



England
Squash &
Racketball

National Schools Squash

Schemes of Work for Secondary Schools

Years 7 to 11 (KS3 & KS4) + GCSE

Includes:

- Long Term Plans (Key Stage Overview)
- Medium Term Plans (Year Group Overview)
- Short Term Plans (Weekly Lesson Content and Fact Sheets/Resources)

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PREFACE

The aim of this resource is to provide a clear framework which teachers and other physical education and school sport professionals can use to develop squash in secondary schools. It provides detailed schemes of work and lesson plans which secondary colleagues will find invaluable. It links effectively to the current National Curriculum (Key Stage 3 and 4) and provides challenging activities. It strengthens the link between school and extra-curricular activities and competition (School Games) and there is also focus on literacy, physical literacy, and key words which lend themselves to cross curricular activities.

It is extremely important to understand that this resource is simply a guide and as the user, lesson plans do not need to be followed exactly. When using it, you may find that you will achieve more or less than the suggested content in each unit of work, this is of course dependent on timings allocated for Physical Education at your school as well as the need for adaptation and differentiation. You will have to take into account that each pupil has their own individual needs, and different ability levels as well as different experiences with regards to physical education and sport, therefore those using it should consider how to differentiate tasks so that all pupils are included and are able to meet the learning objectives and outcomes with some degree of success.

Blank pages have been inserted into this resource following every unit of work, this will allow you to develop your own ideas, note any adaptations made or make necessary comments you feel are required for future personal use. I hope that the diagrams, photographs and DVD included with this resource help you to understand the material, develop confidence and increases your and pupils enjoyment of squash.

Chris Vine

ACKNOWLEDGEMENTS

I would like to acknowledge the help and assistance of the following in the production of this resource:

Steve Amos – England Squash & Racketball Head of National Network;

Sarah Clarke – England Squash & Racketball Level 3 Coach, PE Teacher at Hadleigh High School, Suffolk - for advice on educational matters and IT presentation assistance.

Association for Physical Education (afPE) –

Sue Wilkinson – for advice guidance and support.

David Turner – Coaching in school Sport Lead Officer – Sportscoach UK

For assistance with the funding of this resource and for advice and guidance

Many thanks to all, without the input received from those acknowledged, this resource would not have been possible.

INTRODUCTION

Squash in secondary schools has traditionally regarded as a “minority sport” and unless the school has the facilities or staff with an interest in squash or specific squash knowledge it does not normally feature as a mainstream taught curricular activity. Part of the reason for this has been the dearth of resources available for teachers to utilise when teaching squash in an educational setting. This resource has been produced in an attempt to fill this gap.

The resource deals exclusively with school years 7-11 (Key Stage 3 and 4), and is designed to maximise the ease of performance of the activities and games contained within. Obviously there is scope to make these activities easier or harder to cater for different ability levels, but still has a strong element of competition to inspire and enthuse. It is also intended that schools utilising this resource will look to compete in ‘school families’ or ‘partnership clusters’, in line with the intentions of the School Games (levels 1-3) with teams from years 7-11 culminating in a District/Regional final (level 3) and ideally a nearby club-based coaching programme as a follow on.

The resource content supports the Key Stage 3 and 4 Physical Education Programme of Study that is delivered in the Secondary Curriculum. There is also a section that deals with the assessment criteria for GCSE Squash in relation to Player/Participant, Leader and Official.

Physical Education Programme of Study – Key Stage 3:

During Key Stage 3 pupils become more expert in their skills and techniques, and how to apply them in different activities. They start to understand what makes a performance effective and how to apply those principles to their own and others’ work. They learn to take the initiative and make decisions for themselves about what to do to improve performance. They start to identify the types of activity they prefer to be involved with, and to take a variety of roles such as leader and official

Acquiring and developing skills

1. Pupils should be taught to:
 - a) refine and adapt existing skills
 - b) develop them into specific techniques that suit different activities and perform them with consistent control.

Selecting and applying skills, tactics and compositional ideas

2. Pupils should be taught to:
 - a) Use principles to plan and implement strategies, and organisational ideas in individual, pair, group and team activities
 - b) Modify and develop their plans
 - c) apply rules and conventions for different activities.

Evaluating and improving performance

3. Pupils should be taught to:
 - a) be clear about what they want to achieve in their own work, and what they have actually achieved
 - b) take the initiative to analyse their own and others work, using this information to improve it's quality.

Knowledge and understanding of fitness and health

4. Pupils should be taught:
 - a) how to prepare and recover from specific activities
 - b) how different types of activity affect specific aspects of their fitness
 - c) the benefits of regular exercise and good hygiene
 - d) how to go about getting involved in activities that are good for their personal and social health and well being.

Physical Education Programme of Study – Key Stage 4

During key stage 4, pupils tackle complex and demanding activities, applying their knowledge of skills, techniques and effective performance. They decide whether to get involved in physical activity that is mainly focused on competing or performing, promoting health and well-being or developing personal fitness. They also decide on roles that suit them best including performer, coach, leader and official. The view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life.

Acquiring and developing skills

1. Pupils should be taught to:
 - a) Develop and apply advanced skills and techniques
 - b) apply them in increasingly demanding situations.

Selecting and applying skills, tactics and compositional ideas

2. Pupils should be taught to:
 - a) use advanced strategic and organisational concepts and principles
 - b) apply these concepts and principles in increasingly demanding situations
 - c) apply rules and conventions for different activities.

Evaluating and improving performance

3. Pupils should be taught to:
 - a) make informed choices about what role they want to take in each activity
 - b) judge how good a performance is and decide how to improve it.
 - c) Prioritise and carry out these decisions to improve their own and others' performances
 - d) Develop leadership skills

Knowledge and understanding of fitness and health

4. Pupils should be taught:
 - a) how preparation, training and fitness relate to and affect performance.
 - b) how to design and carry out activity and training programmes that have specific purposes.
 - c) the importance of exercise and activity to personal, social and mental health and well-being.
 - d) how to monitor and develop their own training, exercise and activity programmes in and out of school.

The resource has been created and adapted to focus on of the four main areas of study in Physical Education. The these areas are **acquiring and developing skills, selecting and applying skills, tactics and compositional ideas**, and **Evaluating and improving performance**.

The following page gives a weekly overview of the lesson themes/squash skills/competitions inherent in the scheme of work that follows for KS3 + KS4

KS3 - YEAR 7

KS3 - YEAR 8

KS3 - YEAR 9

KS4 - YEAR 10

KS4 - YEAR 11

WEEK	THEME	THEME	THEME	THEME	THEME	GCSE
1	Intro to full game of squash (video) + Grip	Re- visit FH/BH Drives (Straight and cross court)	Angles	Lob	Tactics (1)	Assessment Criteria (General)
2	Forehand Drives	FH Volleys	Boasts – FH	Drop	Tactics (2)	GCSE Squash Skills Knowledge + Understanding
3	Backhand Drives	BH Volleys	Boasts – BH	Practice Routines + Game strategies(2)	Practice Routines + Game strategies (4)	GCSE Criteria Player/Participant
4	Serve + Return skills	Practice Routines (1)	Movement + Positional skills (1)	Practice Routines + Game strategies(3)	Movement + Positional skills (2)	GCSE Criteria Leader
5	Intra School Festival Level One (L1)	Intra school Festival L1	Intra School Competition L1	Intra School Competition L1	Intra School Competition L1	GCSE Criteria Official
6	Inter-school festival/competition Level Two (L2)	Interschool festival/competition L2	Inter-school festival/competition L2	Inter-school Squash League L2	Intra/inter-school Mini Squash League L2	

KEY WORDS

Forehand (what)	Length	Angles	Lob	Pressure
Backhand (what)	Straight	T-Zone	Drop	Momentum
Serve	Cross Court	Tactics	Straight + Xct	Height Width + Depth
Return	Short/Long/mid-court	Targets	Opponent Position	Event Organising
Drives	Targets	Awareness	Fitness	Coaching
Grip	Volleys FH/BH	Movement (1)	Tactics	Out-manoevre
Rallies	Mental skills	Fault Diagnosis	GCSE Squash	Out-wit/strategy

KEY STAGE 3 - LONG TERM PLAN – SQUASH SKILLS

	YEAR 7	YEAR 8	
<p>LEARNING OBJECTIVES (Skills)</p> <p>Pupils should be able to:</p>	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Learn how to move and interact safely in a hall or squash court environment 2. Acquire an awareness of basic racket skills 3. Develop; <ol style="list-style-type: none"> a) Forehand – what is it? b) Backhand – what is it? c) Serve – what is it? d) Serve return – what is it? 4. Introduce racket head skills and apply them to racket and ball awareness 5. Analyse their own and others work to help them improve 	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Learn how to move, play shots with a racket, and interact safely in a hall or squash court environment 2. Acquire racket skills that enable them to direct and control the ball when using drives and volleys 3. Develop; <ol style="list-style-type: none"> a) Cross court drives using width b) Straight drives with good length c) Volley from serve return d) Volley from a high ball 4. Refine racket skills and apply them to movement and ball/opponent awareness 5. Analyse their own and others work and help them improve. 	
<p>LEARNING OUTCOMES</p> <p>Pupils should be taught to:</p>	<ol style="list-style-type: none"> 1. (a) Refine and adapt existing skills 1. (b) Develop new skills in relation to basic drives 2. (a) To plan what they do 2. (b) To change their plans to see how this affects their performance 3. Take the initiative to analyse their own and others’ work, using this information to improve its quality 4. How to work together for specific activities e.g. pairs, and groups 	<ol style="list-style-type: none"> 1. (a) Refine and adapt existing skills 1. (b) Develop specific techniques in relation to the learning objectives and be aware as to why things may go wrong (e.g. direction of follow through?) 2. (a) Use specific hitting techniques to plan what they do in relation to shot direction and outcome 2. (b) Apply more complex rules and good behaviour (fair play) 3. Take the initiative to analyse their own and others’ work, using this information to improve its quality 4. How to work together for specific activities and outcomes e.g. pairs and scoring for each other accurately 	
<p>LANGUAGE FOCUS (LITERACY)</p>	<p>Forehand, Backhand, Drives, Serve, Return, Grip, Rallies, Racket head angle, Closed and Open racket face, Officials, Marker, Referee, Scoring system (Point A Rally – PARS), First shot</p>	<p>Cross court, straight, length, width, short/long/mid court areas, height, open racket face swingpath, body position, impact point, target areas, volleys, volley as a serve return - after hitting the sidewall, timing. Practice routines/patterns of play</p>	
<p>RULES</p>	<ul style="list-style-type: none"> • Importance of rules • How to keep score • Fair play • Awareness of Safety 	<ul style="list-style-type: none"> • Importance of rules • How to keep score • Fair play • Awareness of Safety 	

MEDIUM TERM PLAN – SQUASH SKILLS (1)		
KEY STAGE: 3	YEAR: 7	FOCUS: To Develop basic hitting techniques – FH/BH Drives, serves and returns and use the correct Grip.
PROGRAMME OF STUDY		LEARNING OBJECTIVES
Pupils should be taught to: a) Use activities and games to promote knowledge of basic hitting techniques b) Use the principles of racket head control when planning what they choose to do c) Respond to changing situations when all the class are involved – safety and respect for others less able		Pupils should be able to: 6. Learn how to move and interact safely in a hall or squash court environment 7. Acquire an awareness of basic racket skills 8. Develop ; a) Forehand – what is it? b) Backhand – what is it? c) Serve – what is it? d) Serve return – what is it? 9. Introduce racket head skills and apply them to racket and ball awareness 10. Analyse their own and others work to help them improve
FOCUS ON LANGUAGE (Literacy)		LEARNING OUTCOMES (Assessment focus)
Forehand, Backhand, Drives, Serve, Return, Grip, Rallies, Racket head angle, Closed and Open racket face, Officials, Marker, Referee, Scoring system (Point A Rally – PARS), First shot		Through isolated skill practices, structured activities and competitive situations pupils should be taught to: 2. (a) refine and adapt existing skills 2. (b) Develop new skills in relation to basic drives 3. (a) To plan what they do 5. (b) To change their plans to see how this affects their performance 6. Take the initiative to analyse their own and others' work, using this information to improve its quality 7. How to work together for specific activities e.g. pairs, and groups
ASSESSMENT CRITERIA		INCLUSIVE PRACTICE
<ul style="list-style-type: none"> Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas Evaluating and improving performance 		<ul style="list-style-type: none"> Open ended task setting Pupils compete against those of similar ability Variety of tasks and successes Variety of ball sizes for various abilities Variety of progressions SEN/LSA support
RISK ASSESSMENTS		
<ul style="list-style-type: none"> Correct footwear and clothing (removal of jewellery) Awareness of others when sharing equipment Hall/Court surface free from obstructions Ensure correct warm up is carried out Safety of pupils during game situations i.e. spatial awareness and consideration of others Awareness of using parts of the body individually and collectively Eye safety wear worn (especially on court) 		

