

YEAR 8 PERFORMANCE STUDIES (PE) CRICKET SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students did not complete a scheme of learning on cricket in year 7. Instead they developed many 'striking and fielding' skills during 8 lessons of rounders working on the following:</p> <ol style="list-style-type: none"> 1) Learn correct batting technique and associated rules so you can score more rounders. 2) Develop fielding skills including throwing, catching, stopping, chasing and returning so you can reduce rounders scored. 3) Learn how to bowl correctly in line with the rules. <p>The areas of development focussed on in this scheme of learning have been carefully planned to build upon transferable skills from the year 7 rounders. Students learned how to bowl in year 7, so in year 8 students will learn how to overarm bowl with a good line and length. Students then develop their ability to bat correctly in cricket, which builds upon hand-eye coordination skills learned through rounders. Finally, students build upon some very similar fielding skills such as stopping and returning in rounders and adapt these to a cricket scenario. Teaching the skills above in this order enables students to build upon existing skills from the previous year and apply them to a more technical sport in cricket.</p>	<p>In year 8 cricket, students will work on the following:</p> <ol style="list-style-type: none"> 1) Learn how to overarm bowl so that you can deliver a good line & length ball. 2) Demonstrate the correct grip, stance, back lift so that you can effectively prepare for a shot. 3) Show effective fielding techniques, including stopping, catching and throwing, so you can minimise an opponent's run rate. <p>This scheme of learning initially builds upon the learning of bowling in year 7. The technical aspect of cricket bowling is heightened and students will be challenged to perform bowls in a completely new way. Some students will produce a short walking approach to bowl, whilst others will be challenged to use a longer run up. Following on from this students will learn the correct batting technique in order to increase the number of runs scored. Again, this is far more advanced than rounders batting and students will be encouraged to find gaps in the field with their shots. Students will finish the scheme by developing fielding skills. Students will focus on chasing and returning, whilst also considering backing up at the wickets and the chaser.</p>	<ul style="list-style-type: none"> • <i>Stance – The way in which you position yourself to bat</i> • <i>Back lift – The preparation phase of the shot where the bat is parallel to the ground in readiness to make contact with the ball</i> • <i>Line – The direction of the ball (a good line would be straight towards the wickets)</i> • <i>Length – The distance the ball travels after leaving the hand and the number of bounces before entering the batsman's crease</i> • <i>Log barrier – The technique used to stop a ball travelling along the ground</i>

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>The unit is ambitious for all levels as those that excel and develop the confidence to fully apply their skills can play against students of a similar ability level through initial assessment of ability.</p> <p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted cricket players in the following ways:</p> <ol style="list-style-type: none"> 1) Use of space (e.g. increasing the area for students to chase and return in practice, or decreasing the distance between wickets for lower ability students when learning to bowl). 2) Ability of opponent (grouping students with players of similar ability to ensure students are able to perform skills to a similar standard). 3) Activity (e.g. adding in more fielders during a batting target practice to stretch or start bowling acquirement from a standing position initially). <p>Careful planning of activities by the teacher in these was will ensure that all students can progress and meet the lesson’s objectives, although some may be more advanced than others. Higher students can have more challenging versions of an activity, whilst support measures can be put in place for others where required. These will then be removed when the students are ready.</p> <p>Key cricket rules sheets will be used to help students when umpiring small-sided games. Students will also have the opportunity to progress their skills through officiating application matches.</p>	<p>Students will often enter discussion regarding technology in cricket within the 21st century, This is especially the case when students are making umpiring calls and others many question these. It is important to understand that umpires in the professional game are supported by technology.</p> <p>Students will also learn about how cricket has evolved to exist in many forms, and this is down to the influence of the media and financial reasons. They will understand why shortened versions of the game now exist in order to increase popularity, media coverage and ultimately profit.</p>	<p>Students are able to progress their skills in cricket at the weekly club provided by the PE department free of charge. Students can enjoy their cricket in a relaxed environment, both competitively and also for fun.</p> <p>Acle Academy compete in the Norfolk cricket leagues in two age groups, and are successful. Students may require to play up a year due to just having the two teams. However, this provides great challenge and our students relish the opportunity. The hard ball cricket teams are open to both genders, whilst we also enter girls teams into the ‘Chance to Shine’ competitions run by the Norfolk Cricket Board.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Students will develop in these ways through the performance studies values which are key in cricket, for example:</p> <ul style="list-style-type: none"> • Courage: to try and increase bowling speed through a marked out and pacey approach without fear of failure 	<p>Due to the nature of scoring in cricket, students will have to use totals of scores. To increase numeracy skills, paired cricket has a score of minus five for a pair</p>	<p>LBW (Leg before wicket) I often misunderstood. Students are taught the rule and why decisions are made. Many students also feel that swinging as hard as they can at the ball is the best way to score runs. Students are taught that good back</p>

- Teamwork: working together paired cricket in bat, and also with other pairs when fielding
- Respect: Fair play and Sportsmanship during informal and formal competitive games.
- Excellence: to be the best player they can be by increasing the range of skills they can perform well.

getting out in any way. This increases the difficulty of mathematical sums that students need to do to score.

lift, connection, follow through and placement are the most important factors with cricket batting. Finally, communication in the wicket is often misunderstood so students are taught which batsman calls when the ball is in different places. The correct command words are used.

In year 8, students have the opportunity to umpire more in paired cricket, and they are taught the importance of umpiring astutely and fairly to ensure enjoyment for all.

Assessment timeline:

At the beginning of the scheme of learning, an initial set of paired cricket matches will take place to establish ability levels in the class. This will enable the teacher to place individuals into groups to work with so they can progress at the correct level. This is usually based on the key skills required for cricket and also prior experience. The key skills and concepts will be assessed lesson by lesson formatively. Teachers will provide extension tasks or increase the complexity of an activity so students know when they are making progress (see examples above). The teacher with a demonstration will always provide the WAGOLL for students to replicate. This will allow students to see the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will be match based to enable the teacher to derive a head and hands level for the skills and concepts. The heart level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.

Home learning

In preparation for lessons, students will be required to watch YouTube clips which demonstrates the following:

1. The correct stance, grip and back lift for batting - <https://www.youtube.com/watch?v=Af0xINQLTDo>
2. How to bowl a correct line and length ball - <https://www.youtube.com/watch?v=VHTzqkFuljs> and <https://www.youtube.com/watch?v=kOc1zn-WFiE>
3. Fielding techniques in cricket - <https://www.youtube.com/watch?v=JSJ6oFjnVF0>

Feedback

Lesson feedback from the teacher will be purely verbal and specific to the lesson objective. Teachers will observe students performing skills in both the skill development section and conditioned game section of each lesson. **The teacher should aim to provide one piece of feedback on skill development or/and one on the conditioned game every lesson for every child. This will vary due to the size of groups and nature of the activity.** There will be many opportunities for peer assessment when developing skills due to the nature of the activities that will be occurring.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													