

PEFORMANCE STUDIES (GCSE PE)
PRACTICAL SCHEME OF LEARNING OVERVIEW
 Year 10 and 11 Football

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students are required to perform all of the ‘core’ and ‘advanced’ skills in competitive situations for GCSE PE. They are required to perform in three sports with the requirements of one team sport, one individual sport and one free choice. Each sport is worth 10% of the GCSE qualification and is marked out of 20.</p> <p>At key stage three, students are taught many of the core skills from the OCR GCSE PE specification. Specifically, through years 7, 8 and 9, students will have been taught the following:</p> <p>Year 7:</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>Year 8:</p> <ol style="list-style-type: none"> 1) Demonstrate movement and control to increase effectiveness of passing and maintaining possession. 2) Learn the different shooting techniques so you can select the correct one in each situation. 3) Learn how to tackle safely in a variety of ways so you 	<p>Students will be required to demonstrate the following ‘core’ and ‘advanced’ skills for football:</p> <p>Core Skills:</p> <ul style="list-style-type: none"> • Ball control using both feet • Dominant foot passing (short/long) • Dominant foot shooting (short/long) • Dribbling (both feet with close control) • Heading • Marking player with the ball <p>Advanced Skills:</p> <ul style="list-style-type: none"> • Ball control using chest and thigh • Non-dominant foot passing • Dominant foot shooting (swerve/volleys) • Dribbling (beating opponents) • Heading (defensive/attacking) • Tackling (block/jockeying) • Marking player without the ball <p>Decision Making:</p> <ul style="list-style-type: none"> • Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays, corners • Attacking positioning on the field 	<ul style="list-style-type: none"> • <i>Dominant Foot – The foot in which a player can use with most success</i> • <i>Jockeying – (also called “shepherding” or “guiding”) is the defender’s skill of keeping between the attacker and his or her intended target (usually the goal).</i> • <i>Swerve Shot – Curl or bend in association football is spin on the ball which will make it change direction</i> • <i>Block Tackle – is an essential skill for winning the ball back in football.</i> • <i>Zonal Marking – is a defensive strategy where defenders cover an area of the pitch rather than marking a specific opponent.</i> • <i>Man to Man Marking – is a defensive strategy where defenders are assigned a specific opposition player to mark rather</i>

<p>can regain possession from your opponents.</p> <p>Year 9:</p> <ol style="list-style-type: none"> 1) Develop ability to beat an opponent using dribbling. 2) Understand and apply attacking principles so you can apply them and become more effective as a team. 3) Understand and apply defending principles so you can apply them and become more effective as a team. <p>Students will be required to use the skills learned in this scheme of learning in an internal practical exam at Acle, which is then moderated externally offsite. In addition, students will use their knowledge and understanding of football in the analysis of performance coursework task if they chose to complete the work on this sport.</p> <p>The skills are taught by firstly securing the ‘core skills’ before progressing onto the ‘advanced skills’. Each lesson develops a skill in isolation before applying it into competitive situations such as matches in order to develop decision making and tactical awareness. It is taught in this way as ‘core’ skills are normally prerequisites of the ‘advanced’ skills. This is a continuous scheme throughout years 10 and 11, as students track their mastery of the specification’s skills (see assessment below).</p>	<ul style="list-style-type: none"> • Defensive positioning on the field • Defensive ploys – man to man marking, zonal marking • Awareness of strengths/weaknesses and actions of other players e.g. adopt variety of roles in attack and defence in the game. • Awareness of the rules and regulations of the game and their application (including refereeing signals). • Positioning and organisation at set pieces, communication, command of area (Goalkeeper only), use of penalty area to judge interceptions (Goalkeeper only). <p>Students are taught the core skills first and develop these through repetition and application in matches until they have ‘accuracy, fluency and control’. They are assessed at the end of each scheme of learning on how many they can use in competitive situations with ‘accuracy, fluency and control’ (see assessment section below). The skills taught in each SOL will depend on the diagnostic assessment that the teacher uses, as this can vary greatly between cohorts. Students will spend a half term learning and developing these football skills.</p>	<p><i>than covering an area of the pitch.</i></p>
<p>Challenge and Support:</p>	<p>Worldwide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<p>Football is a very popular sport in the UK and is therefore played by most students throughout their primary school and key stage three experiences. This means that the general ability of GCSE PE students is of a good standard. Therefore, the scheme of learning aims to be ambitious by focussing on the more advanced skills instead of the core skills which are usually embedded by students prior to the</p>	<p>Students will develop skills using training methods and drills that are used by professional clubs in the 21st century. They will focus on ball control and development by having a ball at their feet constantly and applying this into small sided</p>	<p>Students will have the opportunity to develop football skills and fitness to benefit them in their future performances. Students are encouraged to further their skills</p>

course starting. Students are asked to focus on their favoured position which suites them the most, and this creates a challenge to learn the key roles and skills required for that position. Students taking football as one of their sports will be expected to progress their skills into the school team.

Those that may lack confidence in a competitive football environment will be given ample support when developing skills. Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted football players. For example, students will develop their jockeying skills with students of similar speed and power first, before progressing onto quicker opponents. Oppositely, higher ability students with prior experience will develop their techniques to take on stronger opponents.

