

## Maghull High School - Year 7 Scheme of Work - Netball

**Prior Learning:** Most students will have some netball experience from KS2, for some this may be limited. There may be a limited number of students who have more experience in playing at a community club.

**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.

### 3 Pillars of Progress

#### Motor Competence

|  |  |  |
|--|--|--|
| <p><b>Warm up Games (e.g.)</b></p> <ul style="list-style-type: none"> <li>• Passing relay games</li> <li>• Jogging to different starting positions on court</li> <li>• Netball circuit</li> </ul> <p><b>Functional Motor Skills</b><br/>Where necessary focus on:</p> <ul style="list-style-type: none"> <li>• locomotor skills, for example running and jumping, side-stepping</li> <li>• stability skills, for example twisting, static and dynamic balancing</li> <li>• manipulation skills, such as throwing and catching</li> </ul> | <p><b>Passing</b><br/>Over short distance</p> <p>When stationary:</p> <ul style="list-style-type: none"> <li>• Chest</li> <li>• Bounce</li> <li>• Overhead</li> <li>• Shoulder</li> </ul> <p><b>Catching</b></p> <ul style="list-style-type: none"> <li>• Static catching</li> <li>• Two handed</li> </ul> <p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>• One-two footwork</li> <li>• Two footed landed</li> <li>• Pivoting</li> </ul> <p><b>Shooting</b></p> <ul style="list-style-type: none"> <li>• When stationary</li> </ul> | <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Small sided games</li> <li>• Full rules games</li> <li>• Pupils to play different positions</li> <li>• Conditioned games</li> <li>• Line ball</li> </ul> <p><b>Knowledge</b><br/>Teaching points for all skills</p> |
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#### Rules, Tactics and Strategies

##### Tactics and Strategy

- How to move
- When to move
- Where to move
- Basic attacking principles
- Basic defending principles
- Marking the player
- Positions

##### Rules

- Ball out of play
- Footwork rule
- Offside
- Held ball
- Contact
- Obstruction

#### Healthy Participation

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

1. Warm-up and cool-down
2. Physical, emotional and social benefits of exercise
3. Components of fitness
4. Ethics
5. Diet
6. Muscular System
7. Cardiovascular System
8. 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.

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| <b>Assessment / Feedback Opportunities</b>                               | Formative Assessment <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Discussion</li> <li>• Peer assessment</li> <li>• Self assessment</li> <li>• I can statements</li> </ul>   | Summative Assessment <ul style="list-style-type: none"> <li>• End of topic practical assessment</li> <li>• Healthy Participation knowledge assessment</li> </ul> |
| <b>Key Vocabulary</b>  | In addition to the key words and terms documented within the 3 Pillars of Progress.<br><b>Knowledge of key skills/ rules/ fitness/ terms</b><br><b>Skills-</b> Chest Pass, Bounce Pass, Shoulder Pass, Pivoting, Dodging, Receiving), <b>Rules</b> (Footwork, Obstruction, Contact, Centre Pass, Offside), <b>Fitness</b> (Agility, Coordination, Speed, Power), and <b>Tactics</b> (Space, Attacking, Defending, Marking). Core terms like Pivot, Obstruction, Footwork.   |  |
| <b>Literacy/Reading opportunities</b>                                    | <ul style="list-style-type: none"> <li>• Subject specific vocabulary discussed with the lesson</li> <li>• Pupils reading success criteria</li> <li>• Teacher reading success criteria and modelling language</li> <li>• Task cards</li> <li>• Rules</li> </ul>  |  |
| <b>Cross Curricular Themes</b>   | Maths – Analyse and track statistics such as goals, assists, and shots on targets, recording and analysing performance data (possession/ shots on target)<br>Literacy- Key words linked to netball, rules & tactical awareness<br>Science- heart rate, effects of exercise, energy systems, healthy active lifestyle choices  |  |
| <b>Personal Development (Including British Values, RSE, Citizenship)</b> | <ul style="list-style-type: none"> <li>• Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others' opinions.</li> <li>• Rule of Law - Respecting the rules of netball and understanding the importance of fair play mirrors wider societal laws.</li> <li>• Individual Liberty - Players make choices about their play style or role on the pitch, developing autonomy and responsibility.</li> <li>• Mutual Respect - Respecting teammates, opponents, and referees reinforces tolerance and sportsmanship.</li> <li>• Personal development - Students develop self-belief through skill improvement and game performance. Netball promotes resilience by learning to cope with setbacks.</li> </ul> |  |
| <b>Career Opportunities</b>  | Professional Netball player, Coach, Umpire/ Official, Sports Development (NGB), Team Manager, Sports Physiotherapist, Nutritionists, Sports Analyst, Strength & Conditioning Coach, , Sports Journalist/Broadcaster, PE Teacher, Community Coach  |  |

## Maghull High School - Year 8 Scheme of Work - Netball

**Prior Learning:** Most students will have netball experience from Year 7. Some may have attended extra-curricular sessions, and some have more experience by playing at a community club.

**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.

### 3 Pillars of Progress

| Motor Competence  |   |   | Rules, Tactics and Strategies  | Healthy Participation  |
|---|---|---|--|--|
| <p><b>Warm up Games (e,g)</b></p> <ul style="list-style-type: none"> <li>• Possession games</li> <li>• Running relay</li> <li>• Netball circuit</li> </ul> <p><b>Functional Motor Skills</b><br/>Where necessary focus on:</p> <ul style="list-style-type: none"> <li>• locomotor skills, for example running and jumping, side-stepping</li> <li>• stability skills, for example twisting, static and dynamic balancing</li> <li>• manipulation skills, such as throwing and catching</li> </ul> | <p><b>Passing</b><br/>Over a short distance</p> <p><b>On the move:</b></p> <ul style="list-style-type: none"> <li>• Chest</li> <li>• Bounce</li> <li>• Overhead</li> <li>• Shoulder</li> </ul> <p><b>Catching</b></p> <ul style="list-style-type: none"> <li>• Static catching</li> <li>• In the air</li> <li>• Two handed</li> <li>• Signalling</li> </ul> <p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>• One-two footwork</li> <li>• Two footed landed</li> <li>• Pivoting</li> <li>• Reverse pivot</li> </ul> <p><b>Dodging</b></p> <ul style="list-style-type: none"> <li>• Straight lead</li> <li>• Single dodge</li> <li>• Double dodge</li> </ul> | <p><b>Shooting</b><br/>When stationary</p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Small sided games</li> <li>• Full rules games</li> <li>• Pupils to play different positions</li> <li>• Conditioned games</li> <li>• Line ball</li> </ul> <p><b>Knowledge</b><br/>Teaching points for all skills</p> | <p><b>Tactics and Strategy</b></p> <ul style="list-style-type: none"> <li>• How to move</li> <li>• When to move</li> <li>• Where to move</li> <li>• Dodging</li> <li>• Interceptions</li> <li>• Individual player roles</li> <li>• Ball side tactic</li> </ul> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>• Ball out of play</li> <li>• Footwork rule</li> <li>• Offside</li> <li>• Held ball</li> <li>• Contact</li> <li>• Obstruction</li> <li>• Replaying the ball</li> <li>• Over a third</li> </ul> | <p>The Netball module is delivered in conjunction with one of the following Healthy Participation modules:</p> <ol style="list-style-type: none"> <li>1. Warm-up and cool-down</li> <li>2. Physical, emotional and social benefits of exercise</li> <li>3. Components of fitness</li> <li>4. Ethics</li> <li>5. Diet</li> <li>6. Muscular System</li> <li>7. Cardiovascular System</li> <li>8. Respiratory System</li> </ol> <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> |

