

YEAR 9 PERFORMANCE STUDIES (PE) FOOTBALL SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In year 8 football, students developed the following key concepts and skills:</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>The skills and concepts focussed on in year 9 football move to a more strategic emphasis, whilst utilising the skills developed in year 8 and 9. Previously, students had learned how to dribble and in year 9 the focus is on beating an opponent in a 1v1 situation. The focus then moves towards attacking and defending principles. This is achieved through match play and applying theoretical understanding. This will enable students to apply these strategies as a team and be more successful.</p>	<p>In year 9 football, the scheme of learning will be centred around the following key concepts and skills:</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>Firstly, students will learn how to beat an opposition player 1v1. This is a vital skill in football and is used all over the pitch. It can get players out of trouble in all positions, whilst also creating goal scoring opportunities going forward. Students will then learn the different shapes that can be adopted when attacking. These include utilising wing players and playing into, and off, a striker. Students will learn how to make a pitch bigger by stretching the play and making it hard to defend against. Opposite to this, students will learn how to become more compact as a team to nullify opposition. These will help students to know their role in the team to achieve common goals.</p>	<ul style="list-style-type: none"> • <i>Acceleration – increase in speed or rate</i> • <i>Agility – ability to change direction at pace</i> • <i>Balance - an ability to maintain the line of gravity (vertical line from centre of mass) of a body within the base of support with minimal postural sway</i> • <i>Coordination – the use of two or more body parts</i> • <i>Continuity - the unbroken and consistent existence or operation of something over time</i> • <i>Dropping off – reverse movement to create space to receive the ball</i> • <i>Feinting – faking to go one direction before rapidly changing</i> • <i>Lateral movement – movement sideways to create space to receive a pass</i> • <i>Formation – the areas of the pitch in which to operate individually</i> • <i>Spacing – Distances between banks of formations</i> • <i>Speed – ability to move the body quickly</i> • <i>Switching – moving the ball from one side of the pitch to another quickly</i> • <i>Width creation – increasing distances between team members so the whole of the pitch is used</i>

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>The unit is ambitious for all levels as those that excel and develop the confidence to fully apply their skills can play against students of a similar ability level. Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted football players in the following ways:</p> <ol style="list-style-type: none"> 1) Use of space (e.g. increasing the area for students of lower confidence when developing beating an opponent, whilst decreasing it for more confident students). 2) Ability of opponent (pairing students of similar technical ability and speed when developing beating an opponent). 3) Activity (e.g. adding in suitable conditions on matches for different students of varying abilities such as two touches etc). <p>Careful planning of activities by the teacher in these was will ensure that all students can progress and meet the lesson’s objectives, although some may be more advanced than others. Higher students can have more challenging versions of an activity, whilst support measures can be put in place for others where required. These will then be removed when the students are ready.</p>	<p>The game of football has developed technically over the past 15-20 years. Previously, size and strength would be key but now the ability to use the ball within good team shape is usually key to success. This scheme aims to develop this mindset in the students so they look to pass the ball and work hard off it to create space to receive. This all comes from effective team shape which is two of the key concepts the scheme aims to teach.</p>	<p>Students will develop a team working skills through this scheme of football. Students will be required to know their positions and communicate effectively. It is hoped that emerging leaders will appear on different areas of the team.</p> <p>Students can apply their skills in the year 9 football team which competes in the Norwich Schools League. They can also attend the football club which the department offers.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Students will be encouraged to develop many of the PE department’s values through football. For example:</p> <ul style="list-style-type: none"> • Determination and teamwork – To improve individually and collectively as a team in attacking and defensive team shape. • Courage – to use dribbling skills in a competitive practice or game without the fear of failure • Inspiration – from clips of professional teams using perfect team shape in defence and attack, before attempting to implement this in games • Equality and respect – through showing good sportsmanship in all 	<p>Spatial awareness is a skills which links to the ability to judge and estimate distances between players and length of passes. This mathematical skill is required in football for these reasons. In addition, angles are also vital to understand and apply to movement in football when looking at keeping possession. Careful consideration of this is required by students in football.</p>	<p>A common misconception is for students to try to perform through balls and long passes in football. The aim of football in PE is to create technical skills in order to pass the ball and move effectively. Teachers will use conditions in games to reinforce these concepts. A further misconception is that students fear taking on an opponent due to fear of failure. Teachers will encourage students to take on opponents by rewarding courage shown.</p>

practices and matches.		
Assessment timeline:		
<p>At the beginning of the scheme of learning, an initial series of small sided matches will take place to establish ability levels in the class. This will enable the teacher to place individuals into groups to work with so they can progress at the correct level. This is usually based on the key skills required for football and also prior experience. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress (see examples above). The teacher with a demonstration will always provide the WAGOLL for students to replicate. This will allow students to see the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will be match based to enable the teacher to derive a <u>head</u> and <u>hands</u> level for the skills and concepts. The <u>heart</u> level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.</p>		
Home learning		
<p>Prior to the lessons, students will be required to view the following videos to prepare for learning the key skills:</p> <ul style="list-style-type: none"> • Beating opponents using skills - https://www.youtube.com/watch?v=D1FINJT_QIQ • Beating players 1v1 - https://www.youtube.com/watch?v=dNB-iS8kHms 		
Feedback		
<p>Feedback from the teacher in football will be purely verbal and specific to the lesson objective. Teachers will observe students performing skills in both the skill development section and conditioned game section of each lesson. The teacher should aim to provide one piece of feedback on skill development or/and one on the conditioned game every lesson for every child. This will vary due to the size of groups and nature of the activity.</p>		

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:																													