# Rugby Curriculum for Schools

Key Stage 3 (Year 7)

## **Invasion Games**

Delivering the National Curriculum Objectives for Physical Education through Rugby Union.







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## Introduction and Rationale

Welcome to the RFU Rugby Curriculum for Schools. This new innovative resource gives you all the information and support you need to develop your understanding of rugby and provide safe, fun and exciting sessions for your pupils. The number of developing schools or those new to the sport is ever increasing - we had over 80,000 participants in our Emerging Schools KS3 competition in 2009/10 playing a format of the game based on the basic core skills.

This resource consists of an innovative ten-week programme of progressive lesson plans for years 7 (first launch), 8 and 9. Each lesson plan has distinct activities/games and will cater for pupils of differing rugby experience, from the new and developing, to traditional rugby playing schools. Importantly this scheme of work has been developed to deliver the 'Outcomes' and 'Key Concepts' for Invasion Games to meet the National Curriculum for Physical Education by using an enjoyable, game centred approach to coaching rugby union.

Our lesson plan concept aims to maximize the learning time of pupils. Simultaneous working groups for both contact rugby and Tag or Touch are set up with a 'technical' area in-between (see next page for diagram). This enables the teacher to select pupils from the games and coach specific skills or game understanding in the technical area. Once this skill has been developed, the players are re-introduced back into the game for an opportunity to demonstrate they have learnt the skill sufficiently to be produced under pressure.

This curriculum will help each pupil develop personally and socially. They will work as individuals, in groups and in teams, developing 'Rugby's Core Vaules' which include the ethos of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that 'Rugby' can offer, pupils will learn how to be effective in competitive, creative and challenging situations.

The Rugby Curriculum for Schools is designed to help develop each pupil's competence, confidence, performance, character, creativity, healthy and active lifestyle. This encourages each individual to take part in a range of physical activities that become a central part of their lives, both in and out of the school environment.

## Suggestions for working area

## Non- Contact Playing Area

The dimensions of the pitch may change depending on the 'challenge'.

Approximately 7 v 7 players.

Players are nominated to referee (but can still play).

The pitches can be marked with flexible cones.

For some activities, the playing area may be marked out into 5m by 5m or 10m by 10m grids



## **Technical Area**

Marked into grids.

Teacher/ Coach mostly works in this area.

Players are drawn from either the contact or non-contact playing area as required





## **Contact Playing Area**

The dimensions of the pitch may change depending on the 'challenge'.

Approximately 7 v 7 players.

Players are nominated to referee (but can still play).

The pitches can be marked with flexible cones.

For some activities, the playing area may be marked out into 5m by 5m or 10m by 10m grids

## Outline of the RFU Scheme of Work for Key Stage 3

This scheme of work is aligned very closely with the QCA Invasion Games (Units 6 & 7) and is offered as a valuable part of any school's medium term plan for PE. It will be delivered through a progressive, challenging and enjoyable, game-centred approach to learning and teaching of rugby as an invasion game activity.

The scheme of work consists of a ten week programme of 10 progressive lesson plans per year group and each lesson plan has been designed to meet simultaneously the challenges posed by those students who are put off the physicality of rugby union and for those who aspire to be rugby players and who, most probably, will have had some experience of playing tag rugby at either primary school, the local junior rugby club or both.

For those young people that have little prior experience of playing the game and/or little confidence, the introduction of tag rugby into the PE curriculum will provide them with progressive practices to develop handling, evasive, support and defensive skills in a safe, non-contact and enjoyable environment.

For those students who would like to progress to the full contact game during curriculum, they will have the opportunity to develop their individual skills, such as passing, receiving, tackling, contact, ball availability, kicking, decision making and tactical appreciation within the context of the full contact game.

It is envisaged that the 'Unit' skills (ruck, maul, scrum, lineout and backline moves/plays) and 'Team' skills (defense, kick-offs, restarts and penalties) will be developed during after-school activities.

Each lesson has been structured to help students to develop their personal and social skills by allowing them to work as individuals, within groups and in teams, developing concepts of fair play and of personal and social responsibility. They will be required to adopt several different roles such as leader, coach and referee. Through the range of experiences that Tag Rugby can offer, they will learn how to be effective in competitive, creative and challenging situations.

### The Unit: Rugby Development

Developing strategies and tactics e.g. roles of attackers and defenders including support roles; distinguishing between tight and wide areas of play; penetrating through defenses whilst maintaining continuity of play; depth of attack and basic tackling technique

#### About the unit:

In this unit, pupils will focus on principles of attacking and defending strategies and techniques. They will link to their knowledge and understanding of other game activities to develop the effectiveness of their play. In games activities, pupils select and apply their skills so that they can carry out tactics with the intention of outwitting their opponent(s).

With invasion games, the main intention is to invade your opponents' territory and to outwit them so that you can score tries or points.

This unit is expected to take 8 - 12 hours.

#### Where the unit fits in:

The pupils are expected to have little or no knowledge of rugby as an invasion game activity.