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| <b>Assessment / Feedback Opportunities</b>                               | Formative Assessment <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Discussion</li> <li>• Peer assessment</li> <li>• Self assessment</li> <li>• I can statements</li> </ul>   | Summative Assessment <ul style="list-style-type: none"> <li>• End of topic practical assessment</li> <li>• Healthy Participation knowledge assessment</li> </ul> |
| <b>Key Vocabulary</b>  | In addition to the key words and terms documented within the 3 Pillars of Progress.<br><b>Knowledge of key skills/ rules/ fitness/ terms</b><br><b>Skills-</b> Chest Pass, Bounce Pass, Shoulder Pass, Pivoting, Dodging, Receiving), <b>Rules</b> (Footwork, Obstruction, Contact, Centre Pass, Offside), <b>Fitness</b> (Agility, Coordination, Speed, Power), and <b>Tactics</b> (Space, Attacking, Defending, Marking). Core terms like Pivot, Obstruction, Footwork.   |  |
| <b>Literacy/Reading opportunities</b>                                    | <ul style="list-style-type: none"> <li>• Subject specific vocabulary discussed with the lesson</li> <li>• Pupils reading success criteria</li> <li>• Teacher reading success criteria and modelling language</li> <li>• Task cards</li> <li>• Rules</li> </ul>  |  |
| <b>Cross Curricular Themes</b>   | Maths – Analyse and track statistics such as goals, assists, and shots on targets, recording and analysing performance data (possession/ shots on target)<br>Literacy- Key words linked to netball, rules & tactical awareness<br>Science- heart rate, effects of exercise, energy systems, healthy active lifestyle choices  |  |
| <b>Personal Development (Including British Values, RSE, Citizenship)</b> | <ul style="list-style-type: none"> <li>• Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others’ opinions.</li> <li>• Rule of Law - Respecting the rules of netball and understanding the importance of fair play mirrors wider societal laws.</li> <li>• Individual Liberty - Players make choices about their play style or role on the pitch, developing autonomy and responsibility.</li> <li>• Mutual Respect - Respecting teammates, opponents, and referees reinforces tolerance and sportsmanship.</li> <li>• Personal development - Students develop self-belief through skill improvement and game performance. Netball promotes resilience by learning to cope with setbacks.</li> </ul> |  |
| <b>Career Opportunities</b>  | Professional Netball player, Coach, Umpire/ Official, Sports Development (NGB), Team Manager, Sports Physiotherapist, Nutritionists, Sports Analyst, Strength & Conditioning Coach, , Sports Journalist/Broadcaster, PE Teacher, Community Coach  |  |

## Maghull High School - Year 9 Scheme of Work - Netball

**Prior Learning:** Most students will have netball experience from Year 8. Some may have attended extra-curricular sessions, and some have more experience by playing at a community club.

**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.

### 3 Pillars of Progress

| Motor Competence   |  |  | Rules, Tactics and Strategies  | Healthy Participation  |
|--|--|--|--|--|
| <p><b>Warm up Games (e.g.)</b></p> <ul style="list-style-type: none"> <li>• Possession passing</li> <li>• Two balls possession game</li> <li>• Passing relay</li> <li>• Four corners</li> </ul> <p><b>Passing</b><br/>Over mid-long distance</p> <p>On the move:</p> <ul style="list-style-type: none"> <li>• Chest</li> <li>• Bounce</li> <li>• Overhead</li> <li>• Shoulder</li> </ul> <p><b>Catching</b></p> <ul style="list-style-type: none"> <li>• Static catching</li> <li>• In the air</li> <li>• On the move</li> <li>• Two handed</li> <li>• One handed</li> <li>• Signalling</li> </ul> | <p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>• One-two footwork</li> <li>• Two footed landed</li> <li>• Pivoting</li> <li>• Reverse pivot</li> <li>• Running pass</li> <li>• Stepping</li> </ul> <p><b>Dodging</b></p> <ul style="list-style-type: none"> <li>• Single dodge</li> <li>• Double dodge</li> <li>• Straight lead</li> </ul> <p><b>Shooting</b></p> <ul style="list-style-type: none"> <li>• When stationary</li> <li>• Stepping</li> </ul> | <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Small sided games</li> <li>• Full rules games</li> <li>• Pupils to play different positions</li> <li>• Conditioned games</li> <li>• Line ball</li> </ul> <p><b>Knowledge</b><br/>Teaching points for all skills</p> | <p><b>Tactics and Strategy</b></p> <ul style="list-style-type: none"> <li>• When to pass / shoot / dodge</li> <li>• Marking the player</li> <li>• Marking the ball</li> <li>• Attacking position on court</li> <li>• Set pieces</li> <li>• Interceptions</li> <li>• Individual player roles</li> </ul> <p><b>Rules and Regulations</b></p> <ul style="list-style-type: none"> <li>• Footwork rule</li> <li>• Offside</li> <li>• Held ball</li> <li>• Contact</li> <li>• Obstruction</li> <li>• Repossession</li> <li>• Replaying</li> <li>• Breaking</li> <li>• Advantage</li> <li>• Simultaneous contact</li> </ul> | <p>The Netball module is delivered in conjunction with one of the following Healthy Participation modules:</p> <ol style="list-style-type: none"> <li>1. Warm-up and cool-down</li> <li>2. Physical, emotional and social benefits of exercise</li> <li>3. Components of fitness</li> <li>4. Ethics</li> <li>5. Diet</li> <li>6. Muscular System</li> <li>7. Cardiovascular System</li> <li>8. Respiratory System</li> </ol> <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> |

