

Rugby Curriculum for Schools

Key Stage 3 (Year 7, 8 and 9)

Invasion Games

Delivering the National Curriculum Objectives for
Physical Education through Rugby Union



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Contents

Introduction and Rationale	3
The suggested working area.	4
Outline of the RFU Scheme of Work for Key Stage 3	5
How to use the lesson plans	6
The Unit: Rugby Development	7
Developing Tactical Understanding through 'Games' Activities	9
National Curriculum Scheme of Work (Medium Term Plan and Assessment Criteria)	11 & 12
The importance and aims of Physical Education	13

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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, 8 and 9. Each lesson plan has distinct activities/games using both tag and contact rugby and will cater for pupils of differing rugby experience, from the new and developing, to those from rugby playing backgrounds. 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 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 are set up with a 'development' 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 development area. Once this skill has been developed, the players are reintroduced into the game for an opportunity to demonstrate they have learnt the skill sufficiently for it to be produced under pressure.

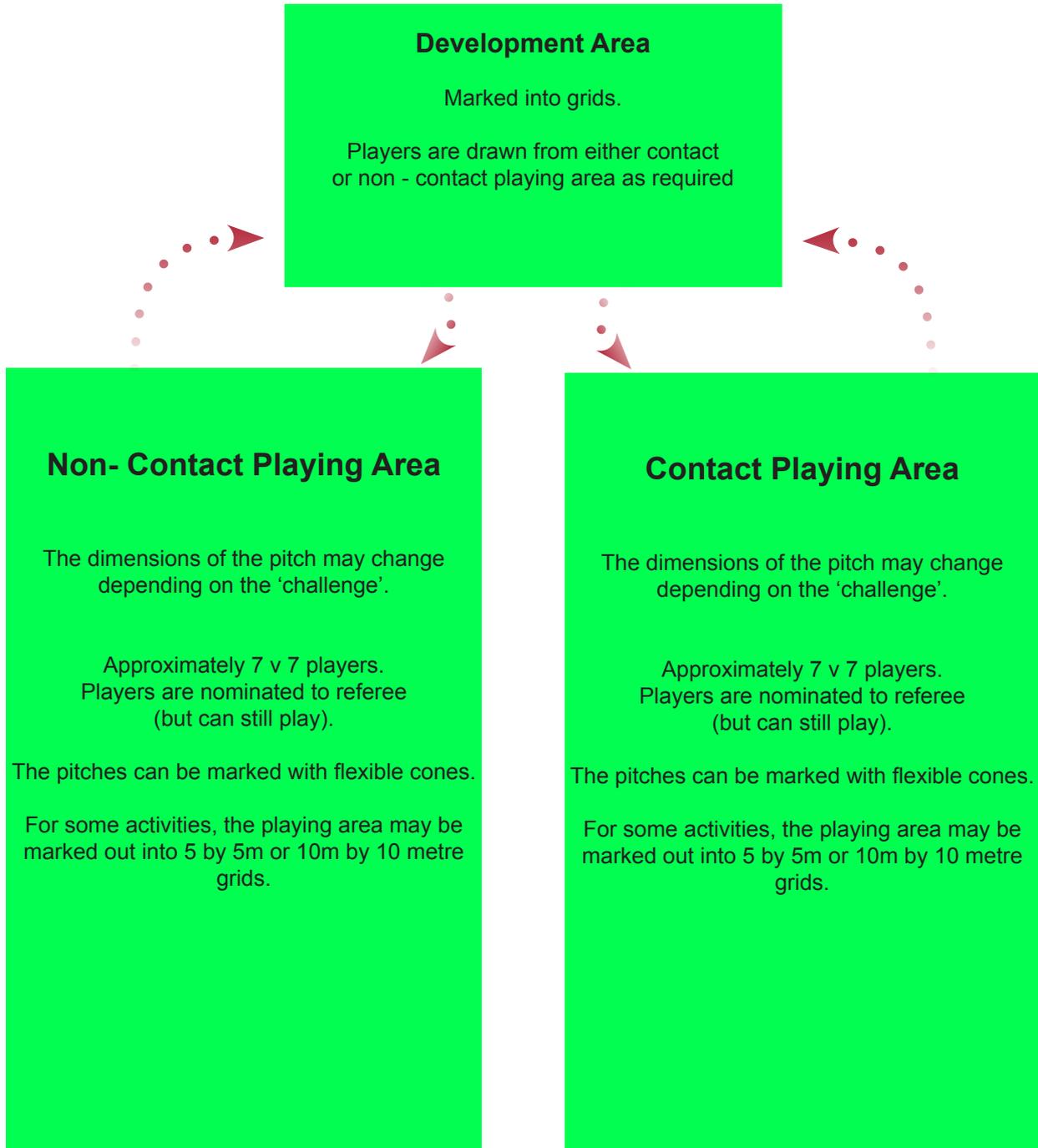
This curriculum will help each pupil develop personally and socially. They will work as individuals, in groups and in teams, developing 'Rugby's Core Values' which include the ethos of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching 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.

The RFU recommend that anyone coaching tag rugby should attend an RFU Start Coaching Tag Rugby Course and that anyone coaching contact rugby should attend both a Rugby Ready and UKCC Coaching Rugby Union Level 1 course. For details of courses near you go to rfu.com/coach.

Please note, play areas should be supervised by appropriately qualified staff.

Suggestions for working are



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 10 week programme of 10 progressive lesson plans per year group and each lesson plan has been designed to meet simultaneously the challenges posed by 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 who 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 students who would like to progress to the full contact game during curriculum, there will be 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 afterschool 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.

How to use the lesson plans

These will save you from spending a lot of time on your lesson preparation and have been designed to be progressive and challenging for both the pupils who aspire to be rugby players and the pupils who would prefer to play non contact rugby.