KEY STAGE 3 – SHORT TERM PLAN – SQUASH SKILLS – YEAR 7

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES/ACTIVITIES
1	Intro to the full game of squash + Grip	Have a knowledge as to what the full game of squash looks like. What the correct grip is and how to use it.	<p>Show a video clip (via You-tube) of squash played on the Perspex court – Explain how good we are at the game (England).</p> <p>Use a warm up that reflects squash movements (see resource sheet). Show video clips of movements</p> <p>A1 – Explain the Grip and Open Racket face and why it is important – demonstrate what happens if racket face closes – in pairs one holds racket with correct grip other analyses – is it right?</p> <p>A2 – Simple racket and ball activities, tapping up, bouncing ball down to floor, how many in a row?</p> <p>Game – Racket Relays 1 (see resource sheet).</p> <p>Game – Racket Relays 2 (see resource sheet).</p>
2	Forehand Drives	Develop a basic swing on the Forehand side using the correct grip and open racket face. Use correct body position and impact point. Develop a warm up using dynamic movements	<p>Warm up – Ask group to get into teams of 4-5, compose a warm up of no more than 10 minutes using dynamic movements show video clips as required.</p> <p>A1 – Revise Grip – Open racket face.</p> <p>A2 – Demonstrate Forehand Drive, with swing path and left foot forward (explain difference if left handed) show hit with drop ball feed – in pairs watch partner play forehand and try to help to improve. How do you direct it? (racket face and follow through)</p> <p>A3 – Introduce target (floor) – hit via drop feed and then try to get ball bounce on floor target. How many in 2 minutes? – swop jobs (partner reviews)</p> <p>A4 – In pairs one racket each, try to hit alternately (rally co-operating) – how many together in 2 minutes</p> <p>A5 – if time, group feedback – success? If so why or why not?</p> <p>Game – Target Rallies as above A3 but pupils rally together point scored every time a target hit. First one to 11 points wins – (see resource)</p> <p>Summary – key points – group feedback using Q+A</p>
3	Backhand Drives	Develop a basic swing on the Backhand side using the correct grip and open racket face. Use correct body position and impact point	<p>Warm up – As last week group in teams compose and execute dynamic warm up – try to use different movements this time (video clips)</p> <p>A1 – Demonstrate Backhand Drive, similar to FH but with right foot forward and shoulder turned – show with drop ball feed – in pairs watch partner play backhand and try to help improve. (Explain difference if left handed)</p> <p>A2 – Use floor target hit via drop ball feed first – how many in 2 minutes, partner counts, swop jobs.</p> <p>A3 – In pairs one racket each try to hit alternately (co-operative rally) – how many together in 2 minutes.</p> <p>A4 – as for FH if time group feedback – success etc?</p> <p>Game – Target rallies – as last week first one to 11</p> <p>Game – (if time) Target rallies – can use either FH or BH. (see resource sheet)</p>

KEY STAGE 1 – SHORT TERM PLAN – SQUASH SKILLS – YEAR 7

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
4	Serve and Return	Use a simple serve (underarm) to start the game and to develop an awareness of why the return is so important. These are the "First shots" of the game	<p>Warm up – As per last week but in teams try to incorporate basic squash movements with racket and swing (explain ghosting).</p> <p>A1 – Demonstrate a basic underarm serve with drop ball and then without – explain swingpath, body position, impact point, - explain how the impact point affects direction. In pairs, practice serve with drop feed and without – which is easiest? Explain how you decide who serves to start the game</p> <p>A2 – Explain return of serve in terms of being ready to receive the serve – what type of return is best? – explain need for quick movement into position and reading the serve from opponents hand. In pairs one serves and one returns, play a rally, who won? And how did serve or return affect outcome?</p> <p>Game – Play a game scoring up to 11, with defined area, start with serve, changing sides if point won by server.</p> <p>Game – As above but change partners.</p> <p>Summary – using Q+A revise the key points and stress the importance of the First Shot (i.e. a good serve or return and how they critically affect the outcome of the game)</p>
5	Racket Skill Festival (1) using stations	Using activities/stations as follows, in a team style (intra) class competition i.e. one class.	<ol style="list-style-type: none"> 1. Fitness Challenge 1 2. Racket relays 1 3. Racket Relays 2 4. Target Rallies – Co-operative 5. Target Rallies - Competitive 6. Serving to target 7. Team matches 8. Fitness Relay Challenge
6	Racket Skill Festival (2) using stations	Using activities as for week 5 above, but each class from the year group selects a team of two boys and two girls to compete in an inter school event. Could also be intra competition within year groups	<ol style="list-style-type: none"> 1. Fitness Challenge 1 2. Racket Relays 1 3. Racket Relays 2 4. Target Rallies – Co-operative 5. Target Rallies -Competitive 6. Serving to target 7. Team matches 8. Fitness Relay Challenge

KS3 – Year 7 Fact Sheet – Resource a)

Contents:

Warm Up - Dynamic – explanation
Correct Grip - explanation
Racket Relays – explanation of game
Target Rallies – explanation of game – co-operative
Target Rallies – further development
Types of serve – explanation + game
Serve to Target
Serve return – explanation
First Shot - explanation
Fitness Challenge 1+2
Team matches
Officials – basic roles
Lets and Strokes

Week 5 – Racket skill festival with stations - class competition

Week 6 – Inter/Intra school competition – as above with stations

Warm Up

Dynamic: equipment needed – space, video clips

- Class in space in the hall in teams of 4/5.
- Watch video clips show variety of activities, explain the need for initial pulse raiser.
- Teams work together to devise warm up with one leading, changing activities and using time to limit length (say 30-40 seconds)
- Key movements: forward and backwards, side to side, lunging and recovery, speed of movement important – could explain to watch for these if full match shown on clip.
- Mention importance of T-zone (positioning on court)
- Explain ghosting (how this mirrors court movement with racket swing)

Ghosting or Shadowing

No equipment needed (but could add racket if group capable)

- Ghosting or Shadowing is an activity that “mirrors” an actual shot played. I.e. a practice forehand from a set point – can be any shot, it gives the player a chance to get the movement right before adding a ball!
- Group in one long line facing teacher one behind the other.
- Number group “1” or a “2”.
- Number “1” s go sideways from the line and practice a forehand (using correct movement).
- Number “2”s are simultaneously going to practice a backhand in the opposite direction.
- At this stage they are imagining that they are hitting the ball with their hands.
- A development would be to use rackets but obviously bear in mind proximity issues!

- Teacher calls out how many shots they are playing say “5 Forehands” and then swap over – each person must return back to the centre of the line in between each shot!

The Grip - video clip

Equipment needed: one racket between two

- Racket must be held within thumb and forefinger knuckle of preferred hand.
- Hand should be holding the racket “on top” not on the side like a frying pan.
- There should be a small V-shaped gap between the forefinger and the middle finger.
- Grip should be firm but not too tight to allow flexion.
- Grip checks should be performed on regular basis.

Racket Relays

Equipment needed: spots and throw down lines – one Play/Compete ball for each team, some activities need one racket per team member

- Players sit in teams of 5/6 depending on numbers, could be less if class size smaller.
- R1 – one at a time players walk with ball on racket up to defined line then walk back – give ball to partner’s racket.
- R2 – as above (run) – NB activity not finished until class sat back down.
- R3 – Players tap the ball up (minimum 4 times – and back!) to line then give to partner etc.
- R4 – bouncing ball down – as above one at a time etc.
- R5 – players run with ball on racket up to line, tap ball up, and let it bounce once, then retrieve it – do this 5 times then run back and pass to partner.
- R6 – players run with ball up to wall/table upturned or bench hit against it after one bounce – do this 5 times and then run back and pass to partner.

Target Rallies 1

Equipment needed: Floor spots, one racket, rebound surface (mini wall, sportshall wall) throw down lines to define area

- In pairs, one with racket, one scores.
- Player A bounces ball down on floor hits to wall/rebound surface and then tries to get the ball to bounce on the target (floor spot) Player B counts the number of targets achieved in 90 seconds (time can be varied as appropriate)
- Playing area identified by throw down lines
- Can be done Forehand only or backhand only – one player at a time

Target Rallies 2

Equipment as above:

- Target identified as above, but one more added (i.e. one for forehand target and one for backhand target – use two floor spots)

- Players hit alternate shots trying to score a point by hitting target
- Use time limit or a game (first one to 11)
- Each player keeps the opposites score to ensure correct result.

Serve

Key Points to look for:

- Decide who serves by spin of racket.
- Serve is forehand drive after the ball has been bounced by server (i.e. bounce first). Can be without bounce if on squash court (depends which most effective)
- Timing (of contact) is the key issue – separate actions as follows:
 - Racket back ready (behind the body and “up”).
 - Bounce the ball, wait a fraction of a second then swing racket towards the ball hitting just after the top of the bounce – 1. Racket back, 2. Ball bounce (to waist height) 3. Then hit i.e. “1, 2, 3”.
- Timing issues can be solved by patient application of procedure i.e. “1, 2, 3” – ensure class bounce ball gently and not too forcefully downwards!
- Swing racket (aim) in intended direction, look for where positioned initially.
- Where does serve go (above the line on mini wall?) – In squash must go “to” receiver not back to yourself!

Serve to Target

Equipment needed: one racket, play or compete (squash) ball, floor spot – (if using sports hall will need tape to mark service line on the wall)

- In pairs, one drops the ball on the floor and serves to a wall(rebound surface/mini wall)
- if serve is good (above the line on the wall?) = 1 point, hits the target? = 2 points etc
- One player has ten serves – how many points? – swop jobs

Serve Return

Key Points to look for:

- Receiver in Ready position? – Are they watching ball or wall?
Because this will help them determine direction and pace of shot plus where how they are likely to be able to return it.
- Are they in centre of court (t-zone) or only standing on one side?
If they are in the middle this is the best place to stand to watch the ball and determine where it may go.
- Racket out in front (prepared or by feet?)
To get ready to play either forehand or backhand.
- Watch server’s action – underarm or over arm? – Where is ball likely to go?
Gives you longer to read the balls likely direction.
- Where does return go – have you moved server away from the middle or hit past server to make it difficult to return.
Best place is past server to move them away from the middle and put them in charge of the rally.

First Shot – Explanation

- The “first shot” of every rally if effective will more often than not set the tone, and statistically the eventual outcome in more than 60% of cases.
- A good serve or return is a key element of the rally and it’s importance cannot be overstressed
- Varieties of serve and return are also as important in order to prevent the opponent from starting the rally on “their terms”
- A good deal of rallies, especially at beginner/intermediate level are won or lost within 3 to 4 shots
- Players that are aware of this will do better than their opponents in almost every case

Fitness Challenge 1+2

Equipment needed: stopwatch, throw down lines or spots

- A1 -Jumping up as high as possible – how many in 45 seconds?
- A2 -Line on the floor – how many jumps across (heels together) side to side in 45 seconds.
- A3 -Press ups? – Can be with knees on floor instead of full movement – how many in 45 seconds?
- A4 -Shuttle runs (forwards) – how many in 45 seconds?
- B1 -Shuttle runs forwards and backwards – how many in 45 seconds?
- B2 -Side to side cone touch with right and left hand (to cones approx 1.5 metres apart) – how many in 45 seconds?
- B3-Two spots out in front – one on left one on right, person stands approx 2 metres away at spot in between the two in front. How many lunges (right foot and left foot) to spots (45 seconds)?
- B4- in teams, tag sprinting to floor target (one at a time sprint there and back, then “tag” partner)

Nb: use as many activities as relevant for time period allocated

Fitness Challenge 1 – activities A1 to A4

Fitness Relay Challenge 2 – activities B1 to B4

Team Matches

Equipment needed: one racket per player, one ball between two, throw down lines to identify area, tape to mark service line on rebound surface (sportshall wall, mini wall, court etc)

- Teams (could be 2 3, 4, 5 players in each team)
- Players are ranked in approximate ability order
- Each team plays as follows 1v1, 2v2, 3v3 etc
- Players play against each other one match to 11
- Playing area defined by throw down lines (ball must bounce inside this area)
- Service line defined on wall at appropriate height (by tape)
- One serve only, winner of rally serves next point (alternate sides)
- Team with most points accumulated wins

Squash Officials – Basic Roles

- Two officials – Marker and Referee.
- Marker calls and records the score.
- Referee makes decisions and ensures marker calling and recording score properly.
- Officials need to stand in a safe space away from the playing area but near enough to see everything!
- Method of writing score down up to marker but they need to know 3 S's: **1. Score?** – What is the correct score (call out servers score first). **2. Side?** – Which side should the server be serving from? **3. Server?** – Who's serving?
- Best to write the score down before it's called out - players have to wait until marker calls before they serve or start to play.