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|  |   |   |  |
| <b>Assessment / Feedback Opportunities</b>                               | Formative Assessment <ul style="list-style-type: none"><li>• Teacher observation</li><li>• Q&amp;A</li><li>• Discussion</li><li>• Peer assessment</li><li>• Self assessment</li><li>• I can statements</li></ul>  | Summative Assessment <ul style="list-style-type: none"><li>• End of topic practical assessment</li><li>• Healthy Participation knowledge assessment</li></ul> |  |
| <b>Key Vocabulary</b>  | In addition to the key words and terms documented within the 3 Pillars of Progress.<br><b>Knowledge of key skills/ rules/ fitness/ terms</b><br><b>Skills</b> - Chest Pass, Bounce Pass, Shoulder Pass, Pivoting, Dodging, Receiving), <b>Rules</b> (Footwork, Obstruction, Contact, Centre Pass, Offside), <b>Fitness</b> (Agility, Coordination, Speed, Power), and <b>Tactics</b> (Space, Attacking, Defending, Marking). Core terms like Pivot, Obstruction, Footwork.  |   |  |
| <b>Literacy/Reading opportunities</b>                                    | <ul style="list-style-type: none"><li>• Subject specific vocabulary discussed with the lesson</li><li>• Pupils reading success criteria</li><li>• Teacher reading success criteria and modelling language</li><li>• Task cards</li><li>• Rules</li></ul>  |   |  |
| <b>Cross Curricular Themes</b>   | Maths – Analyse and track statistics such as goals, assists, and shots on targets, recording and analysing performance data (possession/ shots on target)<br>Literacy- Key words linked to netball, rules & tactical awareness<br>Science- heart rate, effects of exercise, energy systems, healthy active lifestyle choices  |   |  |
| <b>Personal Development (Including British Values, RSE, Citizenship)</b> | <ul style="list-style-type: none"><li>• Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others’ opinions.</li><li>• Rule of Law - Respecting the rules of netball and understanding the importance of fair play mirrors wider societal laws.</li><li>• Individual Liberty - Players make choices about their play style or role on the pitch, developing autonomy and responsibility.</li><li>• Mutual Respect - Respecting teammates, opponents, and referees reinforces tolerance and sportsmanship.</li><li>• Personal development - Students develop self-belief through skill improvement and game performance. Netball promotes resilience by learning to cope with setbacks.</li></ul> |   |  |
| <b>Career Opportunities</b>  | Professional Netball player, Coach, Umpire/ Official, Sports Development (NGB),Team Manager, Sports Physiotherapist, Nutritionists, Sports Analyst, Strength & Conditioning Coach, , Sports Journalist/Broadcaster, PE Teacher, Community Coach   |   |  |

## Maghull High School - Year 10/11 Scheme of Work – Netball

**Prior Learning:** Most students will have netball experience from Year 9. Some may have attended extra-curricular sessions, and some have more experience by playing at a community club.

