

PEFORMANCE STUDIES (GCSE PE)
PRACTICAL SCHEME OF LEARNING OVERVIEW
 Year 10 and 11 Rugby

| Rationale and Context of Unit: | Core curriculum content: | Tier 2 & Tier 3 vocabulary explicitly taught: |
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| <p>Students are required to perform all of the 'core' and 'advanced' skills in competitive situations for GCSE PE. They are required to perform in three sports with the requirements of one team sport, one individual sport and one free choice. Each sport is worth 10% of the GCSE qualification and is marked out of 20.</p> <p>At key stage three, students are taught many of the core skills from the OCR GCSE PE specification. Specifically, through years 7, 8 and 9, students will have been taught the following:</p> <p>Year 7:</p> <ol style="list-style-type: none"> 1) Learn how to tackle, ruck, maul and scrum safely. 2) Demonstrate a variety of passes to overcome a defensive line. 3) Be able to run with the ball at pace to dodge defenders. <p>Year 8:</p> <ol style="list-style-type: none"> 1) Develop ability to tackle, ruck, maul and scrum so you can defend effectively in a game. | <p>Students will be required to demonstrate the following 'core' and 'advanced' skills for rugby:</p> <p>Core Skills:</p> <ul style="list-style-type: none"> • Picking up the ball (stationary/moving/falling on ball) • Passing (both hands in either direction/off-loading/kicking) • Receiving (on the move/stationary/ground pick up) • Balanced running with the ball • Beating opponents (hand off/side-step/change of pace or direction) • Try scoring (grounding ball with downwards pressure/when and when not to use two hands) • Tackling from front and side • Close contact tackling • Ruck (going to ground/placing ball behind/support roles/clear out) • Maul (staying on feet/body positioning/support roles/rolling maul/tactics) <p>Advanced Skills:</p> <ul style="list-style-type: none"> • Passing (spin both ways) • Beating opponents (feint/swerve/dummying/switching) • Jackal/counter ruck • Tackling from rear • Smothering | <ul style="list-style-type: none"> • <i>Off-Loading – Is when a player holding the ball is tackled, but passes the ball to a team mate before the tackle is completed</i> • <i>Balanced Running – Switching the ball between two hands and one when running with the ball</i> • <i>Beating Opponents – The act of running past a tackling player when holding the ball</i> • <i>Grounding Ball – The act of putting downwards pressure on the ball when try scoring</i> • <i>Close Contact Tackling – making tackles when the opponent is in close proximity (usually straight from a restart after a breakdown)</i> • <i>Ruck – Is a phase of play where one or more players from each team, who are on their feet, in physical contact, close around the ball on the ground</i> • <i>Maul – Is when at least three players from either side are in contact together, challenging the player with the ball, moving towards a goal line. But what makes the maul different to the ruck is the ball is not on the ground but in hand</i> • <i>Swerve – a curved change of direction when approaching an opponent</i> • <i>Side Step – Stepping in one direction then changing direction quickly when running with the</i> |

- 2) Demonstrate advanced plays such as scissors, dummy and loop.
- 3) Understand and apply team shape, communication, strategies and tactics to overcome opponents in a game.

Year 9:

- 1) Demonstrate a variety of kicking techniques and apply to a game situation.
- 2) Apply defensive and attacking alignment to help your team overcome opponents.
- 3) Understand how to set-up and execute a line-out so you can attack and defend from a dead ball situation.

Students will be required to use the skills learned in this scheme of learning in an internal practical exam at Acle, which is then moderated externally offsite. In addition, students will use their knowledge and understanding of rugby in the analysis of performance coursework task if they chose to complete the work on this sport.

The skills are taught by firstly securing the 'core skills' before progressing onto the 'advanced skills'. Each lesson develops a skill in isolation before applying it into competitive situations such as matches in

Specialist Skills:

- Scrum (individual positions and roles)
- Set scrummaging (binding/position of feet/angle of drive for each row)
- Line out plays (tactics/roles/support)
- Kicking (high ball/grubber/box kick/place positional/drop outs/drop kicking conversions/penalties/drop goals)

Decision Making:

- When to run/pass/kick
- Where to run/pass/kick
- Which pass to make
- Controlled phase possession
- Collective alignment
- Methods to cross the gain line
- Awareness of team strategies/tactics in both attacking and defending situations e.g. set piece plays
- Attacking positioning on the field
- Defensive positioning on the field
- Defensive plays – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