LETS – what are they, and why are they necessary?

- Players are entitled to call for a LET if they are impeded by their opponent in the process of trying to play the shot.
- A LET means you are entitled to replay the point – the score stays the same and the original server still serves.
- Players should ask for a let from the match referee (the referee then decides whether or not they are entitled) BEFORE they try to play the shot – this is simply for safety reasons i.e. to prevent a potential injury or playing shot from a disadvantaged position.
- Encourage players to call for a let as soon as you can, they will then become more familiar with why it is necessary to do so.

Week 5 – Racket Skill Festival Stations – single class “team” competition School Games – Level one

Recommended playing area – school hall/sports hall/squash courts.

Area is set out with each activity in a space – if a class then 5/6 activities will be enough.

Stations:

1. Fitness Challenge 1
2. Racket Relays 1
3. Racket Relays 2
4. Target Rallies – Co-operative
5. Target Rallies -Competitive
6. Serving to target
7. Team matches
8. Fitness Relay Challenge

Activities to be organised as explained above – winning team one with most points accumulated

Week 6 Multi skill Festival – intra/inter school competition

Using stations as identified above, classes in year group select teams of three boys and three girls to compete against other classes in their year groups.

Could also be run as school v school – using teams of two or three boys and two or three girls per team. Winning team with most points.

Could also be run on basis explained below:

Mini Squash/Squash League – inter school competition School Games – level 2

- Having identified top two boys and top two girls from week 5 “class” competition.
- School team of 4 plays against other schools in “Family” in ranked order.
- Each school’s number one boy plays one game up to 11, against all the other number one boys – same for boy no. 2, girl no. 1 and girl no. 2 – all the points scored by each team member is then added up and the winning school is the one with the most points accumulated at the end.
- “The Family/Cluster Mini Squash/Squash League” can be as many weeks as appropriate, would suggest 2 rounds and then a “Cluster/Family” final.
- Each top two schools from each Cluster/Family finals then play in a Grand SSP Play-off to find the District Champion Mini Squash/Squash team!
- Could potentially lead on to a county/regional (school games Level 3) Mini Squash/Squash event (organised by School Games LOCs in liaison with participating SSP’s).
- At Regional/district Finals teams are seeded as follows – 3 rounds.

Round One:

Number one seeds play the number 8’s – match A

Number two seeds play the number 7’s – match B

Number three seeds play the number 6’s – match C

Number four seeds play the number 5’s – match D

Round Two:

Winner of match A plays the winner of match D (semi-final) – match 1

Loser of match A plays loser of match D (play-off) – match 2

Winner of match B plays the winner of match C (semi-final) – match 3

Loser of match B plays the loser of match C (play-off) – match 4

Final Play-Offs:

Winner of match 1 plays the winner of match 3 (final)

Loser of match 1 plays the loser of match 3 (3/4 play-off)

Winner of match 2 plays the winner of match 4 (5/6 play-off)

Loser of match 2 plays the loser of match 4 (7/8 play-off)

KS3 – Year 7 Fact Sheet – Resource (b)

Mini Squash Box Leagues for 4, 5 and 6 Players

4 PLAYERS

	Name	1	2	3	4	Wins	Draws	Losses	Points	Position
1										
2										
3										
4										

Playing order: 1 v 2; 3v4; 1v3; 2v4; 1v4; 2v3.

5 PLAYERS

	Name	1	2	3	4	5	Wins	Draws	Losses	Points	Position
1											
2											
3											
4											
5											

Playing order: 1v2; 3v4; 1v5; 2v3; 1v4; 2v5; 1v3; 4v5; 2v4; 3v5.

6 PLAYERS

	Name	1	2	3	4	5	6	Wins	Draws	Losses	Points	Position
1												
2												
3												
4												
5												
6												

Playing order: 1v2; 3v4; 5v6; 1v3; 2v5; 4v6; 1v4; 3v5; 2v6; 1v5; 3v6; 2v4; 1v6; 2v3; 4v5.

Notes

MEDIUM TERM PLAN – SQUASH SKILLS (2)		
KEY STAGE: 3	YEAR: 8	FOCUS: Develop further awareness of the tactical application of drives in term of pace and direction and good basic volley techniques on both BH and FH sides to return - serve and create pressure.
PROGRAMME OF STUDY		LEARNING OBJECTIVES
Pupils should be taught to: a) Use activities and games to promote awareness of the tactical application of drives and volleys in a game situation. b) Use the principles of basic hitting techniques – grip/swingpath, impact point, body position and racket face angle when deciding what shot they select to use in a moving game situation c) Respond to changing situations when all the class are involved – safety and respect for others less able, especially in a more confined space.		Pupils should be able to: 6. Learn how to move, play shots with a racket, and interact safely in a hall or squash court environment 7. Acquire racket skills that enable them to direct and control the ball when using drives and volleys 8. Develop ; e) Cross court drives using width f) Straight drives with good length g) Volley from serve return h) Volley from a high ball 9. Refine racket skills and apply them to movement and ball/opponent awareness 10. Analyse their own and others work and help them improve.
FOCUS ON LANGUAGE (Literacy)		LEARNING OUTCOMES (Assessment focus)
Cross court, straight, length, width, short/long/mid court areas, height, open racket face swingpath, body position, impact point, target areas, volleys volley as serve return - after hitting the sidewall, timing. Practice routines/patterns of play.		Through isolated skill practices, structured activities and competitive situations pupils should be taught to: 2. (a) Refine and adapt existing skills 3. (b) Develop specific techniques in relation to the learning objectives and be aware as to why things may go wrong (e.g. direction of follow through?) 4. (a) Use specific hitting techniques to plan what they do in relation to shot direction and outcome 5. (b) Apply more complex rules and good behaviour (fair play) 6. Take the initiative to analyse their own and others' work, using this information to improve its quality 7. How to work together for specific activities and outcomes e.g. pairs and scoring for each other accurately
ASSESSMENT CRITERIA		INCLUSIVE PRACTICE
<ul style="list-style-type: none"> Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas Evaluating and improving performance 		<ul style="list-style-type: none"> Open ended task setting Pupils compete against those of similar ability Variety of tasks and successes Variety of ball sizes for various abilities Variety of progressions SEN/LSA support
RISK ASSESSMENTS		
<ul style="list-style-type: none"> Correct footwear and clothing (removal of jewellery) Hall/court surface free from obstructions Equipment set out correctly Ensure correct warm up is carried out Safety of pupils during game situations i.e. spatial awareness and consideration of others Awareness of using parts of the body individually and collectively Use of eye safety wear - (goggles) 		

KEY STAGE 3 – SHORT TERM PLAN – SQUASH SKILLS – YEAR 8

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	Re-visit FH and BH Drives	Analyse why their drives land where they do and what to try to correct if the shot production is ineffective	<p>Demonstrate ghosting as a warm up method. Ask class to split into groups of 4/5 and construct and execute a warm using ghosting with and without a racket.</p> <p>A1 – Revise drives in terms of swingpath, body position and impact point and how this affects the direction and end result of the Drive Use Question and answer e.g. if cross court why?</p> <p>A2 – In pairs Player A must play straight and Player B must play Cross Court (XCT) in co-operative rally.</p> <p>A3- In groups – 2 players play one game to 7 points others watch and comment after the game on the effectiveness of their drives – are there weaknesses?</p> <p>Game – Target Rallies – using spots for targets for xcts and straight drives – one bonus point for target and one for winning rally – up to 7 points</p> <p>Game – Matches up to 7</p> <p>Summary – Ask what are key points that affect drives?</p>
2	Volleys (FH)	Introduce FH Volley – as serve return and mid court to stop ball going past you – advantages?	<p>Warm up – as for last week split class into groups and use combinations of dynamic warm up(s) and ghosting with and without a racket. Use different heights of hit (e.g. low drive, mid height drive, volley etc)</p> <p>A1 – Introduce FH volley – demonstrate with class seated, onto mini wall/court wall or sports hall wall (see resource sheet for technical information) – explain need to keep racket face “open” – demonstrate FH only. Explain different heights of volley – high (overhead) mid court, low lunge to volley</p> <p>A2 – group work in pairs, one racket, one ball, simple hand feed for controlled FH volley back to partner – direction? If not correct try to analyse why – swop jobs</p> <p>A3 – As above feed at different heights – swop jobs help each other to improve control.</p> <p>A4 – Explain volley as serve return and advantages of gaining the initiative from the first shot. Explain also need to move to the T (middle) to dominate the rally.</p> <p>Games – Serve return (if possible must be volleyed)</p> <p>Games – Use volley whenever possible to speed the game up and try to win rally – extra point if won with volley</p>
3	Volleys (BH)	Introduce BH Volley	<p>Warm up – as for last week split class into groups and use combinations of dynamic warm up(s) and ghosting with and without a racket. Use different heights of hit (e.g. low drive, mid height drive, volley etc)</p> <p>A1 – Introduce BH volley – demonstrate with class seated, onto mini wall/court wall or sports hall wall (see resource sheet for technical information) – explain need to keep racket face “open” – demonstrate shoulder turn for BH.</p>

			<p>A2 – group work in pairs, one racket, one ball, simple hand feed for controlled BH volley back to partner – direction? If not correct try to analyse why – swap jobs</p> <p>A3 – As above feed at different heights – swap jobs help each other to improve control.</p> <p>A4 – Re-emphasise volley as serve return and advantages of gaining the initiative from the first shot. Re-emphasise need to move to the T (middle) to dominate the rally.</p> <p>Games – Serve return (if possible must be volleyed)</p> <p>Games – Use volley whenever possible to speed the game up and try to win rally – extra point if won with volley – could be BH or FH</p>
4	Practice Routines (1)	Pupils to develop the skills necessary to try to control a ball and direct it away from a partner. Then to incorporate these new skills into a practice routine/pattern to help to improve performance. These are the basic building blocks of the game.	<p>Warm up – As for last three weeks warm up to be devised by group but when ghosting to use a combination of shots “in sequence” e.g. drive FH, then drive BH, drop BH, then cross court drive etc. One calls out “shots” other performs action in response.</p> <p>A1 – Explain what a practice routine is (i.e. a predictable pattern or sequence of shots) (see resource sheet for explanation)</p> <p>A2 – Demonstrate simple routine (1) – one player plays the ball straight, the other plays it cross court – then swap roles – Ask who is moving the most and why?.</p> <p>A3 – Simple routine (2) – one player plays only straight the other can play straight or cross court – again ask who is forced to move the most and why?</p> <p>A4 – Simple Routine (3) start with a serve one player tries to play “short” to the front the other tries to play “long” (to the back)</p> <p>Game – with tactic to move opponent round the court as much as possible – refer back to last week and benefits of volleys to assist with this.</p> <p>A5 – Summary – Use Q+A to facilitate learning why practice routines are effective in skill development.</p>
5	Intra school team competition	Split group into teams of 5 (could be mixed or same gender depends on group composition)	Using team match format, players play other teams in ranked order (see resource sheet for full explanation) – team with most points wins. Use score sheets to referee/mark matches (sample in resource)
6	Inter School Competition	Use same format as for intra school team matches but can extend matches to more than one game (best of 3 or even 5 sets)	Using team match format, players play other teams in ranked order as above – “school” team with most points wins. Use score sheets to referee/mark matches (sample in resource)

KS3 – Year 8 Fact Sheet – Resource

Contents:

FH/BH Volleys - explanation
Practice Routines – what and why
Team Matches (format)
Sample score sheet (insert)

Volleys - Key Points to look for:

- Volley is a shot that is hit without a bounce.
- Timing (of contact) is the key issue.
- Racket back ready at waist height and top of racket head level with eyes.
- Action is more of a short swing either forehand or backhand.
- Watch for “open” racket face.
- Swing racket (aim) in intended direction, look for where positioned initially.
- Side on to target.
- Is used tactically to stop the ball going to the back of the court – effectively speeding the game up
- Is also used as the preferred choice of serve return – if hit past the server, the returner can move to the T zone first to be in the best position to dominate the rally

Forehand Volley (FH):

- FH Volley is similar to tennis serve (often hit overhead) but without the long preparation backswing.
- If right handed should be hit with the left foot forward (opposite if left handed).
- Other key points as above

Backhand Volley (BH):

- With a BH Volley a good shoulder turn away from the ball prior to impact is important to hit the shot with control and power.
- If right handed should be hit with the right foot forward (opposite if left handed)
- Other key points as above

Practice Routines

- Practice routines are where players (can be two to four working together) play an agreed sequence of shots to gain consistency and accuracy – the emphasis initially has to be on co-operation in order to make it work e.g. for a simple two person routine, one player plays every shot straight to the back of the court the other plays cross court to the back of the court.
- Routines have varying degrees of complexity, utilising a variety of shots and can also be competitive – in the early days however, the simpler the better, until they become more accomplished and the level of perception and understanding has increased to a satisfactory level where there is a good deal of mutual benefit being gained from the routine (if more advanced) .

