


Bilton School – Planning for progress over time. Badminton

Intent – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

IMPLEMENTATION																																							
	Year 7					Year 8					Year 9					Year 10					Year 11																		
	Big Picture- Understand basic skills and rules of the game of Badminton, including conditioned games to develop the sense of outwitting an opponent. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big picture- Develop more advanced skills to outwit opponents during direct competition. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To develop knowledge of rules, tactics set plays to outwit opponents. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To master skills, techniques and tactics and strategies to overcome opponents. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.					Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.																		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5														
L1 – Backhand Low and Short Serve	L2 – High and Deep Serve	L1 - Assessment Lesson 1	L1 – Forehand Drop Shot	L1 – Smash Shot	L2 – Forehand Net Shot	L2 – Forehand Overhead Clear	L2 – Forehand Lift	L2 – The Drive	L2 – Assessment Lesson 2	L1 – Backhand Low and Short Serve	L2 – High and Deep Serve	L1 - Assessment Lesson 1	L1 – Forehand Drop Shot	L1 – Smash Shot	L2 – Forehand Net Shot	L2 – Forehand Overhead Clear	L2 – Forehand Lift	L2 – The Drive	L2 – Assessment Lesson 2	L1 – Flick and Drive Serve	L2 – Block Shot	L1 - Assessment Lesson 1	L1 – Forehand and backhand Drop Shot	L1 – Smash Shot	L2 – Forehand and backhand Net Shot	L2 – Backhand and around the head Overhead Clear	L2 – Forehand and backhand Lift	L2 – The Drive	L2 – Assessment Lesson 2	L1 – Flick and drive Serve	L2 – Block Shot	L1 - Assessment Lesson 1	L1 – Forehand and backhand Drop Shot	L1 – Smash Shot	L2 – Forehand and backhand Net Shot	L2 – Backhand and around the head Overhead Clear	L2 – Forehand and backhand Lift	L2 – The Drive	L2 – Assessment Lesson 2
End Points At the end of the year 7 badminton unit students will be able to: <ol style="list-style-type: none"> Demonstrate the correct grip for some shots Demonstrate the correct body position for some shots Demonstrate serves with some accuracy Demonstrate clears with some accuracy Demonstrate drives with some accuracy Demonstrate net shots with some accuracy Demonstrate lifts with some accuracy Demonstrate Drop Shots with some accuracy Demonstrate Smash Shots with some accuracy 																																							
At the end of the year 8 badminton unit students will be able to: <ol style="list-style-type: none"> Demonstrate the correct grip for the shots attempted Demonstrate the correct body position for the shots I attempt Demonstrate serves with accuracy Demonstrate clears with accuracy Demonstrate drives with accuracy Demonstrate net shots with accuracy Demonstrate lifts with accuracy Demonstrate Drop Shots with accuracy Demonstrate Smash Shots with accuracy 																																							
At the end of the year 9 badminton unit students will be able to: <ol style="list-style-type: none"> Consistently demonstrate the correct grip for the shots I attempt Consistently demonstrate the correct body position for the shots I attempt Consistently demonstrate serves with accuracy Consistently demonstrate clears with accuracy Consistently demonstrate drives with accuracy Consistently demonstrate net shots with accuracy Consistently demonstrate lifts with accuracy Consistently demonstrate Drop Shots with accuracy 																																							
At the end of the year 10 badminton unit students will be able to (in addition to previous End Points): <ol style="list-style-type: none"> Demonstrate a wide range of serves with accuracy Demonstrate a wide range of Drops shots with accuracy Demonstrate Smash shots with accuracy Demonstrate wide range of block shots with accuracy Demonstrate a range of lift shots with accuracy Demonstrate the Round-the-head clear with accuracy. Appropriate shot selection Appropriate tactical change to the selected shot in response to opponents’ actions. Create openings to dominate rallies, thereby relying on 																																							
At the end of the year 11 badminton unit students will be able to: <ol style="list-style-type: none"> Consistently demonstrate a wide range of serves with accuracy Consistently demonstrate a wide range of Drops shots with accuracy Consistently demonstrate Smash shots with accuracy Consistently demonstrate wide range of block shots with accuracy Consistently demonstrate a range of lift shots with accuracy Consistently demonstrate the Round-the-head clear with accuracy. Appropriate shot selection 																																							

