

**Bilton School – Planning for progress over time. Hockey**

**Intent** – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

	Year 7					Year 8					Year 9					Year 10					Year 11				
	Big Picture- To <b>introduce</b> basic skills and rules of the game of hockey, including passing, dribbling, defending and attacking and <b>applying</b> them to a game situation.					Big picture- <b>Embed</b> skills previously covered in Year 7. <b>Introduce</b> positional and tactical play to outwit opponents during direct competition. <b>Applying</b> positional and tactical play to a game situation.					Big Picture- To <b>master</b> skills covering in Year 7 and Year 8. <b>Embed</b> knowledge of rules and set plays to outwit opponents. <b>Apply</b> knowledge of rules and set plays to a game situation.					Big Picture- To <b>master</b> skills, techniques and tactics and strategies to overcome opponents. <b>Analyse</b> their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.					Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5
	L2 Passing – Push Pass	L2 Running with the ball – Close Control	L2 Tackling – Block Tackle	L2 Shooting – Forward Line Attack	L2 Assessment Lesson 2	L2 Receiving the ball – From the right and left	L2 - Shadowing	L2 Tackling – Block and jab tackle	L2 Shooting – Forward Line Attack and penalty corner	L2 Assessment Lesson 2	L2 Receiving the ball – from the right, left and behind	L2 Rules and umpiring	L2 Tackling – block, jab and lunge	L2 Shooting – Forward Line Attack and penalty corner	L2 Assessment Lesson	L2 Receiving the ball – from the right, left and behind	L2 Rules and umpiring	L2 Tackling – block, jab and lunge	L2 Shooting – Forward Line Attack and penalty corner	L2 Assessment Lesson	L2 Receiving the ball – from the right, left and behind	L2 Rules and umpiring	L2 Tackling – block, jab and lunge	L2 Shooting – Forward Line Attack and penalty corner	L2 Assessment Lesson
	L1 Grip and handling	L1 Receiving the ball – From the right	L1 Assessment Lesson 1	L1 Evasion – stick side	L1 Defending – Man to Man	L1 Passing – Push and flick pass	L1 Running with the ball – Close Control and dribbling	L1 Assessment Lesson 1	L1 Evasion – Stick side and non-stick side	L1 Defending – Man to Man	L1 Passing – Push, Flick and drive	L1 Running with the ball – close control, dribbling and feints	L1 Assessment Lesson 1	L1 Evasion – Stick side and non-stick side	L1 Defending man to man and set plays	L1 Passing – Push, Flick and drive	L1 Running with the ball – close control, dribbling and feints	L1 Assessment Lesson 1	L1 Evasion – Stick side and non-stick side	L1 Defending man to man and set plays	L1 Passing – Push, Flick and drive	L1 Running with the ball – close control, dribbling and feints	L1 Assessment Lesson 1	L1 Evasion – Stick side and non-stick side	L1 Defending man to man and set plays
