate pass, depending on the situation.

Key knowledge:

- Key rules of game
- How to perform each position effectively.
- The difference between man to man and zonal marking.

Rationale for Waypoints:

A— Pupils given success early to motivate.
E—Gives pupils K+U of both parts of the game.
Acc—Early WP see if ready to perform under pressure.

Rationale for Endpoints:

All assessed in full context to evaluate if learning has been embedded.
 Use of SSG to ensure pupils have high levels of contact time.

Y8 Basketball Module

HEAD: Pupils can Identify, describe and analyse the principles of play and how they link to the fundamental skills.

HEART: Pupils consistently demonstrate high levels of effort and a positive attitude in all aspects of the game.

HANDS: See below.

Pathway:	WK1	WK2	WK3	WK4	WK5	WK6
Aspire 	Dribbling Pupil can change direction using their dominant hand.	 Lay-Ups Pupils understand and can apply all phases of the technique.	Lay-Ups Under Pressure Pupils use past knowledge to perform lay-up against a defender in 1v1.	Passing Pupils demonstrate 3 types of passes in drill situations.	 Set Shots Pupils can demonstrate the 4 key breakdowns of the set shot in order.	Assessment Match Ability split match
Endeavour 	Pupils can change direction using either hand with control and precision.	Pupils demonstrate all components and use explosive jumps to gain a 50% basket rate.	 Pupils can apply past knowledge to perform lay up in full context game.	Pupils demonstrate 3 types of passes, always selecting the correct pass for the correct situation.	Pupils can demonstrate the 4 key breakdowns of the set shot in order with a 50% success rate.	Ability split match
Accelerate 	Pupils can change direction using either hand with control and precision at speed.	Pupils demonstrate all components and use explosive jumps to gain a 85% basket rate.	Pupils can apply past knowledge to perform lay up in full context game with 70% success rate.	Pupils demonstrate 3 types of passes, always selecting the correct pass for the correct situation.	 Pupils can demonstrate the 4 key breakdowns of the set shot in order with 75% success rate.	Ability split match

Opportunities for Disciplinary Knowledge

Pupils to critically analyse their own and other work in modified competitive games at the end of every lesson. In an ever changing environment they should adapt the substantive knowledge learnt in each activity.

Potential DK learning Questions

When should you use zonal or man to man marking?

How do the job roles of different players differ?

How do we deal with a talented opponent?

Assessment Objective/s:

Aspire— Can pass and shoot with reasonable accuracy and demonstrate a developing technique usually applied with co ordination and control. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. Understands need to warm up

Endeavour— Can use skills and techniques together with accuracy. Can control and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise

Accelerate— Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health

Aspire	<p>Way point 1: Lay Ups</p> <p>This is used to give cognitive learners early success. Task is simple with few complex teaching points. Focus on carrying out technique effectively instead of percentage basket rate.</p>	<p>Way point 2: Set Shots</p> <p>Pupils demonstrate a K+U of how to be successful and use examples of their own work which show good practice. Serial skills completed in massed practice reduce cognitive load.</p>	<p>Points to Note / Differentiation</p> <p>ALL LESSONS START WITH INVASION GAME RELATED WARM UP AND RE-CAP WORK OF PREVIOUS LESSON. INCLUDE BALL FAMILIARISATION/ HANDLING IN EACH LESSON.</p>	<p>END Point: Full Context Game.</p> <p>This to be used to evaluate performance. Learning will be embedded into LTM if pupils can select the appropriate decision for the appropriate situation.</p>
Endeavour	<p>Way point 1: Lay Ups Under Pressure</p> <p>Mid-way point in module, gives pupils the opportunity to develop an attacking skill under time and space pressure. This will test the middle bands ability to apply skills properly.</p>	<p>Way point 2: Set Shots</p> <p>Endeavour pupils should pick this up quickly and understand the difference in both technique and when to use in a game situation.</p>	<p>MAKE LEARNING AS ACTIVE AS POSSIBLE GIVE OPPORTUNITIES TO PLAN TACTICS RESEARCH RULES ON INTERNET USE GOVERNING BODY RESOURCES VIDEO TO ANALYSE PERFORMANCE TASKS SET TO CATER FOR LEVELS OF ABILITY:</p>	<p>END Point: Full Context Game.</p> <p>This to be used to evaluate performance. Learning will be embedded into LTM if pupils can select the appropriate decision for the appropriate situation.</p>
Accelerate	<p>Way point 1: Lay Ups Under Pressure</p> <p>Early way-point signals how autonomous learners should be whole learning, through SSG or full games.</p>	<p>Way point 2: Set Shots</p> <p>Once accelerate pupils master the set shot they will be deployed as coaches for the less able. Pupils will be ask to reflect on others performance and use error correction to improve.</p>	<p>NUMBER OF TOUCHES DISTANCE FROM TARGET SIZE OF PRACTICE AREA</p>	<p>END Point: Full Context Game.</p> <p>This to be used to evaluate performance. Learning will be embedded into LTM if pupils can select the appropriate decision for the appropriate situation.</p>