In both this and subsequent units, pupils will learn to:

- understand the different roles of attackers and defenders;
- recognise the different support roles in attack and defense;
- distinguish between play in tight and wide areas;
- perform the basic tackle;
- improve the range and quality of specific techniques in the games played improving decision making, passing, running lines and managing contact;
- analyse play and individual performance more accurately and to use the information to make decisions about what to do next;
- demonstrate an understanding of warm-up principles;
- perform different roles such as sports leader, coach and official in addition to that of performer.

#### **Expectations:**

After carrying out the activities and core tasks in this unit most pupils will:

- use a range of skills and techniques fluently and accurately;
- devise and carry out a range of different tactics and practices;
- work cooperatively in their groups, taking on a variety of roles within the group;
- recognise the similarities between the games played, applying and adapting tactics and skills effectively from other games;
- recognise their own improvement and that of others through a variety of assessment methods.

some pupils will not have made so much progress and will:

- Use a small range of techniques with some accuracy and consistency
- Cooperate with others and participate in the activities in specific roles
- Carry out practices and ideas given to them by others to help improve their play some pupils will have progressed further and will:
  - Take on a range of different roles and demonstrate leadership
  - Use skills with speed, accuracy and control
  - Devise, carry out and adapt a wide range of strategies, tactics and ideas respond quickly to new and changing situations and contexts

#### Prior learning:

It is helpful if pupils have:

- played a variety of small-sided invasion games;
- worked independently in small groups;
- used and applied rules;
- some knowledge of tactics and team organization;
- basic throwing, catching, and kicking skills.

#### Language for learning:

Through the activities in this unit pupils will understand and use correctly words relating to:

- Strategies and tactics
- Principle of go forward
- Creating space
- Principles of attack and defense
- Concept of support
- Running lines
- Timing of the pass
- Recognition of space
- Retaining possession through continuity
- Tackling
- Effective body position in contact

Depth in attack

Speaking and listening – through the activities pupils could:

- Ask questions to gain clarification and further information (why, how, what when)
- Collaborate with others to share information and ideas, and solve problems

#### Adaptations and variations on the tasks:

- Play on differently-sized pitches, eg short and wide, long and thin
- Modify the rules / conditions of the game
- Increase / decrease the number of attackers or defenders
- Change the initial starting position of players

#### Extension and enrichment:

Out of lessons, at home and in the community, pupils could be encouraged to:

- Practice skills at breaks and lunchtimes and at home
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches to appreciate high-quality performance
- Search the internet to find information about sports and opportunities

# Developing Tactical Understanding through 'Games' Activities

#### Introduction:

With any game activity there are a number of factors the teacher can look at that can challenge the pupils to adjust their tactical thinking. Here we shall examine the principles involved.

Primarily such changes are associated with time and space. More often than not, they occur naturally within the game. Let us consider these by examining:

- 1) Varying the playing area in which the game takes place. Longer or shorter, narrower or wider.
- 2) Changing the starting space between attack and defence, closer, further away, wider.
- 3) Varying the shape/positioning of the attack and defence, bunched, spread, single file, various groupings (2s, 3s, 4s).
- 4) Different starting positions contesting the ball, sprint starts, lying down, back turned, kneeling, tackling.
- 5) Introducing the ball in a variety of ways, pass, high ball, kick, roll, bounce.
- 6) Dynamic starts (moving) to the game, no static situations, always moving.

#### 1. Varying the playing area

- Players need to be aware how much space is available in which to play as it should affect their tactical choices
- By moving between different size playing areas the players need to adjust or change their choices of play
- How effectively do the players use the space available to them e.g. in a narrow space do they make full use of what is available and do defenders make good use of the side lines available for defending?
- How might the attack or defensive formations distribute themselves in the space?
   Alignment.

#### 2. Changing the starting space between attack and defence

- This is a constant challenge for players in games to deal with defence that is very close (1 metre away) or further away (10 metres away). The tactical choice changes. What to do with space available, where to run or not run?
- How much time is available to the ball carrier to make his/her choice of play and how should other team members react in order to provide appropriate support?
- Are the players encouraged to look at the distribution of the defence or the support before the attack begins as this might govern their choice of play?

#### 3. Varying the shape or positioning of the attack or defence

- Rarely do players arrive in situations in the full game in a linear way, so we must try to replicate the situations that tend to occur in the game.
- Variation of the start position requires the players to re-position themselves in the most effective attacking or defending organisation – it is what we might call going from 'Disorder to Order'
- This positioning encourages players to understand the need for both deep, close or wide alignment applicable to the varying situations that occur.

#### 4. Different starting positions

- Too often we see players starting in similar positions (i.e. a lateral static line) that is rarely seen in the game.
- Players need to familiar themselves with the varied positioning that occurs after the set pieces begin.
- The imagination of the teacher/pupil can be utilised bunched, spread, two lines, Indian file, sat down, kneeling, backs turned to opposition, doing various exercise before play is called.