**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.

### 3 Pillars of Progress

#### Motor Competence

|  |  |  |
|--|--|--|
| <p><b>Warm up Games (e.g.)</b></p> <ul style="list-style-type: none"> <li>• Possession passing</li> <li>• Two ball possession</li> <li>• Passing relay</li> </ul> <p><b>Passing</b><br/>Over mid-long distance</p> <p>On the move:</p> <ul style="list-style-type: none"> <li>• Chest</li> <li>• Bounce</li> <li>• Overhead</li> <li>• Shoulder</li> </ul> <p><b>Catching</b></p> <ul style="list-style-type: none"> <li>• Static catching</li> <li>• In the air</li> <li>• On the move</li> <li>• Two handed</li> <li>• One handed</li> <li>• Signalling</li> </ul> | <p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>• One-two footwork</li> <li>• Two footed landed</li> <li>• Pivoting</li> <li>• Reverse pivot</li> <li>• Running pass</li> <li>• Stepping</li> <li>• Splitting</li> </ul> <p><b>Dodging</b></p> <ul style="list-style-type: none"> <li>• Single dodge</li> <li>• Double dodge</li> <li>• Straight lead</li> <li>• Roll off</li> </ul> <p><b>Shooting</b><br/>When stationary<br/>Stepping<br/>Splitting</p> | <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Small sided games</li> <li>• Full rules games</li> <li>• Pupils to play different positions</li> <li>• Conditioned games</li> <li>• Line ball</li> </ul> <p><b>Knowledge</b><br/>Teaching points for all skills</p> |
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#### Rules, Tactics and Strategies

- Tactics and Strategy**
- When to pass / shoot / dodge
  - Marking the player
  - Marking the ball
  - Marking the space
  - Blocking
  - Channel
  - Shadowing
  - Attacking position on court
  - Set pieces
- Rules and Regulations**
- Offside
  - Contact
  - Obstruction
  - Repossession
  - Replaying
  - Breaking
  - Delaying play
  - Fake pass
  - Simultaneous contact

#### Healthy Participation

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

1. Warm-up and cool-down
2. Physical, emotional and social benefits of exercise
3. Components of fitness
4. Ethics
5. Diet
6. Muscular System
7. Cardiovascular System
8. 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.

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|--|---|--|
| <b>Assessment / Feedback Opportunities</b>                               | Formative Assessment <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Q&amp;A</li> <li>• Discussion</li> <li>• Peer assessment</li> <li>• Self assessment</li> <li>• I can statements</li> </ul>   | Summative Assessment <ul style="list-style-type: none"> <li>• End of topic practical assessment</li> <li>• Healthy Participation knowledge assessment</li> </ul> |
| <b>Key Vocabulary</b>  | In addition to the key words and terms documented within the 3 Pillars of Progress.<br><b>Knowledge of key skills/ rules/ fitness/ terms</b><br><b>Skills-</b> Chest Pass, Bounce Pass, Shoulder Pass, Pivoting, Dodging, Receiving), <b>Rules</b> (Footwork, Obstruction, Contact, Centre Pass, Offside), <b>Fitness</b> (Agility, Coordination, Speed, Power), and <b>Tactics</b> (Space, Attacking, Defending, Marking). Core terms like Pivot, Obstruction, Footwork.   |  |
| <b>Literacy/Reading opportunities</b>                                    | <ul style="list-style-type: none"> <li>• Subject specific vocabulary discussed with the lesson</li> <li>• Pupils reading success criteria</li> <li>• Teacher reading success criteria and modelling language</li> <li>• Task cards</li> <li>• Rules</li> </ul>  |  |
| <b>Cross Curricular Themes</b>   | Maths – Analyse and track statistics such as goals, assists, and shots on targets, recording and analysing performance data (possession/ shots on target)<br>Literacy- Key words linked to netball, rules & tactical awareness<br>Science- heart rate, effects of exercise, energy systems, healthy active lifestyle choices  |  |
| <b>Personal Development (Including British Values, RSE, Citizenship)</b> | <ul style="list-style-type: none"> <li>• Democracy - Students vote on team captains, formations, or practice drills, encouraging participation and valuing others’ opinions.</li> <li>• Rule of Law - Respecting the rules of netball and understanding the importance of fair play mirrors wider societal laws.</li> <li>• Individual Liberty - Players make choices about their play style or role on the pitch, developing autonomy and responsibility.</li> <li>• Mutual Respect - Respecting teammates, opponents, and referees reinforces tolerance and sportsmanship.</li> <li>• Personal development - Students develop self-belief through skill improvement and game performance. Netball promotes resilience by learning to cope with setbacks.</li> </ul> |  |
| <b>Career Opportunities</b>  | Professional Netball player, Coach, Umpire/ Official, Sports Development (NGB),Team Manager, Sports Physiotherapist, Nutritionists, Sports Analyst, Strength & Conditioning Coach, Sports Journalist/Broadcaster, PE Teacher, Community Coach   |  |