

Football

Intent-

- Use a range of tactics to overcome opponents in Football.
- To develop the knowledge and understanding to be able to analyse students own and a peer's performance.

Impact	Year 7				Year 8				Year 9				Year 10				Year 11			
	Big Picture- Introduce basic skills in football, focusing on first touch, passing, movement, decision making, communication and applying them to a game situation.				Big picture- Embed skills previously covered in year 7 by looking at progressing each student's first touch, range of passing, type of movement shown off the ball, decision making and communication skills. Introduce tactical awareness by introducing the first 4 principles of play. Applying skills and tactics to a game situation.				Big Picture- To master skills covered in both year 7 and 8, including; First touch, passing and movement off the ball. Embed the principles of play within the tactical approach to the game. Introduce the 5 th principles of play; Set pieces. Apply skills and tactics to a game situation.				Big Picture- To Master the skills learnt in years 7-9 and analyse the performance of peers' in a Sport Education model lesson. To Master the principles of play and apply them within the Sport Education model style lesson.				Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality.			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
	L2 Passing - Short	L2 Shooting	L2 Tackling	L2 Assessment Lesson	L2 Passing - Short	L2 Shooting	L2 Tackling	L2 Assessment Lesson	L2 Passing - Short	L2 Shooting	L2 Tackling	L2 Assessment Lesson	L2 Passing - Short	L2 Shooting	L2 Tackling	L2 Assessment Lesson	L2 Passing - Short	L2 Shooting	L2 Tackling	L2 Assessment Lesson
	L1 Ball Control	L1 Passing - Long	L1 - Dribbling	L1 Marking	L1 Ball Control	L1 Passing - Long	L1 - Dribbling	L1 Marking	L1 Ball Control	L1 Passing - Long	L1 - Dribbling	L1 Marking	L1 Ball Control	L1 Passing - Long	L1 - Dribbling	L1 Marking	L1 Ball Control	L1 Passing - Long	L1 - Dribbling	L1 Marking
End Point	At the end of the year 7 football unit students will be able to begin to demonstrate : 1. Some core skills including Ball Control, Short and Long Passing, Shooting, Dribbling, Tackling and Marking in isolation and competitive situations. 2. Some physical fitness that is required to participate in a competitive situation.				At the end of the year 8 football unit students will have improved their ability by demonstrating : 1. many core skills including Ball Control, Short and Long Passing, Shooting, Dribbling, Tackling and Marking in isolation and competitive situations. 2. A few Advanced skills such as Ball control using: Using chest, thigh, non-dominant foot passing, Dominant foot shooting: Use of swerve, Volleys Non-dominant foot shooting, Dribbling, Ability to beat opponent, Defensive or				At the end of the year 9 football unit students will be able to competently demonstrate : 1. Most core skills including Ball Control, Short and Long Passing, Shooting, Dribbling, Tackling and Marking in isolation and competitive situations. 2. Some Advanced skills such as Ball control using: Using chest, thigh, non-dominant foot passing, Dominant foot shooting: Use of swerve, Volleys Non-dominant foot				At the end of the year 10 football unit students will be advanced at demonstrating the following: 1. All core skills including Ball Control, Short and Long Passing, Shooting, Dribbling, Tackling and Marking in isolation and competitive situations. 2. Many Advanced skills such as Ball control using: Using chest, thigh, non-dominant foot passing, Dominant foot shooting: Use of swerve, Volleys Non-dominant foot				At the end of the year 11 football unit students will have mastered the ability to demonstrate: 1. All core skills including Ball Control, Short and Long Passing, Shooting, Dribbling, Tackling and Marking in isolation and competitive situations. 2. Almost all Advanced skills such as Ball control using: Using chest, thigh, non-dominant foot passing, Dominant foot shooting: Use of swerve, Volleys Non-			

