

Scheme of Work: Hockey



Key Stage: 3	YEAR: 8	DURATION: 6 LESSONS
<p>AIM: Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have::</p> <ul style="list-style-type: none"> ➤ Played a variety of conditioned hockey games ➤ Worked independently in small groups ➤ Used and applied hockey rules ➤ Some knowledge of tactics and team organization in hockey ➤ Developed basic hockey skills 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to hockey. Example principles of attack and defence, push pass, marking, covering and follow through. Opportunities for pupils to record rules and tactics. Watch video/compare professional game. Communication. Speaking and Listening, Cooperation & Working together.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Hockey sticks ➤ Balls ➤ Bibs ➤ Cones <p>Information on local clubs</p>
<p>Key Concepts and Processes:</p>		
<p style="text-align: center;">Outwitting an opponent:</p> <p>Pupils will further develop the ability to outwit opponents and teams using strategic play and tactics. Pupils will learn to choose, combine and perform a variety of hockey skills with accuracy and control. Continual development and refinement of the necessary skills will contribute to producing an improved performance and outwit opposition more frequently.</p>	<p style="text-align: center;">Developing Physical and Mental Capacity</p> <p>Teamwork and problem solving can be developed through team selection and positional ideas based on individual strengths. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use hockey to develop observation skills on peer performances, skills and techniques.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Pupils will further develop the skills necessary to outwit opponents. Passing, receiving, shooting, tackling and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p style="text-align: center;">Making and Applying Decisions</p> <p>Pupils will learn to identify and develop principles of attack and defence using the concept of width. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Pupils will prepare for and recover from exercise safely and effectively and know the principles that underpin this. Pupils will recognise the benefits to their health of regular exercise and of being active. Suggest any hockey clubs within the school timetable and promote community links. To understand the type of fitness hockey players need to perform at a high level.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Pupils will make effective evaluations of strengths and weaknesses in their own and others performance. Pupils will make suggestions to improve play, eg on attack and defence tactics. (Peer observation/evaluation).</p>
<p>Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

Extension & Enrichment

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- tactics, *eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through*
- preparation, *eg warming up, cooling down*
- assessment, *eg collecting and analysing data*

Speaking and listening – through the activities pupils could:

- collaborate with others to share information and ideas, and solve problems

Expectations

After carrying out the activities and core tasks in this unit.

All pupils will: choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved.

Most pupils will: choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance.

Some pupils will have progressed further and will: choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance.

By the end of this unit a pupil will reach level:

4 Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Can control and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. Shows a deeper understanding of the health and fitness and the importance.

5 Can consistently replicate skills with control and in response to opposition pressure. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by refining their skills and techniques. Can select a very good range of skills to outwit an opponent. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health.

6 Shows a good skill level and shows vision within game situations. Will become more influential in the game and outwit opposition with ease. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Know how different type of exercise helps with health and fitness and can suggest ways of warming up and cooling down.

Week	Learning objectives	Task examples	Information/ Differentiation
1	Dribbling & movement with the ball To accurately replicate an effective dribbling technique. To be able to dribble the ball with control, changes of speed and direction. To be able to perform these skills fluently in a small sided game with the intention of outwitting the opposition. To demonstrate a confident knowledge of hockey rules.	Warm up – Student led. Grip & dribbling recap. Discuss teaching points from year 7. 1 minute dribbling in grid. Change direction/speed on command. Shout number of fingers held up. Encourages head up. Pairs-dribble + pass on the move. Emphasis on turning stick in hand (sky, ground) + strong and weak side. Always try to use strong side. 4v4 small games. Recap rules. No feet, flat side, stick waist height. Discuss advantage from infringements. Non-participants umpire.	All lessons start with hockey related warm-up and re-cap work of previous lesson. Make learning as active as possible
2	Passing & reverse stop To be able to perform an effective pass & receive the ball with control. To develop the use of push + hit pass within game under pressure. To experiment with reverse stop and recognise the disadvantage of playing to the weak side. To evaluate pupils strengths and suggest ways teams might best attack.	Warm up – Student led. Hockey stick challenge. Place stick on ground. 1 minute to jump over and back. 1 point for each completed. Progress to sideways jumps. Recap prior learning – ball handling relays. Concentrate on control of the ball and technique. Discuss passing and receiving technique. Pairs; experiment with push pass. T.P's; transfer weight, stick down low to receive ball. Introduce forwards and backwards movement before receiving. Progress to small dribble before pass. 4v4 small sided games. Recap rules, no stick above waist height.	Give opportunities to plan tactics Research rules on internet Tasks set to cater for levels of ability
3	Creation of space/attacking principles To understand the need to create space and move the ball into wide areas. To develop the ability to outwit opponents using passing and receiving in attacking strategies. To perform skills in a small sided game making decisions about how best to advance on opposition. To evaluate & suggest how to improve their teams performance.	Warm up – Student led. Shadow drill. A dribbles ball in grid. B follows everywhere staying within 1 metre of A. On command B must tackle ball from A. Reverse roles. 4 vs 2 – att vs def. Explore creative ways to beat defender. Discuss use of space and angled passes. Small sided games (4 vs 4) – set up conditioned game. Wing channel on each side of pitch. 1 pupil from each team in 1 channel. Nobody else allowed in. (non-participants umpire).	Number of touches Distance from target
4	Defending/jab tackle To accurately replicate jab tackle technique in isolation and under pressure in a game. To understand when to use the jab tackle in a game. To use guided discovery to evaluate techniques, tactics and compositional ideas to produce effective block tackles. To understand the rules of hockey and begin to officiate correctly.	Warm up – Student led. Shadow drill. A dribbles ball in grid. B follows. Progress to B trying to get ball from A. Maintain possession for as long as can. Highlight the need to put body between man & ball. Who keeps the ball longest and why? 1vs1- experiment with jab tackle. Pupil demo. Jockey player, control & timing are important. Progress to 2 vs 2 -small grid. 4v4 small sided games. Recap rules- Concentrate on interception and the use of timing jab/block tackles.	Size of practice area Size of target
5	Shooting To perform an effective hit and push shot developing accuracy and control. To understand various strategies for shooting to produce a successful outcome. To be able to evaluate team strategies and individual strengths & weaknesses. To be able to confidently officiate a game of hockey.	Warm up – Student led. Hockey stick challenge. Ski jumps over stick for 1 minute. Discuss the type of fitness needed for hockey players. Pairs; setup small goal against wall. 10 yards back-aim towards goal, use hit to score. Evaluate effectiveness. Progress to partner feeding ball, stopping it, and hit. Differentiation = hitting on the move. 4 vs 4 small games with 2 goals either end. Emphasis is on creating shooting chances.	
6	Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to demonstrate their knowledge and understanding of the rules in hockey + officiating. Further development - Inter house/form hockey comp.	Warm up – Student led. Shadow drill- 1 minute. 3 vs 2 small channel to show outwitting an opponent. Use of disguise and effective passing. Progress to 5 vs 5 small sided games- pupils to recap rules. No feet, flat side only, advantage if infringement. Discuss assessment criteria and what to expect. Teacher grades against NC levels	