

# RUBRIC - Invasion games

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<p><b>Curriculum intent:</b></p>	<p>Physical Education at North Ridge High School should contribute to pupils' physical, cognitive, social and emotional development, as well as playing an important role in their spiritual, moral and cultural development. The P.E. curriculum is broad and balanced so as to increase pupils' self-confidence in their ability to manage themselves and their bodies within a range of movement situations. Through a variety of individual, paired and group activities, the different strengths, needs and preferences of each pupil will be catered for using differentiated physical activities. All pupils will be provided with the opportunity to move, be active, develop skills and improve communication and self-esteem. Additionally, through providing positive experiences within the P.E. curriculum, a lifelong interest in physical activity is encouraged.</p>		
<p><b>End of KS3 intent/outcome</b></p>	<p><b>End of KS4 intent/outcome</b></p>	<p><b>End of KS5 intent/outcome</b></p>	
<p>By the end of KS3, pupils will have developed their understanding of how to send an object towards a specific target when using their hand or equipment. They will have developed their awareness of the need to be accurate when sending objects towards targets and have engaged in adapted games to develop their understanding and experience of playing different types of target games.</p>	<p>By the end of KS4, pupils will have built further on understanding and skills developed throughout KS3. They will have developed a better understanding of rules and regulations when playing adapted target games and they will have developed tactical awareness of how to outwit opponents using a range of tactics and teamwork skills.</p>	<p>N/A</p>	
<p><b>Intent for topic:</b></p>	<p>This unit of study gives pupils the opportunity to engage with activities which develop hand eye and eye foot coordination to pass, receive, score and outwit opponents. Pupils will experience differentiated activities which enable them to develop their understanding of how to play alongside others to invade an opponent's half to score points and defend their own half to prevent the opposition scoring. Pupils will develop an awareness of how to move around the playing area to track the ball to ensure they participate in attack and defend tactics with others. Pupils will develop an understanding of the rules and regulations associated with</p>		

	the games they play as well as working on tactical awareness. Pupils will develop team work, communication and leadership skills which can be transferred into other subject areas.			
<b>Key vocabulary for subject:</b>	Warm-up, stretch, prepare, movement, fitness, competition, cool-down			
<b>Key vocabulary for this topic:</b>	Shoot, defend/defence, attack, tackle, dribble, team work, scoring, direction, power, accuracy			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3 KS3 KS3 KS4	PE - Invasion Games	Football Rugby Basketball Tag Rugby	Year 1 - Summer 1 Year 2 - Autumn 1 Year 3 - Summer 1 Year 2 - Spring 1	Throughout playing these sports, pupils will have already begun to take part in small-sided games. Pupils will have worked on simple one to one passing, moving, shooting and defending skills. Pupils will have an understanding of pitches, goals and playing with direction and intent.
Links to other subjects: PSHCE, ICT, Maths, English				
<b>RRSA:</b>				
<ul style="list-style-type: none"> <li>• I have the right to play, have fun, do sport and relax; and I should include everybody in my activities and games.</li> <li>• I have the right to a good quality education.</li> <li>• I have the right to try new things</li> </ul>				
Links to Equality & Diversity:				

Key Knowledge Concepts	OU Progression Step 8	OU Step 1	OU Step 2	OU Step 3	OU Step 4
	<p>Pupils can use key words to say how some skills are performed</p> <p>Pupils can participate in an adapted invasion</p>	<p>Pupils have developed an understanding of how to attack and defend during adapted games and can participate with others as part of a team</p>	<p>Pupils are able to outwit opponents by passing the ball with a teammate(s) and can participate in basic structured plays</p>	<p>Pupils can watch video replays of specific skills in isolation and evaluate what I think went well and what needs to be improved upon</p>	<p>Pupils can watch a passage of play and analyse what they thought worked well and what needs development. They can provide</p>

