

Maghull High School - Year 7 Scheme of Work - Rugby League

Prior Learning: Most students will have little or no Rugby League experience from KS2.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

Warm up games Offside touch Circle passing 5v5 tackle drill Functional Motor Skills • SAQ Ladders • SAQ Hurdles Where necessary focus on: • locomotor skills, for example running and jumping, footwork. • stability skills, for example twisting and balancing • manipulation skills, such as throwing and catching	Play the Ball • Ball control • Sweep of the leg • Use of foot Tackling • Safe and effective tackling • Held in static position with momentum stopped • 1v1 Ball Control • Two handed catch • 1 handed catch • Correct grip • 10 points of contact running with the ball • Single arm carry	Passing • 6 o'clock pass • Short pass • Receiving Target Dodging • 1v1 • Sidestep Kicking • Grubber • Up and under
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Rules, Tactics and Strategies

Tactics and Strategy

- How to move
- When to move
- Where to move
- Tactics
- When to kick
- Basic attacking principles
- Basic defending principles
- Teaching Points

Rules

- Play the ball
- Offside
- High Tackle
- Forward pass
- 10m rule
- 6 Tackles

Positions

- Prop
- Hooker
- Winger

Healthy Participation

The Rugby League module is delivered in conjunction with one of the following Healthy Participation modules:

Warm-up and cool-down
Physical, emotional and social benefits of exercise
Components of fitness
Ethics
Diet
Muscular System
Cardiovascular System
Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

Assessment / Feedback Opportunities	Formative Assessment • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements	Summative Assessment • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	In addition to the key words and terms documented within the 3 Pillars of Progress. Core Skills Handling: Catch, pass (forward/backward), secure ball, carry, ball control. Evasion: Step, swerve, fend, break tackle, footwork, acceleration. Tackling: Wrap, drive, hold, rip (ball), post-tackle, roll away, onside, touch-tackle. Kicking: Drop goal, grubber, bomb, 20-40 kick, kick for touch, chase. Support Play: Run support, create space, draw defenders, overlap, move up. Game Phases & Tactics: Attack: Set play, Phase play, Create space, Go forward, Support, Reinforce, Defence: Connect, Line speed, Cover, Press, Stop the play, Tackle set. Set Pieces: Play-the-ball, Scrum (for penalties/start), Tap kick, 6-tackle set. Restart: Kick-off, 20m restart, 40/20 kick. Rules & decisions- Onside/Offside, Touch-Tackle, Go forward, Reorganise Scoring: Try, Conversion, Penalty Goal/Drop Goal	
Literacy/Reading opportunities	• Highlight and cover subject specific vocabulary discussed with the lesson • Reading and interpreting official rugby league rules helps develop comprehension skills. • Verbally communicate team strategies and tactics • Reading and following instructions • Teacher reading success criteria and modelling language • Adhering to the rules	
Cross Curricular Themes	Mathematics: Numeracy skills can be developed through several aspects of the game: ○ Scoring systems: Calculating points (tries, conversions, penalty goals). ○ Angles: Understanding the best angles for conversions or kicking for territory. ○ Pitch dimensions: Using scale to draw a rugby league field or calculating the perimeter and area of the pitch. ○ Data analysis: Investigating data related to team performance, player statistics, or competition ladders. Literacy: Language and communication skills are a key part of the curriculum: ○ Key terminology: Learning, using, and spelling correctly rugby-specific words (e.g., 'play the ball', 'knock-on', 'offside'). ○ Communication: Developing effective verbal communication on the pitch (e.g., calling for the ball, coordinating defence). Science/ Health- Bodily functions- effects of exercise on the body, healthy active lifestyles- benefits of physical activity, type of fitness required for rugby.	
Personal Development (Including British Values, RSE, Citizenship)	• Democracy - Can be incorporated through team decision-making processes, such as electing a team captain or deciding on team strategies. • Rule of Law - taught through understanding and adhering to the rules and laws of the game, accepting officials' decisions, and understanding consequences for infringements. • Individual Liberty - Encouraging students to take responsibility for their own fitness, skill development, and choices within the team structure • Mutual Respect - Inherent in the sport's values of respect for officials, teammates, and opponents, and working with people from diverse backgrounds. • Personal development - Core Value such as Discipline, Respect, Integrity, Passion, and Solidarity. Are taught implicitly through on-pitch behaviour, rules, and sportsmanship.	
Career Opportunities	Professional player, coach, community coach, development officer, strength and conditioning coach, sports psychologists, sports therapists, nutritionists, head coach/ director of rugby, sports scientists, referee, official	