<b>End Point</b>	At the end of the year 7 hockey unit students will be able to <b>begin to demonstrate</b> : <ol style="list-style-type: none"> <li>1. Passing – The Push Pass</li> <li>2. Receiving the ball – from the right</li> <li>3. Running with the ball – with close control</li> <li>4. Evasion skills– stick side</li> <li>5. Shooting skills– Forward line attack</li> <li>6. Defending skills– man to man</li> <li>7. Position-specific skills and techniques</li> <li>8. Skills and techniques with timing and application.</li> <li>9. Influence on the performance and motivation of self and others.</li> <li>10. Communication during a game.</li> <li>11. Awareness</li> <li>12. Tactical changes in response to the opposition’s actions.</li> <li>13. Attempts to dominate opponents.</li> </ol>					At the end of the year 8 hockey unit students will have <b>improved</b> their ability <b>by demonstrating</b> : <ol style="list-style-type: none"> <li>1. Some passing skills – The Push and flick pass</li> <li>2. Some receiving the ball skills – from the right and left</li> <li>3. Some running with the ball skills – with close control and dribbling</li> <li>4. Some Evasion skills– stick side and non-stick side</li> <li>5. Some shooting skills– Forward line attack and penalty corner</li> <li>6. Some defending skills– man to man</li> <li>7. Position-specific skills and techniques</li> <li>8. Skills and techniques with timing and application.</li> </ol>					At the end of the year 9 hockey unit students will be able to <b>competently demonstrate</b> : <ol style="list-style-type: none"> <li>1. A wide range of passing skills – The Push, flick and drive pass</li> <li>2. wide range of Receiving the ball skills– from the right, left and behind</li> <li>3. A wide range of running with the ball skills – close control, dribbling and feints.</li> <li>4. A wide range of Evasion skills– stick side and non-stick side</li> <li>5. A wide range of Shooting skills– Forward line attack and penalty corner</li> <li>6. I can demonstrate a wide range of Defending skills– man to man</li> <li>7. Position-specific skills and techniques</li> </ol>					At the end of the year 10 hockey unit students will be <b>advanced at</b> demonstrating the following: <ol style="list-style-type: none"> <li>1. All passing skills – The Push, flick and drive pass</li> <li>2. All Receiving the ball skills– from the right, left and behind</li> <li>3. All running with the ball skills – close control, dribbling and feints.</li> <li>4. All Evasion skills– stick side and non-stick side</li> <li>5. All Shooting skills– Forward line attack and penalty corner</li> <li>6. All Defending skills– man to man</li> <li>7. Position-specific skills and techniques</li> <li>8. Skills and techniques with timing and application.</li> </ol>					At the end of the year 11 hockey unit students will have <b>mastered</b> the ability to demonstrate: <ol style="list-style-type: none"> <li>1. All passing skills consistently – The Push, flick and drive pass</li> <li>2. All Receiving the ball skills consistently – from the right, left and behind</li> <li>3. All running with the ball skills – close control, dribbling and feints.</li> <li>4. All Evasion skills consistently – stick side and non-stick side</li> <li>5. All Shooting skills consistently – Forward line attack and penalty corner</li> <li>6. All Defending skills consistently – man to man</li> <li>7. Position-specific skills and techniques</li> </ol>				

