

Key Stage 1 – Invasion Games Knowledge Organiser

National Curriculum (NC PE 2014)

Subject content - Key stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- Pupils should be taught to:** master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.

'**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.

Link to Literacy – Vocabulary & Common Terms

Year 1 Defender, Attacker, Dribble, Pass, Mark, Aim, Space, Points, Score, Target, Safely, Rules

Year 2 Possession, Pass into Space, Move into Space, Passing, Chest Pass, Bounce Pass, Send, Receive, Goal, Get Free

*Year 2 pupils to use previous (Year 1) vocab correctly and in context

Examples of Invasion Games played in primary schools

Netball – Basketball – Handball – Korfball
Tag-Rugby – Pop-Lacrosse – Hockey – Football



Key Physical Skills:

- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space
- Tracking another person (marking)



Common Principles

Attacking

Defending

Move Ball to Goal ↔ Keep Ball from Goal

Create space ↔ Limit / Deny space

Keep Possession ↔ Regain Possession

Score Goals/points ↔ Stop Goals/Points

↔ Transition between roles as team regains possession / loses it



Scheme of Work

Look at your school's Scheme of Work and see if you can see these common principles underpinned in the teaching activities. If not try and embed them.