Students are taught the core skills first and develop these through repetition and application in matches until they have 'accuracy, fluency and control'. They are assessed at the end of each scheme of learning on how many they can use in competitive situations with

ball

- *Dummying – Is a player deceiving the opposition into believing he is going to pass then running past*
- *Switching – is often used to confuse the opposition and create more space for the ball carrier and the team. ... The passer needs to turn so that they have their back to their opponent, hiding the ball, then throw the ball softly up in front of the receiver*
- *Jackal – The act of stealing the ball in a counter ruck*
- *Counter Ruck – The act of rucking from the defensive side to turnover possession of the ball*
- *Smothering - the act of stopping forward momentum of ball-carrier, and preventing the ball-carrier from releasing the ball*
- *Grubber Kick – A kick that bounces along the ground*
- *Box Kick – Is a high over-the-shoulder kick used mostly by scrum-halves in tight attacking or defensive situations. Usually taken from a scrum or a line-out on the blindside, or short side, of the pitch.*
- *Drop Outs - This is one of the methods used to restart play when the ball has gone over a team's dead ball line. For example, if the attacking team kicks the ball beyond the dead ball line, a member of the defending team can touch it down for a 22-metre drop-out.*
- *Phases – A phase is the time a ball is in play*

| <p>order to develop decision making and tactical awareness. It is taught in this way as 'core' skills are normally prerequisites of the 'advanced' skills. This is a continuous scheme throughout years 10 and 11, as students track their mastery of the specification's skills (see assessment below).</p> | <p>'accuracy, fluency and control' (see assessment section below). The skills taught in each SOL will depend on the diagnostic assessment that the teacher uses, as this can vary greatly between cohorts. Students will spend a half term learning and developing these rugby skills.</p> | <p><i>between breakdowns</i></p> <ul style="list-style-type: none"> • <i>Gain Line - The gain line, in rugby union, is an imaginary line (parallel to the halfway line) drawn across the pitch at the point where there is a breakdown in open play, such as a ruck, maul or scrum. Advancing across the gain line represents a gain in territory</i> |
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| <p>Challenge and Support:</p> | <p>Worldwide learning/ links to 21st century:</p> | <p>Cultural capital/ Industry/ Enrichment:</p> |
| <p>Rugby is a very inclusive sport due to the many different roles and somatotypes required in a team. Therefore, the scheme of learning is very ambitious for all levels as they can develop the confidence to fully apply their skills in their favoured position which suites them the most. Students taking rugby as one of their sports will be expected to progress their skills into the school team.</p> <p>Those that may lack confidence or struggle will be given ample support when developing skills. Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted rugby players. For example, students will develop their tackling skills with students of a similar size and strength first, before progressing onto quicker or stronger opponents. Oppositely, higher ability students with prior experience will develop their techniques to tackle all players.</p> <p>Students will actively develop each of the core and advanced skills in practice settings before applying into matches. This will enable students to receive the support and guidance required for safe and effective skill acquisition before progressing to match play.</p> <p>All activities will be grouped by ability to enable students to feel</p> | <p>Students will develop skills using training methods and drills that are used by professional clubs in the 21st century. They will focus a lot on ball handling, passing, running, spacing and team shape, in addition to specialist skills and applying these into small sided or conditioned games to maximise development.</p> <p>Students will also consider the amount of money in 21st century rugby and how this differs to football due to the levels of commercialisation. This is something that is covered in the socio-cultural factors scheme of learning.</p> <p>Students will learn the safety advancements in 21st century rugby. They will be taught safe scrumming and lineout lifting. Students will have learned safe and effective tackling and rucking in key stage three, but now they will learn the skills of the jackal and counter ruck safely. Additionally, new rules around safe tackling will be reinforced.</p> | <p>Students will have the opportunity to develop rugby skills and fitness to benefit them in their future performances. Students are encouraged to further their skills and performance for the school rugby team who compete in the Norfolk schools league. In addition, students can attend rugby training which takes place after school. We also have many rugby coaching sessions delivered by North Walsham RFC coaches through our partnership. These provide students with fantastic experiences and development of social and inter-personal skills within a team or group.</p> <p>The PE department also regularly runs trips to watch Leicester Tigers which provides an inspirational experience for students.</p> |

