

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- <b>Introduce</b> basic skills in football, focusing on first touch, passing, movement, decision making, communication and <b>applying</b> them to a game situation.				Big picture- <b>Embed</b> 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. <b>Introduce</b> tactical awareness by introducing the first 4 principles of play. <b>Applying</b> skills and tactics to a game situation.				Big Picture- To <b>master</b> skills covered in both year 7 and 8, including; First touch, passing and movement off the ball. <b>Embed</b> the principles of play within the tactical approach to the game. <b>Introduce</b> the 5 <sup>th</sup> principles of play; Set pieces. <b>Apply</b> skills and tactics to a game situation.				Big Picture- To <b>Master</b> the skills learnt in years 7-9 and <b>analyse</b> the performance of peers' in a Sport Education model lesson. To <b>Master</b> 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
<b>End Point</b> Progress and assessment	At the end of the year 7 football unit students will be able to <b>begin to demonstrate</b> : 1. Inconsistently control the ball with dominant foot when stationary. 2. Passing- Short Distance, with some accuracy when stationary. 3. Passing- Long Distance, with some accuracy when stationary. 4. Some accuracy whilst shooting with dominant foot from short distance.				At the end of the year 8 football unit students will have <b>improved</b> their ability <b>by demonstrating</b> : 1. Consistently control the ball with dominant foot when stationary. 2. Passing- Short Distance, with accuracy when stationary. 3. Passing- Long Distance, with accuracy when stationary. 4. Some accuracy whilst shooting with dominant foot from short distance whilst moving. 5. Control of the football with dominant foot whilst moving opposed.				At the end of the year 9 football unit students will be able to <b>competently demonstrate</b> : 1. Consistently control the ball with dominant foot when moving. 2. Passing- Short Distance, with some accuracy when moving. 3. Passing- Long Distance, with some accuracy when moving. 4. Display accuracy whilst shooting with dominant foot from short distance whilst moving.				At the end of the year 10 football unit students will be <b>advanced</b> at demonstrating the following: 1. Consistently control the ball with both feet when stationary. 2. Passing- Short Distance, with accuracy when moving. 3. Passing- Long Distance, with accuracy when moving. 4. Display accuracy whilst shooting with dominant foot from short and long distance whilst moving.				At the end of the year 11 football unit students will have <b>mastered</b> the ability to demonstrate: 1. Consistently control the ball with both feet when moving. 2. Passing- Short Distance, with accuracy when moving and using both feet. 3. Passing- Long Distance, with accuracy when moving and using both feet. 4. Display accuracy whilst shooting with both feet from short and long distance whilst moving.			

