



Subject:

Year 9 Football

Overarching Topic:

Why is this topic being studied at this time?

How does it fit into the wider subject curriculum?

Overview

Intent: Our intent is to build upon the foundations laid in years 7 and 8, with the same overarching theme of pride featuring throughout. The progressive approach remains, but students are now at a point where they have developed high levels of skills and understanding within the sport, and as a result, levels of competition are increased, where appropriate. Students will continue to be encouraged to demonstrate respect at all times and will be challenged as to the importance of this. This is particularly important in Year 9, as with increased levels of competition, comes an increased need for respect and fair play. 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 is an opportunity for students to build upon the skills and techniques learned in the previous two years.. 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 years 7 and 8. This is a particularly important aspect, as students may not have had the opportunity to practice these in some time, meaning it is essential to revisit the core components.. This module continues to build on the key facets of Physical Education that were introduced in years 7 and 8; 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 and perform them accurately in competitive situations?’ - 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 and how can I use these tactics to achieve success?’ – students will be encouraged to think independently to come up with a range of tactical approaches that can be used to be successful in a range of competitive environments
- ‘How do I become more like a professional coach and how can I help others to improve their performance?’ – 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, for both themselves and others

	<p>Looking back:</p> <ul style="list-style-type: none"> Lessons are built upon the foundations covered in the previous two years, 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
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p><u>Developing skills in physical activity</u></p> <p>What are the key skills needed to be successful?</p> <p>What position-specific skills are there?</p> <p>How can you apply these skills in different situations?</p>	<p><u>Developing physical and mental capacity</u></p> <p>How will you react when an attack has failed?</p> <p>How can you use tactics effectively to be successful?</p> <p>What are the key components of fitness needed to be successful?</p>	<p><u>Evaluating and improving performance</u></p> <p>How can you identify the strengths and weaknesses of an individual or team?</p> <p>What strategies can be used to improve performance?</p> <p>How would you provide a performer or team with constructive criticism?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p><u>Developing skills in physical activity</u> To plan for and make use of advanced techniques: passing, tackling, shooting, heading, defending, dribbling</p>	<ul style="list-style-type: none"> Help pupils refine their ability to send, receive and travel with the ball. Give them time to practise speed of control and thought, in semi-opposed or opposed situations. Help pupils consolidate their understanding of the skills needed in different roles and positions within a team. Teach pupils new skills by devising, organising and overseeing competitive practices and drills, designed to improve specific aspects of technique or game play. 	
<p><u>Developing physical and mental capacity</u> To use principles of play to plan for and implement advanced strategies</p>	<ul style="list-style-type: none"> Listen to pupils discuss how players know when an attack has failed and how to reposition the ball for the next attack. Help pupils to use their knowledge of successful tactics in a variety of invasion games, eg the use of screening, running off the ball. Teach pupils how to coach a team in small-sided games. 		

	<p>and tactics, and then adapt them as needed</p>	<p>describe how to work well in teams, read situations well and adapt tactics to meet changing needs</p> <ul style="list-style-type: none"> Organise others, giving clear instructions and feedback, and plan sessions and practices with thought and care, seeing them through successfully
	<p><u>Evaluating and improving performance</u></p> <p>To improve their analytical skills and develop either their own or others' performance as a result of the analysis</p> <p>To develop leadership and more advanced collaborative skills</p>	<p>Teach pupils how to evaluate how well they play the game and how well they play in different roles and positions. Help them to collect data on their team and individual performance. Teach them how to analyse and interpret it, and how to go about improving performance. Ask them to set short-term individual targets for improvement and to monitor whether they have achieved them.</p> <ul style="list-style-type: none"> Help pupils refine their ability to analyse the most effective parts of their play and that of others. Help them to think while they are playing and find ways of becoming more effective. Listen to pupils' ideas about how to develop and improve work.
	<p><u>Making informed choices about healthy, active lifestyles</u></p> <p>To monitor exercise and fitness levels for themselves and/or others, related to performance, in the game</p> <p>To devise, implement and monitor their own and/or others' exercise and fitness programmes based on principles of safe and effective exercising</p> <p>To recognise and evaluate the impact fitness has on performance, and activity has on fitness</p>	<ul style="list-style-type: none"> Teach pupils to evaluate fitness and exercise levels. Help them to devise programmes that will condition them for their chosen invasion game, based upon the demands of the game and their own fitness. Get them to focus on speed, reaction, power, strength and stamina. Teach pupils the principles of safe exercising, what safe exercising is, and how they can apply the principles of safe exercising to their own and others' work. Teach pupils how to use information from monitoring to develop and improve their programmes. Listen to pupils talk about their understanding of the principles of training.