

PE Department

Year 9

Topic: Outwitting opponents / Invasion games

Learning Journey

Prior learning:

Building on knowledge from KS1 and 2 some students have limited knowledge.

Students have limited subject knowledge of sports that are not in the public eye, for example handball.

Learning sequence – topic title							Endpoint
Main learning steps	Passing	Passing on the move	Attacking	Defending / marking	Shooting	Rules of the game	Assessment /Game play
	How to pass consistently accurately and with the correct amount of power when stationary.	Be able to name and describe basic passes and be able to explain how and when to execute them.	Understand and be able to explain what the term attacking means with sporting examples.	Understand and be able to explain what the term defending means with sporting examples.	Understand the different shooting technique for different games and be able to consistently perform those techniques accurately.	Homework completed on the rules of the game.	Students play a full court game throughout the lesson.
	How to catch correctly and consistently.	How to accurately and consistently pass while moving at speed.	Understand and accurately explain what you should do when your team has the ball and use this knowledge tactically in a game situation.	Understand and accurately explain what you should do when the opposite team have the ball and use this knowledge tactically in a game situation. E.G. defensive line/ mark the player	Have deeper sport specific knowledge on the rules of the game and be able to accurately apply them.	Students then complete Q and A with the teacher with developed answers using sporting examples.	Teacher to watch students and assess them with the PE criteria.
	Play an advance passing game in a group showing consistency and accuracy. Show a secure knowledge of the rules of the games	Consistently Passing into space/ahead of a teammate successfully allowing them to run onto the ball to create tactical advantage.	Consistently Perform and develop the different types of dodging and know what type best suits		Produce high level skills in a mini game and use	Students in full court games where they can consistently demonstrate their accurate knowledge of the rules in play but	Students are given a level and feedback at the end of lesson for the sport.

	<p>and apply them appropriately.</p>	<p>Understanding and successfully applying the game specific rules on how many steps you can take while holding the ball and applying this into game play.</p> <p>Produce high level skills in a mini game and use them to create tactical play.</p> <p>Have deeper sport specific Knowledge on rules of the games and be able to apply them accurately.</p>	<p>different situations in a game.</p> <p>Understand the positions in the different games and the roles in which they play in the team to allow you to play any position.</p> <p>Have secure knowledge on where all positions can go / each position objective.</p> <p>Produce high level skills in a mini game and use those skills to your tactical advantage.</p> <p>Have deeper sport specific knowledge on rules of the game and be able to apply them.</p>	<p>you start the game with WA, WD.</p> <p>Understand and be able to explain what the two different types of marking / defending are and when to use them I.e., when the person you are marking has the ball or has not got the ball or when they are shooting.</p> <p>Be able to mark/defend all scenarios with consistency in technique.</p> <p>Produce high level skills in a mini game and use those skills to your tactical advantage.</p> <p>Have deeper sport specific Knowledge on rules of the games.</p>	<p>those skills to your tactical advantage</p>	<p>also as umpires/referees</p>	
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Assessment	Continued assessment throughout lessons – verbal, peer, individual, teacher	Continued assessment throughout lessons – verbal, peer, individual, teacher	Continued assessment throughout lessons – verbal, peer, individual, teacher	Continued assessment throughout lessons – verbal, peer, individual, teacher	Continued assessment throughout lessons – verbal, peer, individual, teacher	Continued assessment throughout lessons – verbal, peer, individual, teacher	Summative assessment students to play a full court games teacher assess through criteria in the PE department
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Where will we use these ideas again:

Will use throughout their time here at WSfG year 7-11.
 Can apply in club / school teams.
 GCSE PE.