

**Scheme of Work: Basketball**

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| **Key Stage:** 4 | **YEAR:** **10 & 11** | **DURATION:** 8 LESSONS |
| **AIM:** Pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to plan strategies and implement them in different situation. In invasion games the main intention is to invade your opponents’ territory and to outwit them so that you can score points. | | |
| PRIOR LEARNING It is helpful if the pupils have:   * Experienced setting up and organising basketball practices in groups * Applied and adapted the principles of attack and defence in small sided games * Lead own warm up and cool down safely. * Learnt about specific techniques   Used and applied basketball rules fairly and correctly. | LANGUAGE FOR LEARNING/ICT/CITIZENSHIP Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to basketball . Example principles of attack and defence, marking, covering and following through.  Opportunities for pupils to record rules and tactics using ICT. Watch video/compare professional game  Communication Speaking and Listening  Cooperation Working together | RESOURCES  * Basketballs * Bibs * Cones * Access to information through ICT * Flip cameras * Information on local clubs |
| **Key Concepts and Processes:** | | |
| **Outwitting an opponent:**  Pupils will continue to develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform more advanced basketball skills consistently applying accuracy and high quality replication of technique. Continual development and refinement of skills will contribute to producing an improved performance & technique. | **Developing Physical and Mental Capacity**  Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Develop a knowledge of the major rules and laws involved in Basketball. Use basketball to develop observation skills on peer performances, skills and techniques. Ask questions about the effectiveness of these tactics. | **Developing Skills/Performance**  Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, Receiving, outwitting defenders, Dribbling, and shooting will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed. |
| **Making and Applying Decisions**  Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. | **Making Informed Choices About Healthy, Active Lifestyle**  Develop a deeper understanding of stretches for all major muscle groups and those specific to basketball. Suggest any basketball clubs within the school timetable and promote community links. Discuss the benefits of being healthy and living an active lifestyle both at school and post 16. | **Evaluating and Improving**  Be able to understand the concept of Basketball and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach. The use of video cameras will allow students the necessary evidence to accurately asses their own and their peers performances. |

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| **Cross Curricular Links:** Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | | **Assessment:** Q & A, Formative and summative assessment. | |
| **Extension & Enrichment**  Out of lessons, at home and in the community, pupils could be encouraged to:  • practise skills at home  • take part in school sport, either competitively or socially  • join clubs in the community and/or use local facilities  • watch live and recorded matches, to appreciate high-quality performance  • make up games that focus on improving technique and fitness  • read rule books and sports reports in newspapers and magazines | Learning Experiences:  In this unit of work students will experience at least 2 different roles, those of a Performer, leader or official. They will be expected to undertake a 2nd role in an activity of their choice across the curriculum. If a student selects the role of a leader they will need to plan and lead warm ups, practices and tactics through the unit of work. Students will inform the teacher in advance so the necessary support and feedback can be given to monitor progress across the unit of work. Opportunities throughout the year are provided for students to engage in accredited NGB awards to further develop their CV in their chosen role.  If a student adopts the role of an official, they will be expected to modify the rules where appropriate to suit the ability of the students; explain decisions and convey information through both verbal and non- verbal communications. Signaling etc. In activities where scoring may be subjective, ie in dance, trampolining and other, students will need to support their judgments based on the PEE structure.  Achievements and progress will be recorded on the Player Profile that has been created and recorded on simms. Other roles such as analysts or coach will also be experienced but not formally assessed and recorded. Students will be expected to complete their booklets throughout the unit of work, and demonstrate competence across, performing, officiating and where appropriate leadership.  Using different formats for analysis will also be featured across the unit of work, as and when appropriate. Video analysis, flip cameras, you tube clips, notational analysis, sociograms & player profiles could all be explored across units.  Students should complete their performance wheel across P,O & L throughout the unit of work to the necessary standard. | |
| Language for learning Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:  • tactics, *eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*  • preparation, *eg warming up, cooling down*  • assessment, *eg collecting and analysing data*  Speaking and listening – through the activities pupils could:  • collaborate with others to share information and ideas, and solve problems |

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| **Outwitting opponents Basketball** |
| A significant part of this unit of work is to develop students understanding of strategy:  **The role of a Performer**   1. Defensive strategies to include how to effectively man mark a player, looking at specific technique/ stance in order to put them under pressure within a game and isolated drills. Zone marking will be explored through the 3, 2 zone. Within this zone set up students will understand the importance of peripheral vision,( being able to see the ball and the player), communication within the zone and movement around the basket in order for all areas of the 3 point line to be covered. This will then be explored through half court games. Students need to understand how, why and when such strategies should be employed and also what attributes they possess that will allow them to perform effectively in their chosen position. Again, students need to recognize the logic behind the deployment of such tactics. Again their physical attributes may well determine what position they adopt under such conditions. 2. Attacking play should also be explored to look at ways in which to counter any such strategies. How to break down a zone, how to escape traps and motion offense are just some of the tactics that students should be encouraged to utilize in competitive situations. Screens should be strength of the tactics in attack, screening up, down & across would all be expected to be employed as and when appropriate. Pick’n’rolls, boxing out and rebounding again would all expected to be attempted. Students clearly recognizing the skills required to be effective in competition. Strong side play, base line and side line plays should all be covered to ensure students fully appreciate the tactical aspects of basketball.   **The role of a leader**   1. Students who have selected this activity to demonstrate their effectiveness in the role of a leader should demonstrate competence in leading basketball related warm ups, drills in isolation and tactics in competitive situations in ever changing situations. They require the organization, inter-personal skills and knowledge to develop their own and their peer’s performance. 2. Their body language, use of voice and encouragement should all be recognized and commented upon. The checklist in their booklets should also be completed throughout the unit, allowing the student to clearly identify their own strengths and areas for improvement.     **The role of an Official**   1. Although a recognized qualification is not essential, if the student has completed a recognized awards it must be acknowledged. A clear understanding of the rules is required for the higher bands, recognizing all fouls, with clear signaling and accurate re-start of possession. When officiating, the student should also explain their decisions where appropriate, demonstrating authority and control of the demands of the situation. 2. The officiating check list in the students booklet should be completed on more than one occasion to demonstrate what went well and even better if. Students should be able to demonstrate progress and be given extended opportunities to develop their officiating furthermore through inert house sport should they wish. |