	<p>games with others and tries to implement the skills they have developed e.g. tries to pass to a team mate</p> <p>Pupils are able to follow some of the rules of an adapted game when given verbally.</p>	<p>Pupils are able to comment on some of the skills required to score a try, goal and/or basket</p> <p>Pupils can comment on some of the skills required to score a goal/basket, try e.g. passing to team mates, avoiding being tagged, moving in different directions</p> <p>Pupils can identify some of the key skills required when playing invasion games with others e.g. can comment on why they pass to a team mate</p> <p>Pupils can explain at least one of the rules of the game they are playing and follow a simple scoring system</p>	<p>Pupils show an awareness of when to move with the ball and when to pass it during adapted games</p> <p>Pupils can play in adapted invasion games and is becoming aware of the basic principles of attacking and defending e.g. understands the responsibility of a defensive player</p> <p>Pupils can watch an isolated skill of another player and name at least one thing they thought went well and one thing which needs practice</p> <p>Pupils can watch teacher modelling and begin to show they understand 2 ways to defend in invasion games</p>	<p>Pupils can discuss basic plays with team mates and practice them in isolation</p> <p>Pupils are aware of the different situations during a game where they should pass, move with or shoot the ball and can say why they made that decision</p> <p>Pupils are able to watch an isolated invasion game skill and talk about how they could improve it and/or what they thought went well</p> <p>Pupils understand most of the rules of the invasion game and can participate in an adapted game to show they can play alongside other fairly.</p>	<p>suitable skill development games to assist with this.</p> <p>Pupils can participate in set plays, which requires them to communicate with their team and devise strategies for effective attacking and defensive plays</p> <p>Pupils are aware of all rules used in invasion games and can share this with others during a game e.g. if a player has committed a foul they</p> <p>Pupils can choose an invasion game specific skill, watch it being demonstrated and then create their own game for others to participate in which incorporates it.</p> <p>Pupils are able to evaluate the effectiveness of their own and others technique using video analysis and assessment opportunities</p>
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Key Skill Concepts	P8	Step 1	Step 2	Step 3	Step 4
	<p>Pupils are aware of how to score a try, basket and/or goal and can play adapted games in a team</p> <p>Pupils can move with the ball at varying speeds (walk, jog, run)</p> <p>Pupils are able to throw, kick, send and/or hit an adapted ball in isolation over short distances</p> <p>Pupils are able to carry, dribble and/or move the ball using their own technique and give it to another person</p> <p>Pupils can pass a ball over a short distance to another person in isolation</p> <p>Pupils can receive a large ball in front of them e.g. catches a ball when it is</p>	<p>Pupils can throw, hit, kick and receive a ball in isolation over short distances</p> <p>Pupils can move with the ball, give it to another person in an adapted game and receive a stationary and moving ball</p> <p>Pupils can dribble, push and/or move with the ball with increasing speed and change direction using a different part of their foot, stick or hand e.g. sole of foot to drag the ball backwards</p> <p>Pupils can pass the ball from a static position over an increasing distance and is beginning to use the correct part of their feet, stick or</p>	<p>Pupils can pass and receive the ball from different directions over increasing distances of 3 m or more using different passing techniques e.g. spin pass, chip pass</p> <p>Pupils move with the ball safely and keep it away from the opposition</p> <p>Pupils can send a ball from a static position with different techniques i.e. different part of the foot towards a protected goal or basket.</p> <p>Pupils can track and intercept a ball when travelling near them during skill development and adapted games.</p>	<p>Pupils move with the ball 'safely' and change direction and speed when required in order to score a try, basket and/or goal or evade being intercepted or tackled.</p> <p>Pupils can move with the ball at varying speed and can outwit their opponent by changing direction to get the ball around them on at least 3 occasions</p> <p>Pupils can shoot or drive with a ball at an intended target using different techniques, and aim at specific areas of the target at least 3 times while moving</p>	<p>Pupils can play in different positions as part of a team and show awareness of how to adapt skills to fulfil the role</p> <p>Pupils are able to receive and pass a ball at speed and change direction and passing style according to their position on the field of play</p> <p>Pupils are able to further develop the fundamental skills of invasion games and incorporate them into activities working alongside others towards a common goal e.g. developing team work passing around others playing in a triangle</p>

	thrown at chest height	hands for increased accuracy  Pupils can shoot a ball from a static position towards a goal, net and/or target with an obstacle.			
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<b>Key Sports</b>	<b>Suggested Learning Activities</b> - Adapted into games and differentiated for pupil need where applicable
Football	<ul style="list-style-type: none"> <li>• Simple isolated paired passing games to develop correct techniques</li> <li>• Passing the ball when moving during adapted games</li> <li>• Shooting at targets of differing sizes, focus on use of correct part of the foot</li> <li>• Zonal games to develop field positioning for adapted games</li> <li>• Small sided games for GfU sessions to develop skills during gameplay</li> </ul>
Rugby	<ul style="list-style-type: none"> <li>• Developing passing in isolation by focussing on the ball travelling across the ball on a flat line</li> <li>• Develop ball handling through simple instruction games, place ball, swap ball, travel at different speeds</li> <li>• Focus on passing across lines, staff directed to begin to work on passing backwards</li> <li>• Use touch, tag games to stop the play and practice playing the ball from a fresh start</li> <li>• GfU games to focus on gameplay to pick out need of development across classes</li> </ul>
Basketball	<ul style="list-style-type: none"> <li>• Lots of ball handling should be used to practice keeping the ball under control.</li> <li>• Use pass only games to develop passing skills for all pupils</li> <li>• Incorporate movement as pupils develop their team working skills</li> <li>• Use GfU games to refine skills where necessary</li> <li>• Use adapted hoops high, low etc. to allow all pupils to practice shooting techniques</li> </ul>

### Online Resources

<https://www.englishrugby.com/home/> <https://www.rugby-league.com/>  
<http://www.thefa.com/>  
<https://www.basketballengland.co.uk/>  
<https://www.englishhockey.co.uk/>