Maghull High School - Year 8 Scheme of Work - Rugby League

Prior Learning Pupils will have prior knowledge of Rugby League from year 7 and may have experience of playing outside of school.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

Warm up games Offside touch Fiji Touch 5v5 tackle drill Circle passing Functional Motor Skills • SAQ Ladders • SAQ Hurdles • Toe taps	Tackling • Safe and effective tackling • Held in static position with momentum stopped • 2v1 Ball Control • Two handed catches • 1 handed catch • Correct grip • 10 points of contact running with the ball • Single arm carry • Offload	Passing • Miss Pass • Long Pass • 2v1 Dodging • Swerve • Sidestep Kicking • Grubber • Up and under
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Rules, Tactics and Strategies

Tactics and Strategy

- How to move
- When to move
- Where to move
- Tactics
- When to kick and why
- Basic attacking principles
- Basic defending principles
- Positions
- Teaching Points
- **Rules**
- 6 Tackles
- Play the ball
- Offside
- High Tackle
- Forward pass
- 10m rule

Positional Play

- Forwards
- Backs
- Dummy half
- Scrum Half
- Stand OFF

Healthy Participation

The Rugby League module is delivered in conjunction with one of the following Healthy Participation modules:

Warm-up and cool-down
Physical, emotional and social benefits of exercise
Components of fitness
Ethics
Diet
Muscular System
Cardiovascular System
Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

Assessment / Feedback Opportunities	Formative Assessment • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements	Summative Assessment • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	In addition to the key words and terms documented within the 3 Pillars of Progress. Core Skills Handling: Catch, pass (forward/backward), secure ball, carry, ball control. Evasion: Step, swerve, fend, break tackle, footwork, acceleration. Tackling: Wrap, drive, hold, rip (ball), post-tackle, roll away, onside, touch-tackle. Kicking: Drop goal, grubber, bomb, 20-40 kick, kick for touch, chase. Support Play: Run support, create space, draw defenders, overlap, move up. Game Phases & Tactics: Attack: Set play, Phase play, Create space, Go forward, Support, Reinforce, Defence: Connect, Line speed, Cover, Press, Stop the play, Tackle set. Set Pieces: Play-the-ball, Scrum (for penalties/start), Tap kick, 6-tackle set. Restart: Kick-off, 20m restart, 40/20 kick. Rules & decisions- Onside/Offside, Touch-Tackle, Go forward, Reorganise Scoring: Try, Conversion, Penalty Goal/Drop Goal	
Literacy/Reading opportunities	• Highlight and cover subject specific vocabulary discussed with the lesson • Reading and interpreting official rugby league rules helps develop comprehension skills. • Verbally communicate team strategies and tactics • Reading and following instructions • Teacher reading success criteria and modelling language • Adhering to the rules	
Cross Curricular Themes	Mathematics: Numeracy skills can be developed through several aspects of the game: ○ Scoring systems: Calculating points (tries, conversions, penalty goals). ○ Angles: Understanding the best angles for conversions or kicking for territory. ○ Pitch dimensions: Using scale to draw a rugby league field or calculating the perimeter and area of the pitch. ○ Data analysis: Investigating data related to team performance, player statistics, or competition ladders. Literacy: Language and communication skills are a key part of the curriculum: ○ Key terminology: Learning, using, and spelling correctly rugby-specific words (e.g., 'play the ball', 'knock-on', 'offside'). ○ Communication: Developing effective verbal communication on the pitch (e.g., calling for the ball, coordinating defence). Science/ Health- Bodily functions- effects of exercise on the body, healthy active lifestyles- benefits of physical activity, type of fitness required for rugby.	
Personal Development (Including British Values, RSE, Citizenship)	• Democracy - Can be incorporated through team decision-making processes, such as electing a team captain or deciding on team strategies. • Rule of Law - taught through understanding and adhering to the rules and laws of the game, accepting officials' decisions, and understanding consequences for infringements. • Individual Liberty - Encouraging students to take responsibility for their own fitness, skill development, and choices within the team structure • Mutual Respect - Inherent in the sport's values of respect for officials, teammates, and opponents, and working with people from diverse backgrounds. • Personal development - Core Value such as Discipline, Respect, Integrity, Passion, and Solidarity. Are taught implicitly through on-pitch behaviour, rules, and sportsmanship.	
Career Opportunities	Professional player, coach, community coach, development officer, strength and conditioning coach, sports psychologists, sports therapists, nutritionists, head coach/ director of rugby, sports scientists, referee, official	

