

Scheme of Work: Football

Key Stage: 3		DURATION: 8 lessons
<p>AIM: In this unit pupils focus on developing basic fundamental skills in football. Students will complete a unit of work designed on developing their knowledge and understanding of key techniques involved in playing football. In addition to this student will develop their knowledge of key fitness components concerned with football and become aware of the importance of warming up effectively. Throughout year 7 students will acquire the knowledge and ability to perform basic key skills to allow them to play football. Throughout year 8 students will revisit and develop this knowledge and ability to apply skills. Throughout year 9 students will refine this knowledge and ability to apply skills</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Learnt the basic principles of attack and defence. ➤ Worked in small teams to plan how to play ➤ Taken different roles in some games, including attacker and defender ➤ Used and kept rules and conventions for games 	<p style="text-align: center;">Language for learning</p> <p>-Through the activities in this unit pupils will be able to understand Football related language. For example, attack and defence, marking, shooting, throw-in, passing, running with the ball, turning.</p> <p>-Pupils will be provided with the opportunity to take on the role of officiating in some games in order to develop knowledge of rules.</p> <p>-Opportunities will also be provided to develop communication, speaking and listening skills along with cooperation through teamwork.</p> <p>-Students will be given opportunities to develop technical language and understanding of terminology through being given opportunities to analyse and provide feedback on peer performance.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Footballs (Size 4) ➤ Bibs ➤ Cones ➤ Mini-pitches ➤ Information on Local Clubs
Key Concepts and Processes:		
<p style="text-align: center;">Outwitting an opponent:</p> <p>Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform basic football skills applying fluency and accuracy in replication. Continual development, adaptation and refinement of skills will contribute to producing an improved performance and outwit opposition more frequently.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the possible health benefits gained from taking part in Football based activities and discuss the need to stay healthy and active. Suggest any Football clubs within the school timetable and promote community links. Understand the type of fitness components relevant for football players to perform at a high level and to be able to explain how</p>	<p style="text-align: center;">Developing Skills/Knowledge/Performance</p> <p>Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, shooting, control and heading will be developed through structured practices, small sided games and conditional situations. Pupils will assess on their ability to demonstrate high quality performances and produce accurate replication of basic skills. In addition, they</p>

	they apply. E.g. Agility, Power, Speed, Muscular Endurance, Co-ordination, Cardiovascular Fitness.	will demonstrate some understanding of how/why skills and tactics are performed.
<p>Taxonomy for teaching, learning and assessment:</p> <p>Remember – Pupils will be provided with the opportunity to recap the key points to passing, shooting, heading, tackling and dribbling.</p> <p>Understand – Pupils will be provided with the opportunity to explain how and why each skill is performed. Pupils should also understand the basic rules of the game including how a game starts, restarts in different situations and offside.</p>	<p>Taxonomy for teaching, learning and assessment:</p> <p>Apply – Pupils will be provided with the opportunity to develop the skills and techniques in non-competitive/semi-competitive drills. They will also be provided with the opportunity to refine them within competitive situations.</p> <p>Analyse – Pupils will be provided with the opportunity to develop the skills/knowledge necessary to peer and self-assess progress within their lessons. These skills will help students to evaluate performance and demonstrate enhanced understanding.</p>	<p>Taxonomy for teaching, learning and assessment:</p> <p>Evaluate – Pupils will be provided with the opportunity to develop their knowledge and understanding in order to analyse their own performance/success of a skill and highlight areas for improvement.</p> <p>Create – Pupils will be provided with the opportunity to lead sections of their lessons providing feedback to their peers in order to develop performance.</p>
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment. Peer assessment and self-assessment opportunities.</p>

<p>Extension & Enrichment</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • Practice skills at home • Take part in school sport, either competitively or socially • Produce homework's that underpin knowledge and support further understanding • Join clubs in the community and/or use local facilities • Watch live and recorded matches, to appreciate high-quality performance • Read rule books and sports reports in newspapers and magazines 	<p>Expectations:</p> <p>After carrying out the activities and core tasks in this unit.</p> <p>All pupils will: Will be able to describe and recall key points of skills learnt within this unit of work. Pupils will be able to demonstrate the use of some skills and techniques within non-competitive drills. Will be able to select and demonstrate some of the appropriate skills that suit the games that they are playing some of the time. Pupils will be able to work alongside other pupils within teams to</p>
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Differentiation

All lessons start with football related warm-up and re-cap work of previous lesson.

