

## The Warriner School Year 8 Netball Curriculum Map

Subject: <b>PHYSICAL EDUCATION</b>	Year Group: <b>Year 8</b>	Unit: <b>NETBALL</b>
Unit objectives: (NC Statements) <ul style="list-style-type: none"> <li>• Learn the positions in netball</li> <li>• Learn where to stand/court allowances for each position</li> <li>• Learn the rules of netball and apply these to a game situation and umpiring</li> <li>• Learn the following passes:               <ol style="list-style-type: none"> <li>1. Chest pass</li> <li>2. Bounce pass</li> <li>3. Shoulder pass</li> <li>4. Bounce pass</li> </ol> </li> </ul>		
Context for study: Unit for KS3 – there will be lots of different starting points <ul style="list-style-type: none"> <li>• Primary school will have offered opportunity to play netball – this may have been ‘High 5’, therefore positions / court lines will be different.</li> </ul>		



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**)*

Know the different **areas** and **lines** on the **court**.

Know the different **positions**.

Know that the game is started in the **centre circle** and the first pass must be received in the **centre third**.

Know the rule of **footwork** and the penalty for doing footwork in a game.

Understand the difference between **contact** and **obstruction** and the penalty for both in a game situation.

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.

Know that a **throw in** is taken by the team who did not last touch the ball before it went off.

Know the correct **passing technique ('W')**.

Know the correct way to receive a pass ('W').

Know how to give a **chest pass**.

Know how to give a **shoulder pass**.

Know how to give a **bounce pass**.

Know that when marking the ball, they should be at least **1m away**.

Know the basic rules needed for a match and therefore be able to **umpire** games accordingly.

Understand the rule of throwing **over a third** and the penalty given.

Know when it is appropriate to give a **chest, shoulder, and bounce pass**.

Know that the **chest pass** is more efficient when used close to the player it is intended for.

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Know that the **bounce pass** is more efficient when passing into the circle to a shooter.  
 Know where the different **positions** start and go to on a centre pass, whilst understanding where **positions** can go within the court area.  
 Know the term **offside**.  
 Understand that a player who loses control of the ball and picks it up again or catches a rebound if the ball has not been touched by the post of another player, or if you throw the ball to yourself, this is called **replaying** and the opposition will be given possession.  
 Know at least one **centre pass** and **backline set play** that can be used to outwit opponents.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*  
 Choice of pass  
 More than one lesson will be needed on positions, court awareness so that all students are aware of every position.  
 Do you not rush through a lesson or onto next one if knowledge is not secure.  
 Regular formative assessment through mini games during the lesson.

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

Students should be able to umpire a game of netball – know the rules to be able to umpire.  
 Students not umpiring should be able to score properly.

Literacy and Oracy development opportunities:  
*Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*  
 Explicit teaching of Tier 2/3 vocabulary.  
 Clear success criteria used to support teaching of CORE skills.  
 Student discussion and feedback when learning new skills/watching performance.  
 Questioning  
 Umpiring  
 Scoring  
 Discussion of team tactics