The Warriner School Subject Curriculum Map

Subject: Physical Education	Year Group: Year 9	Unit: Football (Invasion Games)

Unit objectives: (NC Statements)
- 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.
- Learn the importance of keeping possession, both individually and as part of a team.
- Learn tactics to improve defending and attacking.
- Learn how to referee a competitive small-sided game.

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.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold***)

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**.

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 that **dribbling** the ball should occur in the **attacking third** of the pitch.
Know the importance **close control** and how to change direction quickly.
Know how to **dribble** past a defender with a recognised skill or technique.
Know how to use various parts of the foot to control the ball in different directions whilst on the move.

Know when to **run with the ball** and which part of the foot to use in order to do so quickly.
Know the difference between **shooting and finishing**.
Know the technique used for **striking the ball. Keep toes low and heal high,** strike with the **laces** of the foot.
Know the need to have a balance between **power and accuracy** when shooting.

Know how to keep **individual possession** of the ball, by being able **to shield and protect** the ball.
Know how best to **support a teammate** and keep **possession** of the ball in both conditioned and SSG situations.
Know what **angles of support** are needed to assist your team.

Know the role of the **first defender** and be successful in 1v1 situations.
Know how to apply **defensive tactics** and responsibilities amongst teammates. By being able to adopt the correct position and stance and effectively read the game.
Know how to set up and **defend set pieces** and plays.
Know how to organise and instruct a team in a SSG situation.
Know how to **beat** or get past a **defender**.
Know how to **apply attacking tactics** and apply **positional responsibilities** in SSG an be effective teammate.
Know how to **apply attacking tactics** at set plays and effectively create **shooting opportunities**.

Know the basic **laws** needed for safe SSG and therefore be able **to officiate and referee** competitive games according to **laws of the game**.

Understand how to use **tactics and strategies** in both **defensive and attacking situations.**
Apply these tactics in competitive games in order to **outwit their opponent.**
Know the format and workings of the interhouse league competition and be able to **construct, officiate and play in a competition of their own.**

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*	Literacy and Oracy development opportunities: *Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*
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.	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.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

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.