Make learning as active as possible

Give opportunities to plan tactics

Research rules on internet

Video to analyse performance

Tasks set to cater for levels of ability:

Number of touches

Distance from target

Size of practice area

Size of target

attack and defend taking on specific roles to suit their ability. Pupils will be able to contribute to the organisation of a team. Pupils will recognise, explain and demonstrate the importance of safe preparation for games; following appropriate warm-up routines; Pupils will be able to describe positive aspects of performance and identify how they can improve performance.

Most pupils will; Pupils will be able to explain how techniques are performed and offer suggestions on why they should be performed in this way. Pupils will be able to select and apply skills and techniques with confidence, accuracy and become more consistent with the use within competitive situations. Pupils will demonstrate a good understanding of the principles of play when planning for games. Pupil will work effectively in small teams putting into practice tactics for attacking and defending. Pupils will recognize, explain and demonstrate the importance of safe preparation for games; following appropriate warm-up routines; Pupils will be able to recognize both strengths and weaknesses in performance and suggest how they can be improved.

Some pupils will

: Pupils will be able to offer knowledge and understanding of how skills and techniques can be practiced. Pupils will be able to select and apply complex skills and techniques fluently and precisely to have an impact on attack and defence within game situations. Pupils will be able to plan and vary tactics within adapting situations during games. Pupils will take a leading role in teams and have a

<p>Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i> • preparation, <i>eg warming up, cooling down</i> • assessment, <i>eg collecting and analysing data</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • collaborate with others to share information and ideas, and solve problems • collaborate with others to in discussions regarding tactics, strategies and formations. 	<p>significant impact within games. Pupils will be able to prepare for games effectively, designing and implementing warm-up routines. Pupils will be able to analyse and provide clear feedback on the quality of performance identifying how performance can be improved.</p>
<p>PHYSICAL ME: Sport specific</p>	
<p>Bronze (1-3) Can state the basic skills and techniques for the game of Football. Can use some basic techniques in conditioned practices and transfer some of these into competitive situations. Techniques will be performed with inconsistent control in isolation e.g. passing accurately or demonstrating good technique when running with the ball. Tactical awareness is improving and response to situations has started to vary. Can see basic differences between their performances and others. Understands need to warm up in a safe and controlled manner.</p>	
<p>Silver (4-5) Can describe how skills and techniques are performed in Football and can offer some knowledge of the use of tactics in game situations. Can perform most basic techniques with accuracy and consistency in conditioned practices in order to outwit an opponent. Can demonstrate a range of passing, shooting and control techniques gaining success most of the time. Can apply techniques and demonstrate tactical knowledge within small sided games on a more regular basis. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe ways of preparing for exercise.</p>	
<p>Gold (6-8) Can explain in detail the skills and techniques required to play the game of Football. Pupils will be able use the knowledge they have gained in order to support development of skills. Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques and alter team tactics within games. Can conduct a suitable warm up and explain why exercise is good for health.</p>	
<p>Platinum (9) Can perform to an exceptional standard of skill to outwit an opponent, displaying exceptional technique when controlling the ball, running with the ball, passing and passing over a distance. Can place the ball with consistency and with power when shooting. Skills are performed with fluidity and look aesthetically pleasing when performed. Can critique performance and make comprehensive suggestions on how to improve their own and others standards of play. Leads effectively a 3 part warm up with no teacher prompting and explains why exercise is good for physical and mental health.</p>	

