

## Scheme of Work

### Subject: Physical Education

**Year Group: Year 9**  
**Specification: Rugby**  
**Express/Mainstream**

Lesson No	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment (Include relevant GCSE Q stem)	Homework	Literacy Numeracy SMSC Codes (Each box covers various lessons)
1	Ball Handling Skills/set plays	<ul style="list-style-type: none"> <li>a) To understand how to quickly transfer the ball down the line.</li> <li>b) To demonstrate a student created set play during a competitive game.</li> <li>c) To use and apply quick handling and cross overs within a game based practice.</li> </ul>	Why would we want to create a number of set plays?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	Watch a game of rugby, observing the different set plays used.	Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.
2	Tackling	<ul style="list-style-type: none"> <li>a) To understand the role of safety when performing the side on Rugby tackle.</li> <li>b) To develop the 'tap' tackle in a controlled environment with the development to bring it into a competitive game.</li> <li>c) To demonstrate how to 'tap' tackle consistently using a suitable technique.</li> </ul>	When would you choose to use a 'tap' tackle?	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Pupils will be given the opportunity to develop a sense of fair play based on the rules of the game and positive sporting behaviour including how to conduct themselves in competitions and to accept authority
3	8vs8 Scrum	<ul style="list-style-type: none"> <li>a) To understand each role of the scrum and their importance to the safety when performing.</li> <li>b) To show the correct binding skills in a scrum situation.</li> <li>c) To use the technique consistently driving in a low body position.</li> </ul>	Safety in the scrum, explain teaching points.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>	Research the role within a scrum by each positioned played.	Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> <li>- Counting skills for organising themselves into groups</li> </ul> Understanding the basic scoring in Rugby.
4	Line Outs	<ul style="list-style-type: none"> <li>a) To understand how to correctly lift a player in order to catch the ball.</li> <li>b) To develop different calls in order to confuse the opposition.</li> </ul>	Come up with your own line out calls.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> </ul>		Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: <b>warm-up, cool-down, passing, tackling, teamwork, fair play</b>

				- Peer analysis, evaluation and feedback		
5	Kicking	<p>a) To understand why kicking is used in the game and when is best to use the correct technique.</p> <p>b) To develop ways of how to kick varying from drop kicks to 'gubbar' kicks.</p> <p>c) To demonstrate the skill in a game situation.</p> <p>d) To understand how kicking for touch is a tactical way to gain ground on the field.</p> <p>e) To develop positioning with an understanding of which player goes for the kick depending on a front line and a back line.</p> <p>To demonstrate the skill in a game situation.</p>	<p>When would we use a kick?</p> <p>Why would we benefit from a kick when we have the possession?</p> <p>Could we use a kick when we are defending?</p>	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>	Explain the different types of kicking and the aims each one has.	<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> <li>- Ask questions to gain clarification and further information</li> <li>- To collaborate with others to share information/ideas, solve problems</li> </ul>
6	Game situation using different position forwards, scrum half and back positions	<p>a) To understand and play in the different positions.</p> <p>b) To participate in the chosen position suitable for them.</p>	Give the roles of all the 15 positions.	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question and answer</li> <li>- Peer analysis, evaluation and feedback</li> <li>- Video analysis</li> </ul>		<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> <p>Leading a warm up (leadership)</p>
7	Assessment Tournament / Assessment -Teacher assessment, Peer	<p>a) To apply skills in a game situation.</p> <p>b) To analysis a Rugby game (lesson/youtube).</p>	Play the 15 positions	<ul style="list-style-type: none"> <li>- On-going teacher assessment with feedback</li> <li>- Pupil self-check, including the use of reciprocal sheets</li> <li>- Teacher-pupil question</li> </ul>	Assesses yourself on the steps grading sheets.	<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> <li>- Take part in pair and group work (teamwork)</li> </ul> <p>Leading a warm up (leadership)</p>

	evaluation			and answer - Peer analysis, evaluation and feedback - Video analysis		
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