Maghull High School - Year 9 Scheme of Work - Rugby League

Prior Learning Pupils will have prior knowledge of Rugby League from year 8 and may have experience of playing outside of school.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

Warm up games Offside touch Fiji Touch 5v5 tackle drill Offload drill Functional Motor Skills - SAQ Ladders - SAQ Hurdles	Tackling - Upper body contact. 3v1 Grip - Single hand Correct grip - Single arm carry - Possession.	Passing - Six o'clock pass - Miss Pass - Long Pass - Spin pass 3v2 Dodging - Sidestep - Swerve - Hit & Spin Kicking - Grubber - Up and under
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Rules, Tactics and Strategies

Tactics and Strategy

- How to move
- When to move
- Where to move
- Tactics
- Positions
- Teaching Points
- Line speed
- 1 line
- Rules**
- Play the ball
- Offside
- High Tackle
- Forward pass
- 10m rule

Positional Play

- Forwards
- Backs
- Dummy half
- Scrum Half
- Stand OFF
- Props
- Second Row

Healthy Participation

The Rugby League module is delivered in conjunction with one of the following Healthy Participation modules:

- Warm-up and cool-down
- Physical, emotional and social benefits of exercise
- Components of fitness
- Ethics
- Diet
- Muscular System
- Cardiovascular System
- Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

Assessment / Feedback Opportunities	Formative Assessment • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements	Summative Assessment • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	In addition to the key words and terms documented within the 3 Pillars of Progress. Core Skills Handling: Catch, pass (forward/backward), secure ball, carry, ball control. Evasion: Step, swerve, fend, break tackle, footwork, acceleration. Tackling: Wrap, drive, hold, rip (ball), post-tackle, roll away, onside, touch-tackle. Kicking: Drop goal, grubber, bomb, 20-40 kick, kick for touch, chase. Support Play: Run support, create space, draw defenders, overlap, move up. Game Phases & Tactics: Attack: Set play, Phase play, Create space, Go forward, Support, Reinforce, Defence: Connect, Line speed, Cover, Press, Stop the play, Tackle set. Set Pieces: Play-the-ball, Scrum (for penalties/start), Tap kick, 6-tackle set. Restart: Kick-off, 20m restart, 40/20 kick. Rules & decisions- Onside/Offside, Touch-Tackle, Go forward, Reorganise Scoring: Try, Conversion, Penalty Goal/Drop Goal	
Literacy/Reading opportunities	• Highlight and cover subject specific vocabulary discussed with the lesson • Reading and interpreting official rugby league rules helps develop comprehension skills. • Verbally communicate team strategies and tactics • Reading and following instructions • Teacher reading success criteria and modelling language • Adhering to the rules	
Cross Curricular Themes	Mathematics: Numeracy skills can be developed through several aspects of the game: ○ Scoring systems: Calculating points (tries, conversions, penalty goals). ○ Angles: Understanding the best angles for conversions or kicking for territory. ○ Pitch dimensions: Using scale to draw a rugby league field or calculating the perimeter and area of the pitch. ○ Data analysis: Investigating data related to team performance, player statistics, or competition ladders. Literacy: Language and communication skills are a key part of the curriculum: ○ Key terminology: Learning, using, and spelling correctly rugby-specific words (e.g., 'play the ball', 'knock-on', 'offside'). ○ Communication: Developing effective verbal communication on the pitch (e.g., calling for the ball, coordinating defence). Science/ Health- Bodily functions- effects of exercise on the body, healthy active lifestyles- benefits of physical activity, type of fitness required for rugby.	
Personal Development (Including British Values, RSE, Citizenship)	• Democracy - Can be incorporated through team decision-making processes, such as electing a team captain or deciding on team strategies. • Rule of Law - taught through understanding and adhering to the rules and laws of the game, accepting officials' decisions, and understanding consequences for infringements. • Individual Liberty - Encouraging students to take responsibility for their own fitness, skill development, and choices within the team structure • Mutual Respect - Inherent in the sport's values of respect for officials, teammates, and opponents, and working with people from diverse backgrounds. • Personal development - Core Value such as Discipline, Respect, Integrity, Passion, and Solidarity. Are taught implicitly through on-pitch behaviour, rules, and sportsmanship.	
Career Opportunities	Professional player, coach, community coach, development officer, strength and conditioning coach, sports psychologists, sports therapists, nutritionists, head coach/ director of rugby, sports scientists, referee, official	

