

Bilton School – Planning for progress over time – rugby

Intent – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

	Year 7					Year 8					Year 9					Year 10					Year 11				
	Big Picture- Understand basic skills and rules of the game of rugby, including conditioned games to develop the sense of outwitting an opponent. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big picture- Develop positional and tactical play to outwit opponents during direct competition. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To develop knowledge of rules and set plays to outwit opponents. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To master skills, techniques and tactics and strategies to overcome opponents. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.					Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5
	L2 Spatial awareness games	L2 conditioned tackling activities	L2 conditioned games – 7 v7 recap offside law	L2 advanced tackling /body positions /offside	L2 conditioned games – offside rules / body positions in tackle /rucks- Moderation	L2 advanced tackling – using smother tackle / 2 tacklers	L2 recap rucking – body position / mauling from tackles / offside.	L2 intro 5 v 5 scrums. Body positions – uncontested in	L2 intro lineout for ball in touch. 3 v 3 uncontested. Games	L2 conditioned game – no kicking, scrums /lineouts- MODERATION	L2 conditioned game contact. Scrums/lineouts/ tackle	L2 creating space holding spaces break down defences	L2 understanding the maul.	L2 officiating during the game q and a with pupils.	L2 Game Play conditioned games, wide and narrow- MODERATION	L2 Teamwork develop knowledge of rules	L2 Create overlap looking for space.	L2 Rules and refereeing – offside	L2 Defending, blitz / drift	L2 Game Play- Moderation	L2 SPORT EDUCATION- Attacking, creating the overlap	L2 SPORT EDUCATION- Centre play set plays	L2 SPORT EDUCATION- Passing on the move	L2 SPORT EDUCATION- Marking space	L2 SPORT EDUCATION- final tournament
	L1 Passing/Handling	L1 basic tackling / offside law	L1 basic rucking / body position /intro 3 v 3 scrums body positions	L1 intro mauling – body position / recap scrums offside rule.	L1 conditioned games 12 v12 – Kos to restart looking to create 2 on 1/ spaces- Assessment	L1 recap tackle technique/ legs/ smother	L1 rugby league games – conditioned. Recap offside law	L1 timing of pass/ position of pass receiving ball at speed	L1 Mauling from open play, offside at the maul.	L1 conditioned games – kos / uncontested scrum 3v3 /lineout- ASSESSMENT	L1 intro further contact – scrum/ lineout/ tackle etc conditioned	L1 rucking – body position/offside	L1 restarts kick offs	L1 officiating – examples of rules during the game.	L1 Conditioned games /wide and narrow pitch- Assessment	L1 Teamwork advanced tactics	L1 Rules and refereeing	L1 Attacking play- from set plays	L1 Defending against set play	L1 Attacking play- working around the scrums / lineouts- ASSESSMENT	L1 SPORT EDUCATION- Roles	L1 SPORT EDUCATION- Defending from lineout/scrum.	L1 SPORT EDUCATION- Passing drills	L1 SPORT EDUCATION- Back line set plays	L1 SPORT EDUCATION- Working around the scrums, lineout
End point	At the end of the year 7 rugby unit students will be able to; <ol style="list-style-type: none"> 1. Receive and pass a ball with confidence and score tries. 2. Tackle an opponent safely 3. Understand the offside rule They will be able to do this through; <ul style="list-style-type: none"> • Playing conditioned games • Taking part in skill practices • Playing rugby games within the RFU guidelines 					At the end of the year 8 unit, students will be able to; <ol style="list-style-type: none"> 1. Understand a basic scrum 2. Know a lineout formation and the positions 3. Be able to break the defensive line and score. They will be able to do this through; <ul style="list-style-type: none"> • Playing small conditioned games • Uncontested scrums • Playing rugby games at school and/or clubs 					At the end of year 9 students will be able to; <ol style="list-style-type: none"> 1. Create space to score tries 2. Understand how a ruck is formed and the offside rule 3. Become more familiar with the rules during the game. They will be able to do this through; <ul style="list-style-type: none"> • Skill practices in groups • Playing conditioned games within the lessons • Taking part in competitive rugby through school / or clubs 					At the end of year 10 students will be able to; <ol style="list-style-type: none"> 1. Understand how to create space and time to overcome opposition from set plays 2. See the difference between blitz and drift defence 3. Be more aware of the rules during game situations. They will be able to do this through; <ul style="list-style-type: none"> • Taking part in more competitive games • Able develop scoring opportunities from open play • Playing school / club rugby 					At the end of year 11 students will be able to; <ol style="list-style-type: none"> 1. Create scoring opportunities from set and open play 2. Organise team tactics and communicate through their knowledge of the past experiences. 3. Play the game at a higher tempo They will be able to do this through; <ul style="list-style-type: none"> • Playing school / club/ representative rugby • Undertaking the relevant refereeing courses • Able to referee part of a game during the lesson. 				

IMPLEMENTATION

Progress and Assessment	Assessment to take place throughout the block of lessons with looking at skills on a weekly basis. Final lesson- rotation of teachers to moderate assessment	Assessment to take place throughout the block of lessons with looking at skills on a weekly basis. Final lesson- rotation of teachers to moderate assessment	Assessment to take place throughout the block of lessons with looking at skills on a weekly basis. Final lesson- rotation of teachers to moderate assessment	Assess game play, individual tactics during the conditioned games. Team tactics from scrum/lineout.	Assess game play Knowledge of rules / laws Options at the break down
Key Vocabulary/ Literacy	Possession Go forward Support ball carrier Pressure Teamwork Evaluation/ Analysis	Defending, blitz and drift. Mauling, offside rule Lineouts / scrums Possession Go forward Support	Back play Rucking Offside laws Go forward Possession Support	Possession Go forward Support Pressure Teamwork	Possession Go forward Pressure Team work Support
Connected Knowledge <i>Connectives to ??????</i> <i>Theme/topic/year group?</i> <i>Cross-curricular themes?</i>	Muscles in warm-up to VCERT and GCSE key terminology Effects of exercise- Science	Character and culture / lifelong participation in health and fitness Com of fit Methods/principles of training	Impact of exercise on body systems	Joining local clubs to expand and develop knowledge. Representative rugby, district, county, Wasps/Tigers/ \Saints academy, senior club rugby	
Spiritual, Moral, Social and cultural.	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so	Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so
British Values	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.	Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.
Cultural Capital	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.	Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.
Impact	Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE with Use a range of tactics to overcome opponents in a team sport. assessment				