

Key Stage 3 PE – Year 9 Basketball

Enquiry Question:
How do I use a zone defence?



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 under pressure using appropriate passes.	3 man weave at speed. Focus on travelling. 3v2, 3v3 into 1 ring no dribbling, close defending. 4v4, 5v5 ½ court no dribbling. Full 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	Netball – passing/footwork Other invasion games – passing and moving Maths – keeping score
2	TRIPLE THREAT POSITION: To be able to use the triple threat position effectively in game play.	2v1 in grid keep possession, use triple threat to pivot and move the ball. 3v3 into 1 ring, emphasise triple threat. Full court game play, focus on receiving the ball in triple threat position from every pass.	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	FAST BREAK: To be able to fast break effectively and use it in a game situation.	Practice across court without defence. Speed up, introduce passive defending then active defending. Put into full game situation.	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	Other invasion games – moving quickly to outwit opponents Maths – keeping score
4	ZONE DEFENCE: To be able to defend using a basic zone defence.	½ court practice of 1:2:2 zone defence. Full court practice, no dribbling in own half to slow the play down and allow defenders to get back into position.	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	Maths – areas of court Spatial awareness Maths – keeping score

Key Stage 3 PE

Enquiry Question:
How do we play like Kobe?



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	SCREENING: To be able to screen effectively when attacking.	½ court practice attacking a man to man defence using a screen. Put into full game practice. Vary the attack.	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 Spatial awareness Maths – 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 zone 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	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.	Recap principles of zone and 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	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	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)