



## Knowledge Organiser for Physical Education - Football

### **Key Enquiry Questions:**

#### **What are the basic rules?**

1. The game is started by kicking the ball from the centre spot.
2. The U12 game has 9 players – goalkeeper, defenders, midfielders and attackers.
3. A referee and two assistants will officiate the game.
4. If a ball goes over a touch line, a throw in is taken (kick in on the astroturf). If an attacker kicks over the goal line, it is a goal kick and if a defender kicks it over the goal line, it is a corner.
5. To score, the ball must cross the opposition's goal line.
6. The offside rule also applies where an attacker is in front of all opposing defenders when the ball is kicked.

### **Key Vocabulary/Terms**

- Controlling the ball using different parts of the body – this could be the feet or thigh. Remember to cushion the ball.
- Passing – there are 3 types of passes. Side foot pass, driven pass with the laces and a lofted pass. Using the side of the foot allows you to pass accurately over a short distance, a driven pass allows you to pass the ball on the floor, but a greater distance. Finally, a lofted pass allows you to lift the ball in the air over players and change direction. Remember to keep your standing foot next to the ball when you make the pass.
- Dribbling – dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping the ball close to your feet with your head up.
- Turning with the ball and outwitting a defender – turning with the ball allows you to change direction using different techniques, such as dragging the ball back with the sole of your boot. Outwitting an opponent allows you to beat a defender using different techniques such as a step over.
- Shooting – there are different types of shots that allows you to score goals. Your instep can be used to control and place the ball into the goal. If you use your laces, then this allows more power to be produced.
- Attacking – keeping possession – making a number of passes allows your team to keep possession and advance up the field.

### **Progression of Skills:**

#### **See Games Progression**



# Football Pitch

## Creating a Pitch with No Markings

To mark out a football pitch with cones, mark a semi-circle at either end with cones for the goal area. Use a cone for each corner of the pitch and chalk a centre spot.



## How to structure a PE lesson

### 1. Warm up -

Getting pupils active in our PE lessons is key to mentally and physically preparing them for the learning to come.

We can make our learning purposeful by linking the warm-up to the learning question (LQ).

Tip: It is good practice to have our equipment laid out before the start of the lesson, ensuring the transitions to later phases are seamless, optimising time for active learning.

### 2. Main Lesson -

The main lesson is where we focus on the development of those key skills.

Building upon the theme of the warm-up, we can quickly and effectively provide challenge through appropriate games and activities (see lesson plans)

Tip: During the main phase of the lesson, it is effective practice to:

- Model the outcomes focusing on one teaching point at a time
- Observe for best practice and allow pupils to model the outcomes
- Ask pupils to assess their own progress and the performance of others to raise performance outcomes

### 3. Competition / Conditioned Game (Apply) -

The competition / conditioned game phase is where we provide pupils with the opportunity to challenge themselves further, putting the learned skills into action while under pressure of time or other people.

Tip: Positive competition can be achieved by getting pupils to compete against themselves. For example, the game can be: "How many gates can you dribble through in 30 seconds? I want you to count out loud each time you dribble through a gate. Go!"

Conditioned games are great for pupils to compete against a passive, semi-passive or active defender. Scaffold the activation level of other pupils according to the age and ability of the learners.



#### **4. Cool down (Assess) -**

The cool down should be linked to the learning question and re-focus the learners on the key skills.

Tip: We can also use the cool down to put the equipment in the right place for the next lesson through games.

#### **Health and Safety**

See outdoor risk assessments