| <p>comfortable in their environment. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own rugby abilities. Teams for match play will be matched for opposite positions e.g. winger the same ability as opposite winger. This again, is to support and challenge appropriately.</p> <p>Prior learning will take place through students watching introductory videos prior to the lessons to give them a clear visual representation of the skills being taught.</p> | | |
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| <p>Historical, Social, Moral, Spiritual, Cultural context:</p> | <p>Cross curricular links/ literacy/numeracy:</p> | <p>Common misconceptions:</p> |
| <p>Students will work on expressing key values for personal and moral development, encouraged by their teacher:</p> <ul style="list-style-type: none"> • Excellence and Determination – to become the best player they can be and overcome the challenges of acquiring all the skills on the specification • Teamwork and Friendship – when developing skills and performing together as a team in rugby • Resilience – to compete against all others regardless of size and strength advantage • Respect – this is a key value of the RFU (respect for all) | <p>There is much technical language in rugby which students need to understand. The terms in the language section above will be explicitly taught so when the teacher or coach uses that language, students will instantly know what they mean.</p> <p>Judging distances and spacial awareness are vital skills required in rugby, as ultimately, the students who can do this more effectively can space correctly to allow accurate passes with the correct level of power. This is talked about regularly throughout the lessons.</p> <p>Students also have to understand offside and gain lines to play rugby effectively and within the laws of the game.</p> <p>Issues regarding equality and the increase in female participation in rugby will be discussed which relates to theoretical learning from the socio-cultural issues scheme of learning. Students will understand how the media and role models have increased the popularity of woman’s rugby.</p> | <p>The ability to pass and run with the ball at high speeds is something that students do not see as important in rugby. The game is becoming far more technical in that respect and it is vital for students to have these skills mastered.</p> <p>The students will be taught to use predetermined plays from the breakdown and different lines of running so they show more technical attributes.</p> <p>Finally, for assessment purposes, it is vital for students to play tidy rugby as the professionals do. This is highlighted much through repetition and playing little phases on different areas of the pitch. Students will take inspiration from watching professional sides and how they use the ball in different areas of the pitch.</p> |

Assessment timeline:

A diagnostic assessment will take place at the start of the unit to understand which of the core and advanced skills students can perform. The teacher will use the excel spreadsheet as per example below to ascertain which rugby skills students are able to perform. The more core and advanced skills students can perform in a competitive situation with accuracy, fluency and control, the higher score they will be awarded (see below). This will inform which skills from the core content list above are taught in the scheme of learning, and this will differ for cohorts.

Teachers will use their own demonstrations and videos to show what a good one looks like (WAGOLL). This will be the visual technical model for students to copy.

Teacher assessment and feedback will be regularly given and this is similar to key stage three whereby the teacher will aim to provide at least one piece of verbal feedback of skill development and/or skill application in matches in order to help students develop. In addition to this, students will continuously self-assess their own ability to perform the listed skills assessment against key skills. They will keep their own version of the assessment checklist for each sport so they can keep check on their skills and work on these in future lessons, in school teams or in their club setting.

At the end of the scheme of learning, a final assessment similar to moderation exercise will take place. This will be a 1 hour assessment whereby students demonstrate the skills one by one and the teacher will observe and record which can and cannot be performed with accuracy, fluency and control. Assessments will inform future planning as the rugby skills with low levels of accuracy, fluency and control per cohort can be addressed in future lessons.

Home learning

Students will be required to watch the following videos prior to the corresponding lessons:

- Full match - <https://www.youtube.com/watch?v=S9wnR7q-7fl>
- Tackle - <https://www.youtube.com/watch?v=mMHRZ8LzS7Q>
- Ruck - <https://www.youtube.com/watch?v=2htLUcu-lcs>
- Maul - https://www.youtube.com/watch?v=Z6eQAPid_MQ and <https://www.youtube.com/watch?v=fU7IN8O3LKM>
- Scrum – <https://www.youtube.com/watch?v=IR2AP1sd6k&t=76s>
- Passing - <https://www.youtube.com/watch?v=WTyYyHLOfTU>
- Types of passing - <https://www.youtube.com/watch?v=oOXqilOI7aM> and <https://www.youtube.com/watch?v=IJtVMdKiYzU> and <https://www.youtube.com/watch?v=3jJvStq4cbw>
- Kicking techniques - <https://www.youtube.com/watch?v=iFGJHEEBpgE>
- Line out throw - <https://www.youtube.com/watch?v=dzTO9h6OQn0>
- Line out lift - <https://www.youtube.com/watch?v=9XdtrQfgZSA>

Length of unit (duration indicated in lessons)

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Unit: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |