

INTENT – RATIONALE
INTENT – CONCEPTS
LESSON MAP
SKILLS MAP
TACTICAL DECISION-MAKING MAP

FEATURES

Intent – rationale

Sequencing: Prior knowledge and subsequent learning
Links to other subjects, skills for Maths
Links to National Curriculum for Key Stage 3 (Y7)

Intent concepts

What knowledge will be gained (Know | Apply | Extend)
Subject-specific language
Opportunities to assess: Q&A (with examples)

Lesson map

Lesson title, learning challenge, higher level challenge,
activity suggestions

Skills map

The sequence: Preparation, Execution,
Follow-through/Recovery
Expected level, challenge, support priority
Stages of improvement

Tactical decision-making map

The sequence: Preparation, Execution,
Follow-through/Recovery
Expected level, challenge, support priority
Stages of improvement

Example of a PE
scheme of work
for Key Stage 3 (Y7).
Please adapt for other
stages and ages.

In this unit, pupils focus on how to use the basic principles of attack and defence to plan strategy and tactics for **T1 Rugby**. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In all game activities, pupils think about how to use skills, strategies, and tactics to outwit the opposition.

Sequencing – what prior knowledge does this topic build upon	Sequencing – what subsequent learning does this topic feed into
<p>From other sports – principles of attack and defence</p> <p>From other sports – how to keep to rules and values</p> <p>Working in groups to plan how to win a game</p> <p>Knowing the difference between attack and defence</p>	<p>Year 8 T1 Rugby</p> <p>Invasion games – attack and defence</p>
Links to other subjects in the curriculum	Skills for Maths
<p>Literacy: Key words (see concepts)</p> <p>PSHE: discipline</p>	<p>Scoring, overloads</p>
Links to Key Stage 3 (Y7) national curriculum intentions	T1 Rugby specific intentions
<ul style="list-style-type: none"> ● Become more competent, confident and expert in their techniques, and apply them to T1 Rugby. ● Understand what makes a performance effective and how to apply these principles to their own and others' work. ● Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. 	<ul style="list-style-type: none"> ● Use passing, catching and evasion to outwit defenders. ● Understand how to score tries, apply pressure to score tries and prevent other teams scoring tries. ● Create links to local clubs.

Link to Key Stage 3 (Y7), what pupils should be taught
<ul style="list-style-type: none"> ● Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. ● Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. ● Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. ● Take part in competitive sports and activities outside school through community links or sports clubs.
T1 Rugby specific teaching
<ul style="list-style-type: none"> ● Use training games and tournaments to test skills developed during lessons. ● Play as a team in training games and tournaments. ● Reflect on games before the start of training, based on Key Stage 3 (Y7) assessment criteria.

What knowledge will students gain and what skills will they develop as a consequence of this topic?		What subject-specific language will be used and developed in this topic?
Know	<ul style="list-style-type: none"> How to pass How to catch How to evade How to support teammates in attack and defence How to organise themselves in attack and defence How to work with others to choose and put into practice tactics for attacking and defending 	<ul style="list-style-type: none"> Pass Score a try Cannot pass the ball forward Touch-tackle Evasion Kicking Offside Tactics: Attack, defence, territory Tap and Pass Penalty Scrum Onside Breakdown area Knock-on Intercept Lineout
Apply	<ul style="list-style-type: none"> Choose pass and evasion to apply pressure to score tries Choose simple tactics to score tries Choose simple tactics to defend 	
Extend	<ul style="list-style-type: none"> Choose plays to score tries Be fluent in the use of skills Plan tactics Take leadership roles in training and games Reflect on games 	

WHAT OPPORTUNITIES ARE AVAILABLE FOR ASSESSING STUDENTS' PROGRESS?