Team Matches - format

- The number of players in a squash team is commonly 5 – most county league matches have this format – players are ranked according to standard (in order 1-5) the top player being the number one
- Each match is played 1v1, 2v2, 3v3, 4v4, 5v5, - usually they are best of five sets to 11 points – players win either 3-0, 3-1 or 3-2..
- Playing the first one to 11 points (scoring every rally) – if the score reaches 10-all, the winner must gain a two clear point lead to win i.e. 12-10 or 15-13 etc.
- The winning team is the one who wins the most matches i.e. 5-0, 4-1, or 3-2, with points gained for every game one – the winning team usually gains additional points (see format below).

Team Match – sample scorecard:

Lexden (home) vs Tendring Tech College - 21st April 2011

Lexden			Tendring Tech		
No.	Name	LT/Bt	Name	Result	
1.	Billy Beecroft	Bt	Reggie Watcham	11/9, 12/10, 3/11, 11/5	(3-1)
2.	Sol Hyde	Lt	Tom Bird	8/11, 4/11, 6/11	(0-3)
3.	David Hawkes	Lt	Hugo Johnson	3/11, 7/11, 11/9, 10/12	(1-3)
4.	Joel Braddock	Bt	Bradley Roberts	11/1, 11/2, 11/0,	(3-0)
5.	Hayden Smith	Bt	Josh Stinson	11/4, 3/11, 11/5, 6/11, 11/7	(3-2)

Result: Lexden beat Tendring Tech 3 matches to 2 - 3/2

Points gained: Lexden 10, + 5 bonus points for the win = 15
Tendring Tech - 9

Sample score sheet below:

Notes:

KEY STAGE 3+4 - LONG TERM PLAN – SPECIFIC SQUASH SKILLS

	YEAR 9	YEAR 10	YEAR 11	GCSE
<p>LEARNING OBJECTIVES (Skills)</p> <p>Pupils should be able to:</p>	<ol style="list-style-type: none"> Learn how to move, play angles and wall shots safely in a squash court environment Acquire racket skills that enable them to direct and control the ball when using angles and wall shots Develop; <ol style="list-style-type: none"> angle shots hitting the side wall first (boasts) hitting shots after a sidewall contact hit a volley from serve return after a sidewall contact Refine racket skills to apply them to correct shot production and ball and or opponent awareness Analyse their own and others work and help them improve. 	<ol style="list-style-type: none"> Learn how to move, play lob and drop shots safely in a squash court environment Acquire racket skills that enable them to direct and control the ball when using lob and drop shots Develop; <ol style="list-style-type: none"> High lob serves and BH+FH lobs from the front of the court hitting BH+FH drop shots in the front court hitting drop shots using a volley i.e. a drop-volley BH+FH straight and cross court Refine existing racket skills to apply them to correct shot production and ball/opponent awareness Analyse their own shot production and others to help them improve. 	<ol style="list-style-type: none"> Learn how to use different shots in specific sequences to apply a variety of tactical strategies. Acquire the necessary technical skills to make tactical strategies effective in relation to their opponent and how this helps to win a rally Develop; <ol style="list-style-type: none"> Specific Racket Skills in relation to the use of width, length height and depth A further degree of the use of disguise to out-wit opponents Recognise their own and others strengths and weaknesses in relation to specific areas of the court i.e. is opponent weaker in one corner more than another? To analyse their own and others work in relation to tactical information given To understand GCSE Assessment Criteria (if relevant) 	<p>Develop a knowledge of the assessment criteria for GCSE Squash in relation to Player/participant, Leader, and Official</p>
<p>LEARNING OUTCOMES</p> <p>Pupils should be taught to:</p>	<ol style="list-style-type: none"> Refine and adapt existing skills Develop specific techniques in relation to the learning objectives and be aware as to why things may go wrong (e.g. angle of contact on the sidewall?) Use specific hitting techniques to plan what they do in relation to shot direction and outcome Apply simple tactics and good behaviour (fair play) Take the initiative to analyse their own and others' work, using this information to improve its quality How to work together for specific activities and outcomes e.g. pairs and scoring for each other accurately 	<ol style="list-style-type: none"> Refine and adapt existing skills Develop specific techniques in relation to the learning objectives and be aware as to why things may go wrong (e.g. angle of racket face when playing lob?) Use specific hitting techniques to plan what they do in relation to shot direction and outcome Apply simple tactics and good behaviour (fair play) Take the initiative to analyse their own and others' work, using this information to improve its quality How to work together for specific activities and outcomes i.e. alley games and ¾'s 	<ol style="list-style-type: none"> Refine and adapt existing skills Appreciate the specific techniques necessary to use a variety of tactical strategies and their appropriate application (when) To construct specific game plans in relation to the strengths and weaknesses of the opponent they are playing or about to play To assess the effectiveness of tactical strategies and to know how and when to change them when not working To be able to recognise more obvious patterns of play when watching and analysing their own and others performances To be able use the information gathered to develop areas of their game that are weaker and require correction and subsequent improvement 	<p>Recognise which elements of their work from Years 9-11 that has specific relevance to the assessment criteria for GCSE squash in relation to Player/participant, Leader and Official</p>
<p>LANGUAGE FOCUS (LITERACY)</p>	<p>Boast, short-angle, reverse angle, back-wall boasts Loss of ball speed (deceleration), change of angle, recovery and attack, tactical strategies, More advanced practice routines/patterns of play. ¼ or 3-part court</p>	<p>Height, depth, ball speed (deceleration), change of pace, recovery and attack, tactical strategies, lob drop, drop-volley, More advanced practice routines/patterns of play. Alley games, ¾ or 3-part court</p>	<p>Pressure, momentum, variation of pace, application of tactics, mental control, concentration, focus, anticipation, deception, perception, shot selection, disguise, holding the shot</p>	<p>See Criteria (page 56 – 60)</p>
<p>RULES</p>	<ul style="list-style-type: none"> Importance of rules How to keep score Fair play Correct safety wear (goggles) Lets/Strokes – how to ask and apply 	<ul style="list-style-type: none"> Importance of rules Fair play, accepting decisions Officials of the game/roles Correct safety wear (goggles) Lets and strokes - knowledge 	<ul style="list-style-type: none"> Fair play and accepting decisions Officials of the game/roles Pay attention when not playing Correct safety wear (goggles) Lets and strokes 	

MEDIUM TERM PLAN – SPECIFIC SQUASH SKILLS (3)

KEY STAGE: 3	YEAR: 9	FOCUS: To Develop an appreciation and understanding of the use of angles and wall shots, their tactical application in games and practice routines, and to outwit opponents.
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PROGRAMME OF STUDY	LEARNING OBJECTIVES
<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> a) Use activities and games to promote awareness of the tactical application of angles and wall shots in a game situation. b) Use the principles of basic hitting techniques grip/swingpath, impact point, body position and racket face angle when deciding what angle/wall shot they select to use in a moving game and practice routines c) Respond to changing situations when all the class are involved – safety and respect for others less able, especially in a more confined space. 	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Learn how to move, play angles and wall shots safely in a squash court environment 2. Acquire racket skills that enable them to direct and control the ball when using angles and wall shots 3. Develop; <ol style="list-style-type: none"> a) angle shots hitting the side wall first (boasts) b) hitting shots after a sidewall contact c) hit a volley from serve return after a sidewall contact 4. Refine racket skills to apply them to correct shot production and ball/opponent awareness 2. Analyse their own and others work and help them improve.

FOCUS ON LANGUAGE (Literacy)	LEARNING OUTCOMES (Assessment focus)
<p>Boast, short-angle, reverse angle, back-wall boasts</p> <p>Loss of ball speed (deceleration), change of angle, recovery and attack, tactical strategies, More advanced practice routines/patterns of play.</p> <p style="text-align: center;">3/4, or 3-part - court</p>	<p>Through isolated skill practices, structured activities and competitive situations pupils should be taught to:</p> <ol style="list-style-type: none"> 1 Refine and adapt existing skills 2 Develop specific techniques in relation to the learning objectives and be aware as to why things may go wrong (e.g. angle of contact on the sidewall?) 2. Use specific hitting techniques to plan what they do in relation to shot direction and outcome 4. Apply simple tactics and good behaviour (fair play) 5. Take the initiative to analyse their own and others' work, using this information to improve its quality 6. How to work together for specific activities and outcomes e.g. pairs and scoring for each other accurately

ASSESSMENT CRITERIA	INCLUSIVE PRACTICE
<ul style="list-style-type: none"> • Acquiring and developing skills • Selecting and applying skills, tactics and compositional ideas • Evaluating and improving performance 	<ul style="list-style-type: none"> • Open ended task setting • Pupils compete against those of similar ability • Variety of tasks and successes • Variety of ball sizes for various abilities • Variety of progressions • SEN/LSA support

RISK ASSESSMENTS
<ul style="list-style-type: none"> • Correct footwear and clothing (removal of jewellery) • Awareness of others when sharing and using equipment, especially rackets • Court surface free from obstructions • Equipment set out correctly • Ensure correct warm up is carried out • Safety of pupils during game situations i.e. spatial awareness and consideration of others • Awareness of using parts of the body individually and collectively • Use correct eye safety wear (goggles)

KEY STAGE 3 – SHORT TERM PLAN – SPECIFIC SQUASH SKILLS - YEAR 9

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	Angles and Walls	Understand the variety of different types of angle and wall shots and begin to use them in games and practice routines	<p>Warm up - As for year 8 warm ups pupils should be familiar with dynamic warm ups and ghosting – split group into equal (group) numbers and nominate a warm up leader who calls out exercises for dynamic section – group then decide together about more squash specific movements (ghosting) and combinations/timings</p> <p>A1 – Explain that squash involves using the walls/angles – demonstrate boast and reverse angle (see resource sheet for shot explanations)</p> <p>A2 – Explain how the ball reacts after hitting the sidewall e.g. loses power/speed, drops, changes angle and also how this affects technique in hitting and receiving.</p> <p>A3 – In pairs one hand feeds on to the sidewall/any wall - the other hits shot</p> <p>A4 - Find a corner (of the court) and hit alternate shots via the walls – what happens?</p> <p>A5 – As above mix shots with straight shots and wall shots</p> <p>Game – Introduce ¾ or 3-part court (see resource sheet) – groups play and keep their scores. Hit any wall shot to see what happens during rally</p> <p>Summary – use to Q+ A to discuss what the effects are of angle and wall shots?</p>
2	Forehand Boast	Understand the technical and tactical aspects of the forehand boast – and to use it during a rally to achieve a specific outcome e.g. attack or defence	<p>Warm up – As for last week - warm up routines to be no longer than 10 minutes max.</p> <p>A1 – Demonstrate a FH boast from the back of the court – explain the correct hitting technique + angle etc (see resource sheet) Emphasise why you would play such a shot and what you would hope to achieve tactically.</p> <p>A2 – In groups (4 players per court) one stands at the back of the court (level with the service box) the others stand in the rear BH corner. The feeder hands feeds the ball onto the sidewall for the first one to hit a boast – (needs to be demonstrated to all class first – using all 4 players)- be aware of safety concerns.</p> <p>A3 – In groups same activity – change feeder and throw ball further back into the corner (must be demonstrated first) – ball should come back to FH corner if shot played correctly</p> <p>Game – On FH ¾ side play practice rallies using FH boast whenever it's feasible to see what happens.</p> <p>Game – Play same game as above but gain extra point if rally won using FH boast</p> <p>Summary – Use Q+A to remind of key points and tactical effects of FH boasts.</p>

