

## The Warriner School Subject Curriculum Map

Subject: <b>Physical Education</b>	Year Group: <b>Year 7</b>	Unit: <b>Rugby Union (Invasion games)</b>
<p>Unit objectives: (NC Statements)</p> <ul style="list-style-type: none"><li>• Learn the basic passes:<ol style="list-style-type: none"><li>1. Push pass</li><li>2. Pop pass</li><li>3. Pendulum pass</li></ol></li><li>• Learn to receive the ball with your arms flexed and holding 10 fingers up with your thumbs in a W</li><li>• Learn the correct tackling technique and rules</li><li>• Learn the basic rules of a competitive game:<ul style="list-style-type: none"><li>- How many points for a try and conversion</li><li>- Sanctions for a knock-on, forward pass, high tackle and offside</li><li>- Restart following a try</li></ul></li></ul>		
Context for study: First Unit for Year 7 – starting points will vary depending on group and individuals		



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Know the different **touch lines** and **try lines** on the pitch

Understand the **sanction** for **standing** on the **side-line**

Know how to score a try with **downward pressure**

Know that a try is worth **five** points

Know that they should have their **hands up** as communication when **receiving** the ball

Know the correct '**pendulum**', '**push**' and '**pop**' pass **hand position**

Know a pass must be performed **backwards** or **flat** and **not forwards**

Know what a **forward pass** looks like and understand the **sanctions**

Know a tackle must start with the **shoulder**, followed by, '**eye to thigh**', '**cheek to cheek**' and '**ring of steel**'

Know a successful tackle is when the tackled player's **knees** hit the floor, the tackle must **hold** for **2 seconds** and **roll away**

Understand the importance of **rolling away** and understand the **sanction** for **not** rolling away

Know to **present** the ball following a **tackle** and understand the importance of **presenting** on your **stomach**

Know what a **high tackle** looks like and understand the **danger** and **sanction**

Know once a tackle has been made, the **defending team** must be **behind** the ball presenters hind most point (back foot) to be **onside**

Understand the **sanction** for offside following a **tackle**

Know what a **knock-on** looks like and understand the **sanction**

Know what happens when a **try** is **conceded** and who **receives** the ball

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Know most tried are scored in the **corners**

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Inaccurate prior knowledge of pitch dimensions and basic rules of rugby union.  
Regular formative assessment through small-sided games and drills during the lesson.

Do not rush through a lesson or move on to the next lesson before knowledge has not been secured by students.

Rules to be revised at the start of each lesson to help deepen the security of knowledge.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Students to know how to play a competitive game of rugby union, using the basic rules.

Students who already have outstanding prior knowledge to referee and coach other students to help uphold the rules correctly.

Literacy and Oracy development opportunities:  
*Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*

Explicit teaching of Tier 2/3 vocabulary.

Pitch dimensions always the same each lesson to help understanding.

Clear success criteria used to support teaching of core skills.

Student discussion and feedback when peer assessing their team and other team.