

Maghull High School - Year 7 Scheme of Work - Handball

Prior Learning: Some students will have experienced Handball at KS2.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop. Pupils must be active for sustained periods of time.

3 Pillars of Progress

Motor Competence			Rules, Tactics and Strategies	Healthy Participation
<p>Warm Up</p> <ul style="list-style-type: none"> 3 Part warm up <p>Warm up Games (e.g.)</p> <ul style="list-style-type: none"> King of the ring Bib tag N,E,S,W Sharks and swimmers <p>Skills</p> <ul style="list-style-type: none"> Dribbling (both hands) Footwork/steps Defensive stance Marking Creating space <ul style="list-style-type: none"> Tackling/blocking 	<p>Catching (both hands)</p> <ul style="list-style-type: none"> Variety of heights On the move From the bounce Jumping <p>Shooting</p> <ul style="list-style-type: none"> Striding jump shot Shot in place Vertical jump shot <p>Passing</p> <ul style="list-style-type: none"> Static Running <ul style="list-style-type: none"> Jumping 	<p>Games</p> <ul style="list-style-type: none"> Small sided games Full rules games Pupils to play different positions Conditioned games <ul style="list-style-type: none"> E.g. No dribbling E.g. Minimum passes E.g. End zones 	<p><i>Develop knowledge of</i></p> <ul style="list-style-type: none"> Rules: <ul style="list-style-type: none"> 3 step rule 5 second rule Double dribble Throw in rule Tactics & Strategies <ul style="list-style-type: none"> Tactics in attack Tactics in defence Man to man Zone defence Positions Umpiring When to pass/shoot/dribble Where to pass/shoot/dribble Outwitting opponents 	<p>The Handball module is delivered in conjunction with one of the following Healthy Participation modules:</p> <ol style="list-style-type: none"> Warm-up and cool-down Physical, emotional and social benefits of exercise Components of fitness Ethics Diet Muscular System Cardiovascular System Respiratory System <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p>

Assessment / Feedback Opportunities	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	<p>In addition to the key words and terms documented within the 3 Pillars of Progress.</p> <p>Core skills and techniques: Agility, Balance, Catching, Coordination, Dribbling, Footwork, Passing/Throwing, Shooting, Speed, Defensive stance</p> <p>Rules and Tactics: 3-Second/Step Rule, 7-metre Throw, Corner Throw, Counterattack, Defending team, Foul, Intercept(ing), Mark(ing), Set play, Spatial awareness, throw-off.</p> <p>Player/positions: Centre, Fullbacks (Left and Right), Goalkeeper, Pivot/Circle runner, Wingers</p>	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Understanding Rules and Tactics: Students can read and interpret official or simplified handball rule sheets and tactical information cards. This includes identifying key terminology like 'possession', 'defending the goal', and the significance of the 'three steps' rule. • Self-Assessment and Feedback: Students can read and use success criteria or outcome statements to assess their own performance and provide written or verbal feedback to peers, using precise handball terminology. 	
Cross Curricular Themes	<p>Maths- Scoring & Statistics: Calculating goals, assists, possession time, and analysing player performance, Geometry: Understanding angles for passing, shooting, and court positioning, Measurement: Distance throwing, court dimensions.</p> <p>Literacy- Rules & Tactics: Reading and interpreting rule books, learning terminology (e.g., pivot, fast break, zone defense). Communication: Developing clear verbal commands and non-verbal cues for teamwork.</p> <p>Biology/Health: Understanding human movement, energy systems, benefits of exercise, and healthy lifestyles.</p>	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others' opinions. Use class votes to decide on adapted game rules or team names, giving pupils a voice in their learning environment. • Rule of Law – Respecting the rules of the game (e.g., the three-step rule, rules regarding the 'D' area, fouls). Emphasise that these rules keep the game safe and fair for everyone, drawing parallels to laws in society that protect citizens' rights and ensure safety. • Individual Liberty - Encourage students to make informed choices within the game (e.g., when to pass, when to shoot, defensive positioning) and accept responsibility for the consequences of their actions (e.g., a bad pass, a foul). • Mutual Respect - establishing ground rules for respectful interaction (no name-calling, fair play) and requiring students to work with diverse partners and opponents helps them appreciate differences and value others' abilities. • Personal development: emphasis on teamwork, communication, respect for rules, and healthy lifestyles. These elements can be embedded within practical lessons through specific teaching points, ground rules, and guided reflection. 	
Career Opportunities	Professional handball athlete (team GB), Handball Coach, PE teacher, Nutritionist, Sports Analyst, Physiotherapist, Sports Development officer, Sports Scientists.	

Maghull High School - Year 8 Scheme of Work - Handball

Prior Learning

Students should have gained some experience of Handball in year 7

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop. Pupils must be active for sustained periods of time.

3 Pillars of Progress

Motor Competence

Warm Up <ul style="list-style-type: none"> 3 Part warm up Warm up Games (e.g.) <ul style="list-style-type: none"> End zones/king ball Island ball Relay races SAQ ladders/hurdles Skills <ul style="list-style-type: none"> Dribbling (both hands) Footwork/steps Defensive stance Marking Creating space Tackling/blocking 	Catching (both hands) <ul style="list-style-type: none"> Variety of heights On the move From the bounce Jumping Shooting <ul style="list-style-type: none"> Striding jump shot Shot in place Vertical jump shot Feints Passing <ul style="list-style-type: none"> Static Running Jumping Feints 	Defending <p>Man to man Zonal defence</p> Games <ul style="list-style-type: none"> Small sided games Full rules games Pupils to play different positions Conditioned games <ul style="list-style-type: none"> E.g No dribbling E.g Minimum passes E.g End zones
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Rules, Tactics and Strategies

Develop knowledge of

- Rules
- Rules for the Goalkeeper
- Tactics in attack
- Tactics in defence
- Man to man
- Zone defence
- Positions
- Court Layout
- Umpiring & signals
- Teaching points for skills
- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Outwitting opponents

Develop

- Peer coaching
- Constructive feedback
- Performance analysis

Healthy Participation

The Handball module is delivered in conjunction with one of the following Healthy Participation modules:

Warm-up and cool-down
Physical, emotional and social benefits of exercise
Components of fitness
Ethics
Diet
Muscular System
Cardiovascular System
Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

Assessment / Feedback Opportunities	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	<p>In addition to the key words and terms documented within the 3 Pillars of Progress.</p> <p>Core skills and techniques: Agility, Balance, Catching, Coordination, Dribbling, Footwork, Passing/Throwing, Shooting, Speed, Defensive stance</p> <p>Rules and Tactics: 3-Second/Step Rule, 7-metre Throw, Corner Throw, Counterattack, Defending team, Foul, Intercept(ing), Mark(ing), Set play, Spatial awareness, throw-off.</p> <p>Player/positions: Centre, Fullbacks (Left and Right), Goalkeeper, Pivot/Circle runner, Wingers</p>	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Understanding Rules and Tactics: Students can read and interpret official or simplified handball rule sheets and tactical information cards. This includes identifying key terminology like 'possession', 'defending the goal', and the significance of the 'three steps' rule. • Self-Assessment and Feedback: Students can read and use success criteria or outcome statements to assess their own performance and provide written or verbal feedback to peers, using precise handball terminology. 	
Cross Curricular Themes	<p>Maths – scoring, angles for passing & distances, court dimensions</p> <p>Literacy- key words, rules,</p>	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others' opinions. Use class votes to decide on adapted game rules or team names, giving pupils a voice in their learning environment. • Rule of Law – Respecting the rules of the game (e.g., the three-step rule, rules regarding the 'D' area, fouls). Emphasise that these rules keep the game safe and fair for everyone, drawing parallels to laws in society that protect citizens' rights and ensure safety. • Individual Liberty - Encourage students to make informed choices within the game (e.g., when to pass, when to shoot, defensive positioning) and accept responsibility for the consequences of their actions (e.g., a bad pass, a foul). • Mutual Respect - establishing ground rules for respectful interaction (no name-calling, fair play) and requiring students to work with diverse partners and opponents helps them appreciate differences and value others' abilities. • Personal development: emphasis on teamwork, communication, respect for rules, and healthy lifestyles. These elements can be embedded within practical lessons through specific teaching points, ground rules, and guided reflection. 	
Career Opportunities	<p>Professional handball athlete (team GB), Handball Coach, PE teacher, Nutritionist, Sports Analyst, Physiotherapist, Sports Development officer, Sports Scientists.</p>	

