

The Warriner School Year 7 Netball Curriculum Map



Subject: PHYSICAL EDUCATION	Year Group: Year 7	Unit: NETBALL
<p>Unit objectives: (NC Statements)</p> <ul style="list-style-type: none"> • Learn the positions in netball • Learn the following passes: <ol style="list-style-type: none"> 1. Chest pass 2. Bounce pass 3. Shoulder pass 4. Bounce pass 		
<p>Context for study: Unit for KS3 – there will be lots of different starting points</p> <ul style="list-style-type: none"> • Primary school will have offered opportunity to play netball – this may have been ‘High 5’ therefore positions / court lines will be different. • Focus is on passing and declarative knowledge for these as well as applying these consistently in small-sided games. 		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i></p> <p>Know the different areas and lines on the court.</p> <p>Know the different positions.</p> <p>Know that the game is started in the centre circle and the first pass must be received in the centre third.</p> <p>Know the rule of footwork and the penalty for doing footwork in a game.</p> <p>Understand the difference between contact and obstruction and the penalty for both in a game situation.</p> <p>Know that the ball can only be held for a maximum of 3 seconds and if beyond that time, there is a turnover in possession.</p> <p>Know that a throw in is taken by the team who did not last touch the ball before it went off.</p> <p>Know the correct passing technique ('W').</p> <p>Know the correct way to receive a pass ('W').</p> <p>Know how to give a chest pass.</p> <p>Know how to give a shoulder pass.</p> <p>Know how to give a bounce pass.</p> <p>Know that when marking the ball, they should be at least 1m away.</p>		
<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Choice of pass</p> <p>More than one lesson will be needed on positions, court awareness so that all students are aware of every position.</p> <p>Do you not rush through a lesson or onto next one if knowledge is not secure.</p> <p>Regular formative assessment through mini games during the lesson.</p>	<p>Literacy and Oracy development opportunities:</p> <p><i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary.</p> <p>Clear success criteria used to support teaching of CORE skills.</p> <p>Student discussion and feedback when learning new skills/watching performance.</p> <p>Questioning</p>	

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Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Apply learning into game situations – students may not always play full 7 positions on the full court.