

The Warriner School Subject Curriculum Map

Subject: Physical Education	Year Group: Year 7	Unit: Football (Invasion Games)
Unit objectives: (NC Statements) <ul style="list-style-type: none"> • Learn the pitch markings and their importance. • Learn the correct techniques for passing (push, driven, lofted and chipped) tackling, turning (inside and outside hooks, drag back), dribbling, running with the ball and shooting. 		
Context for study: KS3 pupils will have a variety of footballing experiences. Learning new skills and ball mastery will occur through individual, pair and small group settings. Culminating in small sided and interhouse games. Further opportunities for development and success include extra-curricular activities, school team representation, refereeing and leadership with both KS2 and 3.		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i></p> <p>Know the different areas and lines on the field of play. Know which areas or positions to stand when taking part in small sided games (SSG). Know the field of play is divided into thirds. Attacking, Midfield and Defensive. Know the different roles to adopt when playing SSG and their positions on the field of play.</p> <p>Know the correct stance to make a pass and receive the ball. Know how to receive and control with different body parts. Know the part of the foot used to make a push pass and that it is used over short distances. Know how to pass with instep of the foot and the impact that will have upon the pass. Know how to pass with the laces of the boot and how this will impact upon the distance and accuracy of the pass. Know how to chip the ball and how the stabbing technique of the foot differs and has a shorter contact time than a push or driven pass. Know that leaning back during making a pass will result in a lofted pass. Know the priorities of passing and when to do so. Know how to use the block tackle technique effectively and safely. Know that turning is used to shield the ball away from the defender or opponent. Know how to turn with the instep/outstep/ sole of the foot. Know when to select and apply the correct turn for the correct situation. Know the correct technique to dribble the ball and understand where to dribble the ball.</p>		



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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Inaccurate understanding of the laws of the game. Student's misconceptions regarding body positions and select the wrong techniques for the situation. Regular formative assessment through mini games during the lesson. Do not rush through a lesson or move on to the next lesson if knowledge is not secure. More than 1 lesson will be needed to secure knowledge and decision making, these should be revisited every lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary. Understanding and implementation of tactics and techniques in competitive and small group situations. Clear success criteria used to support teaching of core skills. Student discussion and feedback when peer assessing partner/ group or team.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Students to know how to play both singles and doubles in a competitive game situation. Those students not playing should be umpiring the game using the knowledge learnt to keep score and uphold the rules correctly.</p>	