

## The Warriner School Subject Curriculum Map

Subject: <b>Physical Education</b>	Year Group: <b>Year 9</b>	Unit: <b>Rugby Union (Invasion games)</b>
<p>Unit objectives: (NC Statements)</p> <ul style="list-style-type: none"> <li>• Learn the 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> <li>• Learn the following knowledge: <ul style="list-style-type: none"> <li>- Importance of width</li> <li>- Decision making in attack and defence</li> <li>- How to score a try</li> </ul> </li> <li>• Learn the basic kicks in rugby <ol style="list-style-type: none"> <li>1. Punt</li> <li>2. Grubber</li> <li>3. Drop kick</li> </ol> </li> <li>• Learn and understand the rules of kicking.</li> <li>• Learn how to perform a ruck and the rules of support players.</li> <li>• To understand the safety aspects of rugby tackling and the rules regarding rucking and offside.</li> <li>• To develop knowledge and understand of how to form a small 3-person scrum.</li> <li>• To understand and accurately describe the scrum positions.</li> <li>• To develop knowledge of when and why a scrum is used.</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

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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

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

Know the reason to pass is because someone is in a **better position**

Know the different **attacking strategies** during a 2v1 and 3v2 – **drawing the man** and pass, **miss pass**, **spin out of the tackle** and **fake pass** and **side-step**

Know when **defending** a **2v1** to tackle the player with the ball

Know the basic kicks in rugby, **the punt**, **grubber** and **drop kick**

Understand the offside rule when **kicking**

Know the **rucking** technique during 1v1 or 2v1 rucks

Know when **rucking** you have to step over and through the ball presenter and you cannot come **in at the side** when rucking

Know that when coming **in at the side**, the opposition receives a penalty

Know that when **rucking**, you **cannot** lift a player's hips above the horizontal or grab above the armpits

Know that when **rucking**, you **cannot roll** the opposite player

Know a **scrum** has 8 people during a 15v15 game of rugby union

Know the **position** of the **front 3 players in a ruck** – **1 - player of left = loose head**, **2 - player in middle = hooker**, **3 - player of right = tight head**

Know and understand **why** and **when** a scrum is used during a modified game – to restart the game after a knock-on, forward pass and restart kick kicked past the dead ball line.

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Inaccurate prior knowledge of pitch dimensions and basic and more complex rules of rugby union.</p> <p>Regular formative assessment through small-sided games and drills during the lesson.</p> <p>Do not rush through a lesson or move on to the next lesson before knowledge has not been secured by students.</p> <p>Rules to be revised at the start of each lesson to help deepen the security of knowledge.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary.</p> <p>Pitch dimensions always the same each lesson to help understanding.</p> <p>Clear success criteria used to support teaching of core skills.</p> <p>Student discussion and feedback when peer assessing their team and other team.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Students to know how to play a competitive game of rugby union, using the basic rules.</p> <p>Students who already have outstanding prior knowledge to referee and coach other students to help uphold the rules correctly.</p>	