

YEAR 9 PERFORMANCE STUDIES (PE) RUGBY SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In year 8 rugby, students developed the following key concepts and skills:</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>Students in year 9 will start to use kicking in games and therefore the initial focus is different types of kicks. Students will develop grubber, chipping, box kicks, penalties and conversions. The year 9 scheme of learning also focusses more on team shape and alignment so students can learn their skills from years 8 and 9. Students will develop spacing in open play attack and defence and also better positioning at the breakdown in defence and attack. Finally, students will learn the uncontested line out (Age Grade Rugby</p>	<p>In year 9 rugby, the scheme of learning will be centred around the following key concepts and skills:</p> <ol style="list-style-type: none"> 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. <p>Firstly, students will develop open play kicks such as grubber and chipping so they can add variation to play and make try-scoring opportunities. They will learn when and why a box kick is used and also be able to make choices of when to kick to touch or not from a penalty. These will create more exciting and informed rugby matches. Team shape is next to be focussed on and students will know where to position in relation to their team in attacking and defensive situations. They will also know where to stand in attacking and defensive breakdowns. The lineout will also be</p>	<ul style="list-style-type: none"> • <i>Alignment - arrangement in a straight line or in correct relative positions</i> • <i>Balance - an even distribution of weight enabling someone or something to remain upright and steady</i> • <i>Blindside - the blind side is also known as the 'weaksid'. It refers to the narrowest side of the field or pitch in relation to a scrum or a breakdown in general play.</i> • <i>Break Down – the point in which a tackle is made and usually a ruck is formed</i> • <i>Continuity - the unbroken and consistent existence or operation of something over time.</i> • <i>Gain line - the gain line is the distance beyond which the attacking team must progress to gain territory and as a rule it occurs after a set piece or a breakdown in play.</i> • <i>High Tackle - A high tackle is one which makes contact above the player's shoulder and is an illegal tackle which is penalised by the match referee.</i> • <i>Line out - When the ball goes out of bounds a line-out is usually used to return it into play. During the line-out, the ball is thrown from the pitch sideline between and above two lines of forward players from each team</i> • <i>Open side - the open side refers to the broadest side of the field or pitch in relation to a scrum or a breakdown in general play.</i> • <i>Phase - A phase in rugby union refers to the time at which the ball is in play and between breakdowns. The first rugby phase would be winning the ball at the lineout, followed by a pass to a centre player who is then tackled, for example.</i>

<p>regulations) to restart from a touch ball. All these skills are building students towards the 15 aside game.</p>	<p>taught so that students can opt to kick for touch and re-start deeper in the opposition's territory.</p>	<ul style="list-style-type: none"> • <i>Spacing – correct distance between players in their lines</i> • <i>Touch - The ball is in touch when it connects with the touch line or goes over the touch line. The ball may be kicked or carried there by a player.</i> • <i>Trajectory – the path followed by a projectile flying or an object moving under the action of given forces.</i>
<p>Challenge and Support:</p>	<p>Worldwide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</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 players of similar size and ability levels. 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. The key skills developed in year 9 lend themselves to both 'touch' and full contact rugby. Students will be able to take defensive and attacking alignment at the breakdown and in open play into both formats. To aid this, the teacher may use conditions on the games to facilitate the correct alignment. Line outs and kicking can also be used as part of both formats of the game and again, students are encouraged to use these.</p>	<p>Rugby in the 21st century has become a global sport, but at the same time, research on the dangers of the game has increased. Students will be taught how the game has evolved to keep the game of rugby safe. These include the safety measures for concussion and the updated laws of the game.</p>	<p>A large proportion of this scheme of learning is centred on teamwork and cooperation for defensive and attacking alignment. In rugby it is vital that individuals can work together as a cohesive team and these are soft employability skills for the future. Communication and problem solving to react to different scenarios is also developed in this scheme of learning.</p> <p>Students will have the opportunity to play for the school rugby team in the Norfolk school leagues and at the tournaments and coaching days run by North Walsham Rugby Club as part of our partnership. Students can also attend a weekly rugby club.</p>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>To develop the whole child, the PE department focuses of their key values. In rugby, these values are vital in many ways. They will encouraged to show determination and courage to tackle and ruck against all size opponents. Students will be inspired by club and national rugby clips</p>	<p>In addition to the key terminology above, student will develop many mathematical skills when solving problems in rugby. For example, students will have to quickly decide of timing and weight of pass to successfully travel a</p>	<p>Throughout years 7 and 8, size and strength of some individuals could lead to success, however, as the students' size and strength starts to become more uniform, the importance of team cohesion and togetherness increases. Therefore, the misconception of size matters will be changed</p>

<p>which teachers will use to introduce concepts in lessons. They will demonstrate equality and respect in all lessons, and work as a team throughout year 9 rugby.</p>	<p>certain distance. They will also have to accurately judge distances both in defence and attack and adjust accordingly.</p>	<p>in this unit of learning. If a child has superior strength and speed, for example, the teacher will place conditions in order to ensure he/she does not influence the whole game whilst maintaining challenge for the individual.</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. A consideration of size and strength will also be considered so that students are working with similar sized students and that games have a balance of all sizes/strengths. 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>Prior to the lessons, students will be required to view the following videos to prepare for learning the key skills:</p> <ul style="list-style-type: none"> • Kicking techniques - https://www.youtube.com/watch?v=iFGJHEEBpgE • Line out throw - https://www.youtube.com/watch?v=dzTO9h6OQn0 		
<p>Feedback</p>		
<p>Feedback from the teacher in rugby 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. Due to the nature of the skill development tasks, peer feedback will be incorporated frequently. Often students are often observing partner(s) and this provides an excellent opportunity for them to give details on what went well and what could be improved.</p>		

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:																													