

# Beaufort Community School Physical Education Department

## Scheme of Work for Hockey

Key Stage: 3	YEAR: 7	DURATION: 4 LESSONS
<p><b>AIM:</b> In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for hockey. Pupils will work on improving the quality of their skills with the intention of outwitting 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;"><b>Prior learning</b></p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>➤ Learnt the basic principles of attack and defence.</li> <li>➤ Worked in small teams to plan how to play</li> <li>➤ Taken different roles in some games, including attacker and defender</li> <li>➤ Used and kept rules and conventions for games</li> </ul>	<p style="text-align: center;"><b>Language for learning</b></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 &amp; Working together.</p>	<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Hockey sticks</li> <li>➤ Balls</li> <li>➤ Bibs</li> <li>➤ Cones</li> </ul> <p>Information on local clubs</p>
<b>Key Concepts and Processes:</b>		
<p style="text-align: center;"><b>Outwitting an opponent:</b></p> <p>Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform a variety of hockey skills fluency and consistent accuracy and quality. 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;"><b>Developing Physical and Mental Capacity</b></p> <p>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. To extend knowledge of hockey rules and umpire signals.</p>	<p style="text-align: center;"><b>Developing Skills/Performance</b></p> <p>Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will 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;"><b>Making and Applying Decisions</b></p> <p>Pupils will learn to identify and recognise similarities in principles of attack and defence. 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 will develop communication, leadership and decision making skills.</p>	<p style="text-align: center;"><b>Making Informed Choices About Healthy, Active Lifestyle</b></p> <p>Highlight the possible health benefits gained from taking part in hockey based activities and discuss the need to stay healthy and 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;"><b>Evaluating and Improving</b></p> <p>Pupils will evaluate their own and others strengths and weaknesses in hockey and suggest areas for improvement. (Peer Observation/Evaluation/Coaching, 'what makes good...' questioning/demos &amp; targeted differentiated questioning).</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p><b>Assessment:</b> Q &amp; A, Formative and summative assessment.</p>

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<p><b>Extension &amp; Enrichment</b></p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>• practise skills at home</li> <li>• take part in school sport, either competitively or socially</li> <li>• join clubs in the community and/or use local facilities</li> <li>• watch live and recorded matches, to appreciate high-quality performance</li> <li>• make up games that focus on improving technique and fitness</li> <li>• read rule books and sports reports in newspapers and magazines</li> </ul>	<p><b>Expectations</b></p> <p><b>After carrying out the activities and core tasks in this unit.</b></p> <p><b>most pupils will:</b> 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.</p> <p><b>some pupils will not have made so much progress and will:</b> 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.</p> <p><b>some pupils will have progressed further and will:</b> 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.</p>
<p><b>Language for learning</b></p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> <li>• tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i></li> <li>• preparation, <i>eg warming up, cooling down</i></li> <li>• assessment, <i>eg collecting and analysing data</i></li> </ul> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> <li>• collaborate with others to share information and ideas, and solve problems</li> </ul>	
<b>By the end of this unit a pupil will reach level:</b>	
<p><b>3</b> Can use basic techniques in a small sided game and can pass with reasonable accuracy. Can demonstrate techniques usually applied with co ordination and control to gain an advance over an opponent. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. Understands the need to warm up.</p>	
<p><b>4</b> 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.</p>	
<p><b>5</b> Can consistent 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.</p>	

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<u>Week</u>	<u>Learning objectives</u>	<u>Task examples</u>	<u>Information/ Differentiation</u>
1	<p><b>Grip, Dribbling &amp; Handling.</b> To be able to accurately replicate the correct hockey stick grip. To be able to dribble with the ball under control. To be able to perform these in a small sided game to maintain ball possession &amp; begin to evaluate how to outwit the opposition. To develop their understanding and knowledge of the basic rules of hockey.</p>	<p>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. Demo correct grip. Left hand at top (twists stick) + right hand half way down (guide). Practice dribbling. T.P's; bend knees, use flat side only, head up. Progress to moving ball left to right. Emphasis on turning stick in hand (sky, ground). Last man standing in small grid. Must knock ball out. 4v4 small sided games. Discuss no foot + flat side of stick rules.</p>	<p>All lessons start with hockey related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p> <p>Give opportunities to plan tactics</p> <p>Research rules on internet</p> <p>Tasks set to cater for levels of ability</p> <p>Number of touches</p> <p>Distance from target</p> <p>Size of practice area</p> <p>Size of target</p>
	<p><b>Passing &amp; receiving</b> To be able to perform basic passing &amp; receiving technique with accuracy. To recognise the use of push pass within game. To be able to propel the push pass with direction in order to outwit opponents. To be able to replicate passes under pressure and develop tactics ideas.</p>	<p>Warm up – Student led. 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.</p>	
2	<p><b>Outwitting opponents/use of space</b> To be able to outwit opponents using passing and receiving. To perform skills in a small sided game making decisions about how best to advance on opposition. To understand the importance of width in order to attack. To explore ideas, concepts of attacking play when in space and with ball possession.</p>	<p>Warm up – Student led. Paired cones drill. Large grid. Pairs to dribble between small coned gates &amp; pass to partner. 1 point for each, time= 2 minutes. 3 vs 3 keep ball possession in small grids. Discuss use of space and angled passes. Count number of consecutive passes. 2 vs 1 in a channel. Creative ideas to outwit opponent. Small games- concentrating on moving with the ball and support play. Set up 3 small goal on each end line. Encourage movement of ball + direction.</p>	<p>Size of practice area</p> <p>Size of target</p>
	<p><b>Shooting</b> To develop their understanding and knowledge of how to shoot correctly &amp; safely. To perform and accurately replicate the correct techniques hit shot. To be able to evaluate team strategies and individual strengths &amp; weaknesses.</p>	<p>Warm up – Student led. Hockey stick challenge. 3's. demo small shooting drill. A passes to feeder in front of goal. A receives pass back and hit shot towards empty goal. B to go next. 3 vs 3 small games in grid with 2 small goals either end. Develop ideas about tactical play and outwitting opposition. Emphasis safety of stick height. 5vs5 games-recap rules.</p>	
3	<p><b>Defending/block tackle</b> To perform block tackle technique in isolation and under pressure in a game. To understand when to use the block tackle in a game. To develop the knowledge of strong and weak side and evaluate own strong side. To understand the rules of hockey and begin to officiate correctly.</p>	<p>Warm up – Student led. Ball escape drill. Large grid. 1 ball each, dribble around while trying to knock opponents ball out. 1 v 1 in small channel. How to beat opponent? Dribble strong side = more success. Demo block tackle. T.P's; flat side of stick, strong stop at ball base. Pupils experiment 1 vs 1. Progress to 2 vs 2 -small grid. 4v4 small sided games. Recap rules- Concentrate on interception and block tackles.</p>	

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4	<p><b>Assessment</b></p> <p>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.</p> <p>Further development - Inter house/form hockey comp.</p>	<p>Warm up – Student led. Individual ball dribbling warm up. Around cones + switch passes with another pupils. Ensure head is up and communication is made before pass. 3 vs 3 small grid game, 2 goals.</p> <p>Progress to 5vs5- pupils to recap rules. No feet, flat side only. Discuss assessment criteria and what to expect.</p> <p>Teacher grades against NC levels</p>	
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