



Subject: Rugby - Year 9

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 years 7 and 8. In year 9, students are two years 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. One of the major changes that occurs in year 9 is that it is the first time students are able to play 15-a-side games. This development is a fantastic opportunity for students to take part in a range of full-context competitive situations, where they will be encouraged to demonstrate and develop the skills, techniques and tactics learned so far.

Ultimate questions: In order to build upon the ultimate questions from years 7 and 8, students are challenged to apply themselves, both physically and mentally, at a higher level than previously. Good-natured competitive opportunities are presented more regularly at this stage, this allows for the development of skills, techniques and tactics required to be successful within the sport of rugby. 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 and how can I apply them correctly in a range of competitive situations?’ - students will revisit the core skills of the game and will be encouraged to refine their technique and execute these skills in increasingly challenging and competitive situations
- ‘How do I become a master tactician and how can I apply these correctly in competitive environments?’ – students will be encouraged to revisit the tactics learned in the previous years and to make decisions relating to when to apply these in a range of competitive situations
- ‘How do I become more like a professional coach and how can I help others to improve their performance?’ – students will be

	<p>encouraged to reflect on a range of performances and come up with differing ideas of how to improve performances in numerous situations</p> <p>Looking back:</p> <ul style="list-style-type: none"> 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
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p><u>Developing skills in physical activity</u></p> <p>What are the key skills within the sport of rugby?</p> <p>What do you need to do to ensure you are safe at all times?</p> <p>How can you apply these skills correctly to be successful?</p>	<p><u>Developing physical and mental capacity</u></p> <p>How can tactics be adapted to achieve success in a range of situations?</p> <p>What do you need to do to ensure your body is physically ready to perform successfully?</p> <p>How can 'reading the game' help you to be successful?</p>	<p><u>Evaluating and improving performance</u></p> <p>What skills make up the perfect rugby player?</p> <p>How can you identify the strengths or weaknesses of an individual or team?</p> <p>What methods of training can you use to improve performance?</p>
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	How will this skill be developed?	
	<p><u>Developing skills in physical activity</u></p> <p>To plan for and make use of advanced techniques: passing, tackling, kicking, rucking, mauling, jackling, line outs, scrums, set plays</p>	<ul style="list-style-type: none"> Help pupils refine their ability to send, receive and travel with the ball. Give them time to practice speed of control and thought, in semi-opposed or opposed situations. Help pupils consolidate their understanding of the skills needed in different roles and positions within a team. Teach pupils new skills by devising, organising and overseeing competitive practices and drills, designed to improve specific aspects of technique or game play. 	

	<p><u>Developing physical and mental capacity</u></p> <p>To use principles of play to plan for and implement advanced strategies and tactics, and then adapt them as needed</p>	<p>Listen to pupils discuss how players know when an attack has failed and how to reposition the ball for the next attack.</p> <ul style="list-style-type: none"> • Help pupils to use their knowledge of successful tactics in a variety of invasion games, eg the use of screening, running off the ball. • Teach pupils how to coach a team in small-sided games. <p>Describe how to work well in teams, read situations well and adapt tactics to meet changing needs</p> <ul style="list-style-type: none"> • organise others, giving clear instructions and feedback, and plan sessions and practices with thought and care, seeing them through successfully
	<p><u>Evaluating and Improving Performance</u></p> <p>To improve their analytical skills and develop either their own or others' performance as a result of the analysis To develop leadership and more advanced collaborative skills</p>	<ul style="list-style-type: none"> • Teach pupils how to evaluate how well they play the game and how well they play in different roles and positions. Help them to collect data on their team and individual performance. Teach them how to analyse and interpret it, and how to go about improving performance. Ask them to set short-term individual targets for improvement and to monitor whether they have achieved them. • Help pupils refine their ability to analyse the most effective parts of their play and that of others. Help them to think while they are playing and find ways of becoming more effective. • Listen to pupils' ideas about how to develop and improve work.
	<p><u>Making informed decisions about healthy, active lifestyles</u></p> <p>To monitor exercise and fitness levels for themselves and/or others, related to performance, in the game To devise, implement and monitor their own and/or others' exercise and fitness programmes based on principles of safe and effective exercising To recognise and evaluate the impact fitness has on performance, and activity has on fitness</p>	<ul style="list-style-type: none"> • Teach pupils to evaluate fitness and exercise levels. Help them to devise programmes that will condition them for their chosen invasion game, based upon the demands of the game and their own fitness. Get them to focus on speed, reaction, power, strength and stamina. • Teach pupils the principles of safe exercising, what safe exercising is, and how they can apply the principles of safe exercising to their own and others' work. • Teach pupils how to use information from monitoring to develop and improve their programmes. • Listen to pupils talk about their understanding of the principles of training.