Maghull High School - Year 9 Scheme of Work - Handball

Prior Learning

Most pupils will have Handball experience from years 7 & 8.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop. Pupils must be active for sustained periods of time.

3 Pillars of Progress

Motor Competence

Warm Up

- 3 Part warm up

Warm up Games (e.g.)

- End zones/king ball
- Four goal frenzy
- SAQ ladders/hurdles

Skills

- Dribbling (both hands)
- Footwork/steps
- Defensive stance
- Marking
- Creating space
- Tackling/blocking
- Screening an opponent with and without ball

Catching (both hands)

- Variety of heights
- On the move
- From the bounce
- Jumping

Shot stopping

- Variety of heights
- Stationary
- Body in correct position

Shooting

- Striding jump shot
- Vertical jump shot
- Feints

Passing

- Static
- Running
- Jumping
 - Feints

Games

- Small sided games
- Full rules games
- Pupils to play different positions
- Conditioned games
 - E.g. No dribbling
 - E.g. Minimum passes
 - E.g. End zones

Rules, Tactics and Strategies

Develop knowledge of

- Rules – knowledge of free throws and penalty throws
- Tactics in attack and defence
- Set plays
- Man to man
- Zone defence
- Positions
- Umpiring & signals
- Teaching points for skills
- When to pass/shoot/dribble
- Where to pass/shoot/dribble
- Outwitting opponents

Healthy Participation

The Handball module is delivered in conjunction with one of the following Healthy Participation modules:

Warm-up and cool-down

Physical, emotional and social benefits of exercise

Components of fitness

Ethics

Diet

Muscular System

Cardiovascular System

Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

Assessment / Feedback Opportunities	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	<p>In addition to the key words and terms documented within the 3 Pillars of Progress.</p> <p>Core skills and techniques: Agility, Balance, Catching, Coordination, Dribbling, Footwork, Passing/Throwing, Shooting, Speed, Defensive stance</p> <p>Rules and Tactics: 3-Second/Step Rule, 7-metre Throw, Corner Throw, Counterattack, Defending team, Foul, Intercept(ing), Mark(ing), Set play, Spatial awareness, throw-off.</p> <p>Player/positions: Centre, Fullbacks (Left and Right), Goalkeeper, Pivot/Circle runner, Wingers</p>	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Subject specific vocabulary discussed with the lesson • Understanding Rules and Tactics: Students can read and interpret official or simplified handball rule sheets and tactical information cards. This includes identifying key terminology like 'possession', 'defending the goal', and the significance of the 'three steps' rule. • Self-Assessment and Feedback: Students can read and use success criteria or outcome statements to assess their own performance and provide written or verbal feedback to peers, using precise handball terminology. 	
Cross Curricular Themes	<p>Maths – scoring, angles for passing & distances, court dimensions</p> <p>Literacy- key words, rules,</p>	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others' opinions. Use class votes to decide on adapted game rules or team names, giving pupils a voice in their learning environment. • Rule of Law – Respecting the rules of the game (e.g., the three-step rule, rules regarding the 'D' area, fouls). Emphasise that these rules keep the game safe and fair for everyone, drawing parallels to laws in society that protect citizens' rights and ensure safety. • Individual Liberty - Encourage students to make informed choices within the game (e.g., when to pass, when to shoot, defensive positioning) and accept responsibility for the consequences of their actions (e.g., a bad pass, a foul). • Mutual Respect - establishing ground rules for respectful interaction (no name-calling, fair play) and requiring students to work with diverse partners and opponents helps them appreciate differences and value others' abilities. • Personal development: emphasis on teamwork, communication, respect for rules, and healthy lifestyles. These elements can be embedded within practical lessons through specific teaching points, ground rules, and guided reflection. 	
Career Opportunities	<p>Professional handball athlete (team GB), Handball Coach, PE teacher, Nutritionist, Sports Analyst, Physiotherapist, Sports Development officer, Sports Scientists.</p>	

