****Year 8**

**Football Scheme of Work**

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| **Aim:** Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In invasion games the main intention is to invade your opponents’ territory and to outwit them so that you can score goals or points. |

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| **Motor Competence**Pupils will further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform further developed football skills consistently applying fluency and a greater accuracy and quality of technique. Continual development, adaptation and refinement of skills to produce high levels of performance and sound techniques. | **Rules, Strategies & Tactics**Pupils will further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform further developed football skills consistently applying fluency and a greater accuracy and quality of technique. Continual development, adaptation and refinement of skills to produce high levels of performance and sound techniques. | **Healthy Participation**Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Pupils will recognise the benefits to their health of regular exercise and the benefits of being active. Suggest any football clubs within the school timetable and promote community links. To understand the type of fitness football players need to perform at a high level. |

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| **Cross-Curricular Links**English (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | **Recommended Reading**Striking Out – Musa Okwonga & Ian WrightFIFA World Football Records – Keir Radnedge |

****Year 8**

**Football Scheme of Work**

***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

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| **Lesson** | **Core Skill** | **Lesson Intention** | **Teaching Points** | **Suggested Drills** | **Questions to be asked?** |
| 1 | Core Task/Dribbling | To refine the dribbling technique and to perform the skill in practice showing consistency and control in competitive situations. | **Dribbling**1. Use of the top of foot or inside of foot.
2. Head up – in order to see where you’re going and opponents
3. Soft touches – Keeping close control of football.
 | 1. Trailers and Truckers. Students in pairs, 1 follow the other and put the skill of dribbling under pressure.
2. Stuck in the Mud
3. 3v3 end zone games
4. Traffic game.
 | **Retrieval:**Can students recall dribbling teaching points?**Things NEED to Know:**Why is it effective to use our laces to dribble? Why is it effective to use small/soft touches? How can this help us in a full context situation? |
| 2 | Receiving and Control | To continue to develop control and receiving to perform the skill in practice showing consistency and control in competitive situations. | **Receiving/Control**1. Get in line with the ball
2. Soft touches to caress the ball
3. Move the ball into the direction you are going next
 | 1. Sweat box drill.
2. Timed control drill.
3. SSG situations.
 | **Retrieval:**Ask the why’s around dribbling? How do they think dribbling and control relate?**Things NEED to Know:**Why is it effective to be in line with the ball when trying to receive the ball? Is there an example of when this may not occur?Can they name a pro-athlete who shows good control and why? |
| 3 | Short & Long Passing  | To refine the passing technique and to perform the skill in practice showing consistency and control in competitive situations. | **Passing**1. Ankle locked, turning foot sideways at an angle
2. Look up to establish eye contact
3. Connect with the middle of the ball just before the instep
4. Follow through (in the direction you want the ball to go in)
 | 1. 3v1 keep ball exercise
2. Dice passing. Student to pass in order of their numbers.
3. Sweat Box exercise.
4. SSG
 | **Retrieval:**Ask the why’s around control and the teaching points? **Things NEED to Know:**Why is it effective to use the inside of our foot to pass? When might they use another part of the foot to pass the ball? Explain what a passing lane is?When might they use a short pass and a long pass? |
| 4 | Shooting | To refine the shooting technique and to perform the skill in practice showing consistency and control in competitive situations. | **Shooting**1. Plant your non-kicking foot alongside the ball
2. Keep you knee over the ball in order to keep your shot down
3. Use laces for power – inside of the foot for accuracy
 | 1. Alamo drill. Two lines of students and both teams take turns to shoot towards a goal.
2. Use of cones to restrict the target area.
 | **Retrieval:**Ask the why’s around passing and the teaching points? **Things NEED to Know:**Why is it useful to use the top of our foot to shoot? (POWER) And why is it useful to use the inside of the foot? (ACCURACY) |
| 5 | Core Task or Tackling | To develop tackling and to perform the skill in practice a showing consistency and control in competitive situations. | **Tackling (4S’s)**1. Slow towards opponent
2. Side on
3. Show
4. Showdown (tackle)
 | 1. 1v1 and 2v2 game situations.
2. SSG situations
 | **Retrieval:**Ask the why’s around shooting and the teaching points? **Things NEED to Know:**Why is it good to be side on when we defend? Why do I need to be slow when approaching my opponent? |
| 6 | Core Task or Creating Space | To develop understanding for creating space showing consistency and control in competitive situations. | **Creating Space:**1. Making the pitch/space wide and tall to maximise area
2. Decision: 1 – move to make space for yourself 2 – make space for someone else.
 | 1. 1v1 and 2v2 game situations.
2. SSG situations
 | **Retrieval:**Ask the why’s around tackling and the teaching points? **Things NEED to Know:**How do we create space and why is this important in a game? Why are positions important in football?How can we get students to think about ensuring spaces are always made wide and long? |
| 7 | Core Task or Attacking | To develop understanding of attacking principles in football. | **Students should be aware of space and be able to either move into space or move away to create space. Students are able to use runs to outwit their opponents.** | **Game based activities** | **Retrieval:**Ask the why’s around creating space and the teaching points? **Things NEED to Know:**How can we link the skills we have been taught into a style of play? How can passing help sustain attacks in a game situation? |
| 8  | Core Task | Assessment | **Students to be assessed against Assessment Matrix for final grade.** |  | **Retrieval:****Things NEED to Know:** |