Question and answer sessions for understanding rules and tactics
 Formative assessment: Performance criteria during training
 Summative assessment: Game performance

Q&A Examples

Question	Good	Excellent	Good to start answer
What direction can you pass the ball?	Backwards.	Not forwards towards the try line.	When touch-tackled.
What is meant by a touch-tackle?	The ball carrier is touched by a defender.	The ball carrier is touched below the shoulders, but not aggressively.	Contact with the ball carrier.
What happens if the ball is dropped?	If it goes forward towards their try line, we stop and restart with a scrum, otherwise play on.	If the non-attacking team pick up the ball, they can play. Otherwise, it is a scrum.	It is a scrum.
How do you position yourself to score a try as a team?	Spread out across the field.	Look to where they are fewer or slower defenders and then move the ball there.	Get close to the ball carrier (thinking individually rather than as a team).

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Scoring tries	<i>Prior Knowledge: Scoring a try, being touch-tackled</i> Go forward to score tries, using evasive skills Stop go forward	Connect as a defence to stop tries Fluent movement to avoid touch	Raggy tag Try scoring Bulletball
Pass: Handling	<i>Prior Knowledge: Pass if touch-tackled</i> Pass the ball if not going forward	Pass the ball before being touch-tackled	Passing race Pass and run Bulletball upgrade
Onside: Post tackle	<i>Prior Knowledge: Not able to touch unless onside</i> Forming a rip and pass tackle Organising in defence after a rip and pass	How to play from a rip-and-pass How to put pressure on the first receiver from a rip-and-pass	Onside Rip and pass T1 Rugby minus 2
Set piece: Scrum/lineout	<i>Prior Knowledge: Restart needed after an infringement</i> Setting up a scrum and lineout Playing from a scrum and lineout	How to play from set-pieces	Scrum play Lineout play T1 Rugby minus 1
Kicking: Reorganise	<i>Prior Knowledge: Kicking a soccer ball to get closer to the goal</i> How to kick and how to chase kick How to catch and return kick	How to manage territory	Save the world Kick chase T1 Rugby
Scoring: Attack and defence	<i>Prior Knowledge: Score a try, support a ball carrier</i> Using the six touch-tackles to apply pressure to score	How to create or defend overlaps	Attack Defend T1 Rugby (scenarios)

PASSING

The skill	The sequence	Expected level	Challenge	Support priority
Basics of passing	Preparation	Look at target Two hands on ball Load onto hip	Run with hips facing up pitch	Two hands in the middle of the ball Look at target
	Execution	Push ball from far hip (furthest from receiver) Towards receiver 1m to 5m	Pass further Pass for a player to run onto	Smile passing action
	Follow-through/recovery	Finish with hands to target Run to support receiver	Pass and loop	Finish with hands towards target

STAGES OF PASSING SKILL IMPROVEMENTS

Basic pass → pass from rip-and-pass (RAP) → pass to a moving player → pass before touch-tackle → tactical pass (to a player in a better position to go forward)

The tactic	The sequence	Expected level	Challenge	Support priority
Attack Go forward to score a try	Preparation	Look for space	Communicate opportunities	Positioning for attack
	Execution	Run to space Pass ball to space	Fix defenders	Passing before touch
	Follow-through/recovery	Support the ball carrier	Set up for next phase	Follow pass

STAGES OF GO FORWARD TO SCORE IMPROVEMENTS

Run to space → pass to a teammate → identify space → pass to space → call for pass to space → accelerate into space → create space (fix defenders) → chain passes to space → outwit opponent with running lines

The tactic	The sequence	Expected level	Challenge	Support priority
Defence Deny time and close down space	Preparation	Mirror attackers	Communicate threats	Who are you marking
	Execution	Run forward as a connected line	Speed coming forward	Who are you going to touch-tackle
	Follow-through/recovery	Make touch, form tackle-triangle, get onside	Re-position to mirror possible attack	Get onside after touch-tackle

STAGE OF DENY TIME AND CLOSE DOWN SPACE

Mirror attacker → make a touch-tackle → go forward to make a touch-tackle → go forward with a team-mate to make a touch-tackle → communicate threats → go forward quickly with a team-mate → recover from touch-tackle: triangle or get onside