

Maghull High School - Year 7 Scheme of Work

Prior Learning: Pupils will have little to no prior experience of Cricket, with only basic throwing, catching and striking skills learnt at 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	Rules, Tactics and Strategies	Healthy Participation	
<div style="border: 1px solid black; padding: 5px;"> <p>Warm up games</p> <ul style="list-style-type: none"> • Throw tennis • Diamond catch • Simple relay running patterns <p>Functional Motor Skills</p> <ul style="list-style-type: none"> • SAQ ladders: <ul style="list-style-type: none"> ○ Basic footwork patterns • SAQ hurdles: <ul style="list-style-type: none"> ○ Introduction to rhythm and coordination • Locomotor skills: <ul style="list-style-type: none"> ○ Running effectively between cones ○ Controlled direction changes • Stability skills: <ul style="list-style-type: none"> ○ Balanced batting stance ○ Controlled bowling pace • Manipulation skills: <ul style="list-style-type: none"> ○ Two-handed catch ○ Overarm throw ○ Underarm feed </div>	<p>Batting</p> <ul style="list-style-type: none"> • Correct batting stance • Basic orthodox grip • Introduction to attacking shot: <ul style="list-style-type: none"> ○ Front-foot drive • Introduction to defensive shot: <ul style="list-style-type: none"> ○ Block shot <p>Fielding</p> <ul style="list-style-type: none"> • Two-handed catch (stationary) • Long barrier technique • Low catch • High catch • Basic overarm throw technique <p>Bowling</p> <ul style="list-style-type: none"> • Introduction to overarm bowling • Basic straight-arm action • Correct grip and release 	<p>Rules</p> <ul style="list-style-type: none"> • Number of balls per over • Introduction to umpire signals: <ul style="list-style-type: none"> ○ No ball ○ Wide ○ 4 ○ 6 • Understanding innings and turns to bat/bowl. <p>Tactics & Strategies</p> <ul style="list-style-type: none"> • Understanding when to move towards the ball • Calling for the ball • Running between the wickets: <ul style="list-style-type: none"> ○ stop-start awareness • Basic batting principles: <ul style="list-style-type: none"> ○ Watching the ball ○ Stepping towards the line of delivery • Basic fielding positioning: <ul style="list-style-type: none"> ○ Staying behind the ball • Backing up the wicket (Introduction) • Specific positions: <ul style="list-style-type: none"> ○ Wicketkeeper (role & basic stance) ○ Bowler & Batter (naming & basic roles) 	<p>The Cricket module is delivered in conjunction with one of the following Healthy Participation modules:</p> <ol style="list-style-type: none"> 1. Warm-up and cool-down 2. Physical, emotional and social benefits of exercise 3. Components of fitness 4. Ethics 5. Diet 6. Muscular System 7. Cardiovascular System 8. Respiratory System <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p>

Assessment / Feedback Opportunities	Formative Assessment <ul style="list-style-type: none"> • Teacher observation • Q&A 	Summative Assessment <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
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	<ul style="list-style-type: none"> • Discussion • Peer assessment • Self assessment • I can statements 	
Key Vocabulary	Batting, bowling, fielding, wicket, boundary, crease, catch, throw, grip, stance, no-ball, wide, over, drive, block, accuracy, communication, teamwork.	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Reading simple rules of Cricket • Key word definitions (e.g., wicket, over) • Short written reflections on performance • Reading task cards for batting/fielding basics 	
Cross Curricular Themes	<p>Maths: Counting runs, overs, boundaries</p> <p>Science: Basic movement, balance, coordination</p> <p>PSHE: Teamwork, communication, confidence</p> <p>English: Use of key terminology in discussions</p>	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice. • Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe. • Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences. • Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment. • Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain. 	
Career Opportunities	<ul style="list-style-type: none"> • Sports leader • Junior coaching assistant • Scorer/club volunteer roles • Introduction to umpiring basics 	

Maghull High School - Year 8 Scheme of Work

Prior Learning: Pupils will have foundational knowledge of Cricket from Year 7, including simple batting, fielding and bowling techniques, and an introduction to basic rules and gameplay.

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

- Hand tennis
- Fielding end ball
- Reaction catch circle

Functional Motor Skills

- SAQ ladders:
 - Lateral footwork
 - Crossover steps
- SAQ hurdles:
 - Quick rhythm patterns
- Locomotor skills:
 - Quick directional changes
 - acceleration/deceleration
- Stability skills:
 - Controlled back-foot movements when batting
- Manipulation skills:
 - Improved throwing accuracy
 - Reverse-cup catching

Batting

- Refining batting stance & orthodox grip
- Attacking shot:
 - Straight drive (consistent timing)
- Defensive shot:
 - Back-foot block
 - Forward defensive
- Introduction to shot selection based on ball length

Fielding

- Two-handed pick up and throw
- Reverse-cup catch (catching above the chest)
- Long-barrier (moving into position quickly whilst moving)

Bowling

- Developing fast bowling technique
- Increased speed while maintaining accuracy
- Grip and seam position refinement

Rules, Tactics and Strategies

Rules

- Number of balls per over (reinforcement)
- Full explanation of no-ball rule:
 - Foot fault
 - Dangerous bowling
- Understanding wides
 - Off-side
 - Leg-side

Tactics & Strategies

- Reading ball length (Introduction)
- Choosing defensive vs attacking shots
- When to take quick singles
- Field awareness:
 - Locating gaps in field placements
- Improving communication when running between wickets
- Specific positions:
 - Identification of key positions:
 - Wicketkeeper
 - Slip
 - Mid-on
 - Mid-off
 - Basic understanding of why fielders are placed there

Healthy Participation

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

9. Warm-up and cool-down
10. Physical, emotional and social benefits of exercise
11. Components of fitness
12. Ethics
13. Diet
14. Muscular System
15. Cardiovascular System
16. 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 <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	Summative Assessment <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	Straight drive, defensive shots, seam, spin, pace, slip, mid-on, mid-off, decision-making, positioning, no-ball, foot fault, extras, technique, consistency, timing.	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Reading umpire signals and their meanings • Breaking down step-by-step technical instructions • Short comparison writing (attack vs defence) • Reading Cricket-related infographics 	
Cross Curricular Themes	<ul style="list-style-type: none"> • Maths: Angles of shots, scoring patterns • Science: Force and momentum in batting • PSHE: Resilience, positive communication • English: Explaining rules verbally 	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice. • Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe. • Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences. • Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment. <p>Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain.</p>	
Career Opportunities	<ul style="list-style-type: none"> • Assistant coach roles • Umpire • Data collector for match scoring • Sports club helper 	

Maghull High School - Year 9 Scheme of Work

Prior Learning: Pupils will have prior experience from Year 8, including developing batting and bowling techniques, improving fielding skills, and a stronger understanding of rules and basic tactics.

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

- Throw tennis (advanced variations)
- Diamond catch
- Number-call reaction catch

Functional Motor Skills

- SAQ ladders:
 - Speed variations
 - Sharper direction changes
- SAQ hurdles:
 - Power into jumps
 - Power into landings
- Hand-eye coordination focus
- Locomotor skills:
 - Sprinting into catching positions
- Stability skills:
 - Rotating through batting shots
- Manipulation skills:
 - One-handed pick ups
 - Accurate underarm flick throws

Batting

- Attacking shot:
 - Sweep shot
- Defensive shot:
 - Improved back-foot defensive
- Shot selection based on line & length
- Controlling bat face and placement for runs

Bowling

- Fast-bowling technique development
- Introducing bowls with more bounce
- Improving seam position consistency

Fielding

- One-handed pick up on the move
- One-handed underarm throw at the stumps
- Dynamic catching on the move

Rules, Tactics and Strategies

Rules

- Leg Before Wicket (LBW) - full introduction)
- Wide ball
 - Off-side
 - Leg-side
- Scoring systems:
 - Singles
 - Boundaries
 - Extras

Tactics & Strategies

- Tactical running:
 - Turning quickly
 - Responding to field placement
- Creating partnership between batters
- Rotating the strike
- Reading bowler interpretations:
 - Pace
 - Line
- Fielding units working together to prevent boundaries
- Specific positions:
 - Introduction to understanding attacking vs defensive placement of fielders.

