

YEAR 8 PERFORMANCE STUDIES (PE) RUGBY SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students experienced 8 lessons of rugby in year 7 working on the following:</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>The areas of development focussed on in this scheme of learning have been carefully planned to build upon existing skills from the year 7 scheme of learning. For safety reasons, it is really important to initially cover tackling, rucking, mauling and scrumming again to ensure students can do this safely and reduce the amount of injuries that may occur. Equally, students will take these skills further and use them in more complex competitive situations. These skills add to the skills learned in year 7 and therefore enable students to complete all the aspects of a game of rugby.</p> <p>Teaching the skills above in this order develops confidence and a perceived competence in a very technical sport. Students will have ample opportunities to use the individual skills in game situations. In addition, students will be offered a full-contact and a 'touch' format which uses the key skills to ensure students are comfortable in their rugby.</p>	<p>In year 8 rugby, students will work on the following:</p> <ol style="list-style-type: none"> 1. Develop ability to tackle, ruck, maul and scrum so you can defend effectively in a game. 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. <p>This scheme of learning initially builds upon the fundamental rugby skills of tackling, rucking, mauling and scrumming which were taught in year 7. In year 8, these are used more in game and competitive drills/activities. In line with the 'RFU Age-Grade Rugby' guidelines, the manifestation of the skills changes slightly. For example, scrums become 6 players and remain non-contested for males and remain 5 player and non-contact for females. The passing plays also build upon the basic passing skills developed in year 7. Students will develop more complex passes and movement skills to create overloads and gaps to exploit. This is done through many passing games to apply a real competitive situation. Finally, after building all of the basic skills to play a game of rugby, students will spend lessons developing team shape through match play. They will start small sided and develop into 10 or 12 aside if numbers permit.</p>	<ul style="list-style-type: none"> • <i>Lock – process of holding on when tackling an opponent</i> • <i>Rolling away – once tackle is made, the player must move away from the tackled area</i> • <i>Long placement – a process of creating a greater distance between the ball and offside line</i> • <i>Offside – when a breakdown occurs, this is an imaginary line an opposition player must not cross</i> • <i>Support player – the player not in possession of the ball</i> • <i>Clearing out – a process of moving over the tackled player to secure possession of the ball</i> • <i>Binding – the way in which a player attaches to another during a ruck or maul</i> • <i>Miss pass – a pass where the next player in the line does not receive and instead it moves down the line</i> • <i>Dummy pass – When a ball carrier fakes to pass and steps a defender</i> • <i>Scissors – when a support player moves behind the ball carrier to receive</i> • <i>Spacing – the distances between players in the lines of attack and defence</i>

Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<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. In a non-contact option, students can still apply the contact skills within a ‘touch’ format of the game. Usually, with pauses in the game for the skills such as tackling and rucking to be applied in a less-daunting fashion. Normally, students are given the option, but all will learn the lesson’s focus skill and then two different application matches are played.</p>	<p>Students will be taught about level of performance in professional rugby. Discussions will be had about the level of fitness work and dedication that professional rugby athletes give to creating the range of body shapes that are required for rugby.</p> <p>In year 8 we also discuss the technological advancements in the professional rugby game and relate the differences to school rugby. This is used to highlight respect for officials as at school levels TMO and assistant officials are not in place to support.</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>The RFU values of sportsmanship, teamwork, equality and respect are very similar to those of the PE department. Students are taught these 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. Students will learn how respect for others is vital in society and also how teamwork overcomes individuals not only in rugby, but in an employment setting.</p> <p>Students are able to develop their skills further in the many extra-curricular opportunities the department offer for rugby. In year 8, students of both genders can participate in our rugby club, the North Walsham RFC tournaments and also school team 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 watch professional rugby.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Personal development is fundamental throughout rugby at Acle and students develop skills and values that are transferable across the curriculum and in to life beyond high school. Rugby at Acle takes into consideration the RFU’s core values of:</p> <ul style="list-style-type: none"> • Teamwork • Respect 	<p>Spacing and judging distances is vital in this scheme of learning. This is a numeracy skill that will be developed and highlighted to students. They will be able to switch distances between attack and defence.</p>	<p>Offside line – there are often misconceptions with offside lines and these will be highlighted for each situation</p> <p>Binding on in the ruck and maul – these will be explained and demonstrated regularly to ensure</p>

<ul style="list-style-type: none"> • Enjoyment • Discipline • Sportsmanship <p>Along with the Performance Studies faculty values, these will underpin the entire unit. For example explicitly teaching the importance of discipline when learning skills and also to abide by the many laws of the game. Enjoyment though adapted forms of the game or full contact so all students feel confident in their rugby. Showing sportsmanship and respect to opponents will continue to be engrained in year 8 rugby. For example, students will be made to address officials correctly in games.</p>	<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>students perform these correctly</p> <p>Support play for ball carrier – Often in lessons we see students too far behind the ball carrier which causes issues with rucking. Conditions will be placed on games to keep support players close to the ball carrier.</p> <p>Choice between passing and taking the ball into contact – students can often just throw the ball instead of taking the ball into contact through fear. Students are encouraged to do this so that possession is maintained and effective rucking skills are developed.</p>
<p>Assessment timeline:</p>		
<p>At the beginning of the scheme of learning, a formal touch-rugby game will take place to ascertain each students’ ability in 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.</p> <p>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.</p>		
<p>Home learning</p>		
<p>Students will be required to watch sets of three You Tube videos in preparation for the lesson content.</p> <ol style="list-style-type: none"> 1. Students will watch a breakdown of tackling and rucking before the first lesson 2. They will watch a mauling demonstration before this lesson 3. Lastly they will watch a part of a match to identify key aspects of team shape <ul style="list-style-type: none"> • England v Wales match - https://www.youtube.com/watch?v=S9wnR7q-7fl • Tackle - https://www.youtube.com/watch?v=TcTFqIVQLk and 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 • 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 		

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
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Unit: