

Scheme of Work

Subject: Physical Education

Year Group: Year 8
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/Passing over distance	<ul style="list-style-type: none"> a) To understand when to create a pass and how passing over different distances can impact on a passage of attack. b) To demonstrate the correct passing technique over varied distances as well as being introduced to the 'pop' pass for close distance builds of play. c) To use and apply handling and passing skills in a game situation. 	<p>What determines off side in rugby? How can varying the distances of your passing build upon your attack?</p>	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 	<p>Watch an international rugby match on youtube (with the focus being based on the passing).</p>	<p>Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.</p>
2	Scoring a Try	<ul style="list-style-type: none"> a) To understand how to outwit the opponents through variations of passing and running with the ball in order to score a try. b) To evaluate how another team are attacking against another team and how they can set up a defence in order to stop them scoring a try. c) To demonstrate a varied set of ways to score a try through the means of carrying the ball, passing the ball and using 'dummies'. 	<p>Why do we need to think of variations of ways to get to the try line?</p>	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 		<p>Pupils will be given the opportunity to develop their social skills in activities involving co-operation and collaboration, responsibility and teamwork.</p>

3	Tackling	<p>a) To understand the importance of tackling low and to the side of the opponent.</p> <p>b) To develop the tackle whilst on the move, creating a game scenario.</p> <p>c) To demonstrate how to tackle consistently at speed whilst still using the correct technique.</p>	Why do we aim low in the tackle? What is our main aim from tackling the opponent?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 	Research the consequences of a high tackle in a competitive game.	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
4	3 vs 3 Scrum	<p>a) To understand the role the front three have in a scrum and how they need power to win the ball.</p> <p>b) To show the correct binding skills in a larger scrum situation.</p> <p>c) To use the technique consistently driving in a low body position.</p>	Safety in the scrum, explain teaching points.	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer 		Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> - Counting skills for organising themselves into groups Understanding the basic scoring in Rugby.
5	Conditioned Games using previous develop skills	<p>a) To understand how to combine all the new skills of 'popping' the ball, 'dummying' opponents and the new scum age system to outwit opponents in modified games.</p> <p>b) To develop an understanding of how to set up as a team in a game situation when both attacking and defending.</p> <p>c) To show understanding of the rules of the game with self-officiating as well as knowing when set plays are set up.</p>	How do we need to set up during the game in order to attack/ defend when the ball is transferred to the opponent?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback 	What are the main teaching points to tackle safely?	Through the activities in this unit pupils will be given the opportunities to develop: <ul style="list-style-type: none"> - Counting skills for organising themselves into groups Understanding the basic scoring in Rugby.
6	Line Outs	<p>a) To understand the rules of this set play.</p> <p>b) To develop ways of competing in a lineout situation.</p> <p>c) To demonstrate a student created line out where movement is evident throughout the set piece.</p>	Why do we add movement to the line out? What does that cause for the opponent?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback 		Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: warm-up, cool-down, passing, tackling, teamwork, fair play

7	Beating an Opponent 2vs 1 , 3vs2 and 2vs2	<ul style="list-style-type: none"> a) To understand how to outwit the opponent whilst having an extra player on the attacking side. b) To develop ways of beating the opponent through methods learnt within passing and scoring tries. c) To evaluate ways of how they could overhaul the attacking actions and how that will benefit them in a game context. 	Why would we want to overhaul the attack with extra players against?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback 	Look at a full scrum in a 15 a side game	Through activities in this unit pupils will be able to understand, use and spell correctly words relating to Football: warm-up, cool-down, passing, tackling , teamwork, fair play
8	Intermediate Rucking	<ul style="list-style-type: none"> a) To understand how to set the team up whilst a ruck is taking place on the field. b) To develop the rucking technique whilst reacting quick to the tackle they are covering. c) To demonstrate a clean and stable ruck within a competitive game scenario whilst keeping possession. 	Where should players set themselves up when a ruck is taking place in order to maintain momentum?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback - Video analysis 		<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> - Ask questions to gain clarification and further information - To collaborate with others to share information/ideas, solve problems
9	Intermediate Mauling	<ul style="list-style-type: none"> a) To understand how to maul in a modified game set up. b) To develop the ways of mauling and thinking of the end goal of the maul. c) To demonstrate a maul within a game situation with the focus being on gaining territory up the field. 	Why do we want a good maul and how does that help us when we are attacking?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback - Video analysis 	Explain the main point of rucking and mauling to someone at home.	<p>Speaking and listening – follow instructions</p> <ul style="list-style-type: none"> - Ask questions to gain clarification and further information - To collaborate with others to share information/ideas, solve problems
10	Game situation using different position forwards, scrum half and back positions	<ul style="list-style-type: none"> a) To understand the roles of different positions and there attributes on the field. b) To perform in their selected position, which they chose, form the previous year. c) To evaluate their teams performance and illustrate ways they can develop through positioning's and roles on the 	What is the key attributes to your chosen role?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback - Video analysis 		<p>Through the activities in this unit pupils will be given the opportunities to:</p> <ul style="list-style-type: none"> - Take part in pair and group work (teamwork) <p>Leading a warm up (leadership)</p>

		field.				
11	Assessment Tournament / Assessment -Teacher assessment, Peer evaluation	a) To apply skills in a game situation. b) To analysis a Rugby game (lesson/youtube).	Play the 15 positions	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback - Video analysis 	Assesses yourself on the steps grading sheets.	Through the activities in this unit pupils will be given the opportunities to: <ul style="list-style-type: none"> - Take part in pair and group work (teamwork) Leading a warm up (leadership)
12	Assessment Tournament / Assessment	a) To apply skills in a game situation.	What is your grade, how can you progress?	<ul style="list-style-type: none"> - On-going teacher assessment with feedback - Pupil self-check, including the use of reciprocal sheets - Teacher-pupil question and answer - Peer analysis, evaluation and feedback - Video analysis 		Through the activities in this unit pupils will be given the opportunities to: <ul style="list-style-type: none"> - Take part in pair and group work (teamwork) Leading a warm up (leadership)