

Subject: Physical Education	Year Group: KS3 – Y7	Unit: Basketball
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<p>Unit objectives: (NC Statements)</p> <ul style="list-style-type: none"> ○ Understand the dimensions of the court. ○ To be able to successfully outwit an opponent. ○ To be able to perform a defensive stance successfully. ○ To be able to understand the different positions in basketball. ○ To be able to understand the rules and apply them successfully into a game scenario.
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Context for study: Students may have not played basketball before, or may have a really basic knowledge from participating in primary school events. This will most likely be limited knowledge and more focus made on outwitting opponents with limited understanding on the rules. The above objectives are there to support students in understanding the rules and application of basketball correctly. It is important for students to understand the objective of the game, and learn the elements of rules of the game and apply these into competitive situations during a game.

1st unit of Badminton in KS3 – The objective in this unit is to develop students understanding of the game and to be able to appropriately use the rules learnt in lessons in game scenarios by the end of the unit. The objectives above will aim for every student to understand how to apply the rules and techniques learnt in lessons successfully. This will be done through formative assessment strategies, allowing for assessment to be made against the outcomes set above.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Rules and understanding of the game.

Know the different areas and **lines** on the **court**.
 Know which side to stand when **starting** the game.
 Know and recognise the basic **rules**.

Ball Handling and Dribbling

Know the correct method to **handle the ball** and **dribble** effectively.
 Know how to make **angled** runs and passes.
 Know how to perform **skills** in a small- sided game.
 Know the rule of travelling with the ball.
 Know the **rules** relating to stripping the ball off a player legally.
 Know the **benefits** of the types of shots made in basketball.

Defending

Know the **defensive** stance.

Understand how to mark a player effectively in game play

Know how to **defend** man to man-to-man.

Shooting

Know the **rules** relating to shooting.

Know how to complete a **set shot** successfully.

Know which areas count for how many **points** on the **court** when shooting.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Don't rush through lesson targets to ensure that all objectives have been met in time and have been explored. If misconceptions are found during the lesson, make it clear to students and provide all involved the opportunity to adapt and change the techniques that they have been using.

The main misconception will be players having the freedom to dribble with the ball. Many students would have taken part in netball inside and outside of school previously. Students are very much used to staying still when receiving the ball, as they would in netball. This can have an impact on their understanding and game play. Students may also think they have to mark in a similar way to what they do in netball which is very much man-to-man. This is not always the case, so providing video evidence as to how game play is performed may also support understanding.

Inaccurate prior knowledge of court dimensions and basic rules of basketball.

Regular formative assessment through mini games during the lesson.

Do not rush through a lesson or move on to the next lesson if knowledge is not

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2/3 vocabulary.

Court dimensions, positions and objectives always visible on the board for students to revisit when needed.

Clear success criteria used to support teaching of core skills.

Student discussion and feedback when peer assessing their partner.

Score keeping

Umpiring

Coaching

Timekeeping

<p>secure. More than 1 lesson will be needed to secure knowledge of court dimensions and rules, these need revisiting every lesson.</p>	
<p><i>Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Students should be able to apply the skills learnt from lessons to be able to outwit an opponent successfully in a game scenario. Pupils are able to relay information successfully about the rules and objectives of the game. Students will play house competitions to provide evidence of their knowledge and understanding in game scenarios. This will also support the idea of students working in groups of different abilities.</p>	