



Subject:

Year 8 Football

Overarching Topic:

Why is this topic being studied at this time?

How does it fit into the wider subject curriculum?

Intent: Our intent is to build upon the foundations laid in year 7, with the same overarching theme of pride featuring throughout. The progressive approach remains, but extra challenge will be provided to ensure students continue in their upward trajectory. Students will be encouraged to demonstrate respect at all times and will be challenged as to the importance of this. The notion of inclusivity is one of the key principles and students will reflect upon the true meaning of this. The final two principles of determination will be built upon through good-natured competition, where students are required to work out what is required to be successful, as well as how to accept defeat with pride and reflect upon their performance.

Ultimate questions: This unit extends upon the knowledge and skills that have been covered in the previous year. Students are encouraged to revisit core aspects of the game, with a real focus on mastering the skills, techniques and tactics that were introduced in year 7. This module continues to build on the key facets of Physical Education that were introduced in year 7; acquiring and developing skills, selecting and applying appropriate skills and tactics and evaluating and improving their own and other performances.

Joining Up

Looking ahead:

- 'How do I master the core skills?' - students will revisit the core skills of the game and will be encouraged to refine their technique and execute these skills in increasingly challenging situations
- 'How do I become a master tactician?' – students will be introduced to, and encouraged to come up with, a range of more complex tactical approaches and how they can be successfully implemented
- 'How do I become more like a professional coach?' – students will be encouraged to reflect on a range of performances and come up with differing ideas of how to improve performances in numerous situations

Looking back:

- Lessons are built upon the foundations covered in the previous year, with new content introduced acting as scaffolding to allow students to climb to the top of the subject area and become a true student of the game

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<u>Acquiring and developing skills</u> Put the game plans into effect with success and adapt and vary them when necessary play at greater speed and with more precision, selecting skills and techniques to apply principles of attack and defence effectively How does the specific situation make you use your skills? What type of skills will you need in between attacking and defending?	<u>Select and apply appropriate skills and tactics</u> use a good range of techniques for attack and defence <ul style="list-style-type: none"> • adapt and improvise techniques to suit different situations How do your skills suit the strategy of your team? How can you help your team in both attacking and defending?	<u>Evaluate and improve their own and others performance</u> observe performances and identify strengths and weaknesses in their own and others' performance <ul style="list-style-type: none"> • identify what they need to improve, set targets for improvement and practise to improve their game How does the size of the pitch effect the way you use different skills? Why might you change your way of playing on a larger pitch?
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	<u>Acquiring and developing skills</u> to apply techniques specific to the game effectively, safely and efficiently	Help all pupils to demonstrate their ability to play in small-sided games as individuals and teams. <ul style="list-style-type: none"> • Help pupils investigate the skills needed in a number of different positions within a team. • Teach pupils new techniques, and give them time to practise and improve upon areas of weakness. • Help pupils design practices and drills that improve technique or selected aspects of teamwork, <i>eg a semi-opposed game to improve the timing of a pass.</i> 	
<u>Selecting and applying skills, tactics and ideas</u> to use principles of performance in planning tactics and strategies for the tasks and challenges <ul style="list-style-type: none"> • to adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations 	Talk to pupils about simple game plans, <i>eg find successful combinations of tactics.</i> <ul style="list-style-type: none"> • Use a variety of passing and dribbling skills in attack and use a number of different defending techniques, <i>eg. Jockeying, shuffling, front and back foot tackling</i> • Teach pupils a range of set plays from starts and restarts. Encourage the pupils to adapt and vary set plays. Ensure the pupils know how to defend at starts, restarts and the set plays. • Help pupils extend the range of attacking, <i>eg creating overlaps, attacking the 'seams' of a zone, and defensive tactics, eg the benefits of man-to-man, zone, or combinations of man-to-man and zone.</i> • Teach pupils different ways of organising for defending and to solve and explore defensive solutions to these problems, <i>eg overload, switching the point of attack, shuffling.</i> • Help pupils refine the speed at which decisions are made in game situations. 		

	<p><u>Evaluating and improving performance</u></p> <p>to use the information gained from analysis of a performance to influence and improve their own play</p> <ul style="list-style-type: none"> • to take the initiative and decide how to develop and improve their own progress and that of others 	<p>Teach pupils how to observe the similarities and differences in performance of technique or the execution of tactics in small-sided games.</p> <ul style="list-style-type: none"> • Talk to pupils about the key factors that influence successful tactical outcomes in invasion games and help them to prioritise areas for improvement. • Ask pupils to monitor improvements in performance, <i>eg playing in a game, officiating, coaching, organising</i>, and discuss the impact of practice. • Help pupils refine their ability to set individual and team targets, so that any improvement can be measured against previous performance.
	<p>Knowledge and understanding of fitness and health</p> <ul style="list-style-type: none"> • how to continue to improve their personal fitness in and through games • to understand why regular exercise has a positive effect on their own health, fitness and social wellbeing • where and how to become involved in health-enhancing physical activity 	<p>Listen to pupils talk about their understanding of fitness and investigate how invasion games can help improve fitness.</p> <ul style="list-style-type: none"> • Help pupils devise a training regime that encourages fitness for invasion games. • Teach pupils ways in which invasion games can be used as part of a balanced programme of health-related activities. • Help pupils find the confidence to play games out of school and talk to pupils about the range of contacts in the community. Introduce pupils to people who can help them become involved in invasion games beyond the school day.