Week	Learning Focus	Task examples	Learning Outcomes
1	<p>Running with the ball, Dribbling, & Turning TBAT: -Year 7 – Acquire knowledge of how to run with the ball showing good technique. -Year 8 Demonstrate the ability to move with the ball effectively outwitting your opponent. -year 9 Refine knowledge and understanding a of how to perform a turn and ability when to perform a turn in a competitive situation</p> <p>My PB: Develop resilience</p>	<p>Ideas: -Each student to start the lesson with a ball and have 10 minutes ball familiarisation in a 20x 20 square. Leading to following teacher instruction with the ball. Dribbling relays. Progress to in and out of cones. -Dribbling Square- through the gates. -Around the clock. -The compass game using a ball. 1v1 dibble tunnel. Turning circle game dribble into the middle turn out move to new space. Demo and pair work Condition on Game – 2 goals at each end - The ball to be dribbled through the goal Teaching points: 3 Ls Laces, Little touches, Look Up Turning- Slow into the turn, fast out. Always turn 180. Feint passed the ball before performing a turn.</p>	<p>Bronze – Can describe basic dribbling or turning technique and demonstrate dribbling using 1 foot Silver– Can demonstrate dribbling and turning with some accuracy and control in isolation. Gold –Can apply an accurate dribbling technique to outwit opponents during conditioned games. Platinum- Understands where and when to perform a turn in competitive situations. Can perform numerous turns with fluidity and control.</p>
2	<p>Control TBAT: -Year 7- Acquire knowledge and understanding of how to control a football using various parts of the body. -Year 8-Develop the ability to control a ball from various heights using different parts of the body -Year 9- Refine ability to control a ball using various parts of the body. My PB: Develop Responsibility</p>	<p>Warm up: numbers game, body parts game, corners stretching, dynamic stretching Ideas: -Working in a square with partner students will be fed a ball bring it down, pass it back then move to another student. Extension: students have their own ball pass it to a player on the outside of the square. They then pick it up and throw it back into the student who played the pass, they must then control it turn and pass the ball back out to another player on the outside of the square. -Working in pair’s students to take it in turns practicing a different control, starting with the foot, thigh, chest, and head. Teaching points: Create an angle, cushion the ball, keep it close to the body, get it down and PLAY!!!</p>	<p>Bronze- Can describe the importance of showing good control using key points Silver- Can demonstrate good control in drill situations Gold- Can demonstrate consistent control and analyse the performance of others suggesting improvements. Platinum- Demonstrates control using both sides of the body with accuracy and fluency.</p>

3	<p>Passing – Side Foot TBAT: -Year 7- Acquire knowledge of how to pass a ball accurately over short distances -Year 8- Develop the ability to pass accurately over a short distance and whilst under pressure. -Year 9- Refine ability to pass accurately over a short distance whilst under-pressure</p> <p>My PB: Develop Communication - Talking</p>	<p>Warm up – Numbers game, High five, cat and mouse- stretching, dynamic stretching. Ideas: Side Foot – in pairs pass through the gate. Students to be timed on how many passes they do in 30 seconds. Those who have been successful the gate gets made smaller or bigger. –Working in groups of 3 students will work in a square pass the ball and then move to the empty cone. Advanced: Rondo. 3 v 3 Game Condition on Game – 5 Passes = a goal Teaching points: Passing alphabet A- Approach (when the ball is approaching on your toes) B- Body shape (side on) C- Control (with the inside/laces) C- Contact (inside of the foot) W- Weight of pass.</p>	<p>Bronze – Can explain the basic technique for passing and demonstrate a pass with their stronger foot Silver – Can demonstrate accuracy of passing showing consistent weight of pass has some success in a pressurised situation. Gold – Can consistently select and apply the short pass with appropriate weight and timing in a pressurised situation. Platinum- Demonstrates ability to play short passes with accuracy and power on both feet.</p>
4	<p>Passing and movement off the ball. TBAT: -Year 7- Acquire understanding of why we need to move off the ball. -Year 8 – develop Understanding of the importance of width and playing into space in order to attack. -Year 9- Refine movement off the ball to develop strategic and tactical play in football.</p> <p>My PB: Develop teamwork and collaboration</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Ideas: -Passing a movement square – Pupils pass the ball back to their partner and look to receive another pass off of another pupil. -3s/4s in grids. Pass and move to the empty corner. How many passes in given time. – in a 10x10 square students are to pass the ball to each other, after each pass they run and touch an empty cone to encourage movement after your pass. Rondo Conditioned Game – 3 passes before you can score, 2 balls could be added Teaching points: On your toes to allow quick movement. Work to set up a triangle. Where possible limit the amount of touches. Keep the ball moving.</p>	<p>Bronze– Can explain the importance of moving into space within games. Can demonstrate knowledge of why movement off the ball is important. Silver– Can demonstrate how to maintain possession within conditioned drills. Can demonstrate the knowledge of why setting up ‘triangles’ is important Gold– Can consistently demonstrate the ability to pass and move into space within small sided games in order to maintain possession. Platinum- maintains possession consistently, finds space effectively</p>
5	<p>½ way assessment lesson. TBAT: Evaluate your own performance throughout the unit</p> <p>MY PB: Develop Evaluation.</p>	<p>Warm up- numbers game, compass game, high fives, cat and mouse- stretches, dynamic stretching. Ideas: Discuss the assessment criteria for the unit and ask student to assess themselves before the practical begins. Allow students to play a tournament. Get students to re assess themselves after 2 games. End the lesson with the students assessing another member of their own team.</p>	
6	<p>Misconceptions and corrections lesson. TBAT: The TBAT will be dependant upon the group and their performance to date through the scheme.</p> <p>MY PB: Demonstrate ability to motivate self and others.</p>		

