

Key Stage 3 PE – Year 7 Basketball

Enquiry Question:
How do I lay up in a game?



Background

Students will have a basic understanding of the game and an experience of the skills required

Why we teach it

Sport that is played competitively in local, County and National competitions.
Popular within our school community (student voice); aspirations of Academy.

Values

- Learn transferable skills
- BEST: Teamwork
- BEST: Bravery: Understanding their strengths and weaknesses and show resilience

Lesson	Title	Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
1	PASSING: To be able to Chest and Bounce pass accurately.	Introduction to the game of basketball. Static 2 handed passing: Chest and bounce pass in pairs. Passing on the move- Explain TRAVELLING rule. 2v1, 3v1 small sided games into 1 ring or consecutive passes in grids.	Students to officiate their own game. Give feedback to other students	Cooperation Integrity Resilience	Netball – passing/footwork Other invasion games – passing and moving Maths – keeping score
2	DRIBBLING: To be able to dribble the ball accurately and change direction and speed without losing control.	Basic technique in straight lines L & R hand, in pairs. Movement around the court at a steady speed using both hands. Explain DOUBLE DRIBBLE rule. Explore changes of speed and link with 1 & 2 footed stops, pivot and pass Small sided games	Students to officiate their own game. Give feedback to other students	Cooperation Integrity Resilience	Football – looking up when dribbling Dribble when have space Using both feet/hands Maths – keeping score
3	Shooting - Lay-up	Explain how the lay up is not travelling when done properly and when to use the lay up. Part-whole learning approach to teaching the lay up. Break it down into smaller parts then put together. Practice at comfortable speed and get faster. Put into small sided games across court- more points for doing a lay up. Emphasise fouls and travelling rules.	Students to officiate their own game. Give feedback to other students	Cooperation Integrity Resilience	Science – forces Power of shot Maths – keeping score
4	Shooting - Lay-up	Practice with passive then active defender in pairs. Explain foul rule. Put into small sided games across court- more points for doing a lay up. Emphasise fouls and travelling rules.	Students to officiate their own game. Give feedback to other students	Cooperation Integrity Resilience	Science – forces Power of shot Maths – keeping score

Key Stage 3 PE

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Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
5	Shooting - Set Shot	B.E.E.F- Bend at knees, Elbow high at 90 degrees, Extend in a straight line, Follow through/Flick. Practice in 2/3's at different angles around the rings. Practice dribble, stop, BALANCE and shoot from different angles. Add a defender. 1v1, 2v1 into 1 ring. Cross court games	Students to officiate their own game. Give feedback to other students	Cooperation Integrity Independence Communication	Maths – angles, keeping score
6	Attacking drill to include lay ups in demanding situation	3 player weave to include lay up 3 v 3 into 1 ring Cross court games	Students to officiate their own game. Give feedback to other students	Cooperation Integrity Independence Communication	Other invasion games – passing and moving Maths – keeping score
7	Defending drill to include lay ups with a defender	Crab feet. Look up at teacher signals. 3 player weave to half way line, then create 2 v 1 Full court games where possible	Students to officiate their own game. Give feedback to other students	Cooperation Integrity Independence Communication	Other invasion games – defending – position of body Maths – keeping score
8	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 basketball	Students to officiate their own game. Give feedback to other students Analyse their own performance and	Cooperation Integrity Independence Communication	Maths – keeping score

Key Stage 3 History

What were the experiences of enslaved Africans?



Ms Folorunsho

Background

This enquiry focuses on the experiences of enslaved Africans through their resistance, in order to give back agency and minimise embedding the idea of passive victimisation. This enquiry tells a deeper version of the Transatlantic slavery: how it started, the changes it brought and its legacy on transforming the ideas of race as well as its impact in Britain, Africa and Caribbean.

Why we teach it

- Understand the construction of race
- Understand the legacy of the slave trade in Britain
- So students can see the construction of race
- Opportunity for critical reflection so that students can personally develop my learning from Transatlantic slavery & reflect upon it.

Values

- **BA BEST Habits- Justice, individual liberty , empathy, respect , tolerance & courage.**
- The Past is a diverse place
- Britain exists in a global context
- The past explains the present e.g BLM Movement

Lesson	Title	Activities	Home Learning	Learning Points
1	What was West Africa like before European slavers arrived?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/01-AFRICA?csf=1&web=1&e=2jRvH	<ol style="list-style-type: none"> 1. Act on feedback from previous assessment 2. Research 1 African Kingdom 	
2	How did the Transatlantic Trade enslave African people?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/02-TRANSLANTIC%20TRADE?csf=1&web=1&e=BSBjXB		
3	How did enslaved Africans resist their treatment in the Middle passage?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/03-MIDDLE%20PASSAGE?csf=1&web=1&e=Oc3PgD	Scholarship reading from historian Adrian Lordshaughn Explain three reasons why the transatlantic slave trade fuelled Britain's industrial revolution	
4	What was life like on Plantations ?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/04-%20LIFE%20ON%20PLANTATIONS?csf=1&web=1&e=pGRcfM		
5	How did enslaved Africans resist slavery in Jamaica?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/05-RESISTANCE?csf=1&web=1&e=9VYiCE	1.Revisit learning by completing quiz (enquiry 1 &2)	
6	How and why did slavery come to an end?	https://babbeey.sharepoint.com/f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/01-KEY%20STAGE%203/YEAR%208/02-SLAVERY/LESSONS/06-ABOLITION%20%26%20LEGACY?csf=1&web=1&e=tnCrnl	<ol style="list-style-type: none"> 1. Revise for assessment 2. What was the legacy(impact) of the Transatlantic Slave Trade? 	
Assessment		Write an account analysing the various ways in which enslaved Africans resisted enslavement	Conceptual Focus	Analytical narrative (i.e. analysis of causation/consequence/chronology)

Additional Reading

- Black and British: A Short, Essential History: A Short Essential History by David Olusoga
- Black and British: A Forgotten History
- Sugar in the Blood: A Family's Story of Slavery and Empire

Key Takeaway

- **Origins**- Various African countries had a thriving economy and rich culture before slavery
- **Places**-Britain, Caribbean, America & Africa were all involved and therefore all involvement must be studied
- **Abolition**- Complex interweaving of factors

Next Enquiry Question

This will help students understand how ex-slaves transitioned into society after abolition & the 13th Amendment. It will also offer further understanding in terms of some of the challenges African Americans face in 1950's/60's America.

Wider Curriculum Links

- Unit 2- migration: Thematic study (forced migration) (KS4)
- Elizabeth 's exploration unit 3 (KS4)
- Slavery's fuel of the Industrial revolution (KS3)
- African American Civil Rights & reconstruction (KS5)