****Year 9**

**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 more advanced football skills consistently applying fluency, a greater accuracy and higher quality of technique. Continual development and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently | **Rules, Strategies & Tactics**Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision-making skills. | **Healthy Participation**Develop a deeper understanding of stretches for all major muscle group and those specific to Football. Discuss the negative effects of dehydration to a Football player. Suggest any Football clubs within the school timetable and promote community links. Discuss the benefits of being healthy and living an active lifestyle. |

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| **Cross-Curricular Links**English (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | **Recommended Reading**Lioness: My Journey to Glory – Beth Mead[Outcasts United: The Story of a Refugee Soccer Team That Changed a Town - Warren St. John](https://amzn.to/3iOMf65) |

****Year 9**

**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 consolidate the learning of dribbling and to perform the skill consistently and efficiently in a competitive environment. | **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:****Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)*Application of knowledge to peer assess.* |
| 2 | Receiving and Control | To consolidate the learning of control and to perform the skill consistently and efficiently in a competitive environment. | **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:****Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)*Application of knowledge to peer assess.* |
| 3 | Short & Long Passing  | To consolidate the learning of passing and to perform the skill consistently and efficiently in a competitive environment. | **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:****Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)*Application of knowledge to peer assess.* |
| 4 | Shooting | To consolidate the learning of shooting and to perform the skill consistently and efficiently in a competitive environment. | **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:****Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)*Application of knowledge to peer assess.* |
| 5 | Core Task or Tackling | To consolidate the learning of defending and to perform the skill consistently and efficiently in a competitive environment. | **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:****Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)*Application of knowledge to peer assess.* |
| 6 | Core Task or Creating Space | To consolidate the learning of creating space and to perform the skill consistently and efficiently in a competitive environment. | **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:****Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)*Application of knowledge to peer assess.* |
| 7 | Core Task or Attacking | To consolidate the learning of attacking and to perform the skill consistently and efficiently in a competitive environment. | **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:****Students are using their knowledge of the skill to assess the effectiveness of a peer performance. They should be encouraged to use** [**WWW.EBI**](http://WWW.EBI)*Application of knowledge to peer assess.* |
| 8  | Core Task | Assessment | **Students to be assessed against Assessment Matrix for final grade.** |  |  |