Healthy Participation

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

17. Warm-up and cool-down
18. Physical, emotional and social benefits of exercise
19. Components of fitness
20. Ethics
21. Diet
22. Muscular System
23. Cardiovascular System
24. 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 <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	Summative Assessment <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	Sweep shot, bouncer, underarm flick, LBW, wide, boundary rules, third man, fine leg, shot selection, strike rotation, strategy, tactics, anticipation, momentum, partnership building	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Reading more complex rules (LBW, scoring systems) • Analysing match scenarios from worksheets • Writing tactical plans (where to hit, where to field) • Using match reports as model texts 	
Cross Curricular Themes	<ul style="list-style-type: none"> • Maths: Run rates, calculating scoring efficiency • Science: Biomechanics of bowling and batting • PSHE: Leadership in team roles • Geography: Global spread of Cricket 	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice. • Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe. • Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences. • Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment. • Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain. 	
Career Opportunities	<ul style="list-style-type: none"> • Official • Performance Analysis • Coaching 	

Maghull High School - Year 10/11 Scheme of Work

Prior Learning: Pupils will have a solid grounding in Cricket, with experience in attacking and defensive shot selection, bowling variations, tactical field placements, and a working understanding of the full rules of the game.

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

- Hand tennis (Advanced – volleying & movement)
- Handball with tennis ball
- Tactical warm-up games (fielding under pressure)

Functional Motor Skills

- High intensity SAQ work:
 - Reaction
 - Agility
- Locomotor skills:
 - Sprinting into deep-field positions
- Stability skills:
 - Advanced rotational batting movements
- Manipulation skills:
 - Power throwing
 - Quick pick-ups
 - One-handed catching

Batting

- Sweep shot (refined)
- Pull shot (timing & weight transfer)
- Footwork against pace and spin
- Controlled placement (hitting into gaps intentionally)

Fielding

- One-handed catch (moving at speed)
- Long barrier (on the move)
- Stumping techniques for wicketkeepers
- Wicketkeeper footwork and lateral movement

Bowling

- Bouncer (safe execution)
- Slower ball (variation)
- Changing line & length tactically
- Bowling to field settings

Rules, Tactics and Strategies

Rules

- Full umpire hand signals:
 - Out
 - 4
 - 6
 - Wide
 - No ball
- Free hit rule (where appropriate)
- Over-rate expectations & scoring pressures
- Understanding powerplays

Tactics & Strategies

- Setting an attacking vs defensive field
- Tactical bowling changes
- Batting order strategies (openers vs middle order)
- Reading the game (run rate / overs remaining)
- Rotating strike intentionally
- Using field placement to force certain shots
- Team communication & leadership.

Healthy Participation

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

25. Warm-up and cool-down
26. Physical, emotional and social benefits of exercise
27. Components of fitness
28. Ethics
29. Diet
30. Muscular System
31. Cardiovascular System
32. 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 <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self assessment • I can statements 	Summative Assessment <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	Pull shot, slower ball, variation, attacking field, defensive field. powerplay, run rate, strike rate, momentum shift, tactical awareness, line, length, pace variation, decision-making under pressure	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Analysing full match scenarios • Reading tactical diagrams and field maps • Writing leadership reflections and game plans • Evaluating strengths/weaknesses using technical vocabulary 	
Cross Curricular Themes	<ul style="list-style-type: none"> • Maths: Advanced scoring, calculating required run rate • Science: Energy systems, training principles, biomechanics • PSHE: Leadership, resilience, emotional regulation • Business: Roles in sport industry, club organisation 	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy - Group decision-making processes when choosing a route or strategy can mirror democratic principles, giving every individual a voice. • Rule of Law - Following safety rules, event rules, and respecting boundaries on the course reinforces the importance of rules in society for keeping everyone safe. • Individual Liberty - Students are given the freedom to make choices about their own routes and problem-solving strategies; while understanding they are responsible for their actions and consequences. • Mutual Respect - Working with diverse peers in teams and respecting different viewpoints, abilities, and cultural backgrounds is essential for success and fosters an appreciative and inclusive environment. • Personal development - providing practical opportunities for students to develop teamwork, resilience, communication, problem-solving, and decision-making skills. These activities foster a sense of self-worth and responsibility, preparing students for life in modern Britain. 	
Career Opportunities	<ul style="list-style-type: none"> • Cricket coach • Performance analyst • Sports development officer • Umpire or match official • Sports journalist • Strength & conditioning assistant • Pathways into volunteering and community sport 	