When choosing the groups at the beginning of the unit, it is suggested that you use either an adapted version of the core task as explained in the QCA Games Activities Link Unit or a game of team tag to assess the ability of each pupil. Additionally perhaps you could use the following criteria:

Group 1 (14 players)

1. Those who play rugby for a local rugby club
2. Played tag rugby or similar in their primary school
3. Would like to have a go at playing rugby
4. Have the physical attributes to make a rugby player (may need gentle persuasion)

Group 2 (14 players)

1. The rest of the class

REMEMBER - make it clear to all pupils that they can change groups at any time by letting you know.

- Ideas for MAXIMISING ACTIVITY
- Have a pre-planned rota for pupils to get equipment and mark out working areas (two pitches and a technical area between them)
- Warm up (raising body temperature) starts by jogging to working area
- Minimise teacher interventions that stop the games being played
- Use a small group to practise the next development before stopping the whole group
- Feedback to be precise, use Key factors to focus on skill development
- As often as possible, use the development area to help individuals, whilst still allowing the games to continue
- Nominate a referee for each game but wherever possible allow them to continue to play, thus maximising their activity
- Encourage pupils to give feedback to friends
- Cool down on way back to the changing rooms, jogging interspersed with some gentle static stretching to help aid recovery
- Different sized Grids and Channels can be used to set different challenges for the skills of the pupil

The Unit: Rugby Development

Developing strategies and tactics eg roles of attackers and defenders including support roles; distinguishing between tight and wide areas of play; penetrating through defences 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 defence
- 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

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 defence
- 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:

- Practise 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

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 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:

- 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 eg 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 or align themselves in the space?

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 familiarise 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 different 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 react to the varying situations that challenge their tactical choice of play ie 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 that 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 second ball when play is slowed down for some reason (stuck in a contact situation or maul).

National Curriculum Scheme of Work: Medium Term Plan

Acquiring & Developing	Selecting & Applying Skill, Tactics and Compositional Ideas	Improving & Evaluating	Knowledge & Understanding of Fitness and Health
<p>Objectives:</p> <ul style="list-style-type: none"> To improve the consistency, quality and choice of skills used Adapt and develop the basic skills <p>Activities:-</p> <p>Small-sided Tag games or contact to give multiple opportunities for pupils to acquire skills will be used to develop the following skills</p> <ul style="list-style-type: none"> Running (from 1v1 up to 7v7) Evading (from 1v1 up to 7v7) Passing (2v1, 2v2, 3v2 up to 7v7) Catching Communicating Supporting Scoring Defensive systems (man for man and drift) Refereeing Coaching <p>Outcomes:</p> <ul style="list-style-type: none"> Use an increasing number of the techniques/skills consistently, accurately and fluently Able to adapt skills to different situations 	<p>Objectives:</p> <ul style="list-style-type: none"> Organise themselves as a team to attack and defend and play in different positions Select and use a range of tactics and strategies and apply them successfully in different games Explain the similarities between the different invasion games played. <p>Activities:</p> <ul style="list-style-type: none"> Match tactical decisions to technical skills Condition defence (tight or spread out) so that the attack can recognise the best place to attack (go around the defence or attack spaces between defenders) Employing a man for man or drift defence Ask pupils to explore simple game plans by analysing the strengths and weaknesses of the opposition. Referee positioning <p>Outcomes:</p> <ul style="list-style-type: none"> To organise themselves as a team and select and apply strategies consistently and effectively To adapt strategies and tactics used in one activity and apply them to a different one 	<p>Objectives:</p> <ul style="list-style-type: none"> To make effective evaluations of strengths and weaknesses in their own and others' performance To make suggestions to improve play, eg on attacking and defensive tactics <p>Activities:</p> <ul style="list-style-type: none"> Ask pupils to analyse their own and others' strengths and weaknesses and to identify aspects of technique that need to be improved. Teach them how to 'read' a game. Help pupils explore different ways of observing and analysing performance and recognise what is effective and what needs improving. Talk to pupils about the ways they think both the games and their own play can be improved. Talk to pupils about their knowledge of rules and develop their ability to officiate small-sided games <p>Outcomes:</p> <ul style="list-style-type: none"> Able to explain the range of decisions they have to make in a game Identify their own and others' strengths and weaknesses Implement practices to improve their performance Identify aspects of technique that require practice and improvement Assess and comment on the ways in which they can improve, eg attacking and defensive tactics 	<p>Objectives:</p> <ul style="list-style-type: none"> Able to prepare for and recover from exercise safely and effectively and to know the principles used to recognise the benefits to their health of regular exercise and good hygiene Understanding the benefits of being active in games <p>Activities:</p> <ul style="list-style-type: none"> Listen to pupils talk about their understanding of the way in which strength, stamina and suppleness can be improved by playing Tag Rugby/Rugby Union. Help consolidate pupils' knowledge of warm-up and cool-down activities relevant to Tag Rugby/Rugby Union. . Ask pupils to refine their own warm-up routines, eg mobilise, raise the body temperature and stretch. Talk to pupils about different ways of improving performance in rugby, e.g. draw upon knowledge of training in athletics to improve speed or acceleration. Help pupils understand the importance of specificity in training. <p>Outcomes:</p> <ul style="list-style-type: none"> Knowledge to improve their own fitness design and carry out warm-up and cool-down routines safely and effectively explain why these activities are important Recognise and describe how sports like rugby can affect their health and fitness

National Curriculum Scheme of Work: Medium Term Plan

Acquiring & Developing	Selecting & Applying Skill, Tactics and Compositional Ideas	Improving & Evaluating	Knowledge & Understanding of Fitness and Health
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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.