	<p>5. Control of the football with dominant foot whilst moving unopposed.</p> <p>6. Show some consistency whilst tackling with dominant foot.</p> <p>7. Display some understanding of marking a player.</p> <p>Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>1. Goal area rule</li> <li>2. Scoring systems</li> </ol>	<p>6. Show consistency whilst tackling with dominant foot.</p> <p>7. Display understanding of marking a player.</p> <p>Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>1. Goal area rule</li> <li>2. Scoring systems</li> <li>3. Fouls</li> </ol>	<p>5. Control of the football with both feet whilst moving unopposed.</p> <p>6. Show some consistency whilst tackling with both feet.</p> <p>7. Display some understanding of man-man/zonal marking.</p> <p>Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>1. Goal area rule</li> <li>2. Scoring systems</li> <li>3. Fouls</li> <li>4. Offsides</li> </ol>	<p>5. Control of the football with both feet whilst moving opposed.</p> <p>6. Show consistency whilst tackling with both feet.</p> <p>7. Display understanding of man-man/zonal marking.</p> <p>Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>1. Goal area rule</li> <li>2. Scoring systems</li> <li>3. Fouls</li> <li>4. Offsides</li> </ol>	<p>5. Complete control of the football with both feet whilst moving opposed.</p> <p>6. Show consistency whilst tackling with both feet.</p> <p>7. Display understanding of man-man/zonal marking.</p> <p>Leadership Roles: <b>(officiating and therefore effectively understanding the application and sanctioning of the following rules)</b></p> <ol style="list-style-type: none"> <li>1. Goal area rule</li> <li>2. Scoring systems</li> <li>3. Fouls</li> <li>4. Offsides</li> </ol>
<b>Key Vocabulary/ Literacy</b>	<p>First touch: <b>positive, head up, out of your feet, scanning</b></p> <p>Passing: <b>In step, outside of the foot, laces, driven, lofted, weighted.</b></p> <p>Movement off the ball: <b>support, 3<sup>rd</sup> man runs, creating space.</b></p>	<p>First touch: <b>positive, head up, out of your feet, scanning</b></p> <p>Passing: <b>In step, outside of the foot, laces, driven, lofted, weighted.</b></p> <p>Movement off the ball: <b>support, 3<sup>rd</sup> man runs, creating space.</b></p> <p>Attacking: <b>Get a yard, feints, step over, cruyff turn</b></p> <p>Defending: <b>Side on, jockeying, pressure, cover, balance.</b></p> <p>Possession: <b>touch away from pressure, make the pitch big, press the ball</b></p> <p>Counter Attacking: <b>forwards early</b></p>	<p>Attacking: <b>Get a yard, feints, step over, cruyff turn</b></p> <p>Defending: <b>Side on, jockeying, pressure, cover, balance.</b></p> <p>Possession: <b>touch away from pressure, make the pitch big, press the ball</b></p> <p>Counter Attacking: <b>forwards early</b></p> <p>Principles of play: <b>Attacking when balanced, attacking when unbalanced, defending when balanced, defending when unbalanced, set pieces, zonal, man marking.</b></p>	<p>First touch: <b>positive, head up, out of your feet, scanning</b></p> <p>Passing: <b>In step, outside of the foot, laces, driven, lofted, weighted.</b></p> <p>Movement off the ball: <b>support, 3<sup>rd</sup> man runs, creating space.</b></p> <p>Ball Mastery: <b>Thigh, kill the ball, instep, and chest.</b></p> <p>Passing: <b>Short, short, long, set, lofted, driven, weight of pass, offside trap, running stride.</b></p> <p>Movement – <b>3<sup>rd</sup> man runs, anticipate, timing, offside trap</b></p> <p>Principles of play: <b>Attacking when balanced, attacking when unbalanced, defending when balanced, defending when unbalanced, set pieces, zonal, man marking.</b></p>	<p>First touch: <b>positive, head up, out of your feet, scanning</b></p> <p>Passing: <b>In step, outside of the foot, laces, driven, lofted, weighted.</b></p> <p>Movement off the ball: <b>support, 3<sup>rd</sup> man runs, creating space.</b></p> <p>Ball Mastery: <b>Thigh, kill the ball, instep, and chest.</b></p> <p>Passing: <b>Short, short, long, set, lofted, driven, weight of pass, offside trap, running stride.</b></p> <p>Movement – <b>3<sup>rd</sup> man runs, anticipate, timing, offside trap</b></p> <p>Principles of play: <b>Attacking when balanced, attacking when unbalanced, defending when balanced, defending when unbalanced, set pieces, zonal, man marking.</b></p>
<b>Connected Knowledge within Physical Education</b>	<p><b>V CERT Health and Fitness</b></p> <p>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><b>BTEC Sport Level 3</b></p> <p>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><b>A Level PE</b></p> <p>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><b>Year 7 Core PE Football</b></p> <p>First touch – progressed to different body parts</p> <p>Passing – short and long passing progressed into combinations</p> <p>Movement off the ball – developed into styles of play – shape when you have/don't have the ball</p> <p><b>V CERT Health and Fitness</b></p> <p>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><b>BTEC Sport Level 3</b></p> <p>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><b>A Level PE</b></p> <p>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><b>Year 8 Core PE Football</b></p> <p>Movement off the ball/decision making/communication – progressed into 3<sup>rd</sup> man runs</p> <p>Styles of play – counter attacking and possession applied to game situations</p> <p>Attacking and defending progressed from channels to goals – focus from beating a player to stealing a yard and getting a shot off</p> <p>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.</p> <p><b>V CERT Health and Fitness</b></p> <p>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><b>BTEC Sport Level 3</b></p> <p>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><b>Year 9 Core PE Football</b></p> <p>Movement off the ball</p> <p>Passing</p> <p>1v1 attacking</p> <p>1v1 defending</p> <p>Team attacking</p> <p>Team Defending</p> <p><b>V CERT Health and Fitness</b></p> <p>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><b>BTEC Sport Level 3</b></p> <p>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><b>A Level PE</b></p> <p>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><b>Year 10 Core PE Football</b></p> <p>Movement off the ball</p> <p>Passing</p> <p>1v1 attacking</p> <p>1v1 defending</p> <p>Team attacking</p> <p>Team defending</p> <p><b>V CERT Health and Fitness</b></p> <p>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><b>BTEC Sport Level 3</b></p> <p>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><b>A Level PE</b></p> <p>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>

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<b>Cultural values</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>Spiritual, Moral, Social and cultural.</b>	<p>Use of the imagination and creativity in their learning  Willingness to reflect on their experiences, both within and outside of school  Ability to recognise the difference between right and wrong and their readiness to apply this understanding to their own lives  Showing understanding of the consequences of their actions  Willingness to participate in a variety of social settings, including charity events and cooperating well with others and being able to resolve conflicts effectively  Willingness to participate in, and respond to sporting opportunities</p>				
<b>British values</b>	<p>Physical education will be a valuable tool, pupils will learn the importance of the British values and how it can help shape their lives within the school community and leading into later life.  Democracy – Pupils will learn to work as a team and cooperate with each other to be successful. Allowing freedom of speech, whilst upholding the school values.  Rule of law – Pupils will consistently play by the rules and recognise why we have fair play. Pupils will be accountable for their actions.  Tolerance of different cultures and religions  Mutal respect – Pupils will learn to work together respectfully, regardless of differences. Creating a positive and inclusive school culture, showing the school values.  Individual liberty – Pupils learn about their own rights, as well as the rights of others. Learn about responsible decision making and the impact this will have on others.</p>				

**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.

