**Year 7 - Football**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit aim** | To become more confident and competent when performing core distribution skills to retain possession or create scoring opportunities | | | | |
| **Lesson outcomes** | Demonstrate a controlled first touch and accurate instep pass to a team mate. | Demonstrate accurate passing over different distances with a lofted or driven pass. | Demonstrate “scanning” skills to receive the ball on your back foot and switch play. | Demonstrate good awareness and movement to pass the ball forward under pressure. | Demonstrate awareness and timing to penetrate the defence with a pass. |
| **Intended Knowledge** | Students will know that you can pass the ball with the instep, outstep and laces  Students will know how to pass the ball successfully with different parts of the foot  Students will know the importance of weighting a pass to a team mate  Students will know that "weighting" means to make adjustments to the speed of the pass depending on the distance the teammate is away from you.  Students will know how to cushion the ball with their foot when they receive it.  Students will know that to "cushion" means to soften the effect of the strength of the pass so that it doesn’t bounce away | Students will know that different passing techniques are used to send the ball over different distances  Students will know how to perform a driven and lofted pass  Students will know when to select and use different types of passing techniques  Students will know the importance of weighting a pass to a team mate  Students will know that "weighting" means to make adjustments to the speed of the pass depending on the distance the teammate is away from you.  Students will know how to control the ball with their thigh or chest | Students will know when they should use different passing techniques  Students will know how to receive the ball on their back foot  Students will know that they should switch play to open up the space of the pitch | Students will know that having a good first touch is important when receiving the ball under pressure  Students will know how to move the ball out of danger with their first or second touch of the ball  Students will know that pressure means to exert a force against an opponent  Students will know the value of "scanning" when under pressure  Students will know that "scanning" means to look for what is around you on the pitch  Students will know how to move into space to support a teammate under pressure | Students will know that passing the ball between two defender helps to split the defence for attacks  Students will know the importance of movement off the ball to create "passing lanes"  Students will know that "passing lanes" means creating an angle for a teammate to send the ball to you  Students will know how to signal for the ball using gestures or their voice  Students will know that to signal means to convey information or an instruction |
| **Prior Knowledge** | Students need to already know that to move the ball in football you use your feet  Students need to already know how to send and receive ball | Students will already know that you can pass the ball with the instep, outstep and laces  Students will already know how to pass the ball with different parts of the foot  Students will already know the importance of weighting a pass to a team mate | Students will already know that different passing techniques are used to send the ball over different distances  Students will already know how to perform a driven and lofted pass  Students will already know when to select and use different types of passing techniques | Students need to already know that passing keeps the ball away from the opposition  Students need to already know how to perform a range of different passing techniques  Students need to already know how to control the ball with different parts of their body | Students need to already know that passing is used to retain possession and move the opposition around  Students need to already know how to perform a instep and driven pass  Students need to already know how to weight the pass for a team mate |

|  |
| --- |
| **Lesson 1 -** Demonstrate a controlled first touch and accurate instep pass to a team mate |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Do now** | What makes a pass effective?  What makes your first touch effective? | | | |
| **Teacher exposition**  **(I do)** | **Context:** The aim of a short pass is generally to keep the ball low, thus making it easier for a teammate to control. Short passing is effective in situations where the opponent is pressing hard and there's an urgent need to get out of the pressing zone.   * Chest knee and shoulder over the ball. * Strike the middle of the ball with instep. * kicking foot to side of the ball. * Cushion the ball with the instep as it arrives to “kill it” or set up for pass. | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice – pass and receive through gate*    **Set up**   * Create a gate. * Students stand opposite. * Pass and receive ball through gate. | | | *Application – gate game*  **Set up**   * Two teams * 4 v 2 * Make passes through gates to score points.   Each game can have 4 teams to make it challenging | |
