

INTENT

YEAR 7 TERM 1 + 2 FOOTBALL

<p>Why do we study these topics?</p> <p>Main sport played in the city</p> <p>Opportunities for teamwork and leadership skills to develop.</p> <p>Build resilience for a GROWTH mind-set, i.e. learning to win and lose with dignity.</p> <p>Inter school competition throughout autumn term.</p> <p>Further development of pupils health and fitness.</p> <p>To promote community links through local football clubs. PFC in community</p> <p>Large youth football set up</p> <p>Etiquette of game, shaking hands, fair play, not diving—respecting others and being a good citizen.</p> <p>Head, heart and hands model used to make students more aware of their technical and</p>	<p>How do/will these topics benefit students in their real lives?</p> <p>Opportunities to join external clubs to benefits lifelong health and wellbeing.</p> <p>K+U of a rapidly growing industry for future jobs.</p> <p>Coaching / refereeing and leadership pathways</p>	
	<p>Cultural capital offer:</p> <p>Pupils learn to abide by rules. Understand how to deal with physical conflict. Negotiate for positions / roles.</p> <p>Fixtures against Charterhouse open pupils eyes to wider world and how independents schools defer.</p>	<p>Links to other curriculum areas:</p> <p>Biology—Physiological effects of warm up Cells and body systems—year 7.</p> <p>History—Origin of the sport/ commonwealth . Empire studied in year 7.</p>

IMPLEMENTATION

<p>Key Skills required:</p> <p>First touch, ball control. How to use the correct parts of the foot.</p> <p>To dribble using either foot to change direction at pace.</p>	<p>Key knowledge:</p> <p>Which body parts you can/cannot use. How to lose/mark and opponent.</p> <p>When to pass, dribble or shoot in a game situation.</p>	<p>Rationale for Waypoints:</p> <p>A— Pupils given success early to motivate.</p> <p>E—Gives pupils K+U of both parts of the game. Acc—Early WP see if ready to perform under pressure.</p>	<p>Rationale for Endpoints:</p> <p>All assessed in full context to evaluate if learning has been embedded.</p>
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Previous years learning: (to include year 6) **Played a variety of conditioned games, have basic skills in sending and receiving, some tactical application of skills**

Next year’s learning: **Greater focus on game application, more pressurised skills and situation specific knowledge i.e. set pieces.**

Y7 Football Module

HEAD: Pupils can Identify, describe and analyse the principles of play and how they link to the fundamental skills.

HEART: Pupils consistently demonstrate high levels of effort and a positive attitude in all aspects of the game.

HANDS: See below.

Pathway:	WK1	WK2	WK3	WK4	WK5	WK6
Aspire 	Dribbling Pupils can use either foot to change direction	Passing Pupils can pass and receive over a short distance. WP	Heading and Tackling (Delay & Cover) K+U of attacking and defending headers and can	Shooting (Penetration) Use dominant foot to shoot on target.	Crossing (Width) Can play a low cross with dominant foot. WP	Assessment Match Ability split match
Endeavour 	Pupils can use either foot to change direction at pace.	Pupils can pass and receive over a longer distance.	Demonstrate a block tackle, attacking and defending headers in modified game. WP	Use dominant foot to shoot to corners of goal and score.	Can cross to near and far post with dominant foot. WP	Ability split match
Accelerate 	Pupils can use either foot to change direction at pace. Done in a pressurised situation	Pupils can pass, be creative and select the appropriate pass to suit the situation.	Can demonstrate all in pressurised situations, selecting correct response.	Use either foot to shoot at goal with consistent accuracy.	Can use either foot to cross with accuracy. WP	Ability split match

Opportunities for Disciplinary Knowledge

Pupils to critically analyse their own and other work in modified competitive games at the end of every lesson. In an ever changing environment they should adapt the substantive knowledge learnt in each drill.

Potential DK learning Questions

When is the appropriate time to dribble / clear the ball?

How do the job roles of an attacker and defender differ?

How do we deal with a talented opponent?

Way points and end points:

<p>Assessment Objective/s:</p> <p>Aspire— Can use skills and techniques together with accuracy. Can control and pass a ball successfully. 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 way of preparing for exercise.</p> <p>Endeavour- Control of the ball is consistent and skills are performed much more quickly in response to opposition pressures. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health.</p> <p>Accelerate— Good skill level and shows vision within game situations. Becoming more influential in the game. Can change strategies and tactics to exploit opponents’ weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Know how different type of exercise helps with health and fitness and can suggest ways of warming up and cooling down.</p>				
Aspire	<p>Way point 1: Passing and receiving</p> <p>This is used to give cognitive learners early success. Task is simple with few complex teaching points. Pupils must use the inside of their foot to cushion (control) the ball and return to partner over a 5/10m distance.</p>	<p>Way point 2: Recap of Skills in Module</p> <p>Pupils demonstrate a K+U of how to be successful and use examples of their own work which show good practice.</p>	<p>Points to Note / Differentiation</p> <p>ALL LESSONS START WITH FOOTBALL RELATED WARM-UP</p> <p>AND RE-CAP WORK OF PREVIOUS LESSON.</p> <p>INCLUDE SAQ WORK IN EACH SESSION INCORPORATING FOOTBALL SKILLS</p> <p>MAKE LEARNING AS ACTIVE AS POSSIBLE</p> <p>GIVE OPPORTUNITIES TO PLAN TACTICS</p> <p>RESEARCH RULES ON INTERNET</p> <p>VIDEO TO ANALYSE PERFORMANCE</p> <p>TASKS SET TO CATER FOR LEVELS OF ABILITY:</p> <p>NUMBER OF TOUCHES</p> <p>DISTANCE FROM TARGET</p> <p>SIZE OF PRACTICE AREA</p>	<p>END Point: Full Context Game.</p> <p>This to be used to evaluate performance. Learning will be embedded into LTM if pupils can select the appropriate decision for the appropriate situation.</p>
	<p>Way point 1: Heading and Tackling</p> <p>Mid-way point in module, gives pupils the opportunity to develop both the attacking and defensive parts of the game. This enables deeper thinking for associative learners to think about jobs roles which will help then become better leaders.</p>	<p>Way point 2: Crossing</p> <p>Crossing enables associative learners to think about the wider principle of width in attack and how it allows others to have more space. Those who progress more will develop tactic strategies to outwit their opponents.</p>		<p>END Point: Full Context Game.</p> <p>This to be used to evaluate performance. Learning will be embedded into LTM if pupils can select the appropriate decision for the appropriate situation.</p>
	<p>Way point 1: Passing and Dribbling</p> <p>Early way-point signals how autonomous learners should be whole learning, or at least whole-part-whole. Focus is on speed of decision making as well as technique.</p>	<p>Way point 2: Crossing</p> <p>Focus on how width in attack can be used to outwit opponents. Autonomous learners should be taking the lead and using their K+U to plan and implement tactics and strategies.</p>		<p>END Point: Full Context Game.</p> <p>This to be used to evaluate performance. Learning will be embedded into LTM if pupils can select the appropriate decision for the appropriate situation.</p>