KEY STAGE 3 – SHORT TERM PLAN – SPECIFIC SQUASH SKILLS - YEAR 9

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
3	Backhand Boast	Understand the technical and tactical aspects of the backhand boast – and to use it during a rally to achieve a specific outcome e.g. attack or defence	<p>Warm up – As for last week - warm up routines to be no longer than 10 minutes max.</p> <p>A1 – Demonstrate a BH boast from the back of the court – explain the correct hitting technique + angle etc (see resource sheet) As for FH emphasise why you would play such a shot and what you would hope to achieve tactically.</p> <p>A2 – In groups (4 players per court) one stands at the back of the court (level with the service box) the others stand in the rear FH corner. The feeder hands feeds the ball onto the sidewall for the first one to hit a BH boast – (needs to be demonstrated to all class first – using all 4 players)- be aware of safety concerns.</p> <p>A3 – In groups same activity – change feeder and throw ball further back into the corner (must be demonstrated first) – ball should come back to BH corner if shot played correctly</p> <p>Game – On BH ¾ side play practice rallies using BH boast whenever it’s feasible to see what happens.</p> <p>Game – Play same game as above but gain extra point if rally won using BH boast</p> <p>Summary – Use Q+A to remind of key points and tactical effects of BH boasts.</p>
4	Movement and Positional Skills	Understand the nature of the necessary movement and positional skills in squash. Also to be able to develop and refine the correct positional and movement skills in a game and practice routines.	<p>Warm up –for the last few sessions the emphasis has been on using warm ups that are like a squash match. In groups discuss (5 minutes) how to construct a vigorous warm up that emulates the physical demands of a match then execute with one “leader” in 10 minutes.</p> <p>A1 – Explain that good positional and movement skills require a degree of personal and spatial awareness (see resource sheet for explanation) – how you move can assist greatly in controlling a game and the shots you are able to select/choose from, upon arrival at the ball.</p> <p>A2 – Using ghosting break the movement down so that the largest stride is the one before you hit the ball – place great emphasis on Balance, Agility/Speed and controlled movement. In groups one does the movement e.g. a ghost to the front to hit a drop shot – the others analyse movement – swop jobs and analysers!</p> <p>A3 – As above but the player ghosting also hits a shot – others analyse the quality of the shot by using a target – how can improving movement and positional skills improve the accuracy of the shot? – as above swop analysers and hitter (change shot) add a ghost to another location before the shot (see resource sheet for explanation)</p> <p>Game – 3/4s but trying to use good movement and positional skills to dominate the rallies</p> <p>Game – in groups of 4, two players two analyse the game – how effective were the movement skills?</p>

KEY STAGE 3 – SHORT TERM PLAN – SPECIFIC SQUASH SKILLS - YEAR 9

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
5	Intra School Competition School Games Level 1	Split group into teams of 5 (could be mixed or same gender depends on group composition)	Using team match format, players play other teams in ranked order (see resource sheet for full explanation) – team with most points wins. Use score sheets to referee/mark matches (sample in resource)
6	Inter School Competition School Games Level 2	Team selected from Year Group to compete against other schools in teams of 5 boys and 5 girls.	Using team match format, players play other teams in ranked order as above – “school” team with most points wins. Use score sheets to referee/mark matches (sample in resource)

Nb: During games, it is important that in preparation for GCSE, teams are organised with emphasis on developing players through reciprocal (and coach) analysis, and that participants take turns in leader and officials roles.

KS3 – Year 9 Fact Sheet – Resource

Contents:

Angles and walls – hitting and receiving

Boast – FH/BH - explanation

Back-wall Boast - explanation

Reverse Angle - explanation

Short angle/boast Hand – explanation

3/4 or 3-part court – explanation

Good movement and positional skills – personal and spatial awareness (explanation)

Ghosting and hitting - explanation

Angles and Walls;

- The use of the walls and to a certain extent is exclusive to the game of squash
- The aim is to teach the use of the walls and angles to either attack or recover
- The ball after hitting the wall loses energy, changes direction, and drops
- This is most felt when returning a high serve that hits the wall first
- Used effectively hitting angles and walls can twist and turn an opponent and add another strategic dimension to the game

Boast – FH/BH Explanation:

- A boast is a shot that hits the sidewall, the front wall and the opposite sidewall (low)
- It is best to describe the shot as a simple drive that hits the sidewall first
- The ideal hitting angle for a boast from the back of the court is 45 degrees to the sidewall
- Another way to describe it would be to imagine that the wall you are hitting against is transparent and you aim for the opposite corner in the court next door – to give a visual clue to the ideal direction of the shot
- It can be played either BH or FH and also on the volley

Back-wall Boast – Explanation:

- A Back-wall boast is a shot (normally a drive) that is hit on to the back-wall of the court first and ending up hitting the front wall (without bouncing first)
- It is primarily a defensive shot, and usually only played as a last resort as it ends up landing in the front of the court with plenty of time for the opponent to play some sort of finishing shot
- Simply put it looks spectacular but is simple to attack (by the opponent)

Reverse Angle – Explanation:

- A Reverse angle shot is normally a drive played onto the sidewall first then on to the front wall
- Usually played in the front of the court hit FH onto the left hand sidewall and on to the front wall
- It is an effective winning shot if played with the opponent behind you and hit low and hard ending up in the opposite corner from the original direction

- It is an ineffective shot if hit too high up on to the sidewall as it would give an opponent a good deal of time to choose their next shot (normally a low drop or hard hit low drive)

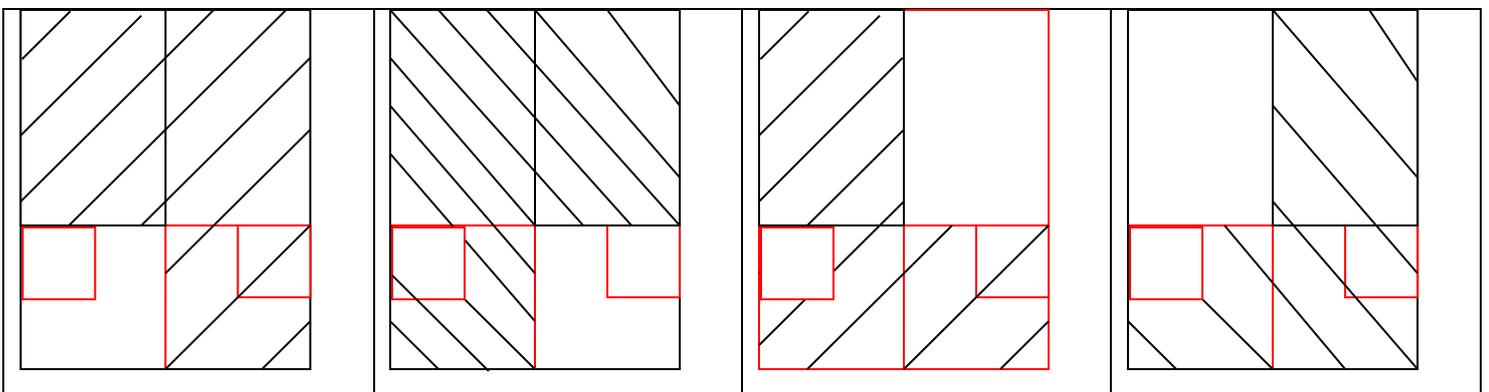
Short Angle/Boast – Explanation:

- A short angle or short boast is an angled shot played in either of the front two corners of the court as a winning shot (an alternative to a standard straight drop or drive)
- The shot is played low on to the sidewall first and then on to the front wall as close as possible to the corner
- Played either FH or BH – the idea is to delay the shot as long as possible then play it quickly to give the opponent the impression that a drop or drive is the likely shot - then hit the short angle to twist the opponent and win the rally

3/4 or 3-part Court – Explanation:

- Essentially 3/4 court or 3-part court as it sometimes known is used as a way of conducting group activities safely on one court.
- Groups can be of up to 6 on one court – with one corner (usually one of the two back ones) as a designated “safe” area.
- The idea is for two players at a time to play a rally or practice routine in the three remaining quarters - i.e. as per diagram below:
- The (four) players remain in the shaded area and the ball is not allowed to go into it or it will be classed as out/unplayable
- Activities such as “winner (of the rally) stays on or ”king of the court” – whereby after a designated time players with either the highest or lowest scores move up or down to the court next door to mix the groups up

$\frac{3}{4}$ COURT PRACTICES



Good Movement and Positional Skills:

- Good positional and movement skills are essential if the players are to improve and progress to GCSE standard
- An overt awareness of the development of these skills can be broken down into the Fundamentals of movement (Agility, Balance and Co-ordination)
- The movements required at this level (year 9 and above) are more complex and integrated – good shot production and execution of selected tactical strategies will only be possible if players are taught the importance of body control and awareness
- The variance of the T-Zone is an example of how the awareness of good positional and movement skills can be demonstrated. Players need to be able to “read the game” and anticipate what shots may be played by their opponents and move early to cover their shot options. i.e. if the ball is tight to the sidewall – how many options is their opponent likely to have?
- Ghosting and ghosting alternated by playing a shot are good ways of grooving good movement and positional skills

Personal Awareness:

- Linking in to the above – the players need to be encouraged to develop a kinaesthetic awareness of their personal movement skills/abilities – one of the best ways to do this would be to video the player and then illustrate how their bodies are reacting to either the ball or their opponent or other stimuli (equipment, clothing, court surface, nerves etc)
- At this stage overall fitness becomes much more important due to growth, age body somatotype, - specific training programmes could be devised to address salient issues
- A good knowledge of the basics of fitness would be very useful to understand why and how the body reacts as it does

Spatial Awareness:

- The awareness and proximity of opponents in a small confined space such as a squash court is another factor that affects shot selection and the execution of tactical strategies
- Players should be encouraged to become more aware of the “spaces” that are created on a squash court – often described as “physical chess” squash requires a high degree of anticipation of an opponents’ likely future moves and potential shot choices
- It is a danger if the players are coached too much and lose the ability to decide for themselves what shot is more appropriate in exact relation to where their opponent is standing
- Awareness of the opponents state of mind and fitness level also affects their potential shot choices and ability to move around the court
- Where and how to move around the court is essential if the player is to develop to their full potential, and their ability to begin to read the game and predict their opponents next likely move arises from gaining experience at higher levels of the game

Ghosting and Hitting:

- The essentials of ghosting were explained in the resource sheet for Year 7
- Simple ghosting and hitting requires one feeder and one hitter. The idea is for the hitter to complete one ghost movement followed by playing a designated shot i.e. a backhand ghost played in the backhand corner followed by a movement to the T - the feeder then gives a simple feed for the hitter to hit a forehand drive (could be varied by a tougher feed and adding a target for the drive)

Insert video of ghost and driving – peter barker and ali walker

Notes

MEDIUM TERM PLAN – SQUASH SKILLS (4)		
KEY STAGE: 4	YEAR: 10	FOCUS: To Develop an appreciation and understanding of the use of Lob and Drop shots, their tactical application in games and practice routines, and to outwit opponents Also to begin to appreciate the roles of leaders and officials in the game.
PROGRAMME OF STUDY		LEARNING OBJECTIVES
Pupils should be taught to: A) Use activities and games to promote awareness of the tactical application of lob and drop shots in a game situation plus the effects of a good lob serve. B) Use the principles of basic hitting techniques – grip/swingpath, impact point, body position and racket face angle when deciding how to produce an effective lob and drop shot and when to use them in a moving game and practice routine C) Respond to changing situations when a small group is involved (i.e. a 2 or 3) – safety and respect for others less able, especially in a more confined space.		Pupils should be able to: 1. Learn how to move, play lob and drop shots safely in a squash court environment 2. Acquire racket skills that enable them to direct and control the ball when using lob and drop shots 3. Develop; a) High lob serves and BH+FH lobs from the front of the court b) hitting BH+FH drop shots in the front court c) hitting drop shots using a volley i.e. a drop-volley BH+FH straight and cross court 4. Refine existing racket skills to apply them to correct shot production and ball/opponent awareness 5. Analyse their own shot production and others to help them improve.
FOCUS ON LANGUAGE (Literacy)		LEARNING OUTCOMES (Assessment focus)
Height, depth, ball speed (deceleration), change of pace, recovery and attack, tactical strategies, lob drop, drop-volley, More advanced practice routines/patterns of play. Alley games, 3/4, or 3-part - court		Through isolated skill practices, structured activities and competitive situations pupils should be taught to: 1 Refine and adapt existing skills 2 Develop specific techniques in relation to the learning objectives and be aware as to why things may go wrong e.g. angle of racket face when playing lob? 3 Use specific hitting techniques to plan what they do in relation to shot direction and outcome 4 Apply simple tactics and good behaviour (fair play) 5 Take the initiative to analyse their own and others' work, using this information to improve its quality 6 How to work together for specific activities and outcomes e.g. alley games and ¾'s
ASSESSMENT CRITERIA		INCLUSIVE PRACTICE
<ul style="list-style-type: none"> Acquiring and developing skills Selecting and applying skills, tactics and compositional ideas Evaluating and improving performance 		<ul style="list-style-type: none"> Open ended task setting Pupils compete against those of similar ability Variety of tasks and successes Variety of ball sizes for various abilities Variety of progressions + activities SEN/LSA support
RISK ASSESSMENTS		
<ul style="list-style-type: none"> Correct footwear and clothing (removal of jewellery) Awareness of others when sharing equipment Court surface free from obstructions Equipment set out correctly Awareness of lets and strokes Safety of pupils during game situations i.e. spatial awareness and consideration of others Awareness of using rackets and balls in a confined area (alley games) Use of eye safety wear (goggles) 		

