

FOOTBALL SCHOOL

Scheme of Work

PERFECT FOR: Non-fiction; non-chronological reports; cross-curricular activities using the subject of football; reluctant readers

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading comprehension; Creative Writing; Chronological & Non-Chronological Reports, Newspaper Articles, Writing to Instruct, Inform and Persuade

Design Technology & Art

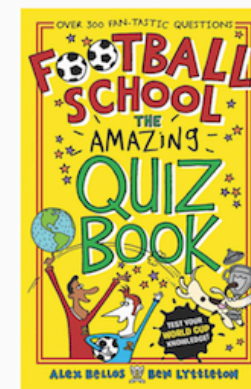
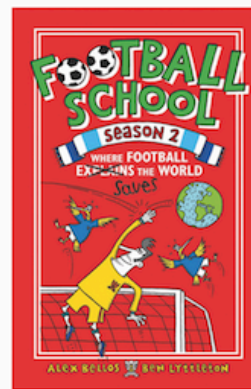
Drama, Speaking and Listening

Geography

History

Maths

Science: The Human Body; Adaptation, Inheritance & Evolution; Earth and Space



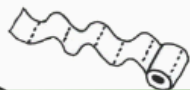
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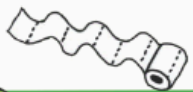
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Develop an understanding of books that are structured in different ways and read for a range of purposes. - Retrieve and record information from non-fiction. <p>Writing to Instruct and Inform</p> <ul style="list-style-type: none"> - Use simple organisational devices in non-narrative writing. <p>The Human Body</p> <ul style="list-style-type: none"> - Identify and name the main parts of the human digestive system, and describe the functions of the stomach, liver, pancreas and intestines. - Recognise the impact of diet on the human body. 	<ol style="list-style-type: none"> 1. <i>Football School</i> by Alex Bellos and Ben Lyttleton is a <u>Non-Fiction</u> book. What does this mean? How can you tell this from the opening pages? (page 4-5) 2. Why do you think the authors choose to use dialogue and a comic-book style introduction on pages 4-5? What <u>tone</u> do they set? 3. What is the effect of the authors addressing the reader directly using the second person pronoun 'You'? 4. What do you learn about Alex and Ben from their profiles? List five things for each. (page 6-7) 5. Looking at the timetable on pages 8-9, how many different subjects are covered in the book? Which ones are you most excited about? 6. What important system in the human body do Ben and Alex talk about in the 'Biology' lesson? (page 10-19) 7. Which foods do Ben and Alex advise against eating before a match on page 12? Why? 8. What are the stages of digestion? Write them out in a bullet point list. (page 13) 9. In the 'English' lesson, how do Alex and Ben describe a 'cliché'? What is 'jargon'? (page 21) 10. Why are the illustrations effective in the book? 	<p>Ask pupils to complete their own character profiles and self-portraits – like those created for Alex and Ben on the introductory pages (6-7). These could be used in a classroom display or as part of a whole-class 'Football School Yearbook'.</p> <p>Using the description of the digestive system on page 13, create a timeline for a piece of food as it enters the human body. Plot each key stage of the process on the timeline.</p> <p>Ask pupils to consider their lunch for the day. Can they break it up into the following categories: vegetables, protein, fruit, liquid, dairy and carbohydrates?</p> <p>Create a perfect lunchbox for exercise days. Draw a lunchbox and the ideal food to include, giving reasons for each choice and the impact it will have on the human body.</p>



