

YEAR 7 PERFORMANCE STUDIES (PE) RUGBY SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Vocabulary explicitly taught:
<p>Experience with rugby is limited and varies from feeder school to feeder school. Rugby is not specifically mentioned on the KS2 PE National Curriculum and some primary schools do not attempt any rugby. Others have but it is limited to tag rugby.</p> <p>The learning of this unit underpins the fundamental skills for future learning. The main focus points of the scheme have been designed in order to prepare students for rugby in the remainder of KS3 and KS4.</p> <p>The unit is sequenced as such so that how to tackle safely is covered first and foremost and is re-visited throughout the unit. This approach has been designed under guidance from the RFU so that students' health & safety, confidence and enjoyment are paramount to the unit. The rest of the unit is sequenced so that the main skills needed to be successful are covered which gives students the relevant platform to excel in the future. This is linked to both the KS3 and KS4 National Curriculum as helps pupils develop their technique and approve performance as well as developing strategies to overcome opponents in team sports. This should also give them confidence and interest for them to get involved in the sport out of school and in later life. Additionally it helps students to understand and apply the long-term health benefits of physical activity.</p>	<p>Students will develop the following skills/concepts in year 7 rugby:</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/feint round defenders. <p>Knowledge of how to safely apply full-contact skills in order to limit the chance of injury to themselves or others.</p> <p>Gain confidence with skills in order to fully apply them to competitive situations.</p> <p>Develop new contact skills and approaches in order to overcome opponents and improve performance.</p> <p>Develop knowledge of the sport and rules in order to fully apply skills to games.</p> <p>New learning this unit:</p> <ul style="list-style-type: none"> • Tackling • Rucking • Mauling • Lateral pass • Loop Pass 	<p>Feint / Dodge <i>A feint dodge is when you pretend to run in one direction to confuse your marker and then run in the opposite direction.</i></p> <p>Tackling <i>Tackling refers to stopping a player from gaining ground towards the goal or to stop them from carrying out what they intended.</i></p> <p>Agile <i>adjective : able to move one's body quickly and accurately</i></p> <p>Tactics <i>Tactics are the skills required in any game that allow a player or team to effectively use their talent and skill to the best possible advantage.</i></p> <p>Sportsmanship <i>Ethical, appropriate, polite and fair behaviour while participating in a game or athletic event.</i></p>

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>For most of the year 7 students this unit will be like nothing they have experienced before as the full-contact approach to rugby will not have taken place at KS2 unless they have had specialised coaching.</p> <p>The unit is ambitious for all levels as those that excel and develop the confidence to fully apply their skills can play against like-minded students. This also gives them a platform to join the school rugby team (both male and female) and compete against other schools. Those that may lack confidence or struggle will be given a safe and nurturing environment to develop their skills without the fear of injury or embarrassment. The full-contact nature is scaffolded in a way so students logically progress but only when it is safe to do so but also for those that really need it there is a non-contact option in rugby.</p>	<p>Wider World</p> <p>Students will be taught about how big the global rugby tournaments such as the Rugby World Cups and the 6 Nations and how these can benefit a country through National success e.g. Japan 2019</p> <p>Social Issues</p> <p>The recent resurgence of Women’s Rugby is also a focal point and should be used in this unit in order to inspire girls to take up the sport who may have previously dismissed it as a stereotypical ‘boys sport’ and the damage this can do.</p>	<p>Students are taught a variety of values and skills that would make them an asset to employers as well as the variety of careers available not just through the RFU but in sport in general.</p> <p>Cultural capital is developed in a variety of ways. For example; rugby coaching at NWRC and inter-school fixtures.</p> <p>Various rugby related trips run each year which students may opt to go on which include trips to Twickenham and Leicester Tigers. For the majority of students this is the first time (and sometimes the only) time they will visit a stadium such as Twickenham and watch elite level rugby.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Personal development is fundamental throughout the unit and students develop skills and values that are transferable across the curriculum and in to life beyond high school.</p> <p>This unit will take into consideration the RFU’s core values of:</p> <ul style="list-style-type: none"> • Teamwork • Respect • Enjoyment • Discipline • Sportsmanship 	<p>This unit works seamlessly with the Wensum Trusts partnership with North Walsham Rugby Club. With this students can join wither the male or female rugby team and play competitive games against other schools as well as receiving expert coaching from North Walsham’s professional youth coaches.</p> <p>Numeracy can be developed through the scoring system (points of either 2, 3 or 5) and cross-curricular links of angles for conversions with regards to success rate of kicks through the posts.</p>	<p>Common misconception are:</p> <ul style="list-style-type: none"> • You have to be physically strong in order to be a good tackler in rugby. • You have to be stereotypically athletic to take part in rugby <p>These will be addressed by explicitly teaching that unlike many sports, regardless of shape, size or weight there is position for you on the rugby pitch.</p> <p>By learning the correct techniques and</p>

<p>Along with the Performance Studies faculty values, these will underpin the entire unit. For example explicitly teaching the importance of team working order to collaborate to reach a common goal. Showing respect for teammates, opponents and the officials is taught from lesson 1 and the nature of how to conduct oneself when off and on the rugby pitch.</p> <p>Showing sportsmanship and respect to opponents will be engrained in the unit. For example, students will be taught how to conduct a guard of honour for the losing team after every match.</p>	<p>Literacy can also be developed through use of key words and terminology relevant to the sport and activities covered.</p>	<p>developing confidence with these, student will understand that although physical strength can help in rugby, anyone with a good technique can be successful and overcome an opponent.</p>
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Assessment timeline:

At the beginning of the scheme of learning, a formal tag-rugby game will take place to ascertain each students' ability and experience with rugby. This will enable the teacher to place individual in small groups to work with so they can progress at the correct level which is personalised to them. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress. The final lesson of the scheme of learning will be match based to enable the teacher to derive a 'head' and 'hands' level for the skills and concepts. The 'heart' level will be derived lesson by lesson and will be an average from a cross the unit.

Home learning

- Where possible, watching a World Cup or 6 Nations match on TV will be set as a home learning task. This encourage students to watch sport for pleasure but is also an excellent learning tool especially with 'Ref-link' so students can pick up on some of the more subtle rules. <https://www.youtube.com/watch?v=S9wnR7q-7fi>
- 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>
- Five man scrum - https://www.youtube.com/watch?v=I_R2AP1sd6k
- Passing - <https://www.youtube.com/watch?v=WTyYyHLOfTU>
- Written worked linked to this may be in the form of 'Writ 3 questions' where students writ down 3 questions to ask the teacher regarding their viewing or an

extended written piece in the style of a match report.

- Reading of a key set of rugby rules may be provided by the teacher if necessary.

Feedback

Lesson feedback from the teacher will be purely verbal and specific to the lesson objective. Teachers will observe students performing skills in both the skill development section and conditioned game section of each lesson. **The teacher should aim to provide one piece of feedback on skill development or/and one on the conditioned game every lesson for every child. This will vary due to the size of groups and nature of the activity.**

Written feedback will be used for any extended written home learning completed this unit.

Length of unit (duration indicated in lessons)

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:																													