KEY STAGE 4 – SHORT TERM PLAN – SPECIFIC SQUASH SKILLS – YEAR 10

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	Lob	Understand the technical and tactical aspects of the Forehand + Backhand Lob – and to use it during a rally to achieve a specific outcome e.g. attack or defence or as a serve	<p>Warm up – Split group into equal numbers in accordance with courts used i.e. 3 courts – 10 in each group. Appoint warm up leader using dynamic warm up routines - no longer than 10 minutes max.</p> <p>A1 – Demonstrate a FH +BH lob from the front of the court – explain the correct hitting technique + angle etc (see resource sheet) Explain why you would play such a shot and what you would hope to achieve tactically. Also explain and demonstrate a lob serve (see resource)</p> <p>A2 – In groups (4 players per court) – work in pairs, one stands at the back of the court (level with the service box) the other stand in the front FH (same for the BH side). The feeder hands feeds the ball onto the front wall for the other one to play a FH/BH straight lob – (needs to be demonstrated to all class first – using all 4 players)- be aware of safety concerns. Explain lob can also be effective cross-court.</p> <p>A3 – In groups using alleys both players try to hit every shot above the middle line aiming to hit a good lob to a target placed in the back corners (initially co-operating then competing to hit the best lob)</p> <p>Game – Using $\frac{3}{4}$ play practice rallies using a lob serve and a lob whenever it's feasible to see what happens.</p> <p>Game – Play same game as above but gain extra point if rally won using a lob</p> <p>Summary – Use Q+A to remind of key points and tactical effects of lobs and lob serves.</p>
2	Drop Shot	Understand the technical and tactical aspects of the Forehand + Backhand Drop shot and drop volley and when to use it during a rally to achieve a specific outcome e.g. attack/counter-attack.	<p>Warm up – as for last week. Appoint warm up leader using dynamic warm up routines - no longer than 10 minutes max.</p> <p>A1 – Demonstrate a FH +BH drop shot in the front of the court – explain the correct hitting technique + angle etc (see resource sheet) Explain why you would play such a shot and what you would hope to achieve tactically. Also explain and demonstrate a drop volley (see resource)</p> <p>A2 – In groups (4 players per court) – work in pairs, one stands at the back of the court (level with the service box) the other stand in the front FH (same for the BH side). The feeder hands feeds the ball onto the front wall for the other one to play a FH/BH straight drop – (needs to be demonstrated to all class first – using all 4 players)- be aware of safety concerns. As with lob both drop and drop volleys can be effective cross-court</p> <p>A3 – In groups using alleys both players try to hit a drop shot when they are in front of their opponent aiming to hit a good drop to a target placed in the front two corners (initially co-operating then competing to hit the best drop) – can also use drop as counter-attack</p> <p>Game – Using $\frac{3}{4}$ play practice rallies using a drop shot whenever the player is in front of their opponent.</p> <p>Game – Play same game as above but gain extra point if rally won using a drop or drop volley</p> <p>Summary – Use Q+A to remind of key points and tactical effects of drops and drop volleys.</p>

3	Practice Routines (2)	Use a variety of practice routines that allow them the opportunity to utilise a lob/lob serve, and drop shot/drop volley in isolation and in sequence.	<p>Warm up – In groups – appoint a leader and ask the group to use ghosting activities to replicate the likely movements needed in their forthcoming practice routines. These may need to be pre-decided.</p> <p>A1 – Using two competent players give them a routine to demonstrate such as Lob serve, straight volley return, boast, cross court lob – demonstrate with rest of class watching – explain need to co-operate initially then make the routine more competitive.</p> <p>A2 – Using a ¼ court format – players practice the above routine in twos, with the other group members in the designated safe corner. This will take time for all to “get the hang of it” – but persist with patience and constant re-demonstrations if necessary</p> <p>A3 – Change sides but use same routine (maybe use “winner stays on”)</p> <p>A4 – Introduce the next routine (same as above) except after the boast a drop shot should be played, from the drop a lob will be the next shot – as above this will take time.</p> <p>A5 – Using the same routine again, but this time from the boast a drop OR lob can be played, to give the opportunity to develop some simple disguise techniques i.e “holding” the shot as long as possible (see resource for explanation of holding)</p> <p>Game – In groups of 4, two play (with no restrictions) and two act as observers, win an extra point if the winning shot is a lob or drop shot (could also be a lob serve or drop volley if players of sufficiently competent level).</p> <p>Summary - Use Q+A – were routines effective? If not why not?</p>
4	Practice Routines (3)	As for last week re-cap practice routines that allowed them the opportunity to utilise a lob/lob serve, and drop shot/drop volley in isolation and in sequence.	<p>Warm up – In groups – as for last week appoint a leader and ask the group to use ghosting activities to replicate the likely movements needed in their forthcoming practice routines. These can be pre-decided based upon the success/non success of last weeks routines.</p> <p>A1 – Using two competent players ask them to demonstrate a practice routine as follows -Lob serve, straight volley return, both players then play the ball above the service line until one player attempts a straight drop volley, the next shot can be a “counter” drop shot or a lob – demonstrate with rest of class watching as for last week players must co-operate initially then make the routine more competitive.</p> <p>A2 – Using alley games – players practice the above routine in twos, with the other group members off court observing – limit the time or play an agreed score (say up to 7 PARS scoring) necessary</p> <p>A3 - Change sides/players but use same routine (maybe use “winner stays on”)</p> <p>A4 – Introduce the next routine – at any time players can attack with a drop shot or defend/attack with a lob (straight).</p> <p>A5 – Using the same routine again, but this time from the drop a counter drop must be played as the first option from the drop volley or initial drop – this may require further demonstration – use of disguise when attempting the counter-drop would be productive here (holding the shot)</p> <p>Game – In groups of 4, two play (with no restrictions) and two act as observers, win an extra point if the winning shot is a lob or drop shot (could also be a lob serve or drop volley (cross court shots can be added here) if players of sufficiently competent level.</p> <p>Summary - Use Q+A – were routines effective? If not why not</p>
5	Intra School Competition School Games Level 1	Split group into teams of 5 (could be mixed or same gender depends on group composition)	Using team match format, players play other teams in ranked order – team with most points wins. Use score sheets to referee/mark matches (sample in resource)

6	Inter School Competition School Games Level 2	Whole year group compete in teams of 5 boys and 5 girls.	Using team match format, players play other teams in ranked order as above – “school” team with most points wins. Use score sheets to referee/mark matches (sample in resource – year 8)
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KS4 – Year 10 Fact Sheet – Resource

Contents:

Alley Games – explanation of game

Lob – FH and BH – technical aspects of the shot explained

Lob serve – explain advantages

Drop shot

Drop volley

“Holding” the shot – explanation

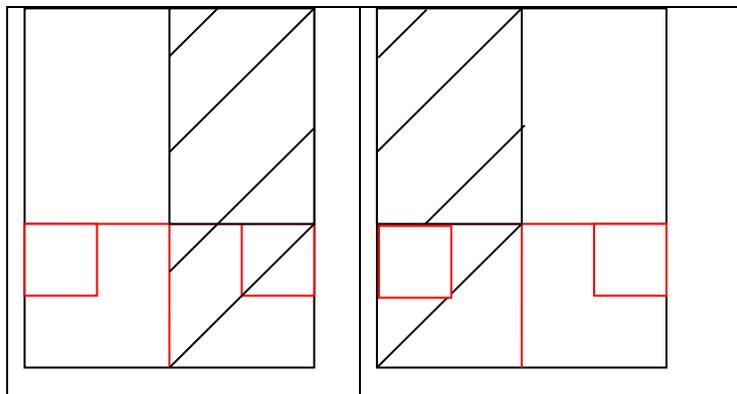
Week 5 – Intra School Squash Competition - class competition using match format (see year 8 factsheet)

Week 6 – Inter School Squash Leagues – using match format (see year 8 Factsheet)

Alley/Channel Games;

- Essentially alley games are a way of occupying 4 players on opposite sides of the court
- Players play in pairs along one sidewall – either FH or BH
- An imaginary line can be drawn (or use throw down lines) to divide the court in to two halves from the half-court line through the t to the front wall – players play in the shaded areas (as per diagram below)
- The use of alley games is to encourage games/practices to assist with straight shots i.e. lobs, drop shots, drives, volleys, volley drops etc and to practice dealing with shots that are close proximity to the sidewalls

FULL ALLEY/CHANNEL MATCHES



Lobs – FH+BH – Key points to look for:

- Lobs are high shots that hit the front wall as near as possible to the top (out of court) line
- Played either FH/BH – the key point is to make the ball go over the opponents head and bounce before the back wall (as close as possible to the walls if played straight and via the sidewall if played cross court)

- The racket face should be as open as possible to lift the ball high with the racket following a low to high trajectory – played with a relatively firm wrist for feel and control
- Lobs have the following priorities as follows:
 - As a minimum – over opponents head!
 - Over their head and bouncing before the back-wall
 - Over their head hitting the sidewall and then bouncing before the back-wall
 - As a winner – over their head, hits the sidewall and dies in the back corner (unretrievable)

Lob Serve – advantages:

- Difficult for serve returner to keep trying to put pace on a slow travelling ball (tiring)
- A good lob serve frequently causes a weaker return (on the volley) especially if the serve has hit the sidewall first and dropped down.
- After the ball has hit the sidewall (if travelling slowly) it loses pace, drops, and changes direction – this causes problems for the returner trying to deal with all 3 alterations in the balls flight

Drop Shot

Key Points to look for:

- Correct grip – essential for good control of the racket face and trajectory of the ball
- MOST IMPORTANT – slower shot for control.
- Racket face pointing towards “target” and at a slight angle (open face).
- Swing path high to low - towards the target, ball must travel downwards from racket.
- Body position shoulder pointing to target, right foot forward if RH, left foot forward if LH.
- Impact (hitting) point level with leading leg (whichever one).
- Timing of hit – just after the “top” of the bounce, as ball just begins to drop.
- Ball should hit the front wall then bounce on the floor and hit the sidewall as low as possible near the nick (join between the sidewall and floor)

Drop Volley:

Key points to look for:

- A drop volley is a volley played with swingpath high to low – effectively placing the ball just above the tin (a downward direction)
- Drop volleys need to hit the front wall, then the floor, then the sidewall as low as possible
- Ideally the ball should be directed towards the front two corners either (FH or BH)
- It is most effective when played as a winning shot or to put the opponent under as much pressure as possible when retrieving
- Drop volleys can be played straight or Cross court

Holding the Shot:

Key Points to look for:

- Holding the shot is basically where the player has their racket “ready” to play the shot but delays it until the last possible moment, causing the opponent to stop moving (and lose momentum) in order to wait until he knows the destination of the shot
- Holding the shot allows for a change of direction of the shot at the last minute in direct relation to where the opponent has started to move in anticipation of where the shot might end up
- Holding the shot therefore aids disguise and is to be very much encouraged
- Holding is however a lot easier when the opponent has played a bad shot and the hitter will have correspondingly more time to make a more conscious choice of shot placement

Notes

MEDIUM TERM PLAN – SPECIFIC SQUASH SKILLS (TACTICS)

