

# KS4 Rugby

**LITERACY/NUMERACY:** Understanding of key terms regarding to Rugby. **Note: The PE assessment booklet focusses on the Components of Fitness in relation to Football– this should be periodically addressed by the teacher in preparation for the completion of the booklet at the end of the unit of learning.**



| WK | Learning Aim   | Content  |
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| 1  | <b>Passing &amp; Use of space</b><br>To accurately replicate prior learnt types of passes. To be able to perform these in a game to retain ball possession & outwit opposition. To describe the difference in rules of rugby league & union. To understand what the use of space means for attacking opportunities.          | Warm up – Student led. Paired strength challenge. Hands on shoulders -push partner over the line. Auckland grid warm up. Run to middle, contact with rucking pads = pass right, join back of queue. Recap advanced passes; scissors/switch & miss pass. 3 vs 2 in channel. T.P's; pass across body, accuracy, control & use of disguise. Highlight importance of use of space + timing run. Small-sided games (5vs5)- Tag rugby- defenders 5 yards from restart. (non-participants referee).   |
| 2  | <b>Outwitting opponents- 5 vs 3</b><br>To develop knowledge and understanding of strategic play used to outwit opponents. To be able to develop and refine tactics based on the analysis of opposition. To understand the rules of rugby union and begin to correctly officiate <i>i.e. rucking concept</i> .                | Warm up – Student led. Recap prior learning – Union Jack drill – 6 pupils needed, one on each point–Pass one place right and run diagonal, 1 pupil leads group-their job is to shout switch and change direction. Progress to 5 vs 3 in small grid. Highlight need to draw defender in to create space + running onto ball. Pupils to experiment, semi contact allowed. <i>i.e.</i> can grapple ball from pupils grip but no tackling yet. Small-sided games (6vs6)- recap rugby union rules. Semi-contact.  |
| 3  | <b>Tackling + rucking</b><br>To develop an understanding and knowledge of how to perform a ruck and the roles of support players. To replicate the correct tackling & rucking technique. To understand the safety aspects of rugby tackling and the rules regarding rucking and offside.                                     | Warm up – Student led. Tug of war - develop strength + teamwork. Recap correct technique for tackling. T.P's; Cheek to cheek, arms wrap around legs, push and land onto. Use tackle bags. Develop to 1 v 1 tackle practice – Develop from stand, walk & run. Develop rucking from tackle. 2 vs 2 –2 defenders holding pads. A hits first pad & goes down. B trails and picks up ball. A follows. T.P's aim is to retain possession, and to create a quick attacking play. Discuss difference between rugby league & union. Small-sided games (6vs6). |
| 4  | <b>Restarting play-line outs</b><br>To be able to perform a small line out with the correct technique. To understand how a line out is formed and the necessary positions. To combine the use of passing, tackling & rucking to outwit opponents. To develop a confident understanding of the rules and laws of rugby union. | Warm up – Student led. In 3's- 5m away- A tosses ball up between B & C. Whoever catches, turns facing own goal line. Emphasis timing & control. 1 point for successful catch by partner. Switch roles. 5's- 1 thrower, 2 vs 2. Experiment with lineout ideas. No lifts. Discuss strategies & difficulties. Small-sided games (6vs6) – 5 yards after tackle, recap tackling rules. Differentiated on ability. <i>i.e.</i> some tag & tackle games – pupil opt for 1.  |
| 5  | <b>Scrum development</b><br>To develop the knowledge and understand of how to form a small 3 man scrum. To understand and accurately describe the scrum positions. To develop knowledge of when a scrum is used. To integrate scrumage skills into a small sided game after an infringement.                                 | Warm up – Student led. 5 vs 5- small game (tag tackle). Discuss scrum positions and safety aspects. Pupils demo 3 man scrum. T.P's; the hooker's arms resting on the props shoulders and the props arms grasp the hooker's shirt. Highlight why a scrum is formed <i>i.e.</i> To bring the ball back in play after an infringement. Crouch, touch, pause, engage commands. 4's- h=join up with another 4 to practice. Small-sided games (7 vs 7). Differentiate games-tag & tackle games–pupil opt for 1.  |
| 6  | <b>Tournament;</b>   | Pupil led warm up and tournament in teams.   |

**Final Assessment**

End of unit tournament to take place during Week 6.

**DIRT/FEEDBACK**  
Feedback obtained during lesson. Lots of opportunity for self assessment and peer feedback; as well as teacher feedback.

**HOMEWORK**  
Students to access snippets of Rugby games via you tube/ Six Nations.  
Opportunity for engagement in extra-curricular Rugby.  
Plan a drill to teach or develop a key skill in Rugby.  
Reflect upon your own personal health and fitness– how can you access the right amount of exercise as part of a healthy active lifestyle.

**SMSC and British Values**  
Understanding of the body in relation to others and space.  
Communication skills through ideas and the implementation of rules as a coach or referee.

**PRESTWICH VALUES**  
Work Ethic  
Respect  
Team Work  
Success  
Equality

|          |   |
|----------|---|
| <b>1</b> | Describe tackling.  |
|          | Demonstrate tackling.   |
| <b>2</b> | Create successful scoring opportunities for yourself and others using tackling  |
|          | Describe and demonstrate receiving a with some elements of success.<br>To make progress toward understanding the key rules of Rugby.                                |
| <b>3</b> | Create successful scoring opportunities for yourself an others  |
|          | To try a variety of attacking tactics<br>To implement rucking into your games and to identify some rules with regard to rucking in rugby.                           |
| <b>4</b> | To have planned a warm up drill to get a small group active through rugby   |
|          | To identify and attempt varied key attacking moves in rugby<br>To make decisions in games as to when to pass/run with the ball with growing confidence and success. |
| <b>5</b> | Identify opportunities to outwit an opponent  |
|          | Contribute towards the performance of my team and use my PE lesson to challenge my physical capabilities  |
| <b>6</b> | I know where I can access rugby beyond my PE lessons  |