**Year 8 - Hockey**

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| **Unit aim** | To become more confident and competent with core distribution skills to retain possession or create scoring opportunities | | | | |
| **Lesson outcomes** | Demonstrate an accurate push pass to a team mate over different distances. | Demonstrate passing and receiving on the move and the “hit” and “slap” pass over greater distances. | Demonstrate receiving skills when facing away from the goal. | Demonstrate good awareness to and movement to pass and receive under pressure. | Demonstrate awareness and timing to penetrate the defence with a pass. |
| **Intended Knowledge** | Students will know the correct technique for a push pass  Students will know that different passing techniques are used to send the ball over different distances  Students will know why timing and weight on the ball is important for a successful pass  Students will know that "weighting" means to adjust 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 stick 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 ‘hit’ and ‘slap’ pass  Students will know why shorter passes are better than long passes  Students will know why communication and movement is important for a pass to be successful | Students will know how to receive the ball and turn when back is towards the goal  Students will know that "scanning" means to look for what is around you on the pitch  Students will know why scanning is important before turning or passing | Students will know that having a good first touch is important when receiving the ball under pressure  Students will know how to disguise passes to retain the ball while under pressure  Students will know that ‘pressure’ means to exert a force against an opponent  The importance of good communication when under pressure  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  How to create space for a team mate to pass to when under pressure | Students will know that passing the ball between two defenders helps to split the defence for attacks  Students will know how to use passes to split the defence.  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 to time a penetrating pass to create scoring opportunities.  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 – verbal or non-verbal |
| **Prior knowledge** | Students will know how to safely grip and hold the hockey stick    Students will know the difference between open and closed dribbling techniques    Students will know how to stop the ball and change direction | Students will know how to manipulate, stop and control the ball from Y7 unit    Students will know what is meant by an ‘overload’ and a 2v1 situation on a hockey pitch    Students know what it means to ‘exploit space’ on a hockey pitch | Students will know what it means to ‘scan’ before turning and passing by making links to the football unit taught in Y7 | Students know from the previous lesson what it means to scan (scanning) on a hockey pitch.    Students will know what it means to ‘exploit’ and ‘overload’ on a hockey pitch (2v1 / 3v2 situation | Students know to perform a range of techniques to create space for a pass.    Students will know that the term 'cut' means a sudden move or change of direction on the pitch    The importance of decision making in 2 v 1 overloads    Students will know that the term 'overload' means that one team has an extra attacker and should try to 'exploit' the attacking situation (e.g. 3v2) |

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| **Lesson 1 -** Demonstrate an accurate push pass to a team mate over different distances. |

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| **Do now** | What makes a pass effective?  Why is your first touch important? | | | | |
| **Teacher exposition**  **(I do)** | **Context:** The push is the best way to pass the ball over a distance of about 10m-15m. It's a quick and accurate way of getting the ball to your team-mate, and it's also an easy move to disguise. | | | | |
| **Push**  Basic grip hands apart.  Keep low.  Ball starts near right foot.  Stick stays in contact with ball as weight is transferred from right to left foot.  Follow through, keeping stick on ball for as long as possible. | | | **Receiving**  Basic grip.  Scan.  Stick down early to receive.  Turn body towards the ball.  Receive behind right foot.  Receive in stride.  Scan. | |
| **Learning task (We do / you do)** | | | | | |
| *Practice – passing through gates*     * In pairs * Push pass through gates * Pass follow pass * Pass follow and set * Pass and move the ball to the side before pass | | | *Application 3 v 3 pass pass pass*     * The teams face each other in the separated playing areas.   Every player must touch the ball before one of the three players tries to pass the ball along the ground across the opposing end line. | | |
| **Responsive adaptations** | **Developing**  Smaller distance  Larger gate | **Securing**  As above | | | **Mastering**  Reverse push pass  Reverse stick control  Receive the ball on the move (see level 1 p25)  Smaller gate  One defender to enter opposition half |
| **Progress check questions** | What position should our hands be in for a push pass?   * A wide grip. * At 2 o’clock to the right of the body   Why are push passes used in games?   * They are more accurate and faster over short distances   How do we stop the ball from bobbling over the stick when receiving it?   * Receive behind the right foot and cushion like in football. | | | | |
| **Errors or misconceptions to look out for** | Slapping or hitting noise - The stick starts off the ball or comes off the ball during the execution phase  Push pass is inaccurate - Ensure stick face is facing target when ball is released.  The ball bounces off the stick when receiving - The player is pushing at the ball and not using a “catching” movement when receiving the ball.  The ball deflects off the stick. - The stick face is not at 90 degrees to the ball direction when receiving. | | | | |

