

Colton Hills Community School medium term planning

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| Topic title: Badminton | Year: 8-Cooperation To work as part of a team and cooperate in competitive situations. Term: Autumn - Spring | Why we teach this: Badminton forms a key part of our wider school PE curriculum and it has many transferable techniques, skills and tactics used in a variety of ways. This allows knowledge and understanding of rules, regulations and scoring systems. This also links in with the knowledge and application phase at BTEC level. | Why we teach this here: We teach this unit in Year 8 to encourage students to develop analysis, development, and implementation of skills with a strong focus on peer assessment opportunities and developing skills and tactics individually or as doubles team in badminton. |
| Big questions: 1) Why is it important to have good grip of the racket in badminton? 2) Why is hitting the shuttle with accuracy so important in badminton? 3) Why is it so important to keep a central position in the court when playing badminton? 4) How do we consistently play the drop shot with precision in badminton? 5) Why is it important to push your opponent to the back of the court when playing the clear shot? 6) What range of defensive shots can be used tactically and technically in conditioned situations? | Builds on previous topics: Links to any previous knowledge and understanding of badminton from year 7 reflecting on own performance and building on confidence to explain answers fully regarding skills, techniques, and tactics. | Links to future topics: It will allow students to gain an understanding and knowledge of skills for future badminton topics, leading up to Btec Sport. | Key knowledge: <ul style="list-style-type: none">- Be able to respond effectively to questions regarding badminton shot techniques and tactics.- Understand the key characteristics of a badminton game.- Understand how to improve own badminton skills and how they contribute to own health and fitness.- Understand what components of fitness needed to improve when playing badminton.- Gain knowledge of key tactics and techniques that can be used to beat your opponents.- Gain knowledge of the rules of badminton and how they differ in both singles and doubles games. Key knowledge continued: LPA <ul style="list-style-type: none">- Consistently strike the shuttle with the racket when making shots.- Contact the shuttle showing control when making the shot.- Play an overhead clear shot with accuracy. MPA <ul style="list-style-type: none">- To be able to consistently perform an accurate serve.- To begin using the correct terminology for badminton.- Perform attacking and defensive shots effectively in game situations. HPA <ul style="list-style-type: none">- To understand the variety of attacking defensive shots that can be used to defeat an opponent.- To be able to demonstrate an efficient rally using a variety of shots.- To demonstrate an understanding of the court dimensions used for singles and doubles badminton games. |
| Skills developed: <ul style="list-style-type: none">- Practical skills suitable to the game of badminton.- Tactical skills suitable to the game of badminton.- Students playing within the rules across sporting activities.- Be physically active for sustained periods of time.- Develop confidence and excel throughout the badminton curriculum. | | Independent study tasks/resources: Week 1 – Fitness for Badminton Week 2 – HIIT training for Basketball Week 3 – Interval training for Badminton Week 4 – Plyometrics training for Badminton Week 5 – Power training in Badminton | Key vocabulary 1: Shuttle Underarm Closed grip Backcourt Key vocabulary 2: Forehand grip Defensive Clear Attacking Clear Backhand Stroke |
| Mini/Interim assessments: <ul style="list-style-type: none">- Initial baseline assessment- Final assessment conducted at the end of the unit where pupils have gained maximum knowledge and practice of tactics and techniques. | | | |

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| End of unit assessment: Game based situations linked to assessment criteria. | Week 6 – Shuttle fitness | Serve Racket Overhead shots Tramline Singles Fault | Service Court Smash Baseline Let Doubles Centre line |
| Cultural capital opportunities: Social: Can I work responsibly with others sensibly in potentially dangerous circumstances when taking on different roles and responsibilities? Moral: Can I use equipment appropriately and safely? Can I learn to handle success and defeat with dignity? Spiritual: How can badminton positively affect my emotions? – (Confidence, determination, resilience) Cultural: Can I respect and show an awareness of other cultures traditions within a competitive environment. | Whole school Curricular Concept links: Civic Responsibility – focus on badminton in society. Cultural Diversity – exploring gender in sport. Health Living – mental health and healthy living focus Artistic Creativity – develop a creative approach to technical and tactical skills to outwit opposition. | | |