	<p>10. Demonstrate some effective movement around the court</p> <p>11. Hitting the shuttle with the correct technique sometimes</p> <p>12. Appropriate shot selection</p> <p>13. Appropriate tactical change to the selected shot in response to opponents' actions.</p> <p>14. Create openings to dominate rallies, thereby relying on unforced errors of the opponent to score points</p>	<p>10. Demonstrate effective movement around the court</p> <p>11. Hitting the shuttle with the correct technique.</p> <p>12. Appropriate shot selection</p> <p>13. Appropriate tactical change to the selected shot in response to opponents' actions.</p> <p>14. Create openings to dominate rallies, thereby relying on unforced errors of the opponent to score points</p>	<p>9. Consistently demonstrate Smash Shots with accuracy</p> <p>10. Consistently demonstrate effective movement around the court</p> <p>11. Consistently hit the shuttle with the correct technique.</p> <p>12. Appropriate shot selection</p> <p>13. Appropriate tactical change to the selected shot in response to opponents' actions.</p> <p>14. Create openings to dominate rallies, thereby relying on unforced errors of the opponent to score points</p>	<p>unforced errors of the opponent to score points</p>	<p>8. Appropriate tactical change to the selected shot in response to opponents' actions.</p> <p>9. Create openings to dominate rallies, thereby relying on unforced errors of the opponent to score points</p>
Progress and Assessment	<p>Assessment to take place after lesson 4 with Feedback and specific actions.</p> <p>Overall assessment to take place in lesson 10.</p>	<p>Assessment to take place after lesson 4 with Feedback and specific actions.</p> <p>Overall assessment to take place in lesson 10.</p>	<p>Assessment to take place after lesson 4 with Feedback and specific actions.</p> <p>Overall assessment to take place in lesson 10.</p>	<p>Assessment to take place after lesson 4 with Feedback and specific actions.</p> <p>Overall assessment to take place in lesson 10.</p>	<p>Assessment to take place after lesson 4 with Feedback and specific actions.</p> <p>Overall assessment to take place in lesson 10.</p>
Key Vocabulary/ Literacy	<p>Court markings. Selected shots – overhead / under arm clear, drop shot, smash shot and long / short serves.</p> <p>Key terminology related to grip and body position.</p>	<p>Court markings. Selected shots – overhead / under arm clear, drop shot, smash shot and long / short serves.</p> <p>Key terminology related to grip and body position.</p> <p>Rules and regulations / scoring system</p>	<p>All previous plus : Disguise Evaluation of performance Front – back and side – side doubles tactics.</p>	<p>All previous plus : Disguise Evaluation of performance Front – back and side – side doubles tactics.</p>	<p>All previous plus : Disguise Evaluation of performance Front – back and side – side doubles tactics.</p>
Connected Knowledge <i>Connectives to ??????</i> <i>Theme/topic/year group?</i> <i>Cross-curricular themes?</i>	<p>Muscles in warm-up to VCERT and GCSE key terminology</p> <p>Effects of exercise- Science</p>	<p>Character and culture / lifelong participation in health and fitness</p> <p>Components of fitness knowledge development</p> <p>Methods/principles of training</p>	<p>Impact of exercise on body systems – What happens immediately regarding cardiovascular / respiratory and muscular / skeletal body systems</p>	<p>Impact of exercise on body systems – What happens immediately regarding cardiovascular / respiratory and muscular / skeletal body systems</p>	<p>Impact of exercise on body systems – What happens immediately regarding cardiovascular / respiratory and muscular / skeletal body systems</p>
Spiritual, Moral, Social and cultural.	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so</p>	<p>Students are encouraged to make mistakes and learn from them, misconceptions are readdressed to encourage students to make mistakes and feel safe doing so</p>
British Values	<p>Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.</p>	<p>Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.</p>	<p>Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.</p>	<p>Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.</p>	<p>Group work and working with different students each lesson to encourage interacting with a wide range of students in the class, learning to look at other students strengths and weakness and helping them improve them.</p>
Cultural Capital	<p>Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.</p>	<p>Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.</p>	<p>Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.</p>	<p>Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.</p>	<p>Group and paired tasks, peer assessment tasks give students the opportunity to improve emotional intelligence, empathising with others, respecting others opinions and learn to listen and empathise to other points of views and opinions.</p>
Impact	<p>Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE with Use a range of tactics to overcome opponents.</p>				