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Maths</p> <ul style="list-style-type: none"> - Complete, read and interpret information from tables. - Solve number and practical problems with equations. <p>The Human Body</p> <ul style="list-style-type: none"> - Record findings using simple scientific language, labeled diagrams and tables. - Identify, record and give reasons for varied heart rates. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Design a mascot for a school sports team. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Write a newspaper article summarising what happened to Fabrice Muamba in 2012. 	<ol style="list-style-type: none"> 1. According to Alex and Ben, how many 'unlucky' things could happen to you on the pitch? (page 33) 2. Referring to the table on page 35, which sport had the most number of deaths between 1997 and 2006? 3. What causes the most football deaths, statistically? (page 37) 4. What is a 'defibrillator'? What is a 'cardiac arrest'? (page 38) 5. Why do fans like to have animal mascots for their teams? (page 43) 6. What animal served as Manchester United's mascot over 100 years ago? (page 46) 7. What does the eagle <u>symbolize</u> for the Ancient Romans, and several other people since? (page 50) 8. How many siblings does Paul Pogba have? What can you infer about his relationship with them? (page 55–56) 9. What is 'nature' and what is 'nurture'? Can you summarise the difference between these two things? (page 58–59) 10. What is crucial to becoming an 'amazing' footballer according to Alex and Ben? Do you agree? (page 60) 	<p>Looking at the mathematical equation for 'the chance of death playing football' on page 34, can pupils think of another similar equation? E.G. for the chance of injury while playing football?</p> <p>Choose an animal mascot for the school team and draw it, as it would look on a school team badge. What does the chosen animal symbolise? Why is it important?</p> <p>Ask pupils to measure their partner's heart rate doing the following things: resting; jogging; and star-jumping. They should record findings in a table, as well as any patterns that they can find.</p> <p>Research the story of Bolton player Fabrice Muamba. Write a newspaper article to explain what happened to his heart and how he was he saved (page 38).</p>



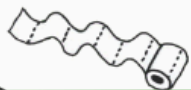
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>History</p> <ul style="list-style-type: none"> - Create a timeline for a given sport. - Plot key historical moments and the social impact of these moments. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Understand how designs change over time to meet new demands. - Create a new design for football boots based on the needs of modern players. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a dramatic piece in groups to persuade an audience. 	<ol style="list-style-type: none"> 1. How old is football 'as we know it'? (page 67) 2. What three ball games do Alex and Ben explore in 'History'? In which countries did they each originate? (page 66–76) 3. What significant events were taking place in China when the sport of 'Cuju' emerged? Why was The Great Wall of China built? (page 69) 4. How is 'Kemari' similar to football? (page 71) 5. What are Ben's five 'Tips for the Perfect Penalty' in the 'Psychology' lesson? (page 80–84) 6. How do the authors create <u>comedy</u> in their writing? Can you find examples of comedy in 'Ben's Tips for the Perfect Penalty'? (page 80–84) 7. What are England's two world records when it comes to penalties? (page 81) 8. Which English king wore one of the first pairs of football boots? (page 90) 9. How has the design of football boots been adapted to suit the demands of the modern game? (page 93) 10. Which famous player wears Adidas boots according to the table on page 95? How are they personalised? 	<p>Ask pupils to research the history of their favourite sport before creating a timeline plotting the key moments in its development. Who was involved? What was the impact? Use the headings on pages 70–71 to organise any ideas.</p> <p>Design a new pair of football boots. How will they be the best pair of football boots on the market? How can their design be adapted to suit modern playing conditions?</p> <p>In groups, pupils should imagine that they are in an episode of 'The Apprentice'. They have been asked to create a television advert to advertise their football boots. How will they make them appealing? How will they <u>persuade</u> their audience to buy them? Pupils should include a catchy <u>brand</u> name and <u>slogan</u>.</p>



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Geography</p> <ul style="list-style-type: none"> - Identify and describe the climate and culture of Brazil. - Use basic geographical vocabulary to refer to key physical features and key human features in Brazil. <p>Adaptation, Inheritance & Evolution</p> <ul style="list-style-type: none"> - Identify how animals and plants are adapted to suit their environments and that adaptation may lead to evolution. - Understand what the term 'biodiversity' means. - Write a description of how an animal native to Brazil has evolved to suit its environment. 	<ol style="list-style-type: none"> 1. How many times can the UK fit into the country of Brazil? (page 99) 2. Which country has the biggest <u>population</u> in the world according to the table on page 100? 3. What is '<u>biodiversity</u>' according to the description on page 100? Why does Brazil have such good biodiversity? 4. What is the climate in Brazil? (page 100–101) 5. Why can't people play football on large pitches in Brazil's cities? (page 103) 6. How many miles of coastline are there in Brazil? How is this coastline used? (page 105) 7. In the 'Drama' lesson, how do players use <u>body language</u> and <u>mime</u> for dramatic effect? (page 114) 8. Why do footballers sometimes 'exaggerate' their actions on the pitch? (page 114) 9. How do Alex and Ben describe their different outlooks on life in the 'Philosophy' lesson? What can you tell about their different personalities from their different philosophies? How are they similar? (page 121) 10. Why was Marinus "Rinus" Michels nicknamed 'The General'? (page 123–125) 	<p>Pupils should imagine they have to pack to go on a long journey to Brazil and make a list of what they will pack in their bags and why. They should consider what the weather will be like, what they will experience, and what they might see.</p> <p>Write a postcard from Brazil. Explain the physical and human features of the country. What are the cities like? What customs or culture does the country have?</p> <p>Use a map of the world to first pick a continent, then a country and a city within that continent for the next football World Cup. Explain any choices made.</p> <p>Brazil is a country with huge biodiversity. Pick an animal that is native to Brazil and describe how that animal has adapted to its environment.</p>



