

PE Department

Year 8

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 and accurately when stationary.	Be able to name and describe basic passes and be able to explain how to execute them.	Understand and be able to explain what the term attacking means.	Understand and be able to explain what marking and defending means in a game	Understand the different shooting technique for different games and be able to perform those techniques accurately most of the time.	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.	Understand and explain what you should do when your team has the ball and use this knowledge tactically.	Understand and explain what you should do when the other team has the ball i.e., defensive line/ mark the player you start the game with WA, WD and use this knowledge tactically.	Have deeper sport specific knowledge on the rules of the game.	Students then complete Q and A with the teacher with developed answers.	Teacher to watch students and assess them with the PE criteria.
	Play a basic passing game in a group showing consistency and accuracy. Show a secure knowledge of the rules of the games.	Tactically Passing into space/ahead of a teammate allowing them	Perform and develop the different types of dodging and know what type best suits different situations.			Students in full court game where they can demonstrate their knowledge of the rules in	Students are given a level and feedback at the end of lesson for the sport.

		<p>to run onto the ball.</p> <p>Understanding the game specific rules on how many steps you can take while holding the ball and applying this into game play.</p> <p>Produce skill in a mini game and be able to create tactical play.</p> <p>Have deeper sport specific Knowledge on rules of the games.</p>	<p>Understand the position you are playing and the role in which you play in the team.</p> <p>Have secure knowledge on where you can go / your position objective.</p> <p>Produce skill in a mini game and use those skills to your tactical advantage.</p> <p>Have deeper sport specific knowledge on rules of the game.</p>	<p>Understand what the two different types of marking / defending are I.e., when the person you are marking has the ball or has not got the ball or when they are shooting and be able to mark all scenarios with some consistency in technique.</p> <p>Produce 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>Produce skills in a mini game and use those skills to your tactical advantage</p>	<p>play but also as umpires/referees</p>	
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,	Continued assessment throughout lessons – verbal, peer,	Summative assessment students to play a full court games teacher assess through

					individual, teacher	individual, teacher	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.