

Scheme of Work: Hockey



Key Stage: 3	YEAR: 9	DURATION: 6 LESSONS
<p>AIM: Pupils will focus on developing, implementing and refining team and individual game plans with the goal of outwitting an opponent. Pupils will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve pupils thinking 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"> ➤ Experienced setting up and organising hockey practices in groups ➤ Applied and adapted the principles of attack and defence in small sided games ➤ Warmed up and cooled down safely ➤ Learnt about specific techniques ➤ Used and applied hockey rules 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand and use words related to hockey. Example; principles of attack and defence, push/hit 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 strategies and tactics. Pupils will learn to choose, combine and perform more advanced hockey skills applying fluency, a greater accuracy and higher quality of technique. 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. Creation of set plays will encourage creativity. 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 advancing 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 use principles of performance in planning tactics and strategies for a variety of set plays within a game. Be able to adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations. 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 learn to prepare for and recover from exercise safely and effectively. Pupils will recognise the benefits to their health of regular exercise and the benefits of being active. Suggest any hockey clubs within the school timetable and promote community links. To understand the type of fitness/components of skill related fitness hockey players need.</p>	<p style="text-align: center;">Evaluating and Improving</p> <p>Pupils will be able to use information gained from analysis of performance to influence and improve play. To take the initiative and decide how to develop and improve their own progress and that of others. (Peer Observation/Evaluation) Pupils will make effective evaluations of strengths and weaknesses in their own and others performance.</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:

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 types of exercise help with health and fitness and can suggest ways of warming up and cooling down.

7 An advanced level of skill and technique is evident most of the time even under pressure and when outwitting an opponent. Can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve team and individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out.

8 Can perform in the game to a high level showing flair and originality. Has the ability to be an influence within the game situation and outwit opponents using complex strategies. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.

Week	Learning objectives	Task examples	Information/ Differentiation
1	Fundamentals-dribbling/passing/receiving To demonstrate effective and efficient passing and receiving. To accurately replicate strong and weak side dribbling. To be able to dribble the ball with fluency, control and speed in a small sided game with the intention of outwitting opponents. To evaluate players strengths and suggest ways teams might best attack/defend.	Warm up – Student led. Shadow drill. A dribbles ball in grid. B follows trying to get ball. A must maintain possession. Dribbling recap & highlight teaching points from year 8. Pairs; 1 minute dribbling + passing on the move. Emphasis on turning stick in hand quickly + strong and weak side. Reverse stick stop + always try to get ball back to strong side. 4v4 small games. Recap rules. No feet, flat side, 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	Use of space/attacking principles To understand and demonstrate the ability to beat defensive players. To use information gained on opponents to influence play and tactical ideas. To develop the ability to outwit opponents using passing and receiving in attacking strategies. To perform skills in a game making decisions about how best to advance on opposition.	Warm up – Student led. Hockey stick challenge. 3vs3 warm up game. Small grids. Emphasis on use of space & angled passes. 2 vs 1- explore creative ways to beat defender. Differentiation = less touches, small space, more defenders. Small sided games (4 vs 4) – set up conditioned game. 3 touches, must look up after receiving ball and execute shot selection quickly. Non-participants umpire.	Give opportunities to plan tactics Research rules on internet
3	Defending/tackling To accurately replicate tackling techniques to dispossess opposition. To understand when to use the appropriate tackling technique in a game. To use guided discovery to evaluate tactics and compositional ideas when producing effective tackles. To understand & describe what makes a good tackle and/or defending strategy.	Warm up – Student led. Shadow drill. A dribbles ball in grid. B follows. Progress to B trying to get ball from A. Maintain possession. Put body between man & ball. Who keeps the ball longest and why? 1vs1- experiment with beating a defender + tackling. Timing & control are vital. Progress to 2 vs 2 -small grid. Discuss why some players are more effective than others. 5 v 5 small sided games. Recap rules- Concentrate on interception and the use of timing of tackles	Tasks set to cater for levels of ability Number of touches Distance from target
4	Shooting/set plays To develop and demonstrate set plays. To explore, plan & implement tactics and strategies from restarts/set plays. To perform an effective hit and push shot incorporating strategies for shooting to produce a successful outcome. Analyse performance and adapt strategies within a game.	Warm up – Student led. Hockey stick challenge. Ski jumps over stick for 1 minute. Discuss the type of skill related fitness needed by hockey players. 3's setup small goal against wall. Explore/experiment with set plays. Evaluate effectiveness. Progress to adding in defenders to enable refining. 5 vs 5 small games. Trial set plays in game situation. Non-participants to umpire correctly.	Size of practice area Size of target
5	Positioning/formations To demonstrate the ability to adapt from attacking to defensive roles when necessary. To evaluate how to develop and improve own particular role within a game. To know and understand the basic positions in hockey + associated roles. To understand the fitness needs of hockey players.	Warm up – Student led. Discuss skill related fitness applicable to hockey. Coordination drill- bounce ball on stick-score? Speed drill- 30 metre dash. Partner to time run. Discuss positions + formations. Use of pupils strengths. 4 vs 4 game (diamond formation). 1 defender, 2 midfield, 1 forward. Highlight associated roles. Switch positions. Pupils to create own formation if necessary. 5 vs 5 small games. Recap rules and formations. Pupils to umpire.	
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. To demonstrate the ability to evaluate performances and suggest ways to improve.	Warm up – Student led. Shadow drill- 1 minute. Progress to 1 vs 1 channel drill. Beat defender + show defending skills. 2 vs 2 small grid game to show outwitting an opponent. Use of disguise and effective passing. Discuss assessment criteria and what to expect. 5 vs 5 small sided games- pupils to recap rules. No feet, flat side only, advantage if infringement. Teacher grades against NC levels	