

YEAR 7 PERFORMANCE STUDIES (PE) FOOTBALL SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>The Football unit looks to underpin all of the fundamental skills for invasion games. The unit will build upon the physical skills and attributes acquired during Key Stage 2 and develop them so that the learners become proficient footballers with a solid understanding of all technical and tactical aspects of the game. Learners will have a solid grasp of the principles of invasion games including attacking, defending, and other relevant tactical strategies.</p> <p>The unit teaches learners a variety of transferable practical and tactical skills that they are able to use across a variety of sports and other units that they will cover throughout the academic year.</p> <p>Learners experiences of football and PE in general at Key Stage 2 varies considerably and this unit allows all students to develop the fundamental skills required for the sport and then challenges them to apply them in more advanced scenarios and settings.</p>	<p>Students will develop three key concepts/skills in year 7 football:</p> <ol style="list-style-type: none"> 1) Demonstrate passing across different distances so you can keep possession in a game. 2) Demonstrate ball control using different body parts so you can increase time on the ball. 3) Demonstrate dribbling in close and open situations so you can make progress up the pitch when in possession of the ball. <p>Students will be expected to demonstrate their ability to use a variety of passes both in isolation and in competitive situations; Side foot, driven, chipped etc.</p> <p>They will also be expected to be able to demonstrate these over a variety of distances with a variety of different challenges all designed to replicate game based scenarios and situations.</p> <p>Students will be expected to be able to demonstrate their ability to control the ball with a variety of different parts of the body with the aim being to increase their time and space on the ball in order to demonstrate other key skills.</p> <p>Students will also be expected to be able to dribble the ball with both the strong and weak foot using the correct technique in order to be able to move at speed around the pitch and open up areas of space for teammates and themselves.</p> <p>Students will also be introduced to the basics of attacking and defending tactics and positions so that they are able to formulate plans to overcome opposition.</p>	<p><u>Speed</u> - <i>Speed is the ability to cover a set distance over a short period of time.</i></p> <p><u>Strength</u> - <i>Strength is the ability of a muscle to produce force</i></p> <p><u>Leadership</u> - <i>Leadership is the action of leading a group of people or an organisation</i></p> <p><u>Passing</u> - <i>Passing is a common technique in sports that use balls and pucks.</i></p> <p><u>Technique</u> - <i>In sport, a technique is a skill/ability that you develop through training and practice.</i></p> <p><u>Dribbling</u> - <i>Dribbling, in football or hockey, involves taking the ball forwards and past opponents with slight touches of the feet or the stick.</i></p> <p><u>Intercepting</u> - <i>Intercepting refers to when the ball is intended for a player of the same team but is caught by a player of the opposing team, who then gains possession.</i></p> <p><u>Tactics</u> - <i>Tactics are the skills required in any game that allow a player or team to effectively use their talent and skill to the best possible advantage.</i></p> <p><u>Defending</u> - <i>In many team sports, defending is the action of preventing an opponent from scoring.</i></p>

Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:	
<p>The unit increases the development of the basic physical skills acquired during Key Stage 2 (running, jumping, kicking etc) and challenges students to link them together to successfully complete actions and overcome challenges rather than view each in isolation.</p> <p>Once the fundamental skills for the game have been taught the scheme challenges learner to extend and develop these to accomplish more advanced practical and tactical skills.</p> <p>There is scope within each of the lesson to extend the activities and expectations of HAP's and equally differentiate all tasks to enable LAP's to continue to make progress and develop.</p> <p>All students will be able to access all aspects of the scheme due to the nature of the tasks being delivered and the scope to differentiate them as appropriate.</p>	<p>Students will be taught about issues such as teamwork, respect for opposition, each other and officials during the lessons and games.</p> <p>This builds upon a number of current initiatives being driven by the Premier League and the Football Association.</p> <p>This encourages learners to be more sympathetic, understanding and accepting of each other, skills that will benefit them in their wider school and social lives.</p>	<p>The scheme of work makes students aware of the growing number of careers in football other than just as a player.</p> <p>Health and fitness through professions such as physiotherapist, doctor, surgeon, data analyst, coach and manager.</p> <p>Healthy lifestyle through professions such as dietician and nutritionist.</p> <p>Students are taught a variety of skills that would make them an asset to employers as they grow older and become part of a team; teamwork, communication skills, leadership, compassion, motivation.</p> <p>Students' cultural capital is developed through their direction to the many varied schemes run by the Premier League (Respect campaign, PL Everyone's Game (LGBTQ+), Women in Sport, PL Creating Chances).</p> <p>All students will also have the opportunity to attend trips to see live football at the National Stadium.</p> <p>All students have the chance to represent the Academy as part of one of the school football teams and compete against other local schools.</p>	
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:	
<p>Students are encouraged to develop a wide variety of skills that not only develop them as sports people but also enable them to develop in the wider world.</p> <p>Through the teaching of important attributes like team work, fair play, sportsmanship, inclusion and respect, the learner's personal development continues to flourish, with them being equipped with skills that are</p>	<p>The fundamental skills required for football are transferable across all invasion games, all of which the students will study in each of their years at the Academy.</p> <p>Students will also develop a variety of non-practical skills such as problem solving, team building, team work that are also transferable across all practical</p>	<p>Common misconceptions come from students who are already regularly playing football outside of the Academy and the teaching and coaching that they have received to this point.</p> <p>There can on occasion be conflicting views, and opinions that confuse the students making it difficult for them to understand the relevance of what they are being taught.</p>	

<p>transferable across all aspects of school and their wider lives.</p>	<p>activities studied but equally are important in many other aspects of school, life and the wider world. There are opportunities to develop numeracy through scoring and implantation of the rules. Literacy can also be developed through use of key words and terminology relevant to the sport and activities covered.</p>	<p>Often the students think that they have a greater understanding of the game and their skill level than is often accurate.</p>
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Assessment timeline:

Due to the varying nature of the skills that are taught in isolation during the football unit, students are assessed in their ability to successfully complete these skills on a lesson by lesson basis. Throughout the unit students are placed into smaller ability groups and pairs to ensure that all students are challenged and are able to successfully fulfil their potential.

All delivered activities can be extended to increase the complexity of the action or demand on the students so that they are aware of the progress that they are making. All activities and tasks will be modelled by the teacher with students given clear instruction as to WAGOLL in order to allow them to be clear about what they are aspiring to achieve at each point.

Final lesson of the block will be a match-based activity with all students being assessed against the Head, Heart and Hands criteria. This allows students to demonstrate their ability to meet the practical skills necessary for the sport, the mental skills necessary to apply tactics and beat opponents and the correct attitude and application towards the activity to ensure that they are successful.

Home learning

- Students will be directed to watch a variety of the live football broadcast on the various television channels.
- Passing and receiving - <https://www.youtube.com/watch?v= kbC4hzcTo> and <https://www.youtube.com/watch?v=Sm-u ESEmjE>
- Ball control – <https://www.youtube.com/watch?v=RdrFaNtYKdQ>
- Dribbling - <https://www.youtube.com/watch?v=jwIHc9rz7yo>
- Students will be directed to familiarise themselves with the laws of the game.
- Mini whiteboard test to be completed in lesson to assess students

Feedback

Students will be given verbal feedback throughout every lesson that they participate in. The feedback will specific to the lesson objective and the tiered learning outcomes appropriate for that lesson.

Pupils will be observed performing skills in both, the skill development and conditioned game section of each lesson.

The teacher will aim to give each student one piece of constructive feedback based on their skill development every lesson. This will obviously vary depending on size of the group and nature of the task being undertaken.

Students will also be expected to provide peer feedback to one another based on their own levels of success in each of the practical elements of the lessons.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													