

Key Stage 3 PE – Year 8 Basketball

**Enquiry Question:
How do we play like
Kobe?**



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 pass and move using a variety of passes. To be able to perform an accurate javelin pass	Pairs static javelin pass across court. Pairs passing and moving along the grid lines. 3 man weave slow. Focus on travelling! 3v2, 2v2 games into 1 ring, no dribbling. Cross court game play, no dribbling.	Students to officiate their own game. Give feedback to other students Think about their own performance and how it can be improved	Cooperation Integrity Resilience	Netball – passing/footwork Other invasion games – passing and moving Maths – keeping score
2	DRIBBLING: To be able to dribble with control at speed with both hands. To be able to change direction by switching hands.	Grid work, dribble at speed from corner to corner around the outside. Grid work, dribble to corner and change direction by switching hands. Pairs, 1v1 keep ball, by moving and changing direction and hands. Focus on double dribble! 2v2, 3v2 in a grid, keep possession. Cross court/full court game play.	Students to officiate their own game. Give feedback to other students Think about their own performance and how it can be improved	Cooperation Integrity Resilience	Football – looking up when dribbling Dribble when have space Using both feet/hands Maths – keeping score
3	SHOOTING: To be able to Lay Up accurately, at speed and under light pressure. To be able to Lay Up in a game situation.	Recap lay ups into all rings. L&R handed. Lay ups with passive defending. 2v1 into 1 ring, only score with lay up. Cross court game play, only score with lay up. Different scorer each time. Full court game play. Extra points for lay ups scored.	Students to officiate their own game. Give feedback to other students Think about their own performance and how it can be improved	Cooperation Integrity Resilience	Science – forces Power of shot Maths – keeping score
4	SHOOTING: To be able to Lay Up accurately, at speed and under light pressure. To be able to Lay Up in a game situation.	Recap lay ups into all rings. L&R handed. Lay ups with passive defending/Lay ups with active defending 2v1 into 1 ring, only score with lay up. Cross court game play, only score with lay up. Different scorer each time.	Students to officiate their own game. Give feedback to other students Think about their own performance and how it can be improved	Cooperation Integrity Resilience	Science – forces Power of shot Maths – keeping score

Key Stage 3 PE

Enquiry Question:
How do I use the triple threat?



Background

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

Why we teach it

Sport that is played competitively in local, County and National competitions.

Values

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

Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
5	TRIPLE THREAT POSITION: To be able to perform the triple threat position with some effect.	Pairs, practice getting into triple threat from standstill. Pairs, practice getting into triple threat from receiving a pass. 1v1, 2v2 start at triple threat position. Full court game play. Put triple threat into practice.	Students to officiate their own game. Give feedback to other students Analyse their own performance and explain ways in which they can improve.	Cooperation Integrity Independence Communication	Maths – angles, keeping score
6	GAMEPLAY: To be able to put previously learned skills into full game situations. To be able to set up basic attacking formations and tactics.	Recap principles of man to man defence in full game situations. ½ court practice of 1:2:2 formation when attacking.	Students to officiate their own game. Give feedback to other students Analyse their own performance and explain ways in which they can improve.	Cooperation Integrity Independence Communication	Other invasion games – passing and moving Maths – keeping score
7	GAMEPLAY: To be able to put previously learned skills into full game situations. To be able to set up basic attacking formations and tactics.	½ court practice of how to switch to create space and attacking opportunities. Full court game play, putting switching into practice.	Students to officiate their own game. Give feedback to other students Analyse their own performance and explain ways in which they can improve.	Cooperation Integrity Independence Communication	Other invasion games – defending – position of body Maths – keeping score
8	Assessment	½ court games to be able to demonstrate all of the skills covered in the unit of work in a competitive situation. Full court game play. Students to analyse the performance of the team and come up with tactics	Students to officiate their own game. Give feedback to other students Analyse their own performance and explain ways in which they can improve.	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=2lRvH	<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)