KEY STAGE: 4	YEAR: 11	FOCUS: To develop an appreciation and understanding of the application of more advanced tactical strategies to wear down, outwit or out-manoeuvre opponents. To also aid understanding of GCSE Squash Assessment criteria
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PROGRAMME OF STUDY	LEARNING OBJECTIVES
<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> a. Use practice routines in alleys and 3/4 court games to apply a variety of tactical strategies b. Use the principles of outwitting, wearing down and out-manoeuvring when planning, analysing and improving their performance in practice routines and games c. To recognise when tactical strategies are being used against them and how to counter those strategies when involved in practice routines and game situations d. To concentrate on the application of tactical strategies when under pressure or to apply pressure 	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. Learn how to use different shots in specific sequences to apply a variety of tactical strategies. 2. Acquire the necessary technical skills to make tactical strategies effective in relation to their opponent and how this helps to win a rally 3. Develop; <ol style="list-style-type: none"> a) Specific Racket Skills in relation to the use of width, length height and depth b) A further degree of the use of disguise to out-wit opponents 4. Recognise their own and others strengths and weaknesses in relation to specific areas of the court i.e. is opponent weaker in one corner more than another? 5. To analyse their own and others work in relation to tactical information given 6. To understand GCSE Assessment Criteria (if relevant)
FOCUS ON LANGUAGE (Literacy)	LEARNING OUTCOMES (Assessment focus)
<p style="text-align: center;">Pressure, momentum, variation of pace, application of tactics, mental control, concentration, focus, anticipation, deception, perception, shot selection, disguise, holding the shot,</p>	<p>Through isolated skill practices, structured activities and competitive situations pupils should be taught to:</p> <ol style="list-style-type: none"> 1 Refine and adapt existing skills 2. Appreciate the specific techniques necessary to use a variety of tactical strategies and their appropriate application (when) 3. To construct specific game plans in relation to the strengths and weaknesses of the opponent they are playing or about to play 4. To assess the effectiveness of tactical strategies and to know how and when to change them when not working 5. To be able to recognise more obvious patterns of play when watching and analysing their own and others performances 6. To be able use the information gathered to develop areas of their game that are weaker and require correction and subsequent improvement
ASSESSMENT CRITERIA	INCLUSIVE PRACTICE
<ul style="list-style-type: none"> • Acquiring and developing skills • Selecting and applying skills, tactics and compositional ideas • Evaluating and improving performance 	<ul style="list-style-type: none"> • Open ended task setting • Pupils compete against those of similar ability • Variety of tasks and successes • Variety of progressions • SEN/LSA support
RISK ASSESSMENTS	
<ul style="list-style-type: none"> • Correct footwear and clothing (removal of jewellery) • Safety + awareness of others when practicing in more confined areas (alleys) • Court surface free from obstructions • Equipment/targets set out correctly • Greater use of lets and strokes to ensure less likelihood of injury as games become more vigorous • Ensure correct warm up is carried out prior to activities • Use of correct eye safety wear (goggles) 	

KEY STAGE 4 – SHORT TERM PLAN – SPECIFIC TACTICAL SQUASH SKILLS – YEAR 11

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
1	Tactics (1)	Recap of basic tactics and their use and application to form the structure of an effective game of squash.	<p>Warm up – Dependent on the number of courts – split into small groups (using one half of the court) – one leader using dynamic warm up activities and stretches (10 mins) After warm up discuss what happens when you get tired i.e. mind and body fatigue and how this affects performance and ability to execute tactical strategies (i.e. pressure creation through application of pace) – see resource sheet (average length of rallies</p> <p>A1 – Re-cap basics tactics (see resource sheet) – using alleys explore tactics relating to length and height. Start (in pairs) one player plays to the back other plays short and long – swop jobs after 5-7 minutes</p> <p>A2 – Develop above activity into both players playing long, long, short – serve return is first long shot (use throw down lines or cones as a target for a good length</p> <p>A3 – After specified time or score move winners up one court and the loser moves down (4 rounds)</p> <p>A4 – Discuss application of other tactics – play using $\frac{3}{4}$ court and practice using different strategies</p> <p>Game – (in 2's) practice using tactics in game situations</p> <p>Summary – Why are tactics important ? – because each player has different strengths and weaknesses the art of playing squash? – develop a squash brain!</p>
2	Tactics (2)	Recognise the importance of applying a variety of more advanced tactical strategies to outwit, pressurise or out-manoeuvre an opponent	<p>Warm up – As for week one (above) different leader, different activities, plus add ghosting in 30 second bursts</p> <p>A1 – Introduce more advanced tactics (see resource sheet) e.g application of pressure by pace variation</p> <p>A2 – In pairs using alleys one tries to play fast (lots of pace and volleys) other tries to slow pace down using height and softer shots. Discuss why it is difficult?</p> <p>A3 – Using alleys again one tries to hit every shot below the line other plays every shot above – Discuss effect?</p> <p>A4 – In $\frac{3}{4}$'s try to play disguised shots and late boasts to twist and turn opponent (effective against tall players – why?</p> <p>A5 – Ask group How do you build a rally? (see resource sheet) - use $\frac{3}{4}$ court</p> <p>A6 – What is a set-up shot? (see resource sheet) – using $\frac{3}{4}$ try to apply tactic</p> <p>Games – Pick a more advanced tactic and try to apply it – others watch game and try to analyse what tactic each one is attempting to use (is it obvious?)</p> <p>Summary – What is the difference between a basic and more advanced tactic? – how do you decide which tactic is appropriate. What advice would you give a team-mate in between games?</p>

KEY STAGE 4 – SHORT TERM PLAN – SPECIFIC TACTICAL SQUASH SKILLS – YEAR 11

WEEK	THEME	LEARNING OBJECTIVES Students should be able to:	SUGGESTED PRACTICES
3	Practice Routines and Game strategies (4)	Using a variety of practice routines, apply a range of tactical strategies to gain an advantage to win the rally (and ultimately the match!)	<p>Warm up – after gentle warm up using dynamic stretches – run 3 sets of 20 court-sprints (one minute per 20 sprints) with 45 seconds rest in between each set!</p> <p>A1 – Using alleys as racket warm up activities – in pairs both players hit every ball above the line to the back (4-5 minutes) and then swop partners – repeat for 3 “rounds”</p> <p>A2 – Using ¾’s work on using length to achieve the dominant position in a rally – who stays in front most of the time and why?</p> <p>A3 – Introduce different types of volley and how they are used in different circumstances to create momentum and build the rally to a pre-determined outcome.</p> <p>A4 – Using whole court – give one player on corner to attack and the other to attack the opposite e.g. front left corner and back right corner – players effectively play on a diagonal, what needs changing? -</p> <p>A5 – Introduce patterns of play – do players play similar shots from similar points on the court – do they have a favourite shot – two play two observe, are there any patterns that are obvious</p> <p>Games – Free play (2’s) try to play with a specific tactic (pick from last week)</p> <p>Summary – What routines are you going to practice before next week?</p>
4	Movement and Positional skills (2)	Recognise the importance of improving movement and positional skills through greater awareness of body posture, balance and flexibility	<p>Warm up – after gentle warm up using dynamic stretches – run 3 sets of 20 court-sprints (one minute per 20 sprints) with 45 seconds rest in between each set</p> <p>A1 – Revise ghosting in term of the technical and fitness aspects, personal and spatial awareness etc (see resource)</p> <p>A2 – Split groups into 4’s and get them to compose a ghosting circuit (see movement video clips)</p> <p>A3 – Using same groups to compose ghosting and hitting circuits with a range of shots e.g. drive, volley, drop shot, boast etc . Time periods and shot numbers can vary to give it a limit (see video clip – Ali Walker and Peter Barker)</p> <p>A4 – Using reciprocal coaching two play and others mark them on the quality of their movement and positional skills and whether that affects the outcome of the rally/match?</p> <p>Games – How does movement get affected by fatigue?</p> <p>Summary - Use Q and A – remind class of the need to improve fundamental movement skills Agility, Balance, Co-ordination and Speed.</p>
5	Intra School Competition School Games Level 1	Split group into teams of 5 (could be mixed or same gender depends on group composition)	Using team match format, players play other teams in ranked order – team with most points wins. Use score sheets to referee/mark matches (sample in resource)
6	Inter School Competition School Games Level 2	Whole year group compete in teams of 5 boys and 5 girls.	Using team match format, players play other teams in ranked order as above – “school” team with most points wins. Use score sheets to referee/mark matches (sample in resource – year 8)

KS4 – Year 11 Fact Sheet – Resource

Contents:

Re-cap of Basic tactics – explanation

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Week 5 – Intra School Squash Competition - class competition using match format (see year 8 factsheet)

Week 6 – Inter School Squash Leagues – using match format (see year 8 Factsheet)

Re-cap: Basic Tactics

Key Points to look for:

- Receiver in Ready position? – Are they watching ball or wall – this is known as “tracking”.
Because this will help them move into the correct position to hit the ball where they want it to go.
- Do they dominate the centre of court (t-zone) ?
The T-zone is the best place to dominate a rally – equal distance from anywhere on the court.
- Where are they hitting the ball in relation to their opponent?
The further away they hit it from their opponent the more tired he becomes!
- Straight hitting makes the opponent move more than you!
Cross court hits go back to where they are standing.
- Hit a good serve – no mistakes! And vary if opponent dealing easily with serve (pace/direction)
- Is your opponent always hitting the ball back to you – **what are they doing?**
Be clever - be aware of where you opponent hits most of their shots.
- Who is controlling the rally and if so why?
If opponent - most likely cause is that you are hitting the ball back to them all the time!
- How can you/we change things if we are losing?
Change the direction, pace, or shot you are hitting i.e. on to their worst shot Backhand?
- Is your partner/opponent left or right handed – are they better at backhand or forehand or better in one corner or worse?

Mental Strength:

- To be strong minded when playing sport is very important, determination and “a never say die” approach often works as your opponent begins to believe that they can’t beat you.
- Never give up even when match ball down – you can still win from that point!
- Mental strength also comes from being prepared properly before you play – have you done enough practice to be at your best for the match?
- Mental strength comes from the knowledge that you are “fit enough” to last a tough match.
- Mental strength comes from a history of winning and confidence in your ability.
- Mental strength comes from self-belief – if you think you can do it, you probably can!

- Mental strength comes from dealing with the pressure of a match well; not letting anything upset you or deter you from your aim!

Good Movement and Positional Skills:

- Good positional and movement skills are essential if the players are to improve and progress to GCSE standard
- An overt awareness of the development of these skills can be broken down into the Fundamentals of movement (Agility, Balance and Co-ordination)
- The movements required at this level (year 9 and above) are more complex and integrated – good shot production and execution of selected tactical strategies will only be possible if players are taught the importance of body control and awareness
- The variance of the T-Zone is an example of how the awareness of good positional and movement skills can be demonstrated. Players need to be able to “read the game” and anticipate what shots may be played by their opponents and move early to cover their shot options. i.e. if the ball is tight to the sidewall – how many options is their opponent likely to have?
- Ghosting and ghosting alternated by playing a shot are good ways of grooving good movement and positional skills

Insert video clips of movement (2) Ben Coleman and Adrian Waller

Personal Awareness:

- Linking in to the above – the players need to be encouraged to develop a kinaesthetic awareness of their personal movement skills/abilities – one of the best ways to do this would be to video the player and then illustrate how their bodies are reacting to either the ball or their opponent or other stimuli (equipment, clothing, court surface, nerves etc)
- At this stage overall fitness becomes much more important due to growth, age body somatotype, - specific training programmes could be devised to address salient issues
- A good knowledge of the basics of fitness would be very useful to understand why and how the body reacts as it does

Spatial Awareness:

- The awareness and proximity of opponents in a small confined space such as a squash court is another factor that affects shot selection and the execution of tactical strategies
- Players should be encouraged to become more aware of the “spaces” that are created on a squash court – often described as “physical chess” squash requires a high degree of anticipation of an opponents’ likely future moves and potential shot choices
- It is a danger if the players are coached too much and lose the ability to decide for themselves what shot is more appropriate in exact relation to where their opponent is standing
- Awareness of the opponents state of mind and fitness level also affects their potential shot choices and ability to move around the court
- Where and how to move around the court is essential if the player is to develop to their full potential, and their ability to begin to read the game and predict their opponents next likely move arises from gaining experience at higher levels of the game

Ghosting and Hitting:

- The essentials of ghosting were explained in the resource sheet for Year 7
- Simple ghosting and hitting requires one feeder and one hitter. The idea is for the hitter to complete one ghost movement followed by playing a designated shot i.e. a backhand ghost played in the backhand corner followed by a movement to the T - the feeder then gives a simple feed for the hitter to hit a forehand drive (could be varied by a tougher feed and adding a target for the drive)

Insert videos clips (2) of Ali Walker and Peter Barker

Rally Length – Statistics

- Mean match length: Male: 52 min. Female 44 min.
- Mean rally length: Male: 20 sec (4-86 sec) - Female: 17 sec (5-65 sec).
- Mean time between rally's: Male 13 sec. Female: 14 sec.
- Mean rally's per game: Male: 26. Female: 24.
- Mean shots per rally: Male: 14. Female: 11.
- Mean Heart rate: 85% of max.

