

Subject: Physical Education	Year Group: KS3 – Y8	Unit: Basketball
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Unit objectives: (NC Statements)

- To be able to successfully outwit an opponent.
- To successfully perform defensive skills to win possession of the ball.
- To successfully perform a variation of shooting techniques.
- To develop an understanding on how to legally mark and defend opponents.

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.

1<sup>st</sup> 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** and relating this to the lines on small courts used in games.

Know which side to stand when starting the game.

Know and recognise the basic **rules**.

Know the rule of **travelling** with the ball.

To be able to understand the **fitness components** behind basketball, and how this impacts game play.

### Ball Handling and Dribbling

Know the correct method to **handle the ball** and **dribble** effectively.

Know how to dribble, pass, and move to **outwit** an opponent successfully.

Know the terms **double dribble and travelling**.

Know how to identify when **double dribble and travelling** is being used and use the rules correctly in a game scenario.

### Defending

Know the **defensive** stance.

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

Know the **rules** relating to stripping the ball off a player legally.

### Shooting

Know the **rules** for shooting- for the player shooting and other players on court

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

Know how to take **shots under pressure**.

Know how to perform a **lay-up under pressure**.

### Game play

Know how to perform **skills** in a small- sided game.

Knowing how to stop opposition from **scoring** in a game situation.

Be able to anticipate rebounds in game play.

To be able to create attacking strategies in game play.

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

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

<p>the techniques that they have been using.</p> <p>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.</p> <p>Inaccurate prior knowledge of court dimensions and basic rules of basketball.</p> <p>Regular formative assessment through mini games during the lesson.</p> <p>Do not rush through a lesson or move on to the next lesson if knowledge is not secure.</p> <p>More than 1 lesson will be needed to secure knowledge of court dimensions and rules, these need revisiting every lesson.</p>	<p>students to revisit when needed.</p> <p>Clear success criteria used to support teaching of core skills.</p> <p>Student discussion and feedback when peer assessing their partner.</p> <p>Score keeping</p> <p>Umpiring</p> <p>Coaching</p> <p>Timekeeping</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.</p> <p>Pupils are able to relay information successfully about the rules and objectives of the game.</p> <p>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>	