

Year 9 PE – Year 9 Football

Enquiry Question:



Background

Students will have a basic understanding of the game and an experience of the skills required

Why we teach it

Sport that is played competitively in local, County and National competitions. Popular within our school community (student voice); aspirations of Academy.

Values

- Learn transferable skills
- BEST: Teamwork
- BEST: Bravery: Understanding their strengths and weaknesses and show resilience

Lesson	Title	Activities	Independent Learning	SMSC Links (Personal Development)	Transferable skills
1	The Use of Width To understand and replicate attacking principles using width and speed. To be able to perform angled runs to create opportunities to outwit opponents. To analyse the tactical benefits of using space.	Pulse raiser - agility work using cones and poles. 4's per grid – 3 vs 1. 4's – set up defender, 2 attackers and GK. Use space and width + move ball into areas where attackers can move onto the ball and are presented with a goal scoring chance. Set up 5 vs 5 SSG – Work on delivering the ball from wide areas for players to run on to. Conditioned games – 3 touch max. Encourage vision and composure on the ball.	Progressively reduce/enlarge space to work in. Mid-lesson plenaries check – How can 2 attackers beat a defender? What techniques were successful? What advantage did the use of space and width provide?	Cooperation Integrity Resilience	Maths - Biomechanics, angles.
2	Attacking as a unit/team To be able to outwit opponents using dummies & fakes. To understand the importance of width and playing into space in order to attack. To understand how to commit defender and implement strategic and tactical play.	Discuss the effects of training on footballers and importance – Complete small interval training taster session – periods of work followed by a rest or recovery run (i.e. sprint 15m, walk back to start) 4's – 3 vs 1 keep possession drill in a grid. Small Sides Games focus on overlapping runs and wide play - Use channel along pitch where only 1 attacker from each team may enter. Use time outs to allow pupils to plan and create new attacking strategies and tactics to improve their performance.	Increase/decrease speed of movement during warm up or grid drill. Mid-lesson plenaries check – question understanding on the concept of movement to maintain possession. How can width/wide play assist an attack?	Cooperation Integrity Resilience	Maths – angles, keeping score
3	Defending and defensive roles To be able to replicate defensive skills. To understand the benefits of strategic and tactical approach to defending. To appreciate the need to make adjustments and adaptations when performing in order to stop opponents outwitting them.	Warm Up – See SAQ circuit warm up QR code. Set up 1 vs 1 in a channel. Discuss defending terms and meanings. i.e. jockeying, closing down and channelling play, and goal-side. Experiment with 'Jockey' an opponent/delay them from attacking. Progress to 'Run the Guantlet' in groups of 4. 2 vs 2 Defending against an overlap. The pupils dribble towards one defender while the other overlaps them. The defenders must react to situation, use of 'fake' overlap. Defenders can 'Show' the attackers where they want them to go. Small, sided games – call half time during games to allow pupils to implement strategies and assess effectiveness of formations.	Decrease/increase pace/speed of working in each of the channels. Mid-lesson plenaries check – Recap/test understanding of defending terms. What information can you gain from the attackers before they approach and how will it inform you + team?	Cooperation Integrity Resilience	Other invasion games – passing and moving
	Formations + roles in a	Warm Up – football movement		Cooperation	