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| **Lesson 2 -** Demonstrate passing and receiving on the move and the “hit” and “slap” pass over greater distances. |

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| **Do now** | In what situations might you need to change your passing technique?  When passing after you have dribbled how might your technique change? | | | | |
| **Teacher exposition**  **(I do)** | **Context:** The hit or slap hit is great for passing over a middle distance to a team mate or for shooting on goal. A slap shot is a stronger and faster for hitting the ball than a push pass. | | | | |
| **Hit (off the left foot)**  Double ‘V’ grip.  Ball position level with front foot.  Feet and shoulders in line with target.  Get low.  Flat backswing, head still and level.  Turn the shoulders.  Cock the wrists on the backswing.  Step towards the ball.  Right knee low to the ground at impact. | | | **Long-handled slap**  Double ‘V’ grip.  Step to the ball.  Hands low to the ground.  Sweep the stick along the floor before contact.  Strike the ball just above the hook of the stick.  On follow through the right hand crosses over the left. | |
| **Learning task (We do / you do)** | | | | | |
| *Practice – diamond passing on the move*     * Create a diamond * Players dribble to the left and then pass to the next group * Offset two groups and place a gate in the middle * Player A dribbles forwards and passes across and through the gate to Player B who is moving onto the pass. * Repeat | | | *Application - 4 goal passing and moving game*     * The object of the game is to make a completed pass through either side of any of the four goals.   **OR**     * 2 v 2 hitting game | | |
| **Responsive adaptations** | **Developing**  Focus only on the slap technique not hit | **Securing**  As above | | | **Mastering**  Reverse passing through gates  More passes required in game before scoring. |
| **Progress check questions** | What is the difference in grip from the push pass to the hit/slap?   * A push grip is a wide grip, whereas in a hit or slap the grip is at the top of the stick, with hands together.   Why would we use the hit or slap in a game?   * Faster and more powerful over medium to long distances.   How could a hit or slap be the wrong choice in certain situations?   * Aiming is more difficult and can be unpredictable with less experience | | | | |
| **Errors or misconceptions to look out for** | The ball does not travel towards the target - The ball is not level with the right ankle when hit.  The swing appears cramped - The ball is too close to the body. | | | | |

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| **Lesson 3 -** Demonstrate receiving skills when facing away from the goal. |

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| **Do now** | If you receive the ball with you back to goal what should you think about? | | | | |
| **Teacher exposition**  **(I do)** | **Context:** Scanning is one of the most important hockey skills. Whenever you receive the ball, you must know where you are going to pass it next because you’ve already looked around, or pre-scanned. You should give and go, holding the ball for no more than three seconds. Pre-scanning allows you to act faster. | | | | |
| **Push**  Basic grip hands apart.  Keep low.  Ball starts near right foot.  Stick stays in contact with ball as weight is transferred from right to left foot.  Follow through, keeping stick on ball for as long as possible. | | | **Receiving moving towards the deliverer**  Basic grip.  Scan.  In front and slightly to the right of opponent.  Stick down early to receive.  Roll to the left away from the defender.  Scan. | |
| **Learning task (We do / you do)** | | | | | |
| *Practice – turn and pass*   * A runs from cone to centre gate and receives a pass * A must scan and then roll out with the ball around the cone. * Repeat on the other side * See video link for progressions | | | *Application – spot the gaps*     * Have multiple goals spread randomly throughout the grid. * Teams can score in any goal just not the same goal twice in a row.   Variations: (1) goal = “shoot” through the cones (2) goal = pass to teammate through cones (3) goal = dribble with control through cones. | | |
| **Responsive adaptations** | **Developing**  Multiple touches to turn  Closer together on pass | **Securing**  As above | | | **Mastering**  Reverse stick receive and turn  Include the reverse stick “fake” |
| **Progress check questions** | What should you do before receiving a ball?   * Scan the pitch to identify the next move.   Why would you want to fake a move with the ball?   * To deceive the opponent   How would you move with the ball to face the goal?   * Roll Out, keeping possession of the ball. | | | | |
| **Errors or misconceptions to look out for** | See points for passing and receiving lesson 1 | | | | |