| **Responsive adaptations** | **Developing**   * No gate. * Take more touches. * Closer to partner. * Stop the ball dead with sole of foot. | **Securing**   * Use of a smaller gate. * Use of weaker foot. * Instep passes over a greater distance. | | **Mastering**   * One touch passing. * Receiving the ball on the turn. * Instep pass on the move. * Grid passing – must control ball inside area. |
| **Progress check questions** | 1. **What makes a short pass effective?**  * Chest, knee and shoulder over the ball * Strike the middle of the ball with instep  1. **Why would you pass with the inside of your foot?**  * More controlled pass and easier for team-mate to control  1. **How could a cushioned first touch help when attacking?**  * Keeps the ball moving allowing for a faster build up | | | |
| **Errors or misconceptions to look out for** | * Ball bouncing away from foot when controlling it – not cushioning correctly * Using the toes to pass the ball – Foot position and contact * Ball coming off the ground – leaning backwards and not over the ball | | | |

|  |
| --- |
| **Lesson 2 -** Demonstrate accurate passing over different distances with a lofted or driven pass. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Do now** | When would you need to change your passing technique?  Apart from the instep pass – what other types of passes do you know? | | | | |
| **Teacher exposition**  **(I do)** | **Context:** Making a long pass is imperative in modern football for teams to cover as much ground in the shortest time possible. It is different from the short pass as it is designed for the receiving player to have wider room for attack or more room for defence - playing into space. | | | | |
| **Driven pass**   * Chest knee and shoulder over the ball. * Strike through the centre of ball with laces | | | **Lofted pass**   * Lean back on striking the ball * Strike under the ball to gain height | |
| **Learning task (We do / you do)** | | | | | |
| *Practice – Distance passing*    **Set up**   * 3 cones. * Students start in gate and dribble to end cone. * A must pass ball back to B using a driven or lofted pass. * 5 accurate passes move the cone back. | | | *Application – Over the River*  **Set up**   * Two teams * 3 v 3 * Blue team must make long passes to team mate in end zone. * One red defender can pressure. Two defenders defend space. * 5 attacks each. * 1pts for a pass that bounces before team mate. * 2 pts for a driven pass to team mate   3 pts for a lofted pass to team mate. | | |
| **Responsive adaptations** | **Developing**   * Wider gate. * Take more touches.   **Game**   * Bigger end zone * Passive pressure | **Securing**   * Use of a smaller gate. * Use of weaker foot.   **Game**   * Smaller end zone * Active pressure | | | **Mastering**   * Weaker foot. * Add a passive defender to pass over.   **Game**   * Limited touches in attacking area * 2 defenders rather than one |
| **Progress check questions** | 1. What part of the boot is used during the driven and lofted pass?  * Laces  1. Why would a centre-back use a lofted pass to a striker rather than a driven pass?  * Less likelihood of interception from opponent’s midfield * Driven pass will be harder to control  1. How would a driven pass help outwit an opponent?  * Cover ground quicker to give your team-mate more space to attack | | | | |
| **Errors or misconceptions to look out for** | Unable to gain height on the ball – Not leaning back or striking under the ball  Driven pass is going wide – Not striking the centre of the ball  Not getting enough distance – Limited follow through on the ball | | | | |

|  |
| --- |
| **Lesson 3 -** Demonstrate “scanning” skills to receive the ball on your back foot and switch play. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Do now** | If the area you are in is crowded what are your options?  What should you do if there is space on the other side of the pitch? | | | |
| **Teacher exposition**  **(I do)** | **Context:** When a player can receive and control a pass with his/her “back foot”, it gives them a real advantage. Most importantly, it buys time so the player can see what is happening around them.  Scanning (or vision) is used to describe the ability to view the field around you in football. This could be while under control of the ball, or not. It is vital when attempting to see potential passes.  Move towards your pass.  Quickly change direction to create a passing angle.  Angle your body so you can see in both directions  Cushion ball on the turn so it moves into your path. | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice – Back foot turn and pass*    **Set up**   * 4’s * A runs to central cones and then moves to the side. * B passes ball to A who receives on the back foot and turns and passes to partner. * B follows pass and drill repeats. | | | *Application – 4 goal game (switching play)*  **Set up**   * Two teams * 3 v 3 * Students must receive the ball and try to use different passing techniques to “switch” the play. | |
| **Responsive adaptations** | **Developing**   * Shorter passing distance. * Receive and turn in the gate.   **Game**   * Bigger goals and more goals | **Securing**   * Use of strong foot. * Player to act as a passive defender when receiving the ball.   **Game**   * Smaller goals | | **Mastering**   * Weaker foot receive and pass. * Different passes into receiver. * Player to act as an active defender when receiving the ball.   **Game**   * Limited touches * Must be in area around goal to score. |