	<ol style="list-style-type: none"> 3. Using appropriate skills in some correct situations 4. Applying strategies and tactics to competitive situations rarely. 5. Some awareness of the rules/regulations of a game of football 6. Attempts some communication with other performers. 7. An attempt to evaluate their own performance or of other performers. 	<p>attacking Marking: Player without the ball.</p> <ol style="list-style-type: none"> 3. Sufficient physical fitness that is required to participate in a competitive situation. Effectively. 4. Using appropriate skills in some correct situations 5. Apply strategies and tactics to competitive situations on occasions. 6. An improved awareness of a range of rules/regulations of a game of football 7. communication with a range of other performers 8. An attempt to evaluate the skills that they or a peer uses in their performances. 	<p>shooting, Dribbling, Ability to beat opponent, Defensive or attacking Marking: Player without the ball.</p> <ol style="list-style-type: none"> 3. Appropriate physical fitness that is required to participate in a competitive situation effectively. 4. Using appropriate skills successfully on occasions 5. Applies appropriate strategies and tactics to competitive situations showing a good understanding of the activity. 6. A good awareness of the rules/regulations of a game of football 7. Applies good communication skills with other performers. 8. Can make an accurate assessment of the skills they or a peer uses in a game. 	<p>shooting, Dribbling, Ability to beat opponent, Defensive or attacking Marking: Player without the ball.</p> <ol style="list-style-type: none"> 3. Appropriate physical fitness that is required to participate in a competitive situation very effectively. 4. Using appropriate skills successfully on many occasions. 5. Applies appropriate strategies and tactics to competitive situations showing a very good understanding of the activity. 6. A very good awareness of the rules/regulations of a game of football 7. Applies very good communication skills with other performers. 8. Can make an accurate assessment of the skills they or a peer uses in a game. 	<p>dominant foot shooting, Dribbling, Ability to beat opponent, Defensive or attacking Marking: Player without the ball.</p> <ol style="list-style-type: none"> 3. Appropriate physical fitness and psychological control that is required to participate in a competitive situation very effectively. 4. Using appropriate skills successfully on almost all occasions. 5. Applies appropriate strategies and tactics to competitive situations showing an excellent understanding of the activity. 6. An excellent awareness of the rules/regulations of a game of football 7. Applies excellent communication skills with other performers. 8. Can make an accurate and thorough assessment of the skills they or a peer uses in a game.
Progress and Assessment	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport 	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport. 	<p><u>Head</u></p> <ul style="list-style-type: none"> • The use of freeze-frames to assess student's ability to break down skills into preparation, execution, and recovery where appropriate. • Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport • Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> • Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u></p> <ul style="list-style-type: none"> • Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport • Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.