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| **Lesson 4 -** Demonstrate good awareness to and movement to pass and receive under pressure. |

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| **Do now** | How can you stop a defender from gaining possession when you receive the ball? | | | |
| **Teacher exposition**  **(I do)** | **Context:** Scanning is one of the most important hockey skills. Whenever you receive the ball, you must know where you are going to pass it next because you’ve already looked around, or pre-scanned. You should give and go, holding the ball for no more than three seconds. Pre-scanning allows you to act faster. | | | |
| When receiving the ball “scan” quickly left and right.  Use the ball manipulation skills to “trick” the defender.  Move the ball quickly to the left or right to create a passing lane.  Release the ball quickly after your first touch.  Move into space for another pass. | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice – Disguise the pass*     * A receiver stands behind the goals and a third player (defender) stays just in front of the goals, very close to them and facing the player who is passer. * Players have five passes to try to score a maximum number of goals in one of the two goals areas * A pass only gets a point when the second attacker controls the ball | | | *Application – 4 v 4 v 4*     * This is a possession game. * Blacks and reds try to keep possession against greens. * If possession is lost, the team of 4 that lost it now become the defenders against the other 8. | |
| **Responsive adaptations** | **Developing**  **Larger passing gates**  **Game**  Larger size area  Less passes to gain a point | **Securing**  As above  **Game**  Smaller size area  More passes to gain a point | | **Mastering**  Smaller gates  Passes from a greater distance  **Game**  Smaller size area  More passes to gain a point |
| **Progress check questions** | What ways can you stop the defender from getting the ball?   * React quickly with the ball. * Deceive the defender using a v drag etc.   Why would you need agility in hockey?   * To react to situations such as a pass. * Change in team possession of the ball.   How could the attackers open up the passing channels?   * Making runs, bringing defenders into the middle to then create the channels. | | | |
| **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)  Losing the ball when passing – Not creating a good passing angle when not in possession. | | | |

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| **Lesson 5 -** Demonstrate awareness and timing to penetrate the defence with a pass. |

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| **Do now** | Why do we need to time our pass forwards for an attacker? | | | |
| **Teacher exposition**  **(I do)** | **Context:** Many teams are able to hold possession or build up a good attack, but have an inability to penetrate an opposition team’s defence. By passing the ball into space around a defender (for example past or behind a defender) the passing player is creating space for another attacking player moving forwards to pick the ball up in whilst on the move or in ‘flow’ creating better scoring opportunities. | | | |
| 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 * 2 attackers either end * Attackers must try and split the defence with a pass to gain a point. * Begin with defenders in the central channel only. * Progress to one active defender to put pressure. | |
| **Responsive adaptations** | **Developing**  Bigger inner square  No Defenders  **Game**  More attackers than defenders  As many touches before passing | **Securing**  As above  **Game**  As above set up | | **Mastering**  Smaller inner square  Only two touches allowed  Additional defender to pressure outside of the inner square.  **Game**  Limited touches  More defenders than attackers. |
| **Progress check questions** | What should you be looking for when hoping to pass the ball?   * Movement up the pitch, with players moving into spaces.   Why would you pass the ball into a space?   * For players to run onto.   How could you create space to receive the ball?   * Making channels, attackers making runs to move the defenders. | | | |
| **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 | | | |