



## PE - Year 8 – Unit Basketball

### Sequence 1: Learning Objective: Passing and receiving & outwitting an opponent

**Lesson 1:** To understand when to dribble and when to pass in game situations. To know which pass to use and why (Chest, Bounce or Overhead). To be able to demonstrate successfully the three basic passes used in basketball during a game situation.

**Lesson 2:** To be able to dribble effectively in game situations. To know when to dribble and when to pass. To demonstrate how to dribble effectively in a game situation.

**Formative Assessment and Homework:** Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular basketball and to be encouraged to watch basketball games to understand the rules and direction of play in more depth .

### Sequence 2: Learning Objective: Attacking & outwitting opponents

**Lesson 3:** To be able to explain the technique for the lay-up. To perform the lay-up under control using the correct technique. To describe the correct technique for a lay-up, and demonstrate this in practice. To execute a lay-up, using the correct technique, with consistency and success.

**Lesson 4:** To explain and demonstrate the 'Fake and Drive'. To use the 'Fake and Drive' successfully in a game situation.

**Formative Assessment and Homework:** Homework - read rule books and sports reports online/watch a game. Peer assessment on passing and receiving in a small sided game.

### Sequence 3: Learning Objective: Game play & rules & Games/mini tournament/assessment

**Lesson 5:** Pupils will learn and practice the 'Fast Break' and may be able to demonstrate the 'Fast Break' in a game situation. To exploit an opportunity for you and your team mates to perform a 'Fast Break' in a competitive situation.

**Lesson 6 Assessment:** To link all skills practiced and developed in a 'Round Robin' tournament. Basketball rules in full effect with pupils being tested accordingly.

**Formative Assessment and Homework:** To be able to identify the distinct roles of each playing position. To describe the rules and laws of the game. Homework – come up with a rule book/poster of the rules of Basketball.

### Big Picture

**AIM:** Pupils will refine and develop passing, dribbling and shooting skills. They will practice and demonstrate these skills both individually and in groups. They will further develop co-ordination and control required to combine these skills in a game situation. Pupils will demonstrate the ability to select these skills in appropriate situations e.g. knowing when to dribble, when to pass and which type of pass to use.

- Team sport, building towards a sport which can be used at KS4 assessment for Sports Studies.
- All pupils encouraged to attend extra-curricular Rugby, to watch Rugby at home to become more knowledgeable with Rugby terminology.
- To improve social, physical, and mental well-being

### Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

### Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off pitch pupils to peer or self-assess to show understanding.

### Progression Model:

Transferrable knowledge of key terminology in other game activities; tactics, *eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through.*

- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 7-11.
- Transferrable multi-skills
- Opportunity to Peer coaching (*i.e. watch each other playing and refine their skills*). Use demonstrations effectively to highlight good work (*i.e. what is happening, what others are doing and copy how others act and work*).



## PE - Year 8 – Unit Football

### Sequence 1: Learning Objective: Develop Passing, Outwitting defenders

**Lesson 1:** To be able to perform a pass using inside and outside of foot and understand the importance of receiving correctly. To be able to perform these in a small sided game

**Lesson 2:** To be able to perform and accurately replicate different types of dribbling with control, speed and fluency. To be able to outwit opponents with the combination of turns and dribbling.

**Formative Assessment:** Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular Football and to be encouraged to join a local club.

### Sequence 2: Learning Objective: Developing attacking and shooting

**Lesson 3:** To be able to outwit opponents using learnt skills and techniques at speed. To understand the importance of width and playing into space in order to attack.

**Lesson 4:** To perform and replicate an accurate and controlled shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal i.e. across goal. To appreciate how to adjust shot selection based on opponents positioning.

**Formative Assessment:**

### Sequence 3: Learning Objective: Developing Heading and defensive strategies

**Lesson 5:** To develop their understanding and knowledge of how to head the ball correctly and safely. To perform the different types of heading in different situation e.g. Defensive & Attacking.

**Lesson 6:** To be able to perform and develop defensive strategies i.e. Tackling, jockeying, forcing onto weaker foot.

To understand when to defend and how to stop opponents from advancing.

**Lesson 7: Assessment** To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in football.

**Formative Assessment:** To be able to identify the distinct roles of each playing position. To describe the rules and laws of the game.

### Big Picture

**AIM:** In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for Football. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from Year 7.
- All pupils encouraged to attend extra-curricular Football, to watch Football at home to become more knowledgeable with Football terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

### Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

### Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Show my homework
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Homework set in lesson 4 but pupils encouraged to attend extra-curricular weekly.

### Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



## PE - Year 8 – Unit Handball

### Sequence 1: Learning Objective: Passing & receiving, moving with the ball

**Lesson 1:** To demonstrate control and accuracy of passing and receiving. To be able to catch the ball from a variety of situations with improved technique and greater consistency. To be able to perform these core skills in a small sided game to outwit opponents.

**Lesson 2:** To use a dribble technique correctly and understand rules relating to its use in a game. To develop understanding of strategic and tactical play of handball.

