

Key Stage 3 PE – Year 7 Netball

Enquiry Question:
What are the positions in netball?



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 skill
1	PASSING: To be able to pass and move using a variety of passes. Focus on moving in to a space. Introduction of footwork rule	Pairs static pass across court – use of shoulder/chest/bounce Pairs passing and moving, emphasis on changing direction. 2v2 “possession” –one third of a court. Aim to keep possession for a minimum number of passes without interception (non-contact). Must get into space to receive ball. Challenge by introducing 3 second rule, obstruction (1m away).	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 – passing and moving Maths – keeping score
2	FOOTWORK : To link 1,2 footwork with pivoting To perform a pivot with correct technique To perform pivot in order to change direction	In 4s (2 at each side of the court) Player 1 runs to the middle, catches 1,2, pivots and passes back to the line they came from. The passer then runs and repeats. Pupils always join the line the came from. End zone game – larger sided (4 teams). Condition – pupils must use correct footwork or pivot before they are allowed to pass the ball. No time limit on holding the ball.	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	Basketball – travelling rule Maths – keeping score
3	GETTING FREE – DODGING: To be able to get free by changing direction and or speed	Gladiator – partner stays on line and attacker must try to get past the line by changing speed/direction In 3’s dodge to receive ball – static defender then progress to active defender. End zone game – 4 v 4 – must dodge to receive ball	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 in to space. Change of speed/direction Maths – keeping score
4	MARKING – DEFENDING BALL AND PLAYER- To be able to mark players without the ball and deny attacking space.	Follow my leader – stay close to partner without contact. Cone O’clock – defenders block and mark cones, while attackers aim to touch cones to score points, 30seconds then swap over, keep scores. 2	Students to officiate their own game. Give feedback to other students Think about their own performance and how it can be improved	Cooperation Integrity	Other invasion games – position of body when defending Maths – keeping score

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Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
5	SHOOTING: To accurately replicate the technique for a correct shooting action. Shooting with/without defender	Get pupils to shoot 3 straight on, 3 left side, 2 right side. Q&A – what is the best way to shoot? Teacher demo – correct technique. Move cones further away to increase distance. Game: In goal third, 4 v 4 - Different player nominated to shoot after each goal is scored. 4 passes before an attempt at goal.	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 all skills learnt. Use skills within the game. Rules of centre pass/offside/obstruction/contact	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 all skills learnt. Use skills within the game situation. MA students to change positions within the game. Difference between free/penalty pass.	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
	Assessment	Full court games to be able to demonstrate all of the skills covered in the unit of work in a competitive situation. Students to play a range of different positions	Students to officiate their own game. Give feedback to other	Cooperation Integrity Independence Communication	

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)