Maghull High School - Year 10/11 Scheme of Work - Rugby League

Prior Learning Pupils will have prior knowledge of Rugby League from lower school and may have experience of playing outside of school.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence			Rules, Tactics and Strategies	Healthy Participation
Warm up games Offside touch Fiji Touch 5v5 tackle drill Offload drill. 3-man tackle game. 3v2 game. 2v1 drill.	Tackling • Upper body contact. • Wrapping the ball up. • 2 up top one below • 3v2 Grip • 1 handed catch • Correct grip • Single arm carry Kicking • Grubber • Up and under • Spiral • Conversion • Penalty kick • 40-20	Passing • Six o'clock pass • Miss Pass • Long Pass • 2v1 • 4v3 Offload • Single arm offload • Two handed offloads Dodging • Sidestep • Swerve • Spin • Spin & Offload	• How to move • When to move • Where to move • Tactics • Positions • Teaching Points • Line speed • 1 line • Leg drive Rules • Play the ball • Offside • High Tackle • Forward pass • 10m rule Positional Play • Forwards • Backs • Dummy half • Scrum Half • Stand OFF • Props • Second Row	The Rugby League module is delivered in conjunction with one of the following Healthy Participation modules: Warm-up and cool-down Physical, emotional and social benefits of exercise Components of fitness Ethics Diet Muscular System Cardiovascular System Respiratory System Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

Assessment / Feedback Opportunities	Formative Assessment • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements	Summative Assessment • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	In addition to the key words and terms documented within the 3 Pillars of Progress. Core Skills Handling: Catch, pass (forward/backward), secure ball, carry, ball control. Evasion: Step, swerve, fend, break tackle, footwork, acceleration. Tackling: Wrap, drive, hold, rip (ball), post-tackle, roll away, onside, touch-tackle. Kicking: Drop goal, grubber, bomb, 20-40 kick, kick for touch, chase. Support Play: Run support, create space, draw defenders, overlap, move up. Game Phases & Tactics: Attack: Set play, Phase play, Create space, Go forward, Support, Reinforce, Defence: Connect, Line speed, Cover, Press, Stop the play, Tackle set. Set Pieces: Play-the-ball, Scrum (for penalties/start), Tap kick, 6-tackle set. Restart: Kick-off, 20m restart, 40/20 kick. Rules & decisions- Onside/Offside, Touch-Tackle, Go forward, Reorganise Scoring: Try, Conversion, Penalty Goal/Drop Goal	
Literacy/Reading opportunities	• Highlight and cover subject specific vocabulary discussed with the lesson • Reading and interpreting official rugby league rules helps develop comprehension skills. • Verbally communicate team strategies and tactics • Reading and following instructions • Teacher reading success criteria and modelling language • Adhering to the rules	
Cross Curricular Themes	Mathematics: Numeracy skills can be developed through several aspects of the game: ○ Scoring systems: Calculating points (tries, conversions, penalty goals). ○ Angles: Understanding the best angles for conversions or kicking for territory. ○ Pitch dimensions: Using scale to draw a rugby league field or calculating the perimeter and area of the pitch. ○ Data analysis: Investigating data related to team performance, player statistics, or competition ladders. Literacy: Language and communication skills are a key part of the curriculum: ○ Key terminology: Learning, using, and spelling correctly rugby-specific words (e.g., 'play the ball', 'knock-on', 'offside'). ○ Communication: Developing effective verbal communication on the pitch (e.g., calling for the ball, coordinating defence). Science/ Health- Bodily functions- effects of exercise on the body, healthy active lifestyles- benefits of physical activity, type of fitness required for rugby.	
Personal Development (Including British Values, RSE, Citizenship)	• Democracy - Can be incorporated through team decision-making processes, such as electing a team captain or deciding on team strategies. • Rule of Law - taught through understanding and adhering to the rules and laws of the game, accepting officials' decisions, and understanding consequences for infringements. • Individual Liberty - Encouraging students to take responsibility for their own fitness, skill development, and choices within the team structure • Mutual Respect - Inherent in the sport's values of respect for officials, teammates, and opponents, and working with people from diverse backgrounds. • Personal development - Core Value such as Discipline, Respect, Integrity, Passion, and Solidarity. Are taught implicitly through on-pitch behaviour, rules, and sportsmanship.	
Career Opportunities	Professional player, coach, community coach, development officer, strength and conditioning coach, sports psychologists, sports therapists, nutritionists, head coach/ director of rugby, sports scientists, referee, official	

