

Key Stage 3 PE – Year 9 Netball

Enquiry Question:
What are the different roles of the positions during a set play



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 and using deception.	2 v 2 using a fake pass to commit defender. 4 v 4 not using the same pass in succession.	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 and release the ball on themove	In 3's (2 cones) turning in the air without the ball. Turn inwards towards cone. Partner to feed ball and turn in the air and release ball quickly to other player.	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 – Holding space	In 3's player to hold space and receive a variety of passes ie overhead, front ball 7v7 – emphasis of use of holding of space within the game	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 –	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
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- 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?	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)