

Developing Knowledge and Skills within Games

Within Games we need to help pupils to learn the factual knowledge regarding movement, rules, tactics, strategies, principles, and healthy participation. We need to give them the opportunity to apply this learning in different contexts showing us that they can transfer and build upon their declarative knowledge embedding it and expanding it.

'**Declarative Knowledge**' is the know-what and '**Procedural Knowledge**' is the know-when.' These two terms are increasingly being used by Ofsted and others.

- *Declarative knowledge is the factual knowledge relating to motor competence (fundamental movements, movement), rules, tactics, strategies, common principles, and healthy participation.*
- *Procedural knowledge is the know-how and know-when to be able to select and apply the declarative knowledge.*



Games in the National Curriculum

...use running, jumping, throwing and catching in isolation and in combination

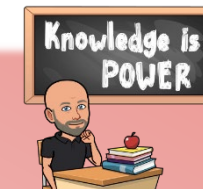
...play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Progression and Knowledge

Getting better at PE is built upon **three pillars of progression**:

- **Motor Competence** – a person's ability to make a range of physical actions which include co-ordinating fine & gross motor skills. These are fundamental to being able to participate in everyday activities as well as in play and physical activity. Pupils require sufficient **time** and well-designed opportunities to **practise** these competencies as well as the **feedback** to know how to improve. There is a positive link between **confidence** and **competence**.
- **Rules, Strategies and Tactics** – pupils need to be taught how to move **intelligently*** as well as competently. Rules may need to be explicitly taught for activities, pointing out common rules and understanding unique ones. Tactics are the decisions people make about how, when and where to move and are closely related to **motor competences** as they are only successful if pupils can perform the necessary movement. Some physical activities do not have rules or tactics but they do have strategies for success; these are less time-dependent and can have broader relevance beyond playing games.
- **Healthy Participation** – Pupils learn how to participate in physical activity in a healthy way. This can include helping pupils understand public health messages, rationales for warming up etc. This allows pupils to use their knowledge and participate fully and safely.

**Some refer to this as 'moving effectively and efficiently'*


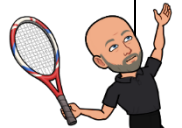



Developing declarative and procedural knowledge – teaching a range of sports/activities across a year group(s) or unit of work allows pupils to improve their understanding by applying their knowledge across different but related contexts e.g., teaching how to create space in football and to apply tactics and common principles can be developed, transferred and applied in other 'invasion' games such as Tag Rugby or Basketball.

Fundamental Movements – pupils need to be taught physical skills to enable them to apply these skills to principles, tactics etc. They need to learn a variety of ways to pass the ball so that they can apply these skills in context, and how to do this against opposition.



Common Principles of Games - When considering all the elements of Games, teachers need to consider *what are the basic principles that underpin all the elements of Games within the National Curriculum for physical education (2014)*. These **can** be viewed as: **ATTACKING PRINCIPLES** and **DEFENDING PRINCIPLES**. When considering these elements, it is important that teachers look at what experiences the pupils have and their prior knowledge, skills and understanding. This is why having a skills progression map is so useful in ensuring the planned and sequenced learning is implemented. Ask your PE subject leader for the school's skills progression map or review that provided by the scheme of work you are using e.g., Get Set 4 PE. The table below looks to help identify common themes and principles across all the main areas of Games - these are: **Target Games, Net Games (including wall games), Striking and Fielding Games** and **Invasion Games**. When considering basic skills such as '**SENDING**' look at and across the range of sports in each category and look at the **varied** yet **similar** skills – helping to support the pupils to see skills in context. For example, a common principle involved with striking a ball (as found in cricket for example) can be applied across all striking games but also net/wall games in that the position of the bat face (or racket head) influences the direction of "hit". Helping pupils to understand this, and how the follow-through guides the ball (or shuttlecock) can ensure pupils make good progress across the knowledge, skills and understanding required within the curriculum. This we call 'Transfer of Knowledge' and is an essential part of purposeful PE in primary schools as it combines declarative knowledge with the contextual opportunities to apply the procedural knowledge.

| Attacking Key Principles | Key concepts | Defending Key Principles | Key concepts |
|--|--|--|---|
| <p>Keeping Possession (Invasion Games) Being on 'Strike' (Striking and Fielding Games) Taking the initiative and controlling your placement (Target, Net / wall games)</p> | <ul style="list-style-type: none"> • Movement with / without the ball e.g., moving ball towards goal, dodging, dribbling, backing up (cricket) • Sending Skills (including hitting, kicking etc.) • Receiving Skills e.g., catching, throwing, passing, kicking • Understanding rules • Staying in & scoring points | <p>Regaining Possession (Invasion Games) Getting other team out (Striking and Fielding Games) Creating time to place shots and force opponent to go back on the court (Net Games)</p> | <ul style="list-style-type: none"> • Tackling / blocking (e.g., Volleyball) • Anticipating / positioning • Intercepting / Net play • Tracking / marking • Understanding rules • Receiving skills • Sending skills • Get opponent(s) out – limit points scored  |
| <p>Creating Space to move into Creating Space to hit into Creating Space to exploit</p>   | <ul style="list-style-type: none"> • Dodging, getting free • Drawing defenders / opponents • Use of width / length • Movement off the ball • Faints, "dummies" – skills • Positional play / striking to open up areas of a court, pitch, table etc. | <p>Limiting / Denying Space to hit into Limiting / Denying Space to move into Limiting / Denying angles to exploit</p> | <ul style="list-style-type: none"> • Marking – players, space, target • Jockeying • Playing to rules • Blocking • Closing the angles • Forcing players deep (Net games) • Forcing players wide |