7	<p>Passing Over Greater Distances TBAT: -Year 7- Acquire knowledge of how and when to use a lofted/chipped pass. -Year 8- Demonstrate the ability to play a lofted pass with some accuracy. Year 9- Refine ability to perform a lofted/ chipped pass.</p> <p>MY PB: Take responsibility for your own learning.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Ideas: Passing in pairs – Look to increase distance as accuracy is improved. Working in 3s in a line 20m apart 1 player in the middle will receive the ball, turn, get the ball out their feet and switch play to the other player. The player who plays the lofted pass will then follow their pass and then receive the ball off their team mate and repeat. -Round the clock passing drill 30x30 square. - in pairs students to be stood in a 5x5 square 20m apart students have to clip a ball to their partner. The partner is then to control it in the square. 1 point if successful- the pass must be lofted and must be accurate. -Conditioned games – Channels to allow pupils the space to cross the ball. Teaching Points – Non-kicking foot placed alongside the ball, Strike the ball with laces for a driven pass, follow through in direction of team mate, Keep head and knee over the ball to keep the ball low, lean back in order to loft the ball.</p>	<p>Bronze– Can describe how to perform a lofted pass. Can describe where a lofted pass maybe used in a game situation. Silver– Can demonstrate a lofted pass with some accuracy. Gold – Can perform lofted pass within small sided games with accuracy and consistency Platinum- Passes a ball over a distance with accuracy and fluidity with either foot. Can demonstrate a driven pass over distance.</p>
8	<p>Shooting and assessment lesson -Year 7 – Acquire knowledge of how to shoot effectively in football using good technique. -Year 8- Demonstrate the ability to shoot at goal showing consistent technique and accuracy. -Year 9- Refine ability to shoot with precision and power. ALL years TBAT- Perform to the best of your ability. My PB: Demonstrate self-motivation.</p>	<p>Warm up – Student led, progressive jogging and dynamic stretching. Reaffirm that students will be being assessed this lesson and the success criteria should be used to guide and direct them. Ideas: 3’s Shoot at a goal – from either side – Concentrate on accuracy not power. Low and into the corners = harder for opponents to stop.- 1,2 turn shoot.-Shooting relays. Condition – Number game shoot on site, coned area in the corner of goals = 2 points. Discussion about progress over the unit. Students to self assess their progress. Teaching points: Non kicking foot at the side of the ball, strike with laces for power, Head over ball. Aim for corners with accuracy. Strike through ball. Shoulder locked on far post to shoot across goal Adapt technique by using the inside and outside of your feet to curl the ball.</p>	<p>Bronze – Can describe a basic technique for shooting and perform with some success with stronger foot Silver– Can consistently demonstrate accuracy when shooting in a drill situation Gold – Can demonstrate accuracy of shooting under pressure. Platinum- Shoots with precision and power off either foot from varied heights.</p>