The above statistics will have implications for the type of coaching methods used and their relevance to the player themselves (level of fitness)

Patterns of Play – levels 1-3

Level I

At Level I the player in front generally plays short and the player behind plays long. These emphasize fundamental shot-selection decision-making. No options are available. Drill starts with players driving along a wall.

- 1 straight drive if behind, boast if in front when presented with an opportunity, player behind chases down boast and X-court drives off boast: Repeat FH and BH
- 2 straight drive if behind, boast if in front, straight drive off boast: Repeat FH and BH
- 3 straight drive if behind, X-court drop if in front, X-court drive off drop: Repeat FH and BH
- 4 straight drive if behind, X-court drop if in front, straight drive off drop: Repeat FH and BH
- 5 straight lob if behind, boast if in front, X-court drive off boast: Repeat FH and BH

Level II

At Level II we begin to build in the options. As with Level I, all drills begin with trading drives or lobs to length. At Level II the behind player may hit straight or cross-court. The player in front, as usual, attacks. However, the behind player, responding to the attack, has a choice. That player may straight drop or hit straight or cross-court out of the front.

- 1 straight or X-court drive if behind, player in front attacks with a X-court drop, behind player responding to attack straight drops, the attacking player covers the drop with a straight or X-court drive.

- 2 straight or X-court drive if behind, boast if in front, behind player covers with a straight drop, attacking player covers drop with a straight or X-court drive.
- 3 straight or X-court drive if behind, player in front attacks with a X-court drop, behind player responds to attack with a straight or X-court drive.
- 4 straight or X-court drive if behind, boast if in front, behind player covers attack with a straight or X-court drive.
- 5 straight or X-court lob if behind, X-court drop if in front, behind player covers drop with a straight drop, attacking player covers drop with a straight or X-court lob.

Level III

At Level III both players are given a choice of two options for each stroking decision. This begins to place a premium on deception and the recognition of deception.

- 1 straight or X-court lob if behind, X-court drop if in front, behind player covers the drop with a straight or X-court drop, attacking player covers the counter drop with a straight or X-court lob.
- 2 straight or X-court lob if behind, boast if in front, behind player covers boast with a straight or X-court drop, attacking player covers the counter drop with a straight or X-court lob.
- 3 straight or X-court drive if behind, X-court drop if in front, behind player covers the drop with a straight or X-court drop, attacking player covers the counter drop with a straight or X-court drive.
- 4 straight or X-court drive if behind, boast if in front, behind player covers the boast with a straight or X-court drop, attacking player covers the counter drop with a straight or X-court drive.
- 5 straight or X-court lob if behind, X-court drop if in front, behind player covers drop with a straight or X-court drop, attacking player covers the counter drop with a straight or X-court drive.

Notes

GCSE Assessment Criteria

1.1: Practical performance

All students need to offer performances, in practical contexts, in the role of either player/participant, official or leader.

- **GCSE (Short Course) in Physical Education** students are required to offer **two performances**, in practical contexts, in the role of either player/participant, official or leader. At least one of the two performances must be in the role of player/participant.
- **GCSE in Physical Education** students are required to offer **four performances**, in practical contexts, in the role of either player/participant, official or leader. At least two of the four performances must be in the role of player/participant.

Task 1.2: Player/participant

Students must:

- know about the rules/regulations of selected physical activities, and how these relate to, and affect, participation
- demonstrate effective and suitable skills, in isolation and/or competitive situations, as appropriate.

Task 1.3: Official

Students must:

- understand the role(s) of officials in selected physical activities
- know, and be able to apply the rules/regulations of selected physical activities
- understand, and be able to apply, principles relating to fair play in selected physical activities
- demonstrate effective, and suitable, officiating skills in selected physical activities (under supervision of a qualified/suitable individual where appropriate), including controlling a competitive situation or managing an event.

Task 1.4: Leader

Students must:

- understand the role(s) of leaders in selected physical activities
- understand, and be able to apply, principles relating to fair play in selected physical activities
- demonstrate effective leadership skills in selected physical activities (under supervision of a qualified/appropriate individual where appropriate), including: – taking responsibility for the training and preparation, of an individual/team, for competitive situations in a selected physical activity – supporting players/participants in the performance of a physical activity with due consideration to health and safety issues.

GCSE Squash

Skills, knowledge and understanding

Advanced skills developed in structured plays to enable students to perform in the context of the assessment

Grips and their uses

Basic shots:

- the forehand and backhand drives
- grip
- swing
- racquet head up
- follow through.

The service:

- forehand lob (floating service)
- forehand hard hit service
- backhand service
- return of service.

Attacking and defensive shots (forehand and backhand): the volley; the boast; the drop shot; the lob.

Fundamentals of movement:

- watching
- footwork
- balance
- readiness
- returning to the 'T'
- anticipation
- deception.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual student

- Stroke restriction and court restriction drills.
- Structured rallies and plays.

Tactics

- Use of side walls and angles to out-manoeuvre an opponent.
- Width and length (switching).
- Anticipation.
- Deception.

Laws of the game and their application

- Knowledge of court layout and use.
- Marking and refereeing.

GCSE Assessment criteria for Squash: Practical performance

1. Player/participant:

0: Performance not worthy of credit.

1-2:

Poor technique when playing either forehand or backhand drives. Shots lack power and often land in the middle of the court. Serves are erratic and student has difficulty in getting the ball to land in the correct area. Unable to influence game. Makes very limited contribution with skills not in evidence during play. Understanding of tactics is poor. Is content just to get the ball back. Participation in game minimal. Only returns shots within reach. Needs guidance on where to stand in the court to serve/receive from. Has difficulty in maintaining a rally and returning serve, especially on backhand.

3-4:

Able to play forehand and backhand drives with recognisable technique although the power and accuracy may be inconsistent, especially on the backhand side. Uses the boast but with limited effect. Volleys are attempted and some may work. Serve played to intended area though with some errors. Able to maintain rally but technique under pressure is poor. Has tendency to maintain rally by playing forehand shots (even when on backhand side of court). Stands correctly to receive serve, but placement of ball and subsequent movement is poor. Can score, but not sure of lets/strokes.

5-6:

Grip is usually correct and effective. Able to rally continuously on either wing though some drives may lack distance and accuracy. Can use the boast to outwit opponent but is less successful when the ball is close to the back wall. May use volleys to maintain a rally, but success on the backhand side may be limited. Shows good variety of serves accurately placed with power. Lobs and drop shots may lack distance and control. Uses a variety of shots although still a measure of responding to opponent rather than creating/engineering opportunities. Pressure of game causes loss of accuracy. Displays some tactical awareness of use of the 'T'.

7-8:

Good grip and racket movement. Technically correct, low drives to both sides with good length and showing the ability to change the direction of the ball (playing a straight drive from a boast). Uses volley effectively though with some errors, in an attempt to dominate the 'T'. Shows variety of serve to forehand and backhand with good length and weight. Makes effective use of the boast, drop shot and lob. Volleys played at appropriate times to speed up game or prevent ball reaching the back of the court. Brings disguise into game, especially when positioned at the front of the court. Exerts considerable influence on the game. Plays full range of shots with accuracy. Shows tactical awareness by creating a winning opportunity. Can vary the pace of the game according to the strength and weakness of the opponent.

9-10:

Good technique for all shots and correct grip. Excellent straight drives, both forehand and backhand, are played close to the sidewalls. Can 'kill' the ball both straight and X court. Makes effective use of the boast to retrieve the ball from the back corners and thus regain control of the rally. Uses a variety of volleys to dominate the rally and move the other player around the court. Good effective serves are played to vary pace of game and allow the server to dominate the 'T'. Varies serve and choice of shot depending on opponent's weaknesses. Able to change the pace of the game by using the lob, drop and boast to out-manoeuvre opponent, giving time to recover or capitalise on opponent's weaknesses. Able to wrong-foot opponent by using disguise. When playing an opponent of similar ability the student is content to play long rallies wearing down his/her opponent and waiting for right

opportunity to play the winning shot. Makes very few unforced errors.

GCSE Assessment criteria for Squash:

2. Leader:

0 Performance not worthy of credit.

1-2:

The student demonstrates a very basic level of performance helping the teacher deliver a practical session for beginners at an extra-curricular club/junior section of a club.

They can help to set up activities within a session and play a minor role in encouraging participants.

The student may identify some obvious strengths or areas for development but will be unable to make any evaluation.

The student will lack confidence, displaying very limited organisational and communication skills.

3-4:

The student demonstrates a basic level of performance in the role of a leader's assistant during a number of training/practice sessions for an extra-curricular club/junior section of a club.

They can help to set up skills practices within a session and take an active role in encouraging participants during a fitness session. The student can identify and evaluate only the very basic strengths and areas for development.

The student will lack confidence, displaying limited organisational and communication skills.

5-6:

The student demonstrates their ability to assist in the planning and delivery of a number of training/practice sessions for younger students, individual participants/group/team at a club.

They can plan a skills practice within a session and lead part of a fitness session. It will be evident that the performance of the group/team or individual has made some improvement. The student can evaluate performances, indicating strengths and areas for development, and be able to give some helpful feedback.

As a leader, the student will be confident in certain situations, displaying some good organisational and communication skills.

7-8:

The student demonstrates their ability to plan and deliver a number of training/practice sessions for junior individual participants/group/team at a club.

They can plan basic skills practice/fitness sessions. It will be evident that the performance of the group/team or individual has made some improvement. The student can evaluate performances, indicating strengths and areas for development, and be able to give some positive feedback.

As a leader, the student will be confident in most situations, displaying good organisational and communication skills.

9-10:

The student demonstrates their ability to plan and deliver a number of training/practice sessions for individual participants/team representing, for example, centre/junior club/region.

They can plan advanced skills practices and fitness sessions aiming to improve the performance of The group/team or individual. The student will accurately pinpoint a performer's strengths and areas for development and be able to give detailed feedback.

As an inspirational leader, the student will be confident, highly organised, and display excellent communication skills.

GCSE Assessment criteria for Squash:

3. Official:

0 Performance not worthy of credit.

1-2:

The student has very limited knowledge and understanding of the rules/laws/regulations and safety issues related to the selected physical activity.

They may be able to apply some of them at an appropriate performance level but their communication, positioning and signalling skills will be poor and they will lack the confidence to assert any authority.

The student may carry out a limited number of their responsibilities in the role of an official's assistant according to the relevant governing body's code of conduct.

3-4:

The student has basic knowledge and understanding of the rules/laws/regulations and safety issues related to the selected physical activity.

They may be able to apply some of them at an appropriate performance level but their communication, positioning and signalling skills will be limited and they may lack the confidence to assert authority in certain situations.

The student may carry out some of their responsibilities according to the relevant governing body's code of conduct, under the guidance of a qualified/experienced official.

5-6:

The student has sound knowledge and understanding of the rules/laws/regulations and safety issues related to the selected physical activity.

They will have the ability to apply them at an appropriate performance level. They will display satisfactory communication, positioning and signalling skills and have the confidence to assert some authority by making well-informed and accurate decisions in some situations.

The student will carry out their responsibilities according to the relevant governing body's code of conduct in most aspects of their role as an official. They may have gained a recognised qualification to officiate at beginner level.

7-8:

The student has good knowledge and clear understanding of the rules/laws/regulations and safety issues related to the selected physical activity.

They will have the ability to apply them at an appropriate performance level. They will display good communication, positioning and signalling skills and have the confidence to assert authority by making quick, well-informed and accurate decisions in most situations.

The student will carry out their responsibilities according to the relevant governing body's code of conduct in most aspects of their role as an official. They may have gained a recognised qualification to officiate at an intermediate level.

9-10:

The student has thorough knowledge and very clear understanding of the rules/laws/regulations and safety issues related to the selected physical activity.

They will have the ability to apply them at a high performance level. They will display excellent communication, positioning and signalling skills and have the confidence to assert authority by making instant, well-informed and accurate decisions in any given situation.

The student will carry out their responsibilities according to the relevant governing body's code of conduct in all aspects of their role as an official. Where timekeeping/scoring forms part of the role, this should be completed accurately, according to recognised procedures. They may have gained a recognised qualification to officiate at either junior/youth or adult club level.

Notes

REFERENCES:

- 1. Edexcel GCSE – Controlled Assessment Guide June 2009**