**Formative Assessment and Homework:** Warm ups to be skill related to recap and develop skills.

### Sequence 2: Learning Objective: Attacking, basic defending and outwitting an opponent

**Lesson 3:** To develop an understanding about attacking principles related to handball. To perform and accurately replicate passing, receiving & dribbling skills to outwit opponents. To begin to score & officiate a competitive game.

**Lesson 4:** To understand how to pass the ball around opponents while under pressure in a game situation. To begin to analyse opponents weaknesses & devise strategies to exploit them

**Formative Assessment and Homework:** Homework lesson 4 to draw 2 Handball pitches and mark on the positions for defending and attacking. Read rule books and research officiating signals in newspapers and magazines and online.

### Sequence 3: Learning Objective: Attacking, self analysis & Assessment

**Lesson 5:** To understand and develop the use of tactics and shot selection in different situations. To refine tactics based on opponents weaknesses. To be able to assess & evaluate own performance and weaknesses.

**Lesson 6:** Pupils to show their knowledge and understanding of the rules in handball. To show the ability to improve their own quality of technique through self assessment.

**Lesson 7: Assessment** To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.

**Formative Assessment and Homework:** To be able to identify the distinct roles of each playing position. To describe the rules and laws of the game.

### Big Picture

**AIM:** In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for handball. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from Yr 7 and Primary school.
- All pupils encouraged to watch handball at home to become more knowledgeable with handball terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

### Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

### Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- Pupils encouraged to attend extra-curricular weekly.
- End of term assessment, practical assessment, and match play, when off pitch pupils to peer or self-assess to show understanding.

### Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills



## PE - Year 8 – Unit Netball

### Sequence 1: Learning Objective: Recap passing Skills & fundamental rules

**Lesson 1:** To demonstrate control and accuracy of passing and catching. To implement footwork, contact and obstruction rules during a game.

**Lesson 2:** To be able to catch the ball from a variety of situations with improved technique and greater consistency. To be able to perform these in a small sided game to outwit opponents.

**Lesson 3:** To be able to outwit opponents using a variety of passes with accuracy and timing. To be able to move accurately into a space to receive a well-timed pass.

**Formative Assessment and Homework:** Warm ups to be skill related to recap previous learnt skills. Pupils to attend extra-curricular netball and to be encouraged to join a local club.

### Sequence 2: Learning Objective: Attacking/ dodging development

**Lesson 4:** To be able to select tactics to outwit a defender when moving the ball into the attacking D.

**Lesson 5:** To develop two different types of dodges to outwit a defender. To be able to demonstrate dodging technique in a small sided game to maintain ball possession & begin to outwit opponents. To use defending skills to be able to mark an opponent and intercept any passes sent towards them.

**Formative Assessment and Homework:** Pupils to show understanding of where each player can move on court and which position marks them. Pupils assessed on their court knowledge in class when in game situations.

### Sequence 3: Learning Objective: Defending and shooting development

**Lesson 5:** To be able to outwit opponents using learnt defending skills and techniques. To develop the skill of anticipation in a game situation.

**Lesson 6:** To develop their understanding and knowledge of where on the court shooting can take place. To accurately replicate the technique for a correct shooting action.

**Lesson 7: Assessment** To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball. To demonstrate the ability to evaluate performances and suggest ways to improve.

**Formative Assessment and Homework: Lesson 5** To be able to identify the distinct roles of each playing position and the areas permitted. To describe the rules and laws regarding contact. **Lesson 6** To be able to evaluate pupils shooting technique and suggest ways to improve.

### Big Picture

**AIM:** In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for netball. Pupils will work on improving the quality of their skills with the intention of outwitting opposition.

- Team sport, which can be used at KS4 assessment for Sports Studies.
- Unit used to build upon prior knowledge from year 7.
- All pupils encouraged to attend extra-curricular netball, to watch netball at home to become more knowledgeable with netball terminology.
- Social, physical, and mental well-being
- To allow pupils to build upon their social development out of school and in the community.

### Developing Cultural Capital

Out of lessons, at home and in the community, pupils could be encouraged to:

- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches, to appreciate high-quality performance
- Trips
- Read rulebooks and sports reports in newspapers and magazines/ social media/ sports apps

### Reinforcement and Retrieval Practice

- All learning sequences revisited as part of the lesson starters to reinforce and assess progress.
- Pupils should be able to verbally articulate understanding of basic skills and tactics. Done during questioning and answering, mini plenaries and plenary.
- AfL used in all lessons to evidence gaps in understanding, and to ensure lesson outcomes are reached.
- Knowledge organisers
- Use of ICT to analyse performance.
- Extra- curricular
- Demonstrations of previous learning.
- End of term assessment, practical assessment, and match play, when off court pupils to peer or self-assess to show understanding.

### Progression Model:

- Transferrable knowledge of key terminology in other game activities; *tactics, e.g. principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- collaborate with others to share information and ideas, and solve problems
- Transferrable knowledge of preparation for exercise, warming up and cooling down.
- Speaking and listening skills can be used in game and individual sports to collaborate with others to share ideas, problem solve and analyze performance.
- Knowledge will continue to be developed at extra-curricular clubs, and in Year 8-11.
- Transferrable multi-skills