



Big Question

AoLE: Health and Wellbeing	Subject: PE	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
What skills do I need to become a competent athlete in invasion games?	Pupils focus on developing the knowledge, techniques, skills and understanding of invasion games (football, netball, basketball etc.). They will learn and develop techniques and skills specific to invasion games and improve their knowledge of tactics and strategies to outwit their opponents within the rules of the game. They will develop safe working practices and demonstrate appropriate sporting behaviour.	Basic principles of attack and defence. Team working skills. Taken different roles in some games, including attacker and defender. Basic rules and conventions for the game of football.

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli.</p> <p>I can engage in regular physical activity and sport with confidence, motivation and commitment.</p> <p>I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.</p>	<p>Evaluate how to successfully attack in invasion games by using strategic and tactical play.</p> <p>Analyse the position of your opponents to determine the shot you use.</p> <p>Assess your decision about the choice of technique used and refine when unsuccessful.</p> <p>Evaluate when to defend and how to stop opponents from advancing in a game situation.</p>
Advancing	<p>I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli.</p> <p>I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.</p> <p>I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.</p> <p>I can make considered decisions, taking into account available information, including past experiences.</p>	<p>Apply your knowledge of dribbling the ball into a small sided game, making decisions about how best to advance on the opposition.</p> <p>Recognise the importance of width and playing into space whilst attacking in football.</p> <p>Perform the technique of the 3 different shots in football successfully.</p> <p>Perform the technique of basic defensive skills of tackling in a competitive situation.</p>
Securing	<p>I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways.</p> <p>I have the confidence and motivation to persevere when faced with physical challenges.</p>	<p>Demonstrate how to dribble the ball using control in isolation.</p> <p>Explain how to outwit opponents by using the learnt skills and techniques.</p> <p>Describe the different types of shots in football and their benefits.</p> <p>Develop your knowledge further of outwitting your opponent using the skills learnt.</p>



	<p>I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p>I can make considered decisions, taking into account available information, including past experiences.</p> <p>I can respect the rights of others and I understand how these impact on myself and others.</p> <p>I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.</p>	
Beginning	<p>I can use and improve basic movement skills in familiar and unfamiliar situations.</p> <p>I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.</p> <p>I can understand that everyone has rights and, with support, I can respect those rights.</p> <p>I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p>I can make decisions based on what I know.</p> <p>I can take part in group decisions and I understand why some decisions need to be made as a group.</p> <p>I can identify and assess risks.</p> <p>I can recognise and follow the rules and norms of different groups and situations in which I take part.</p>	<p>Identify the technique of passing and receiving the ball.</p> <p>Identify fundamental ball handling skills.</p> <p>Describe basic dribbling and controlling of the ball in football.</p> <p>Recall your previous tactics and knowledge of outwitting your opponent.</p> <p>Identify the basic defensive skills and techniques.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Authentic learning experiences:</p> <p>Local Links: Learners have the opportunity to compete with other schools in the local area. Learners are provided with information on local sports teams in the area.</p> <p>National links: The Welsh Rugby Union attends the school to deliver sessions for learners.</p> <p>International links: Learners are provided with information of international sports people and sports from across the globe.</p>	<p>Literacy: Contribute to ideas and discussions in class. Review and evaluate performance through discussions with peers. Provide feedback on performances and developments on others.</p> <p>Numeracy: Workout percentages of peers' successful skills and techniques.</p>



Assessment (How will we know that students have learnt what we taught them?)

Formative assessment:

Verbal teacher feedback
Teacher observation
Questioning
Self and peer assessment.
Pupil modelling

Summative assessment:

At the end of this unit, learners will participate in a match whereby their skills, techniques and tactics will be assessed.

To demonstrate a variety of skills and techniques learnt within a game setting.

Learners demonstrate skills and techniques learnt in isolation (through drills / activities).
Learners can transfer and apply these skills and techniques into a game situation to demonstrate the ability to outwit an opponent.

Evaluation (To be completed 2024)

Strengths

Areas for Development

Pupil Voice

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