Maghull High School - Year 10/11 Scheme of Work - Handball

Prior Learning

Most pupils will have Handball experience from years 7, 8 & 9.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop. Pupils must be active for sustained periods of time.

3 Pillars of Progress

Motor Competence

Warm Up <ul style="list-style-type: none"> 3 Part warm up Warm up Games (e.g.) <ul style="list-style-type: none"> End zones/king ball Four goal frenzy SAQ ladders/hurdles Skills <ul style="list-style-type: none"> Dribbling (both hands) Footwork/steps Defensive stance Marking Creating space Tackling/blocking Screening and opponent with and without ball 	Catching (both hands) <ul style="list-style-type: none"> Variety of heights On the move From the bounce Jumping Shooting <ul style="list-style-type: none"> Striding jump shot Shot in place Vertical jump shot Feints Passing <ul style="list-style-type: none"> Static Running Jumping Feints 	Defending <p>Screening an opponent</p> Games <ul style="list-style-type: none"> Small sided games Full rules games Pupils to play different positions Conditioned games <ul style="list-style-type: none"> E.g. No dribbling E.g. Minimum passes E.g. End zones
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Rules, Tactics and Strategies

- Develop knowledge of*
- Rules –
 - Knowledge of goal throw/corner throw
 - Tactics in attack and defence
 - Set plays
 - Positions on a Handball court
 - Umpiring & signals
 - Teaching points for skills
 - When to pass/shoot/dribble
 - Where to pass/shoot/dribble
 - Outwitting opponents

Healthy Participation

The Handball module is delivered in conjunction with one of the following Healthy Participation modules:

- Warm-up and cool-down
- Physical, emotional and social benefits of exercise
- Components of fitness
- Ethics
- Diet
- Muscular System
- Cardiovascular System
- Respiratory System

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Literacy/Reading opportunities	<ul style="list-style-type: none"> • Subject specific vocabulary discussed with the lesson • Pupils reading success criteria • Understanding Rules and Tactics: Students can read and interpret official or simplified handball rule sheets and tactical information cards. This includes identifying key terminology like 'possession', 'defending the goal', and the significance of the 'three steps' rule. • Self-Assessment and Feedback: Students can read and use success criteria or outcome statements to assess their own performance and provide written or verbal feedback to peers, using precise handball terminology. 	
Cross Curricular Themes	Maths – scoring, angles for passing & distances, court dimensions Literacy- key words, rules,	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others' opinions. Use class votes to decide on adapted game rules or team names, giving pupils a voice in their learning environment. • Rule of Law – Respecting the rules of the game (e.g., the three-step rule, rules regarding the 'D' area, fouls). Emphasise that these rules keep the game safe and fair for everyone, drawing parallels to laws in society that protect citizens' rights and ensure safety. • Individual Liberty - Encourage students to make informed choices within the game (e.g., when to pass, when to shoot, defensive positioning) and accept responsibility for the consequences of their actions (e.g., a bad pass, a foul). • Mutual Respect - establishing ground rules for respectful interaction (no name-calling, fair play) and requiring students to work with diverse partners and opponents helps them appreciate differences and value others' abilities. • Personal development: emphasis on teamwork, communication, respect for rules, and healthy lifestyles. These elements can be embedded within practical lessons through specific teaching points, ground rules, and guided reflection. • 	
Career Opportunities	Professional handball athlete (team GB), Handball Coach, PE teacher, Nutritionist, Sports Analyst, Physiotherapist, Sports Development officer, Sports Scientists.	