



Subject: Year 9 Basketball

| Overarching Topic: | |
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| <p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p> | <p style="text-align: center;"><u>Overview</u></p> <p>Intent: Our intent is to create a culture where students are able to carry themselves with pride when participating in Physical Education lessons and representing the school in extra-curricular fixtures. This will be achieved through a progressive approach, where we embrace new thinking in the pursuit of continuous improvement. Students play with respect and we set the standards for respect across Ravens Wood School. Lessons are inclusive and we champion the fact that basketball is a game for everyone. We promote determined learners who are tenacious and accountable to each other in serving the whole game and doing the right thing. We promote excellence in encouraging the students to achieve the very highest outcomes, which can only be achieved by sustained excellence in performance.</p> <p>This topic is being studied to build on the initial content learnt and developed in year 7 and to start creating more challenging game situations where pupils can apply their skills in a more pressured situation. This topic has not been taught since Half term 2 in year 7 so we will revisit and give the boys opportunity to recall learning from the previous year. As Basketball is one of our performance sports it is imperative that the fundamental movements are continuously revisited in all lessons to show continual development at any ability stage. The running of basketball will help to develop hand eye coordination, cross curricular movement skills and sport specific skills like triple threat position, dribbling skills, passing skills, shooting skills and rebounding. Basketball is being studied as it provides the pupils with a sport they may have had a limited access to prior to being at RWS. It involves students mastering skills and applying similar skills from other games (e.g. rugby and football) such as evading opponents and sending and receiving skills.</p> <p>Ultimate questions: This unit of work will provide students with the knowledge and skills that will provide the foundations for their entire journey within Physical Education and sport at Ravens Wood School. Through a holistic approach, students will learn the rules, values, tactics and traditions of the sport. This approach will allow students to develop upon the knowledge gained in term one, but with sport-specific features, due to the differing intricacies of football and rugby. This module builds on the key facets of Physical Education that were introduced in term one; acquiring and developing skills, selecting and applying appropriate skills and tactics and evaluating and improving their own and other performances.</p> <p style="text-align: center;"><u>Joining Up</u></p> <p>Looking ahead:</p> |

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| | <ul style="list-style-type: none"> • ‘How do I master the core skills?’ - students will revisit the core skills of the game and will be encouraged to refine their technique and execute these skills in increasingly challenging situations • ‘How do I become a master tactician?’ – students will be introduced to, and encouraged to come up with, a range of more complex tactical approaches and how they can be successfully implemented • ‘How do I become more like a professional coach?’ – students will be encouraged to reflect on a range of performances and come up with differing ideas of how to improve performances in numerous situations <p>Looking back: Lessons are built upon the foundations covered in the previous year, with new content introduced acting as scaffolding to allow students to climb to the top of the subject area and become a true student of the game</p> | | |
| | Critical | Core | Pinnacle |
| <p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p> | <p>Developing skills in physical activity How do you perform the key skills of passing, dribbling, shooting, lay ups and defending? What skills would you perform in different situations?</p> | <p>Developing physical and mental capacity What tactics can you apply in different situations? How can you change your tactics if you are not successful? What makes an effective team?</p> | <p>Evaluating and improving performance What skills are required to be successful? Can you identify the strengths and weaknesses of a player or team? How can you improve the performance of an individual or team? What are the keys to a successful team?</p> |
| <p>The Key Skills/ Techniques</p> | <p>The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.</p> | | |
| | <p>Skill/Technique</p> | <p>How will this skill be developed?</p> | |
| | <p>Developing skills in physical activity To plan for and make use of advanced techniques: dribbling, shooting, lay-up, passing and defending</p> | <ul style="list-style-type: none"> • Help pupils refine their ability to send, receive and travel with the ball. Give them time to practise speed of control and thought, in semi-opposed or opposed situations. • Help pupils consolidate their understanding of the skills needed in different roles and positions within a team. • Teach pupils new skills by devising, organising and overseeing competitive practices and drills, designed to improve specific aspects of technique or game play. | |
| | <p>Developing physical and mental capacity To use principles of play to plan for and implement advanced strategies and tactics, and then adapt them as</p> | <ul style="list-style-type: none"> • Listen to pupils discuss how players know when an attack has failed and how to reposition the ball for the next attack. • Help pupils to use their knowledge of successful tactics in a variety of invasion games, eg the use of screening, running off the ball. • Teach pupils how to coach a team in small-sided games. | |

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| | needed | <p>describe how to work well in teams, read situations well and adapt tactics to meet changing needs</p> <ul style="list-style-type: none"> Organise others, giving clear instructions and feedback, and plan sessions and practices with thought and care, seeing them through successfully |
| | <p>Evaluating and improving performance To improve their analytical skills and develop either their own or others' performance as a result of the analysis To develop leadership and more advanced collaborative skills</p> | <p>Teach pupils how to evaluate how well they play the game and how well they play in different roles and positions. Help them to collect data on their team and individual performance. Teach them how to analyse and interpret it, and how to go about improving performance. Ask them to set short-term individual targets for improvement and to monitor whether they have achieved them.</p> <ul style="list-style-type: none"> Help pupils refine their ability to analyse the most effective parts of their play and that of others. Help them to think while they are playing and find ways of becoming more effective. Listen to pupils' ideas about how to develop and improve work. |
| | <p>Making informed decisions about healthy, active lifestyles To monitor exercise and fitness levels for themselves and/or others, related to performance, in the game</p> <ul style="list-style-type: none"> to devise, implement and monitor their own and/or others' exercise and fitness programmes based on principles of safe and effective exercising to recognise and evaluate the impact fitness has on performance, and activity has on fitness | <ul style="list-style-type: none"> Teach pupils to evaluate fitness and exercise levels. Help them to devise programmes that will condition them for their chosen invasion game, based upon the demands of the game and their own fitness. Get them to focus on speed, reaction, power, strength and stamina. Teach pupils the principles of safe exercising, what safe exercising is, and how they can apply the principles of safe exercising to their own and others' work. Teach pupils how to use information from monitoring to develop and improve their programmes. Listen to pupils talk about their understanding of the principles of training. |