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Lesson	Title	Examples of Activities	Independent Learning	SMSC Links (Personal Development)	Transferable Skills
5	Corners, Free kicks and strategies To perform necessary skills and techniques to attack from set plays and corners to outwit an opposition. To be able to evaluate how well it has been achieved and find ways to improve strategies.	Warm Up – 8 mins fartlek training. Pupils to run around the outside of a square, every time they hit a corner they must change the pace/intensity. In Groups of 3-5 pupils plan and perform a set play from a corner. Discuss positioning of attackers and defenders – use mini whiteboards. Small sided games – pause for set plays and use of a mini half time talk as a unit.	Individuals should be paired according to ability/understanding of the game. Mid-lesson plenaries check – Discuss successful set plays and ask why they worked.	Cooperation Integrity Independence Communication	Tactics, screening, formations and sequences to outwit opponents.
6	The Role of the Referee To understand the importance of effective communication with others. To be able to adapt when working individually, in groups and teams.	Warm Up – movement around a small grid, show turns, speed of turn and 5 yard sprint to accelerate into space. Pupils to organise small, sided games in a Round Robin tournament. Games are officiated by a pupil to develop their leadership skills through game situations. Pupils to understand the importance of fair play, decision making and sportsmanship.	Use appropriate pace to warm up and provide complex variations for those who are able. Mid-lesson plenaries check – Have the games been officiated well? What are the common problems faced	Cooperation Integrity Independence Communication	Law and order, Deviance, Fair play.
7	Formations + roles in a team To develop their understanding and knowledge of how to stop attack effectively using different formations. To develop basic strategic and tactical play with a range of roles.	Groups of 9 – 3 Team Attack (See QR code) – first group attack one end and once goal is scored or defending team intercept they attack the other 3 at the other end. (see QR code) Conditional games - discuss formations and the benefits (4-4-2, 4-3-3 + 4-5-1). Trial these formations during 5 vs 5 competitive games. Make sure all pupils play a different role with a formation. Highlight each of the player’s roles.	Students to officiate their own event. Give feedback to other students Analyse their own performance and explain ways in which they can improve.	Cooperation Integrity Independence Communication	Other invasion games – passing and moving

Lesson	Title 	Benefits	Home Learning	Learning Points
1	Movement with the ball	<p>Sense of fair play: This applies specifically to values such as honesty, self-control, bravery, and persistence. It's also associated with how players should treat people equally, show self-control while communicating with others (e.g. staying calm under pressure) and display respect for both referees and opponents.</p> <p>Team work: Invasion games are played as teams who all have a shared purpose or goal - to score the most points and win the game. This type of learning experience is fantastic for children. These team work skills can be applied in lots of other areas of their education, and into their adult life.</p> <p>Overall fitness: Invasion games require players to play a game of a set amount of time and are usually fast-paced. This type of sport will be especially useful for children to get plenty of physical activity in their week, and improve their fitness.</p>	<p>activities; and</p> <ul style="list-style-type: none"> •lead healthy, active lives. 	<p>Team work</p> <ul style="list-style-type: none"> - look at target before making the pass (communication) - eyes on the ball at the moment of contact. - good first touch to control and prepare ball. - keep your toes up and the ankle locked of your kicking foot.
2	Attack/outwitting an opponents	<p>football task cards 1.docx (sharepoint.com)</p>		<p>Teaching Points – balance, coordination, weight of pass dependant on distance. 4 v 4 Competitive Game - Condition - 4 Passes then can shoot on goal.</p>
3	Passing Variations	<p>football task cards 1.docx (sharepoint.com)</p>		<p>Teaching points – Scan and ‘read’ the flow of the game. Defending position sideways on, low, keep at arm’s length without committing until time is right.</p>
4	Shooting	<p>football task cards 1.docx (sharepoint.com)</p>		<p>Teaching Points - Strike through ball, lock ankle, balanced body, concentrate on accuracy not power. Low and into the corners = harder for opponents to stop. Progression – feeder becomes defender to create 1 vs 1.</p>
5	Attack/outwitting an opponents	<p>football task cards 1.docx (sharepoint.com)</p>		<p>Teaching points; Always at pace, with support, Use width, Move the ball quickly. 4 vs 4 conditioned game.</p>
6	Formations + roles in a team	<p>football task cards 1.docx (sharepoint.com)</p>		<p>Positional sense Team organisation and shape.</p>
Assessment		Implement football skills into a match effectively.	Conceptual Focus	<p>Key concepts</p> <p>Basic passing technique – instep and laces for longer ranges.</p> <p>Competency when in possession of the ball</p> <p>Defensive stance and tackling technique</p> <p>Tactical awareness</p>