| **Progress check questions** | 1. What are the advantages of scanning?  * To see what is happening around you  1. Why would you switch the play?  * If your team-mate is in space they can attack the opposition  1. How should you receive the ball?  * Back foot | | | |
| **Errors or misconceptions to look out for** | Receiving the ball on front foot – Not angling body correctly and letting ball “run” across body.  Unable to gain height on the ball – Not leaning back or striking under the ball  Driven pass is going wide – Not striking the centre of the ball  Not getting enough distance – Limited follow through on the ball | | | |

|  |
| --- |
| **Lesson 4 -** Demonstrate good awareness and movement to pass the ball forward under pressure. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Do now** | How can you stop a defender from gaining possession when you receive the ball? | | | |
| **Teacher exposition**  **(I do)** | **Context:** When passing under pressure it is important to create space to receive the ball and give yourself time to make the next pass. By passing the ball forwards you are creating goal scoring opportunities.  When receiving the ball “scan” quickly left and right.  Use the outside of your foot to move the ball away from an oncoming defender.  Release the ball quickly after your first touch.  Move into space for another pass. | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice – Control and passing under pressure*  **Set up**     * Stand behind a gate * A remains still * A passes to B who moves the ball with the outside of the foot to the side of the cone before passing back to B. * Rotate after 5 turns * B then adds pressure. | | | *Application – Pressure passing*  **Set up**     * Two teams - 4 v 4 * One defender can enter half * 1 pt for 3 successful passes under pressure * Every 3 successful passes add a defender. * Maximum points 4pts a round. * If intercepted defending team become attack. Target is 20 points. | |
| **Responsive adaptations** | **Developing**   * Shorter passing distance. * Passive pressure.   **Game**   * Passive pressure to begin. | **Securing**   * As in diagram   **Game**   * As above | | **Mastering**   * Weak foot receive and pass * Include a dribble race to opposite cones.   **Game**   * Limited touches * More passes required to get points * Include a switch of play to teammate on opposite side |
| **Progress check questions** | 1. What can you do when a defender is pressing?  * Quickly scan * Pass the ball quickly and move into space for another pass  1. Why is it important to keep your head up?  * You are aware of your surroundings so you can make the correct decision  1. How can a good first touch help beat a press?  * Give more time to play the next pass | | | |
| **Errors or misconceptions to look out for** | Turning into the defender – Move body between ball and defender  Not making enough passes – Movement of the ball (create triangles) | | | |
| **Lesson 5 -** Demonstrate awareness and timing to penetrate the defence with a pass. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Do now** | What makes an assist in football effective? | | | |
| **Teacher exposition**  **(I do)** | **Context:** Passing isn’t just about keeping possession – it’s about breaking through the opposition’s defensive set-up in order to create goal-scoring opportunities. Although ball retention is important it must also supply two vital playing ingredients: (a) it must deny the opposition the ball and (b) it must create spaces in an opposing defensive system that must be penetrated.  Constant movement - with/without the ball  look for passing lanes  know where you want to go before you receive the ball  Signal and communicate for a pass | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice – Looking for lanes*  **Set up**     * Begin with recap passing around the square. Pass follow Pass * Move to 1 defender in the square and 3 attackers outside**.** * Object is to pass through the inner square without the ball being intercepted. | | | *Application – Penetrating passes*  **Set up**     * 4 v 4 * Game starts in the middle section. * Team must make 2 passes and then play the ball into the outside 3rds for a team mate to run on to. * One touch finish. | |
| **Responsive adaptations** | **Developing**   * Bigger inner square * No Defenders   **Game**   * More attackers than defenders * As many touches before shooting | **Securing**   * Smaller inner square * Only two touches allowed   **Game**  As above set up | | **Mastering**   * Using weaker foot * Additional defender to pressure outside of the inner square.   **Game**   * Limited touches * More defenders than attackers. |
| **Progress check questions** | Lesson 5 –   1. What can you do to create space?  * Constant movement  1. Why is signalling and communicating important when using penetrating passes?  * To work as a team to make the correct pass when playing through the lines  1. How can you best stop the opposition passing through lanes?  * Work as a team and stay compact (reduce space between lines) | | | |
| **Errors or misconceptions to look out for** | Ball is being intercepted – Movement on and off the ball needs to be quicker  Attacker not making a run to penetrate – Lack of communication from the passer | | | |