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<b>Progress and Assessment</b>	<p><u>Head</u></p> <ul style="list-style-type: none"> <li>• The use of freeze-frames to assess student's ability to break down skills into <b>preparation, execution and recovery</b> where appropriate.</li> <li>• Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport</li> <li>• Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks.</li> </ul> <p><u>Heart</u></p> <ul style="list-style-type: none"> <li>• <b>Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons</b></li> </ul> <p><u>Hands</u></p> <ul style="list-style-type: none"> <li>• Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport</li> <li>• Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</li> </ul>	<p><u>Head</u></p> <ul style="list-style-type: none"> <li>• The use of freeze-frames to assess student's ability to break down skills into <b>preparation, execution and recovery</b> where appropriate.</li> <li>• Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport</li> <li>• Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks.</li> </ul> <p><u>Heart</u></p> <ul style="list-style-type: none"> <li>• <b>Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons</b></li> </ul> <p><u>Hands</u></p> <ul style="list-style-type: none"> <li>• Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport</li> <li>• Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</li> </ul>	<p><u>Head</u></p> <ul style="list-style-type: none"> <li>• The use of freeze-frames to assess student's ability to break down skills into <b>preparation, execution and recovery</b> where appropriate.</li> <li>• Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport</li> <li>• Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks.</li> </ul> <p><u>Heart</u></p> <ul style="list-style-type: none"> <li>• <b>Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons</b></li> </ul> <p><u>Hands</u></p> <ul style="list-style-type: none"> <li>• Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport</li> <li>• Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</li> </ul>	<p><u>Head</u></p> <ul style="list-style-type: none"> <li>• The use of freeze-frames to assess student's ability to break down skills into <b>preparation, execution and recovery</b> where appropriate.</li> <li>• Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport</li> </ul> <p><u>Heart</u></p> <ul style="list-style-type: none"> <li>• <b>Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons</b></li> </ul> <p><u>Hands</u></p> <ul style="list-style-type: none"> <li>• Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport</li> <li>• Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</li> </ul>	<p><u>Head</u></p> <ul style="list-style-type: none"> <li>• The use of freeze-frames to assess student's ability to break down skills into <b>preparation, execution and recovery</b> where appropriate.</li> <li>• Students will be assessed on their knowledge of how to use different strategies and tactics to overcome opponents in a team sport</li> </ul> <p><u>Heart</u></p> <ul style="list-style-type: none"> <li>• <b>Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons</b></li> </ul> <p><u>Hands</u></p> <ul style="list-style-type: none"> <li>• Students will be assessed in their ability demonstrate a range of tactics and strategies to overcome opponents in a team sport</li> <li>• Students will be assessed on the techniques they can demonstrate of taught skills in a team sport.</li> </ul>
<b>Key Vocabulary/ Literacy</b>	<p>Passing, push pass, hitting, slap. Defending: tackling, marking, man to man, zone, press. Attack: dribbling, shooting.</p>	<p>Passing, push pass, hitting, slap. Defending: block tackling, marking, man to man, zone, press, shadowing Attack: dribbling, shooting.</p>	<p>Passing, push pass, hitting, slap. Defending: block tackling, jab tackling, marking, man to man, zone, press, shadowing Attack: dribbling, shooting. Rules of play: long &amp; short corners.</p>	<p>Passing, push pass, hitting, slap. Defending: block tackling, jab tackling, marking, man to man, zone, press, shadowing Attack: dribbling, shooting. Rules of play: long &amp; short corners, hit out.</p>	<p>Passing, push pass, hitting, slap. Defending: block tackling, jab tackling, marking, man to man, zone, press, shadowing Attack: dribbling, shooting. Rules of play: long &amp; short corners, hit out.</p>
<b>Connected Knowledge with Physical Education</b>	<p><b>V CERT Health and Fitness</b> 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. <b>BTEC Sport Level 3</b> 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. <b>A Level PE</b></p>	<p><b>Year 7 Core PE Hockey</b> Passing – progressed to different types of passes and developing knowledge of when to use different type of passing. Marking- man to man marking Movement off the ball – developed into styles of play – shape when you have/don't have the ball <b>V CERT Health and Fitness</b> Types of joint, movement available at a joint, names of bones, names of</p>	<p><b>Year 8 Core PE Hockey</b> <b>V CERT Health and Fitness</b> 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. <b>BTEC Sport Level 3</b> Types of joint, movement available at a joint, names of bones, names of</p>	<p><b>Year 9 Core PE Hockey</b> <b>V CERT Health and Fitness</b> 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. <b>BTEC Sport Level 3</b> Types of joint, movement available at a joint, names of bones, names of</p>	<p><b>Year 10 Core PE Hockey</b> <b>V CERT Health and Fitness</b> 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. <b>BTEC Sport Level 3</b> Types of joint, movement available at a joint, names of bones, names of</p>

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<b>Links to Character and Culture</b>	<ul style="list-style-type: none"> <li>Develop understanding of the importance of maintaining good health and diet. The three different types of health.</li> <li>Explore what the term 'wellbeing' means. The different types of wellbeing.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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?</li> </ul>	<ul style="list-style-type: none"> <li>Understand about positive relationships and wellbeing – how does this translate over to sport?</li> <li>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.</li> <li>Sharing, encouraging and setting boundaries to promote safety and wellbeing – through healthy competition in competitive team sports.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of what is meant by 'good' health and physical &amp; mental wellbeing and the role that exercise and physical activity can play in maintaining it.</li> <li>Evaluating how we can develop our levels of physical, mental health and wellbeing through sport and exercise.</li> </ul>
<b>Links to other Subjects</b>	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"> <li>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)</li> <li>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</li> </ul>			
<b>Spiritual, Moral, Social and cultural.</b>	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so	<ul style="list-style-type: none"> <li>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so</li> </ul>	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
<b>British Values</b>	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.	<ul style="list-style-type: none"> <li>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.</li> </ul>	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.

<b>Cultural Capital</b>	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.	<ul style="list-style-type: none"> <li>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.</li> </ul>	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.
<b>Impact</b>	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. <b>assessment</b>				