

YEAR 8 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 in Year 8 looks to further advance the core skills that were acquired by the students in year 7. In year 7 the focus was on building a solid understanding of the key fundamental skills required to play the game, in Year 8 we begin to look more closely at some of the more technical skills. These include; movement and control, shooting and tackling and how to dispossess opponents when they have the ball. By the beginning of Year 8 it is hoped all students will have a solid understanding of the basics of passing and dribbling and have are able to transfer many of the other skills that they have acquired from the other sports that they studied in year 7, such as effective communication, teamwork and improved special awareness.</p> <p>The focus of the unit in year 8 is skill advancement and refinement and incorporation of more advanced tactical ideas and processed that will make the students more well-rounded and improved footballers. It challenges them to think more tactically about the game and their own and their teammates abilities in order for them to be successful.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</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 can regain possession from your opponents. <p>These are the three concepts that will enable the students to build upon the fundamental skills that they acquired in Year 7. This is a good blend of the more tactical aspects of the game which will help the students understand possession and ball retention and why this is important in terms if winning matches and being able to influence games but also equips them with more key skills that will improve them technically as footballers.</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> - In many team sports, defending is the action of preventing an opponent from scoring.</p>
<p>Challenge and Support:</p>	<p>Worldwide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<p>This unit increases the development of the skills acquired in year 7 whilst equipping the students with new skills and a greater understanding of the tactical approaches to the game which in turn will make them better more well-rounded players. This unit challenges the students to think more about how to control and move the ball in order to ensure that their team maintains possession. It looks to build upon and improve their range of passing techniques to ensure that their ability to keep possession of the ball increases. Students are taught a variety of shooting techniques in order to help them score and win games. Within every lesson there is scope to extend all activities for HAP's and equally differentiate tasks to enable LAP's to continue to make progress and develop at a similar rate.</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>All PE lessons teach students about the importance of fair play, tolerance, acceptance of rules and regulation and respect of the opposition and the officials. These are key values for children to learn, not only in a sporting context but also in their wider lives and will equip them well in the wider world.</p> <p>These skills encourage the students to be more sympathetic of one another, more understanding of each other's skill and ability level and as a result more accepting of each other. This will benefit them in both their wider school and social lives.</p> <p>There are also a wide number of initiatives being driven by the Premier League all designed at making the game of football more inclusive for all areas of society. These initiatives are built upon these fundamentals. Students' attention will be drawn to all of these initiatives and they will be asked to look into them as part of their home learning.</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. Through the teaching of important attributes like team work, fair play, sportsmanship, inclusion and respect, the learners personal development continues to flourish, with them being equipped with skills that are transferable across all aspects of school and their wider lives.</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 activities studied but equally are important in many other aspects of school, life and the wider world.</p> <p>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>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>Often the students think that they have a greater understanding of the game and their skill level than is often accurate.</p>
Assessment timeline:		
<p>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.</p> <p>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.</p> <p>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.</p>		

Home learning

- Students will be directed to watch a variety of the live football broadcast on the various television channels.
- 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=2wHXgTqVPFo> and <https://www.youtube.com/watch?v=RE9IBLcf3NQ>
- Tackling - <https://www.youtube.com/watch?v=wsftt3dmbnE>
- 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: