



Subject: Rugby - Year 8

Overarching Topic:

Why is this topic being studied at this time?

How does it fit into the wider subject curriculum?

Overview

Intent: Our intent is to develop on the extensive progress made in year 7. At this stage in year 8, students are part of the way through their journey into becoming physically literate, inquisitive, creative and risk-taking students of the game. Key physical skills are re-visited to ensure safe practice throughout, pupils are then provided with greater challenge through the introduction of more challenging skills and the promotion of high-level tactical thinking. The key values of rugby are remain a constant feature and students are encouraged to reflect on what it means to truly demonstrate sportsmanship, teamwork, discipline, enjoyment and respect.

Ultimate questions: In order to build upon the ultimate questions from year 7, students are challenged to apply themselves, both physically and mentally, at a higher level than previously. Leadership roles are encouraged, with high level performers challenged to adopt different roles within lessons to ensure all are able to make progress. At this stage, Ravens Wood learners are well on their way to becoming true students of the game and will be posed problems and situations of increasing difficulty to reflect this, feeding the inquisitive and competitive nature of RWS learners.

Joining Up

Looking ahead:

- ‘How do I master the core skills?’ - students will revisit the core skills of the game and will be encouraged to refine their technique and execute these skills in increasingly challenging situations
- ‘How do I become a master tactician?’ – students will be introduced to, and encouraged to come up with, a range of more complex tactical approaches and how they can be successfully implemented
- ‘How do I become more like a professional coach?’ – students will be encouraged to reflect on a range of performances and come up with differing ideas of how to improve performances in numerous situations

Looking back:

- Lessons are built upon the foundations covered in the previous year, with new content introduced acting as scaffolding to allow students to climb to the top of the subject area and become a true student of the game

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<i>'How do I master the core skills?'</i> <u>Acquiring and developing skills</u> <ul style="list-style-type: none"> To apply techniques specific to the game effectively, safely and efficiently 	<i>'How do I become a master tactician?'</i> <u>Selecting and applying appropriate skills & tactics</u> <ul style="list-style-type: none"> To use principles of performance in planning tactics and strategies for the tasks and challenges to adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations 	<i>'How do I become more like a professional coach?'</i> <u>Evaluating and improving their own and other performances</u> <ul style="list-style-type: none"> To use the information gained from analysis of a performance to influence and improve their own play To take the initiative and decide how to develop and improve their own progress and that of others
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique <ul style="list-style-type: none"> Use a good range of techniques for attack and defence Adapt and improvise techniques to suit different situations 	How will this skill be developed? <ul style="list-style-type: none"> Help all pupils to demonstrate their ability to play in small-sided games as individuals and teams. Help pupils investigate the skills needed in a number of different positions within a team. Teach pupils new techniques, and give them time to practise and improve upon areas of weakness. Help pupils design practices and drills that improve technique or selected aspects of teamwork, <i>eg a semi-opposed game to improve the timing of a pass.</i> 	

	<ul style="list-style-type: none"> • put the game plans into effect with success and adapt and vary them when necessary • Play at greater speed and with more precision, selecting skills and techniques to apply principles of attack and defence effectively 	<ul style="list-style-type: none"> • Talk to pupils about simple game plans, <i>eg find successful combinations of tactics.</i> • Teach pupils a range of set plays from starts and restarts. Encourage the pupils to adapt and vary set plays. Ensure the pupils know how to defend at starts, restarts and the set plays. • Help pupils extend the range of attacking, <i>eg creating overlaps, attacking the 'seams' of a zone,</i> and defensive tactics, <i>eg the benefits of man-to-man, zone, or combinations of man-to-man and zone.</i> • Teach pupils different ways of organising for defending and to solve and explore defensive solutions to these problems, <i>eg overad, switching the point of attack, running lines.</i> • Help pupils refine the speed at which decisions are made in game situations.
	<ul style="list-style-type: none"> • Explain how exercise can be beneficial to fitness, health and wellbeing and identify the key features of training programmes that maintain health and fitness for the games. • Explain how to become involved in joining a local club and have enough knowledge of the requirements of the activity to feel confident enough to do so. 	<ul style="list-style-type: none"> • Listen to pupils' views on the impact of various training programmes on their health and fitness, <i>eg regular exercise with appropriate emphasis upon stamina, strength and suppleness.</i> • Teach pupils to identify the areas of fitness most needed for these games. Help them to prioritise what aspects of their fitness they need to work on. • Talk to pupils about the way in which rugby games contribute to social wellbeing, <i>eg the benefits of club membership, the roles necessary to run a club.</i> • Ask pupils to find out how they can become more involved, within their local community. Listen to them talk about their exercise beyond the school day, and monitor their activity levels.
	<ul style="list-style-type: none"> • observe performances and identify strengths and weaknesses in their own and others' performance • Identify what they need to improve, set targets for improvement and practise to improve their game 	<ul style="list-style-type: none"> • Teach pupils how to observe the similarities and differences in performance of technique or the execution of tactics in small-sided games. • Talk to pupils about the key factors that influence successful tactical outcomes in invasion games and help them to prioritise areas for improvement. • Ask pupils to monitor improvements in performance, <i>eg playing in a game, officiating, coaching, organising,</i> and discuss the impact of practice. • Help pupils refine their ability to set individual and team targets, so that any improvement can be measured against previous performance.