#### 5. Introduction of the ball in differing ways

- As in the game the ball arrives in a variety of ways passed, from a kick, rolled, fought for in a contact area, off ground
- In these game situations we should encourage the start to replicate as many of the game situations as we can
- We encourage players to re-act to the varying situations that challenge their tactical choice of play i.e. support players knowing where to effectively move to support the attack

#### 6. Dynamic starts

- Rather than start the game from a static situation introduce more dynamic forms of play
- Players moving in the space before ball is introduced
- Players move into the space from outside so they have to choose where to run and why
- Players need to look at the opposition before game starts so they can make appropriate tactical choices
- The movement creates more dynamic and exciting forms of attack and to organise the defence
- Teacher could introduce a 2<sup>nd</sup> ball when play is slowed down for some reason (stuck in a contact situation or maul.

## The importance of high quality physical education and sport

'A high-quality PE curriculum enables all pupils/students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully.

When they are performing, they should be encouraged to think about what they are doing, analyse the situation and make appropriate decisions in order to improve performance, both as an individual performer and also as a team member. Also, through observation and discussion, they should be guided to reflect on their own performance and the performances of others and find ways to improve them. As a result, they are able to develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in sport and physical activity helps them make informed choices about lifelong physical activity'.

Extract from the National Curriculum 2007 (QCA)

A high quality PE and sport programme will be driven by the following key principles of:

- always enabling all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport;
- promoting young people's health, safety and well-being;
- enabling all young people to improve and achieve in line with their age and potential;
- challenging and supporting gifted and talented young people so that they achieve their full potential.

It should be based on enabling young people to achieve the following outcomes:

- being committed to PE & sport and make them a central part of their lives both in and out of school;
- knowing and understand what they are trying to achieve and how to go about doing
  it:
- understanding that PE and sport are an important part of a healthy, active lifestyle;
- having the confidence to get involved in PE and sport;
- having the skills and control that they need to take part in PE and sport;
- willingly taking part in a range of competitive, creative and challenge type activities both as individuals and as part of a team or group;
- thinking about what they are doing and make appropriate decisions for themselves;
- showing a desire to improve and achieve in relation to their own abilities;
- having the stamina, suppleness and strength to keep going;
- enjoying PE, school and community sport.

## National Curriculum (PE) aims

The revision of the National Curriculum and programmes of study was undertaken in order to provide greater flexibility for teachers, greater coherence for the curriculum as a whole and increased personalisation for learners.

Learning and undertaking activities in physical education (PE) contribute to achievement of the curriculum aims for all young people to become:

- successful learners, who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives:
- responsible citizens who make a positive contribution to society.

#### PE offers opportunities for pupils to:

- · become skilful and intelligent performers;
- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

#### DCSF Standards Site

In addition to setting out explaining the importance of a high quality PE curriculum and the impact it should have on learners, the revised programme of study (POS) contains further sections that set out the

- key concepts (competence, performance, creativity and healthy, active lifestyles), that are at the heart of physical education;
- the key processes that pupils/students should be able to do in order to make progress (Developing skills in physical activity; making and applying decisions; developing physical and mental capacity; evaluating and improving; making informed choices about healthy, active lifestyles);
- range and content that outlines the breadth of physical education from which the areas of study should be drawn (At least four of the following): Outwitting opponents; accurate replication of actions, phrases and sequences; exploring and communicating ideas, concepts and emotions; performing at maximum levels in relation to speed, height, distance, strength or accuracy; identifying and solving problems to

- overcome challenges of an adventurous nature;
- the curriculum opportunities that learners should be given, to enable them to engage with, understand and enjoy physical education (Get involved in a broad range of different activities; experience a range of roles; specialise in specific activities and roles; follow pathways to other activities in and beyond school; perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class; use ICT as an aid to improving performances and tracking progress; make links between PE and other subjects and areas of the curriculum).

Whilst an intention of this resource is to avoid covering areas of knowledge that teachers, undoubtedly, will be familiar with, it is felt that the first of the sections – Key Concepts requires further coverage as it underpins the knowledge, skills and understanding of PE.

#### **Key Concepts**

These can be sub-divided into four areas:

- (1) Competence this is concerned the learning of skills, their selection and application as evidenced through tactics, strategies and compositional ideas and physical and mental preparation to cope with the demands of the activity. It will require pupils/ students to develop an understanding of how these fit together in order to perform effectively in a variety of situations and activities.
- (2) Performance here the emphasis is on the learner knowing and understanding what needs to be achieved, the extent to which it has been achieved and appreciating what needs to be changed in order to improve performance.
- (3) Creativity learners should be sufficiently confident to employ imaginative ways in which to solve problems and overcome challenges and a willingness to explore and experiment with techniques, tactics in order to produce more efficient and effective outcomes.
- (4) Healthy, active lifestyles that appropriate, safe and enjoyable physical activity contributes the healthy functioning of body and mind.

