

# Key Stage 3 PE – Year 8 Netball

**Enquiry Question:**  
**What are the different roles of the positions?**



## 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)
1	PASSING: To be able to pass and move using a variety of passes on the move. To be able to outwit opponents using a variety of passes with accuracy and timing.	Partner tag warm up – ‘Change’ In 2’s : Passing and changing direction. Pupils demonstrate a minimum of 3 different passes with partner (x10each turn) including a sprint shuttle with change of direction after each one. Set up a grid of cones approx. 5/10m, three people stand on corners, ball can only travel along the edge of the square (not through it), give the player with the ball two options of where they can pass to, move into space. Passing on the move, 2v1 using a range of passes	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
2	FOOTWORK : Turning in the air to receive the ball.	In 2’s (2 cones) turning in the air without the ball. Turn inwards towards cone. Partner to feed ball and turn in the air. 3 v 3.	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
3	GETTING FREE – DODGING: focus on timing of dodge	In 3’s – dodge to receive ball. Timing of movement – feeder to throw ball to self to instigate dodge movement. In line down the court, players must time run to the sideline and receive ball back in the middle. 7v7 – full court game – focus on timing of dodge	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
4	MARKING – DEFENDING BALL AND PLAYER-Emphasise body position ‘T’ shape/head up – focus on second stage – getting feet round to mark the ball	In 4’s 2 static players, 1 defender, 1 feeder. Defender focus on going for interception and then getting round to mark the ball Game – full court. Focus on being close to player and getting feet round to mark 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

## Key Stage 3 PE

**Enquiry Question:**  
What are the positions in netball?



## 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)
5	SHOOTING: To accurately replicate the technique for a correct shooting action. Shooting with defender. Focus on rebounds.	Get pupils to shoot 3 straight on, 3 left side, 2 right side. Player must sprint to cone and back to post to receive ball – body position. 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
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. Introduction of set plays at centre 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
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. Introduction of set plays at defending back line passes.	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
8	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 within the game.	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

## 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?	<a href="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&amp;web=1&amp;e=2lRvH">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&amp;web=1&amp;e=2lRvH</a>	<ol style="list-style-type: none"> <li>1. Act on feedback from previous assessment</li> <li>2. Research 1 African Kingdom</li> </ol>	
2	How did the Transatlantic Trade enslave African people?	<a href="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&amp;web=1&amp;e=BSBjXB">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&amp;web=1&amp;e=BSBjXB</a>		
3	How did enslaved Africans resist their treatment in the Middle passage?	<a href="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&amp;web=1&amp;e=Oc3PgD">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&amp;web=1&amp;e=Oc3PgD</a>	<b>Scholarship reading from historian Adrian Lordshaughn</b> Explain three reasons why the transatlantic slave trade fuelled Britain's industrial revolution	
4	What was life like on Plantations ?	<a href="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&amp;web=1&amp;e=pGRcfM">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&amp;web=1&amp;e=pGRcfM</a>		
5	How did enslaved Africans resist slavery in Jamaica?	<a href="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&amp;web=1&amp;e=9VYiCE">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&amp;web=1&amp;e=9VYiCE</a>	1.Revisit learning by completing quiz (enquiry 1 &2)	
6	How and why did slavery come to an end?	<a href="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&amp;web=1&amp;e=tnCrnl">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&amp;web=1&amp;e=tnCrnl</a>	<ol style="list-style-type: none"> <li>1. Revise for assessment</li> <li>2. What was the legacy(impact) of the Transatlantic Slave Trade?</li> </ol>	
<b>Assessment</b>		Write an account analysing the various ways in which enslaved Africans resisted enslavement	<b>Conceptual Focus</b>	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 13<sup>th</sup> 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)