

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

<p><b>Topic title:</b> <b>Invasion Games</b></p>	<p><b>Year: 9 – Competence</b> To apply a range of skills and tactics consistently in competitive situations <b>Term: Autumn - Spring</b></p>	<p><b>Why we teach this:</b> 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.</p>	<p><b>Why we teach this here:</b> We teach this unit in Year 9 to encourage students to develop practical techniques and tactical endeavour in a range of invasion games and game-based situations. Students will be directed to attain high knowledge and understanding of rules, regulations and scoring systems.</p>
<p><b>Big questions:</b></p> <ol style="list-style-type: none"> <li>1) Why good control and dribbling at pace so vital to beat opponents in game-based situations in invasion games?</li> <li>2) What tactics could be used in game-based situations in your selected invasion games?</li> <li>3) Why is it vital to keep possession as a team in invasion games tactically?</li> <li>4) How do we consistently hit the target with power and precision when shooting to score regularly?</li> <li>5) Why is it important to tackle, intercept and regain possession as a team from a tactical perspective?</li> <li>6) What range of attacking and defensive skills are consistently used tactically and technically in conditioned situation?</li> </ol>	<p><b>Builds on previous topics:</b></p> <ul style="list-style-type: none"> <li>- Links to any previous knowledge and understanding of invasion games from year 8 reflecting on peers and own performance whilst building on cooperation to ensure students are working together as a team in game-based situations.</li> </ul>	<p><b>Links to future topics:</b></p> <ul style="list-style-type: none"> <li>- It will allow students to gain an understanding and knowledge of skills for future invasion games topics. <ul style="list-style-type: none"> <li>- Allows transferable skills, routines, and tactics.</li> <li>- Gives subject specific terminology needed for BTEC sport content.</li> <li>- Allows reflection on peers and own performance.</li> </ul> </li> </ul>	
<p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>- Practical Skills suitable to the invasion game used consistently and fully explained.</li> <li>- Tactical skills suitable to the invasion game used consistently and fully explained.</li> <li>- Students playing within the rules across sporting activities.</li> <li>- Students working as part of a team without conflict.</li> <li>- Be physically active for sustained periods of time.</li> <li>- Be confident to answer high order questions about technique, skills and tactics.</li> <li>- Be able to cooperate with others in competitive situations</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>- Be able to respond effectively and give detailed higher order answers to questions regarding invasion game technique and tactics.</li> <li>- Understand and explain the key rules and regulations of an invasion game.</li> <li>- Understand and explain how to improve own invasion game skills and how they contribute to own health and fitness.</li> <li>- Understand and explain what components of fitness needed to improve when playing invasion games.</li> <li>- Understand the knowledge of key tactics and techniques that can be used to beat your opponents in specific game-based situations.</li> <li>- Be able to work with others from a range of background and respect others' opinions and views to work as a team.</li> <li>- Use tactical endeavour and highlight techniques in order to gain advantages in specific game-based situations.</li> </ul>	<p><b>Key knowledge continued:</b></p> <p><b>LPA</b></p> <ul style="list-style-type: none"> <li>- Dribble showing close control.</li> <li>- Pass and receive a ball over a long distance.</li> <li>- Perform attacking and defensive skills effectively in conditioned practices.</li> <li>- Shooting accurately towards target</li> </ul> <p><b>MPA</b></p> <ul style="list-style-type: none"> <li>- Dribble showing close control and protect it from opposition.</li> <li>- Pass with improved weight and consistency.</li> <li>- Perform attacking and defensive skills effectively in game situations.</li> </ul> <p><b>HPA</b></p> <ul style="list-style-type: none"> <li>- Cover ground quickly keeping the ball under control.</li> <li>- Pass and shoot accurately consistently.</li> <li>- Find and create space in attack whilst denying it to the opposition in defence.</li> <li>- Apply my knowledge of tactics to help my team</li> </ul>	

<p><b>Mini/Interim assessments:</b></p> <ul style="list-style-type: none"> <li>- Initial baseline assessment</li> <li>- Final assessment conducted at the end of the unit where pupils have gained maximum knowledge and practice of tactics and techniques.</li> </ul> <p><b>End of unit assessment</b> – Game based situations linked to assessment criteria.</p>	<p><b>Independent study tasks/resources:</b></p> <p>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</p>	<p><b>Key vocabulary 1:</b></p> <p>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  Counterattack</p>	<p><b>Key vocabulary 2:</b></p> <p>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  Full court press</p>
<p><b>Cultural capital opportunities:</b></p> <p><b>Social:</b> Can I work responsibly with others sensibly in potentially dangerous circumstances when taking on different roles and responsibilities?  <b>Moral:</b> Can I use equipment appropriately and safely? Can I learn to handle success and defeat with dignity?  <b>Spiritual:</b> How can invasion games positively affect my emotions? – (Confidence, determination, resilience)  <b>Cultural:</b> Can I respect and show an awareness of other cultures traditions within a competitive environment.</p>	<p><b>Whole school Curricular Concept links:</b></p> <p><b>Civic Responsibility</b> – focus on invasion games in society.  <b>Cultural Diversity</b> – exploring gender in sport.  <b>Health Living</b> – mental health and healthy living focus  <b>Artistic Creativity</b> – develop a creative approach to technical and tactical skills to outwit opposition.</p>		