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Key Vocabulary/ Literacy	<p>First touch: positive, head up, out of your feet, scanning Passing: In step, outside of the foot, laces, driven, lofted, weighted. Movement off the ball: support, 3rd man runs, creating space.</p>	<p>First touch: positive, head up, out of your feet, scanning Passing: In step, outside of the foot, laces, driven, lofted, weighted. Movement off the ball: support, 3rd man runs, creating space. Attacking: Get a yard, feints, step over, cruyff turn Defending: Side on, jockeying, pressure, cover, balance. Possession: touch away from pressure, make the pitch big, press the ball Counter Attacking: forwards early</p>	<p>Attacking: Get a yard, feints, step over, cruyff turn Defending: Side on, jockeying, pressure, cover, balance. Possession: touch away from pressure, make the pitch big, press the ball Counter Attacking: forwards early</p> <p>Principles of play: Attacking when balanced, attacking when unbalanced, defending when balanced, defending when unbalanced, set pieces, zonal, man marking.</p>	<p>First touch: positive, head up, out of your feet, scanning Passing: In step, outside of the foot, laces, driven, lofted, weighted. Movement off the ball: support, 3rd man runs, creating space. Ball Mastery: Thigh, kill the ball, instep, and chest. Passing: Short, short, long, set, lofted, driven, weight of pass, offside trap, running stride. Movement – 3rd man runs, anticipate, timing, offside trap Principles of play: Attacking when balanced, attacking when unbalanced, defending when balanced, defending when unbalanced, set pieces, zonal, man marking.</p>	<p>First touch: positive, head up, out of your feet, scanning Passing: In step, outside of the foot, laces, driven, lofted, weighted. Movement off the ball: support, 3rd man runs, creating space. Ball Mastery: Thigh, kill the ball, instep, and chest. Passing: Short, short, long, set, lofted, driven, weight of pass, offside trap, running stride. Movement – 3rd man runs, anticipate, timing, offside trap Principles of play: Attacking when balanced, attacking when unbalanced, defending when balanced, defending when unbalanced, set pieces, zonal, man marking.</p>
Connected Knowledge within Physical Education	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 7 Core PE Football First touch – progressed to different body parts Passing – short and long passing progressed into combinations Movement off the ball – developed into styles of play – shape when you have/don't have the ball V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 8 Core PE Football Movement off the ball/decision making/communication – progressed into 3rd man runs Styles of play – counter attacking and possession applied to game situations Attacking and defending progressed from channels to goals – focus from beating a player to stealing a yard and getting a shot off Styles of play progressed to principles of play – whether you might choose to play possession style or counter attacking style depending upon whether you are balanced or unbalanced in attack. V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 9 Core PE Football Movement off the ball Passing 1v1 attacking 1v1 defending Team attacking Team Defending V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>Year 10 Core PE Football Movement off the ball Passing 1v1 attacking 1v1 defending Team attacking Team defending V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>

Spiritual, Moral, Social and cultural.	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so
British Values	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.
Cultural Capital	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.
Links to Character and Culture	<ul style="list-style-type: none"> Develop understanding of the importance of maintaining good health and diet. The three different types of health. Explore what the term 'wellbeing' means. The different types of wellbeing. Develop an understanding around factors which can impact on mental health and wellbeing, such as the social benefits of participating and socialising through team sports. Encourage to get involved with wellbeing events and charity events at school or within the wider community including extra-curricular clubs – socialising with others in sport outside of sport, setting goals to improve and achieve, to boost self-esteem. 	<ul style="list-style-type: none"> Articulating informed and balanced opinions whilst participating as part of a team, while being respectful to all – other members of a sports team may have a difference in opinion, how you manage that is essential towards success. Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities – taking part in school competitions to earn points towards house totals. Demonstrate their understanding of physical and mental health and wellbeing – the benefits of exercise and working as part of a team – weight loss, feeling better about yourself, boosting self-esteem, self-confidence. 	<ul style="list-style-type: none"> Forming an informed opinion, while showing respect for other's beliefs and values who are part of your team or just participating in the same sport as you. Understand what positive relationships are – building relationships through team sports. What is the common link – between relationships with team mates in sport and those you interact with in or outside of sport? 	<ul style="list-style-type: none"> Understand about positive relationships and wellbeing – how does this translate over to sport? Encouraging relationships that foster trust and respect – working with others that you wouldn't normally choose to, in order to achieve a common goal in sport. Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports. 	<ul style="list-style-type: none"> Demonstrate an understanding of what is meant by 'good' health and physical & mental wellbeing and the role that exercise and physical activity can play in maintaining it. Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise.
Links to other Subjects	<ul style="list-style-type: none"> Year 7 Science Topic – Lungs and the respiratory system – both will be covered in Term 1 Block 3 (in home learning tasks and embedded into LO's for practical lessons) 	<ul style="list-style-type: none"> Year 8 science topic – Energy Systems both will be covered in Term 2 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Year 8 Science Topic – Skeletal System + Muscular System – both will be covered in Term 3 Block 1 (in home learning tasks and embedded into LO's for practical lessons) Joint Year 8 Respiratory homework project with science 			

Impact: Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE with Use a range of tactics to overcome

opponents in a team sport.

