



Subject: Y9

Cricket

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 for all students to become masters of physical literacy, creative and instinctive inquisition for learning, fearlessly creative and risk-taking students of the game. The sport of cricket provides students with a range of opportunities to develop their proficiency in a range of psychological and physical skills, alongside the key values of the sport to which a performer should show consistent levels of; sportsmanship, teamwork, discipline, enjoyment and respect. Cricket is one of Ravens Wood's core sports with a tradition that we are both incredibly proud of and excited to develop further. Being one of the only comprehensive schools in the borough to compete in block fixtures mid-week, as well as two four competitions per age group, students consistently receive unparalleled opportunities to succeed within the sport with internal and external learning hubs provided

As students will have had two years to develop skills, techniques and tactics of the sport of cricket, they will be given increased opportunities to take part in full-context competitive situations. This will allow them to apply previously acquired knowledge into a range of situations and develop their overall performance in the sport.

Ultimate questions: This unit of work will provide students with the knowledge and skills that will provide the foundations for their entire journey within Physical Education and sport at Ravens Wood School. Through a holistic approach, students will master the rules, values, tactics and ethos of the sport. This links to the creation of masters of the game, who will develop a life-long level of physical literacy and love of physical activity. This module introduces students to the key facets of Physical Education; acquiring and developing skills, selecting and applying appropriate skills and tactics and evaluating and improving their own and other performances.

Joining Up

Looking ahead:

- 'How can I master the key skills and apply them in a range of competitive situations?' – students will be masters of key skills of the game and will be challenged as to the why and when to apply these in a safe and appropriate manner
- 'What are the key tactics needed to be successful and how can I apply these in competitive situations?' – students will be challenged to think tactically across a range of situations and will be encouraged to explore the reasons behind different tactical approaches through inclusive differentiated tasks and will be given a range of opportunities to apply these in competitive situations

	<ul style="list-style-type: none"> • ‘How do we achieve success as individuals and teams?’ – students will be expected to be reflective and analytical learners by evaluating their own and the performance of others and justifying suggestions for improvement <p>Looking back:</p> <ul style="list-style-type: none"> • This unit of work builds on the curricula developed upon the previous academic years learning 		
	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 required to be successful in striking and fielding events?</p> <p>How can these skills be applied in different situations?</p>	<p><u>Developing physical and mental capacity</u></p> <p>How can you use the different components of fitness to be successful in striking and fielding events?</p> <p>How can taking part in these events help develop your physical capacity?</p> <p>What would you consider to be the most important component of fitness for these events?</p>	<p><u>Evaluate and improve their own and others performance</u></p> <p>How can you identify the strengths and weaknesses of an individual or team?</p> <p>What methods of training can you use to improve these weaknesses?</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>Developing skills in physical activity</p> <ul style="list-style-type: none"> • To plan for and make use of advanced techniques: shot selection, bowling and fielding 	<ul style="list-style-type: none"> • Ask pupils to play recognised striking/fielding games, giving them the opportunity to play in a number of different roles. • Help pupils to develop more consistency, power, accuracy and fluency in the execution of batting, bowling and fielding techniques, eg in batting – stepping into shots with better timing. 	

		<ul style="list-style-type: none"> • Teach pupils how to stand when fielding close to the bat, eg goalkeeper position, moving in towards the batter. • Teach pupils a wider range of bowling techniques, eg off-spin, leg-spin, how to swing the ball, how to change the speed and angle of delivery.
	<p>Developing physical and mental capacity</p> <ul style="list-style-type: none"> • To recognise and evaluate the impact that fitness has on performance and that activity has on fitness 	<ul style="list-style-type: none"> • Talk to pupils about the way that power, coordination and balance are affected by fitness levels. • Help pupils to gain sufficient confidence to take part in games outside school. • Construct an activity programme that will deliver an agreed set of targets
	<p>Evaluating and improving performance</p> <ul style="list-style-type: none"> • To improve their ability to analyse, and to develop their own and others' performance as a result of the analysis • To develop leadership and more advanced collaborative skills 	<ul style="list-style-type: none"> • Teach pupils which aspects of performance to analyse and what to look for. • Teach pupils to interpret their analysis, identify priorities for action and carry out a programme designed to improve performance. • Talk to the pupils about the way in which they give feedback to small groups and develop a focus for improvement, eg always reinforce the good points before identifying something which needs improving, pay attention to intention. • Listen to the way in which pupils support each other, eg commenting when the focus for improvement has been applied in a game situation. • Teach pupils how to lead others in practices, training and games.
	<p>Making informed decisions about healthy, active lifestyles</p> <p>To monitor exercise and fitness levels, for themselves and/or others, related to performance in the game</p> <p>To devise, implement and monitor their own and/or others' exercise and fitness programmes based on the principles of safe, effective</p>	<ul style="list-style-type: none"> • Help pupils to devise and implement a fitness and skills activity programme suited to the game. • Teach pupils how to monitor improvements in fitness and performance. Help them to use their analysis of striking/fielding games to design an activity programme to improve individual performance and fitness levels. • set performance and fitness targets for themselves and monitor the outcomes



exercising