Students will actively develop each of the core and advanced skills in practice settings before applying into matches. This will enable students to receive the support and guidance required for effective skill acquisition before progressing to match play. To create extra challenge, the teacher will use specific conditions on games to challenge and enhance skill acquisition. For example, a lesson whereby students are learning how to beat an opponent may have a condition on the game which adds a goal if a player takes on an opponent to set up or score a goal.

All activities will be grouped by ability to enable students to feel comfortable in their environment. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own football abilities. Teams for match play will be matched for opposite positions e.g. central midfielder the same ability as opposite central midfielder. This again, is to support and challenge appropriately.

Prior learning will take place through students watching introductory videos prior to the lessons to give them a clear visual representation of the skills being taught.

or conditioned games to maximise development.

Students will also consider the amount of money in 21st century football due to commercialisation. This is something that is covered in the socio-cultural factors scheme of learning.

and performance for the school football team who compete in the Norwich schools league. In addition, students can attend football training which takes place after school. These provide students with fantastic experiences and development of social and inter-personal skills within a team or group.

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Students will work on expressing key values for personal and moral development, encouraged by their teacher:</p> <ul style="list-style-type: none"> • Excellence and Determination – to become the best player they can be and overcome the challenges of acquiring all the skills on the specification • Teamwork and Friendship – when developing skills and performing together as a team in football • Inspiration – to join a local club and improve skills • Resilience – to keep improving when skills such as non-dominant foot shooting become difficult to master • Respect – for officials who have to make fast judgements without assistants 	<p>Issues regarding equality and the increase in female participation in football will be discussed which relates to theoretical learning from the socio-cultural issues scheme of learning. Students will understand how the media and role models have increased the popularity of woman’s football.</p> <p>Judging distances and spacial awareness are vital skills required in football, as ultimately, the students who can do this more effectively can play accurate passes with the correct level of power. This is talked about regularly when focussing on different types of passing, control and shooting.</p>	<p>Students need to understand that the quality and consistency of skills is vital in football. A good first touch and ability to pass effectively highlights a technically able football player. These aspects are worked upon frequently in lessons. Students have a tendency to want to play long balls and miss out midfield players, but conditions are placed on games to stop this from occurring.</p>
Assessment timeline:		
<p>A diagnostic assessment will take place at the start of the unit to understand which of the core and advanced skills students can perform. The teacher will use the excel spreadsheet as per example below to ascertain which football skills students are able to perform. The more core and advanced skills students can perform in a competitive situation with accuracy, fluency and control, the higher score they will be awarded (see below). This will inform which skills from the core content list above are taught in the scheme of learning, and this will differ for cohorts.</p> <p>Teachers will use their own demonstrations and videos to show what a good one looks like (WAGOLL). This will be the visual technical model for students to copy.</p> <p>Teacher assessment and feedback will be regularly given and this is similar to key stage three whereby the teacher will aim to provide at least one piece of verbal feedback of skill development and/or skill application in matches in order to help students develop. In addition to this, students will continuously self-assess their own ability to perform the listed skills assessment against key skills. They will keep their own version of the assessment checklist for each sport so they can keep check on their skills and work on these in future lessons, in school teams or in their club setting.</p>		

At the end of the scheme of learning, a final assessment similar to moderation exercise will take place. This will be a 1 hour assessment whereby students demonstrate the skills one by one and the teacher will observe and record which can and cannot be performed with accuracy, fluency and control. Assessments will inform future planning as the football skills with low levels of accuracy, fluency and control per cohort can be addressed in future lessons.

Home learning

Students will be required to watch the following videos prior to the corresponding lessons:

- 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>
- First touch - https://www.youtube.com/watch?v=ccjrzt8_T4 and https://www.youtube.com/watch?v=Z5_-hV5oc1s
- Shooting – <https://www.youtube.com/watch?v=2wHXqTqVPFo> and <https://www.youtube.com/watch?v=RE9IBLcf3NQ>
- Tackling - <https://www.youtube.com/watch?v=wsftt3dmbnE>
- Beating opponents using skills - https://www.youtube.com/watch?v=D1FINJT_QIQ
- Beating players 1v1 - <https://www.youtube.com/watch?v=dNB-iS8kHms>
- Dominant foot shooting (swerve/volleys) <https://www.youtube.com/watch?v=vR2Grj1f0VE> and <https://www.youtube.com/watch?v=9-UmE5goPwY>
- Heading (defensive/attacking) - https://www.youtube.com/watch?v=D_i_kHxu94k
- Tackling (jockeying) - <https://www.youtube.com/watch?v=hgrStIbFIs0>

These will be used to give the students an understanding of the skills being taught in preparation for the lesson. Some students may also be able to try these skills in their own time and develop the prerequisites in readiness for the lesson.

Feedback

Students will regularly be given verbal feedback and guidance on their performances. Each lesson the teacher will provide at least one piece of feedback on skill development and skill application. Students will also use self and peer-assessment against the skill WAGOLL in lessons and use this to inform their actions for development. They will also use self-check sheets for each sport (see below) which they will continuously refer to in order to understand their current performance grade and where to focus in order to improve it. At the end of the scheme of learning, the teacher will provide the raw score for each student in the sport being assessed.

