**Colton Hills Community School medium term planning – Physical Education – Exercising Potential**

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| **Topic title:**  **Invasion Games** | **Year: 8 – Cooperation** To work as part of a team and cooperate in competitive situations. **Term:** **Autumn - Spring** | **Why we teach this:** Invasion games form a key part of our wider school PE curriculum and have many transferable techniques, skills and tactics used in a variety of ways. This allows knowledge and understanding of rules, regulations and scoring systems. | **Why we teach this here:** We teach this unit in Year 8 to encourage students to develop analysis, development, and implementation of skills with a strong focus on peer assessment opportunities and developing skills and tactics as part of a team in invasion games. | |
| **Big questions:**   1. Why good control so vital in game-based situations in invasion games? 2. Why is dribbling at pace so important in invasion games? 3. Why is it so important to keep possession as a team in invasion games? 4. How do we consistently hit the target with power and precision when shooting to score? 5. Why is it important to tackle, intercept and regain possession as a team? 6. What range of attacking and defensive skills are consistently used tactically and technically in conditioned situations? | | **Builds on previous topics:** - Links to any previous knowledge and understanding of invasion games from year 7 reflecting on peers and own performance and building on confidence to explain answers fully regarding skills, techniques, and tactics. | **Links to future topics:** - It will allow students to gain an understanding and knowledge of skills for future invasion games topics.   * Allows transferable skills, routines, and tactics. * Gives subject specific terminology needed for BTEC sport content. | |
| **Key knowledge:**   * Be able to respond effectively and detailed to questions regarding invasion game technique and tactics. * Understand the key rules and regulations of an invasion game. * Understand how to improve own invasion game skills and how they contribute to own health and fitness. * Understand what components of fitness needed to improve when playing invasion games. * Gain knowledge of key tactics and techniques that can be used to beat your opponents. * Be able to work with others from a range of background and respect others’ opinions and views to work as a team. | **Key knowledge continued:**  **LPA**   * Dribble showing close control. * Pass and receive a ball over a long distance. * Tackle or dispossess an opponent. * Show basic control.   **MPA**   * Perform attacking and defensive skills effectively in conditioned practices. * Dribble showing close control and protect it from opposition. * Pass with improved weight and consistency. * Shooting accurately towards target   **HPA**   * Perform attacking and defensive skills effectively in game situations. * Cover ground quickly keeping the ball under control. * Pass and shoot accurately consistently | |
| **Skills developed:**   * Practical Skills suitable to the invasion game. * Tactical skills suitable to the invasion game. * Students playing within the rules across sporting activities. * Students working as part of a team without conflict. * Be physically active for sustained periods of time. * Be able to cooperate with others in competitive situations | |
| **Mini/Interim assessments:**   * Initial baseline assessment * Final assessment conducted at the end of the unit where pupils have gained maximum knowledge and practice of tactics and techniques.   **End of unit assessment** – Game based situations linked to assessment criteria. | | **Independent study tasks/resources:**  Week 1 – Fitness for Football  Week 2 – HIIT training for Basketball  Week 3 – Fartlek training for Invasion Games  Week 4 – Sprint training for Attackers  Week 5 – Power training in Rugby  Week 6 – Shuttle fitness | **Key vocabulary 1:** Attacker  back heel  back pass  ball carrier  possession  cross  defender  midfielder  goalkeeper  free kick  dribble  volley  zone defence  Travel  Double dribble  Accuracy  Try  Direct  Teamwork | **Key vocabulary 2:**  Feint  Indirect  Direct  Offside  Obstruction  near post  far post  man to man.  penalty  layup.  pitch  striker  wingers  tackle  Jump shot.  Chest pass  Bounce pass  Spin  Cooperation |
| **Cultural capital opportunities:**  **Social:** Can I work responsibly with others sensibly in potentially dangerous circumstances when taking on different roles and responsibilities?  **Moral**: Can I use equipment appropriately and safely?  Can I learn to handle success and defeat with dignity?  **Spiritual**: How can invasion games positively affect my emotions? – (Confidence, determination, resilience)  **Cultural:** Can I respect and show an awareness of other cultures traditions within a competitive environment. | | **Whole school Curricular Concept links:**  **Civic Responsibility** – focus on invasion games in society.  **Cultural Diversity** – exploring gender in sport.  **Health Living** – mental health and healthy living focus  **Artistic Creativity** – develop a creative approach to technical and tactical skills to outwit opposition. |