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a freeze-frame of a crucial moment in a sports match. - Use body language and facial expressions to depict the feelings and motivations of the different characters involved. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Compose an image in the style of a photograph, capturing a key moment in one frame. <p>Creative Writing</p> <ul style="list-style-type: none"> - Create a moment of suspense in writing using short and long sentences, sensory description and imagery. 	<ol style="list-style-type: none"> 1. In the 'Photography' lesson, what are the different purposes for the 'short lens' and the 'long lens'? (page 135) 2. What crucial moments in a football game does a photographer try to capture? (page 137) 3. What is the '<u>frame</u>' in a photograph? (page 141) 4. In the 'Business Studies' lesson, what is the 'Money-Go-Round'? (page 147) 5. Which things fall into the 'Money Out' category of a business? Which things fall into the 'Money In' category? (page 147) 6. How much money did footballers earn per week before 1961? Why was this changed? (page 149–150) 7. What do you notice about the line graph on pages 150–151? What is the <u>trend</u> as time passes? 8. Why is there so much money in the modern form of the game? What are the three main reasons? (page 152) 9. In the 'Fashion' lesson, what do you learn that footballers wore in the middle of the nineteenth century? (page 155). 10. Why were most early football kits white, black, blue or red in colour? (page 156) 	<p>In groups, pupils should create a freeze-frame to show an important moment in a sports match, using body language, different levels and facial expression to show each character's emotions and motivations. Consider who is winning and who is losing in the situation. How can they show this?</p> <p>Taking inspiration from the freeze-frames, draw the 'perfect photograph' of a moment in a sports match. Use Alex and Ben's tips on page 141 to compose the image.</p> <p>Consider the action that leads up to the crucial moment in the freeze-frames and 'perfect photographs'. Create a piece of writing that describes this action and creates suspense for the reader. Use short and long sentences, sensory description and imagery.</p>



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<p>Reading: Comprehension - Summarise key information from the book based on all reading comprehension tasks.</p> <p>Earth and Space - Research a planet in the solar system. - Identify and understand the features of different planets in the solar system, including temperature, atmosphere and gravity.</p> <p>Creative Writing - Create a new setting for a football match, on another planet, or in an imaginary place. - Create a new football chant for the school team</p>	<ol style="list-style-type: none"> 1. What <u>fact</u> do you learn about Zlatan Ibrahimović in the 'Computer Science' lesson? (page 165) 2. What is a 'byte'? What is an 'algorithm' (page 166–167) 3. How did Manchester United use video games to improve players' performance? (page 171) 4. In the 'Politics' lesson, how do we learn that football brings people together and also pushes them apart? Give two answers for each question. (page 175) 5. What 'incredible thing' happened on Christmas Day in 1914, during World War I? How do you feel about this? (page 177) 6. How do Alex and Ben compare the <u>language</u> used when describing football to that used when describing War? What <u>analogies</u> do they make? (page 179–180) 7. In the 'Music' lesson, where do we learn that football chants originated? (page 187–188) 8. Why do fans sing songs together? (page 189) 9. In the 'Physics' lesson, which planet is described as 'the most suitable for human colonization'? (page 197) 10. How would football be different on Mars? List three answers. (page 198–200) 	<p>Create a <i>Football School</i> timetable like the one on pages 8–9, but this time with a note of something you have learned for each subject.</p> <p>Choose a planet other than Mars from the Solar System diagram on page 197. Carry out some research into its physical features – including its <u>temperature</u>, <u>atmosphere</u> and <u>gravity</u>. Draw your chosen planet and write the facts alongside it. Hang all of your planets on the classroom walls to create your very own school galaxy!</p> <p>Use your research into a new planet (and your imagination!) to write a description of a football match in this setting.</p> <p>Create a new chant for a school sports team. Use the example from page 189 to help you.</p>

