

YEAR 9 PERFORMANCE STUDIES (PE) CRICKET SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>In year 8 cricket, students developed the following key concepts and skills:</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>The skills selected in year 9 cricket carefully build upon the learning in year 8. Students will take their overarm bowling skills developed in year 8 and add to this by adding a run up, whilst maintaining accuracy. They will also use the individual fielding skills learned in year 8 and incorporate these into fielding strategies. The acquisition of batting stance and technique will be further enhanced through learning how to perform front and back foot shots. These skills will help students to score more runs and field better as an individual and a team.</p>	<p>In year 9 cricket, the scheme of learning will be centred around the following key concepts and skills:</p> <ol style="list-style-type: none"> 1. Increase speed of overarm bowling (with a run up) so you can deliver a good line & length ball whilst exerting pressure on the batsman. 2. Showcase effective decision making skills in the field to get opponents out and/or reduce run rate and take wickets. 3. Demonstrate front and back foot shots so that you can effectively play a ball into space with different deliveries. <p>Firstly, students will learn how to perform a run up in cricket bowling. Students will be exposed to ample practice time to develop and progress their bowling further. They will gradually increase the length of run up until they are at a full run up with accuracy. The fielding aspects learned in this scheme centre around decision making. Students will learn how, when and where to back up when fielding. They will also know where to position fielders and to nullify batsmen through changes in the field. Finally, students will learn the difference between a front foot and back foot shot and be able to play some of these in practice and matches.</p>	<ul style="list-style-type: none"> • <i>Attacking shot – an aggressive or strong hit by the batsman designed to score runs</i> • <i>Back foot shot – a shot played with the batsman's weight on their back foot. When batting, the foot that is closest to the stumps. For a right-hand batsman's stance, the back foot is the right foot; for a left-hand batsman it is the left foot</i> • <i>Backing up – a fielder placing themselves on the far side of the wicket from a team-mate who is throwing the ball at the stumps to attempt a run out. The fielder who is backing up can then recover the ball if the throw misses the stumps, thereby preventing over throws</i> • <i>Back lift –lifting the bat in preparation to hitting the ball.</i> • <i>Defensive field – a fielding configuration in which fielders are spread around the field so as to more readily stop hit balls and reduce the number of runs (particularly boundaries) being scored by batsmen, at the cost of fewer opportunities to take catches and dismiss batsmen.</i> • <i>Extra runs – all the runs given by fielding team where the batsmen have not hit the ball with the bat are considered as extra runs. For example, wide, no-ball, etc</i> • <i>Fast bowling – bowlers sprint and deliver the ball at high speed to batsman. To do so, they take long run-up from stumps. Slow-medium, medium-fast, and fast are the popular fast bowling varieties.</i> • <i>Front foot shot – a shot played with the batsman's weight on his front foot (i.e. the foot nearest the bowler).</i> • <i>LBW – LBW stands for leg-before wicket. A batsman is</i>

		<p><i>declared out as lbw when he tries to play the ball with the body that is directed on to stumps.</i></p> <ul style="list-style-type: none"> • <i>No-ball – if a bowler’s foot crosses the popping crease while delivering the ball then, it is called a no-ball. The ball bowled that is directed above waist of the batsman without pitching on the ground is a no-ball too.</i> • <i>Length – the place along the pitch where a delivery bounces (see short pitched, good length, half-volley, full toss)</i> • <i>Line – the deviation of the point along the pitch where a delivery bounces from the line from wicket-to-wicket (to the leg side or the off side)</i> • <i>Off-side/leg-side – one half of the ground is called off-side and the other side is called leg-side. From the perspective of a right handed batsmen, the pitch in front of his body as he takes a strike, i.e. the right side of the pitch is called off-side. Similarly, the left half of the pitch, i.e. the pitch behind his body while taking a strike is called as leg-side.</i> • <i>Wide – a ball that is bowled away from the batsman and moves wide of the return crease on the off-side at the batting end is called wide. Another definition is ball bowled that bounces over the head of the batsman after pitching is also called wide.</i>
<p>Challenge and Support:</p>	<p>Worldwide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<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. 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> <p>1) Use of space (e.g. increasing/decreasing the length or speed run up to</p>	<p>Cricket is a sport which has been heavily affected by the media. Students will understand how traditional forms of the game such as test cricket is becoming less popular and more exciting versions such as T20 have been created to be</p>	<p>Students will develop soft employability skills through team working in cricket. Not only collectively when fielding as a team but also smaller teams within that such as the relationship between players bowling and the wicket keeper, in addition to the small groups backing each other up. To do this,</p>

<p>different levels for each child).</p> <p>2) Ability of opponent (grouping students with players of similar ability to ensure students are able to perform skills to a similar standard).</p> <p>3) Activity (e.g. increasing/decreasing the pace of throw downs for learning front and back foot shots).</p> <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>more appealing to spectators.</p>	<p>students have to rapidly problem solve and communicate concisely and effectively to reduce runs scored. Communication is also vital in the paired cricket format in which they will play.</p> <p>Students will have many opportunities to further their skills in cricket. The department runs a weekly cricket club and also enter teams into the Norfolk Cricket Leagues which both boys and girls can represent the school. We also enter the ‘Chance to Shine’ competition for girls only.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Cricket is a world-wide sport which millions of people play. It is a sport with high traditions in etiquette and sporting values. The PE department endeavour to coach and install these values in each child as these are transferable to everyday life in society:</p> <ul style="list-style-type: none"> • Teamwork – to create excellent fielding positions and reduce the opposition’s run rate • Determination – to develop bowling at a faster pace through practice • Excellence – to score as many runs as possible whilst playing cautiously when in bat • Courage – to take on a bowler and score runs • Equality – respecting all players and encouraging every team member 	<p>In paired cricket, students will consistently have to use mathematical skills within games. They will also have to consider how many runs to chase and which shots to choose to try and reach their target when in bat. Like with most sports, application of angles is vital in cricket for shot placement.</p>	<p>A common misconception in cricket is that when in bat the player must try and smash every shot to score quick runs. In order to coach a more pragmatic mindset to batting, we place conditions on games such as minus five runs for getting out. This helps students to make better choices when at the crease and score more runs. Another misconception is that fielding has very little purpose. However, in year 9, fielding positions, walking in and backing up for every delivery is focussed on to keep the students active in the field.</p>
Assessment timeline:		
<p>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</p>		

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

Prior to the lessons, students will be required to view the following videos to prepare for learning the key skills:

- Faster bowling - <https://www.youtube.com/watch?v=kOc1zn-WFiE>
- Pace bowling (run up) - <https://www.youtube.com/watch?v=Hq3REC1lkz8>
- Fielding skills - <https://www.youtube.com/watch?v=7JmF7JTtuMw>
- Front foot batting - <https://www.youtube.com/watch?v=NRRDe4flaXg>
- Back foot batting - <https://www.youtube.com/watch?v=2IsmiSS9L1A>

Feedback

Feedback from the teacher in cricket 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.**

Due to the nature of the skill development tasks, peer feedback will be incorporated frequently. Often students are feeding to their partner(s) and this provides an excellent opportunity for them to give details on what went well and what could be improved. The students may also use reciprocal teaching cards and key coaching points provided by the teacher for this feedback.

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
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Unit:

